

1. Project Summary

[Project Name]

Going Global Meiji 8000!

- Developing Students with a Frontier Spirit for the Future, by Encouraging Students' Proactive Learning -

[Our Vision of Meiji University as a Top Educational Institution]

Globalization is making it possible to instantly communicate all kinds of information around the world, and this is having a profound impact on politics, economies, culture and other aspects of human society. The world needs Global Human Resources with a Frontier Spirit for the Future, who can cultivate mutual trust within the global community, working together to solve problems and making major changes while shaping a new future, based on a deep understanding of the history and culture of regions affected by environmental degradation, poverty, human rights violations and other global issues. Through its efforts in the Top Global University Project, Meiji University is developing students with a frontier spirit for the future, by encouraging students' proactive learning, we will send out approximately 8,000 graduates each year into the world as global human resources who can learn, think and act proactively to shape a new future in our diverse world.

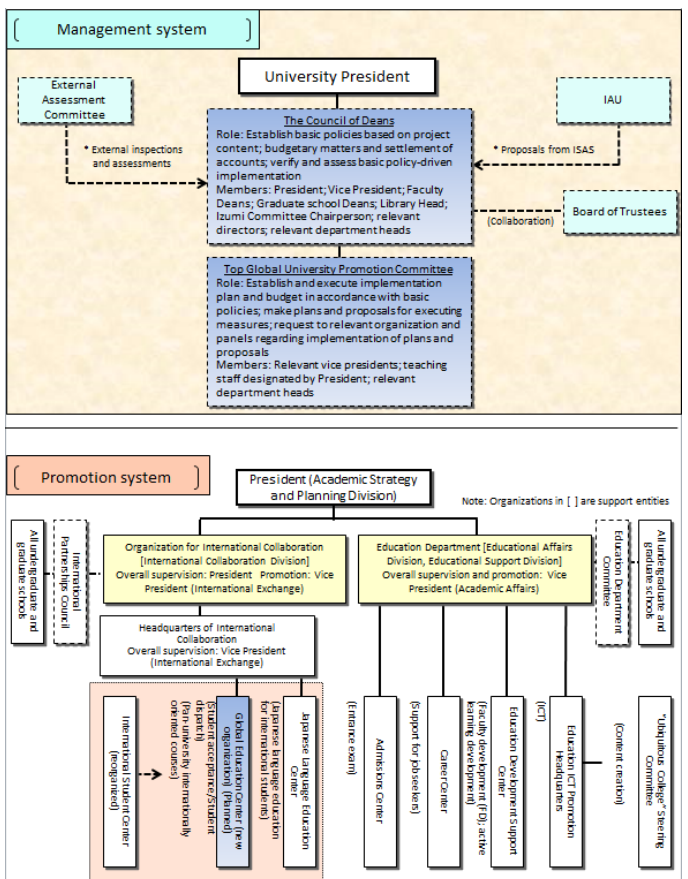
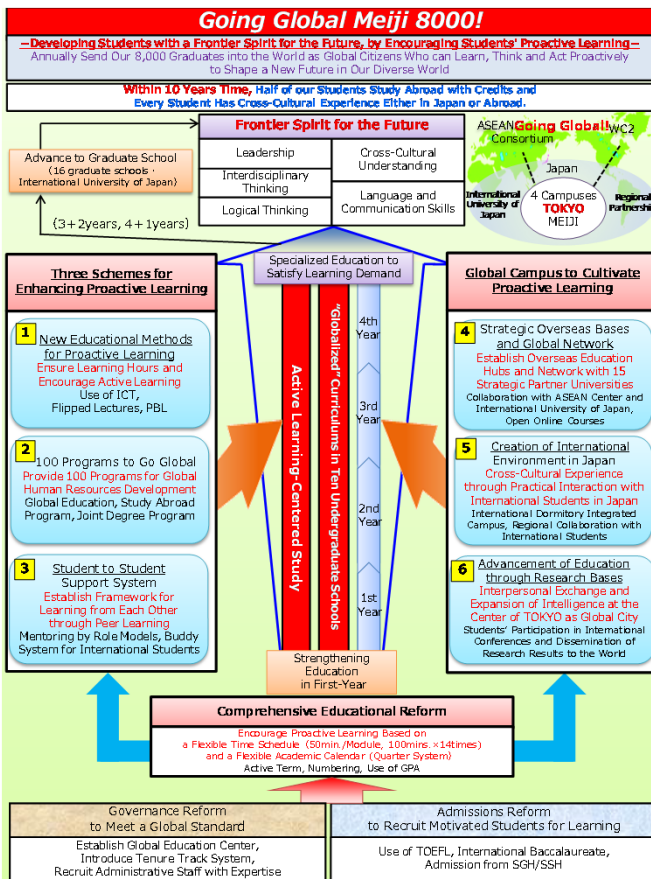
[Project Summary]

The project envisions developing global human resources with a frontier spirit for the future capable of thinking and making decisions on their own, and creating new values in the diversified world by globalization. To achieve this, Meiji University is cultivating superlative students by (i) based on Comprehensive Educational Reform that dramatically improve the educational ability of Meiji University, (ii) developing three schemes for proactive learning, and (iii) establishing a global campus to cultivate proactive learning is the norm. Meiji University is also raising its standards, including those for students occupying the average student profile. Our Comprehensive Educational Reform will lead to an "Active Term" system (academic terms that have no required subjects and combine inactive periods during the summer or spring). This will increase the mobility of students and teaching staff, and encourage students to study proactively, with the support of the following initiatives that are applied in combination.

- (1) New educational methods for proactive learning (distance education, flipped lectures, problem-based learning [PBL], etc.)
 - (2) 100 programs to go global (summer sessions at universities outside Japan, overseas internships, etc.)
 - (3) Student to student support systems (peer learning, an accredited student system sending Japanese students for study overseas and accepting foreign students to Meiji University, etc.)
 - (4) Develop strategic overseas Bases (15 educational institutions) and a global network (consortiums)
 - (5) Creation of an international environment for cross-cultural experiences in Japan (interaction with foreign students)
 - (6) Advancement of education through research bases (partnerships bringing together industry, educational institutions and governments)
- To cultivate proactive learning, the most important endeavor is sending students overseas. Meiji University intends to send 4,000 students overseas each year (one out of every two graduates and graduate school graduates), to study special subjects in other countries. Likewise, we intend to accept 4,000 foreign students each year. This will help create an international environment in Japan, provide opportunities for Japanese students to study with them, and promote the dynamism required to cultivate human resources who will make a name for themselves in the world.

[Project Concept]

[Organization for Project Implementation]



[10 Year Plan Summary]

		Phase establishing education system foundation for project implementation			Phase using that base to boost educational potential and super-globalization				Phase evaluating super-globalization				
		2014	2015	2016	2017	2018	2019	2020	2021	2022	2023		
Globalization promotion	Opening up to the world	Scholarships	New: International Students Incentive Scholarship Program; Special Grant for Privately Financed International Students										
		Foreign student dormitories	Acquire land, construct buildings	Plan, construction, and management of dormitories housing both Japanese and foreign students									
		Support for overseas study	Development programs	Formal adoption of bridging program (linking language study to regular subject after the study completion)			New: Introduction of student-to-student support system						
	Subject	Focus on enhanced language ability	Existing: Program to enhance practical English ability	New: Subjects enhancing practical English ability			Subjects to be required						
		Subjects focused on study abroad	Existing: Courses preparing students for study abroad	Expansion of subjects relevant to study abroad									
		Global education	Existing: International Education Program	New: Global education subjects			Subject to be required						
		Global-specific	Existing: Subjects held in English in each faculty	New: Global-specific subjects									
		Classes by invited famous foreign instructors	Existing: Top school seminars	Top school seminars (University-wide)									
		PBL subjects	Existing: Cross-faculty practical subjects	New: Cross-sectoral PBL subjects									
		Foundation	Governance	Organizational structure	Existing: International Student Center			New: Global Education Center					
Personnel affairs of teaching staff	Determination of appointment policies			Adoption of tenure track system			Appointment of tenure track teachers						
Personnel affairs of non-teaching staff	Rules established			Hire global-oriented professionals									
Education system	Numbering		For some subjects	For common subjects throughout university			For subjects in all faculties						
	Academic calendar		Prepare for adoption	Develop system	Exam administration	14-week half-year term (7 + 7 weeks); set academic year; [100-min. class per segment]							
	Scheduling					100 minutes per segment (50 + 50 min.)							
Entrance exams	Active terms		System Design	Curriculum revision	For some faculties			For all faculties					
	General entrance exams		Begin system-related studies	Release of entrance exam information	Carry out the entrance exam (faculty entrance exam, University wide exam, National Center Test for University Admissions) taken into consideration of any scores of accredited external English exams such as TOEFL								
	Multi-faceted entrance exams		Begin system-related studies	Release of entrance exam information	For university entrance exam, calculations of marks to include scores of accredited external English exams such as TOEFL								
						New: SGH entrance exams, super-science high school entrance exams, International baccalaureate university qualification tests							
External assessments		New: Establish External assessment committee			External assessments (1st time)	Improvements guided by external assessments		External assessments (2nd time)	Improvements guided by external assessments		External assessments (Completed)		

[Special-focus Efforts (Promotion of Globalization, Governance Reform, Educational Reform, etc.)]

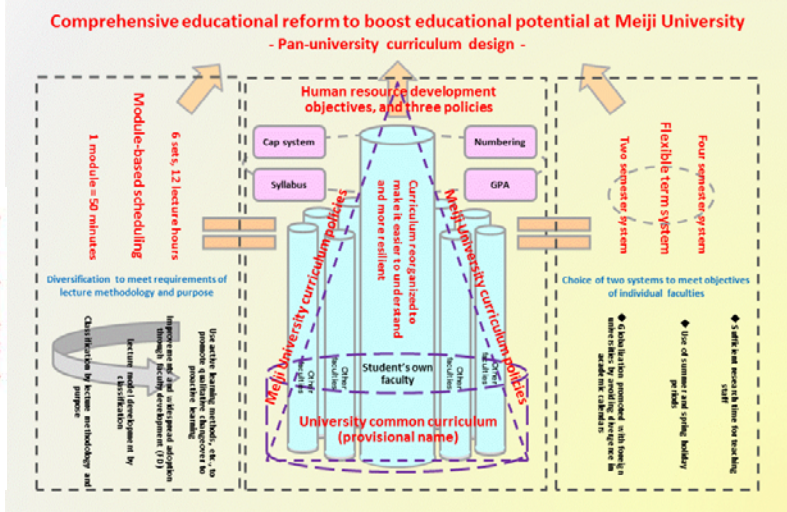
Development of New Pedagogical Systems as Part of the Comprehensive Educational Reform

In accordance with our aim to amend some of our original criteria and thereby permit the establishment of a flexible academic calendar, we have decided to adopt a New Class Schedule consisting of 14 weeks of classes for each term. This schedule will replace the current 90-minute class system with a 100 minute (50 minutes + 50 minutes) system, beginning in the 2017 academic year. This decision will ensure conformity with the number of class hours required by law. The 50-minute module system will increase class hours per segment and permit more flexible class configurations, thereby promoting qualitative improvements in teaching methods and encouraging active learning. With a lecture term of 14 weeks and a more flexible academic calendar, each term can be divided into two 7-week periods to create quarters that are better suited for the development purposes and curriculums of each school (department) and graduate school, creating learning frameworks more conducive to study.

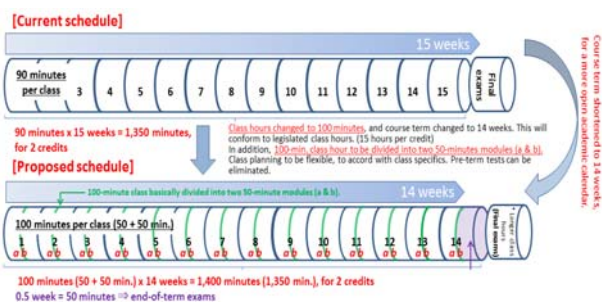
When the new class schedule and academic calendar are implemented, beginning in 2017, adjustments to the curriculums for each undergraduate and graduate school will permit required and major subjects to be offered in each quarter, letting students work toward completion on their own. This in turn will make the establishment of active terms possible, letting students pursue activities in a proactive manner. Students will create their own active terms, using them to gain experience overseas such as short term studies, training, practical studies, internships. To satisfy the unique aspirations of each student, Meiji University will offer them opportunities to study subjects they are particularly keen on, such as international programs promoting overseas study, special lectures in other departments, and programs offered throughout the university. To encourage students to design their own career paths as talented individuals with a Frontier Spirit for the Future, we will take the necessary steps to establish a base that offers them cross-cultural experiences either in Japan or abroad, to proactively experience other cultures.

<Comprehensive Educational Reform>

Comprehensive Educational Reform Organogram



<New lecture schedule>



2. Program implementation (2014 academic year)

■ Common Performance Indicators and Goals

Participation in Globalization

Student Support Systems driven by the students themselves

Meiji University has established a Community Coordinator System at the Komae International House. The community coordinators and junior community coordinators support the studies and life of students, and organize events to encourage interaction among dormitory residents. At our Nakano Campus, an International Exchange Promotion Office has been established at the School of Global Japanese Studies to serve as a location for individuals who have studied abroad to discuss their experiences and present information on their place of study. This provides opportunities for students who will study abroad or hope to do so in the future, strengthens networking among students, and promotes among our students a greater interest in the potential of foreign study.

International Symposiums

Meiji University presented a Commemorative Symposium on the Ministry of Education's Selection of Meiji University for the "Top Global University Project." The symposium was called "Developing Mutual Understanding and Mutual Trust in the East Asia Region — Toward Forming a Stable and Thriving East Asia," and was held on March 31, 2015.

Working in collaboration with Northeastern University, Duke University, Peking University and Yonsei University, the symposium included a panel discussion conducted by the inviting parties. Presentations were given by students, and the symposium offered practical experience for participants, developing skills that are essential for global human resources (such as independently considering difficult challenges and developing solutions).



Michael Dukakis (former governor of Massachusetts) giving the keynote address



Presentation by students

Establishment of the International Students Incentive Scholarship Program and the Special Grant for Privately Financed International Students

To attract talented foreign students, during the 2014 academic year Meiji University established two assistance programs: the International Students Incentive Scholarship Program, and the Special Grant for Privately Financed International Students. Selections have already been done preparatory to grant award. Also during 2014 academic year, our representatives were sent abroad to international partner universities, to promote stronger ties with them and discuss the assistance programs. These efforts spread knowledge of the assistance programs, and enhanced our dissemination of information that is useful in attracting talented foreign students.

Governance Reforms

Establishment of a Global Education Center (provisional name), and Examination of a Tenure track system

We intend to establish a Global Education Center (provisional name) as one part of our organizational restructuring efforts aimed at promoting globalization. As a first step, we established a review system to develop a Globalization Subject Group (provisional name). We also examined the experience of other universities that are introducing a tenure track system, to consider which type of system will be best for our own teaching staff. During the current 2015 academic year we are revising relevant university bylaws, and during the next 2016 academic year we will adopt procedures for advertising positions and hiring, with a view to making new appointments beginning in the 2017 academic year.

Adoption of globalization promotion Measures, and considerations for establishing a task force

The Council of Deans, which is the highest decision-making body on pedagogical matters, was given management authority over this program. Under its authority, bylaws were introduced for the establishment of a steering committee to develop a range of specific relevant policies. To assist in the implementation of those policies, a Top Global University Promotion Team was established with members from relevant departments throughout the university.

Implementation of overseas language study programs



Faculty development (FD) training sessions at the University of Nebraska

To raise the quality of teaching staff, in March 2015 Meiji University conducted international faculty development (FD) training sessions at the University of Nebraska at Omaha. During lectures held in English, teaching staff participants acquired practical skills, including methods useful for bi-directional lectures and active learning.

Under the overseas learning program (dispatch to overseas educational institutions), in August 2014 Meiji University sent 10 of its young employees to the University of California —Irvine in the United States to improve their ability to promote globalization projects. And, as part of our long-term overseas study program, we sent a university employee who had been granted a Fulbright scholarship to an American university to obtain a Master's degree.

Educational Reforms

Lecture on the use of TOEFL and other external tests

For the February 24, 2014, faculty development (FD) training session held to examine improvements to entrance exams using TOEFL and other external tests, we invited a specialist in the four English-language skills (listening, conversing, reading and writing), and organized a lecture within the university entitled English Language Education and Reform of the University Entrance Exam System: Using Tests To Evaluate the Four English Language Skills. During the lecture, participants learned about the significance and use of entrance exams that employ external tests, and examined examples of how such tests have been adopted at other universities.

Development of a system to publish an English-language syllabus

To assist individuals from other countries who take our entrance exam in the hope of studying at Meiji University, as well as students enrolled in English credit courses at the university and those who wish to take subjects in English, beginning in 2017 academic year we will offer English translations of all course syllabuses. To permit these syllabuses to be viewed in Japan and abroad, we have taken steps to develop a publishing system for them.

■ The own performance indicators and goals of Meiji University

Establishment of a Global Campus based on cross-cultural exchange

In addition to target sending 4,000 students to study abroad annually by 2023, we also intend to accept 4,000 international students at our university by 2023. Meiji University has been given first place (Humanities category) for three years in a row as the university most recommended to international students by Japanese language school instructors. Our university is highly regarded for its acceptance of international students, and offers them excellent support systems including enhanced Japanese-language education.

The Cross-cultural Experience Opportunities in Japan program envisages interaction with the 4,000 international students who will be accepted to our university every year. The program offers this type of opportunity in Japan even for Japanese students who have no plans to study overseas. We are enhancing our programs for international students, such as the highly popular Cool Japan Summer Program, the Law in Japan Program, and programs accepting international students from the University of Southern California, North Eastern University. At the same time, we are strengthening our promotion of interaction among international students and Japanese students. We also organize problem-solving programs, sending students to recommend ways to reinvigorate local communities in Japan. These activities, which are designed to establish stronger links with local communities, attract the participation of some of our international students and, together with the Cross-cultural Experience Opportunities in Japan program, provide synergies for local community tie-ups.



Dialogue with
Northeastern University's students

■ Innovative steps designed to take advantage of unique university characteristics

Knowledge creation from world city Tokyo



WC2 General Meeting

Meiji University hosted an annual meeting of the World Cities, World Class University Network (the WC2, established by City University London). Representatives from eight prestigious universities in world cities attended. During the three-day meeting, Meiji University teaching staff also participated in theme-oriented clubs, shining a bright light on some of our research activities.

In August 2015, an inaugural WC2 Symposium also takes place in London, to provide opportunity for faculty member and students from across the WC2 network to gain new insights and share perspectives in academic areas. It will also support the development of cross border relationships and learning communities both as a platform for professional development and collaborative research. This type of international university network is strengthening our ties with major universities in the world, also helping our teaching staff enhance their own person-to-person networks.

100 Programs to Go Global

Under the Top Global University Project of Meiji University, we plan sent out all 8,000 annual graduates of our undergraduate and graduate programs into the world as talented human resources with a Frontier Spirit for the Future. For them to be imbued with such a Frontier Spirit for the Future, it is critical that they practice proactive learning. And the most important way to assist them in this is to offer opportunities for study abroad. The project's plan calls for 4,000 students to be sent each year from Meiji University for study overseas. This adds up to 16,000 students over four years. Since Meiji University has about 32,000 students, this works out to half of all students studying overseas during part of the four-year program. In other words, the plan envisions half of the student body gaining experience as foreign students.

The 100 Programs to Go Global serves as the driving force for sending students to overseas studies. Meiji University believes that taking specialized subjects in English makes it possible to acquire world-class useful knowledge, thinking and English language skills. So far, Meiji has signed agreements with eight universities including the University of California, Berkeley for summer sessions lasting about three months, and is sending many students to those sessions. Under the project, we will expand the number of universities to 20, and to send 600 students annually. In addition, we offer "100" opportunities for our students to study in other parts of the world. For example: overseas study programs linked to English Language Study (ELS) support institutions; summer study sessions in law at the University of Cambridge's Pembroke College; a French Fashion Program (short-term overseas lecture series); a study program at the Lyon Institute of Political Studies; and a semester internship program offered in conjunction with Walt Disney World.

3. Program Implementation (2015 Academic Year)

■ Common Performance Indicators and Goals

Globalization

1. Approaches to improving the English competency of students

Meiji University has developed this program to enhance practical English ability and to help students acquire practical skills in English. In the 2015 academic year, the university held four such programs, including a course to assist preparation for TOEFL and IELTS exams, distance education from specialized teachers in other countries, and an e-learning course utilizing multiple forms of media. These programs attracted the participation of 1,125 undergraduate and graduate students. In addition, Meiji University newly instituted the Intensive Academic English Program in coordination with ELS, a U.S. English education institution. The program was taken by 14 students in the February session and 13 in the March session.

Starting in the 2016 academic year, Meiji University will require all new students take the TOEIC or TOEFL exams at the time of admission. These results will be used for the organization of English classes and checking of proficiency levels in the first year. In addition, more than half of the undergraduate schools will have their students take one of the aforementioned exams in the fall semester of the first year as well, the results of which will be used for organization of English classes in the second year.

2. Strengthening of information dissemination and overseas public relations in foreign languages

To attract talented international students, Meiji University produced English-language videos introducing the university and student life. Titled "About Meiji University" and "Life at Meiji University," these videos strengthened our dissemination of information both inside and outside Japan. In addition to WAKUWAKU JAPAN, a TV station broadcasting in the three ASEAN countries of Indonesia, Singapore, and Myanmar, broadcasting a special program on Meiji University, ads were placed in newspapers in various countries as well as banner ads (Internet) aimed at students in North America in general and on the West Coast of the United States.

Furthermore, Meiji University launched "ALL ABOUT MEIJI ~ Meiji in Numbers," a PR website conveying the strengths and specializations of the university through 25 topics in an easy-to-understand fashion. The university is strengthening its provision of information to other countries through public relations in 10 languages, including Japanese.



<ALL ABOUT MEIJI ~ Meiji in Numbers>

Governance Reforms

1. Implementation of overseas training for faculty

International faculty development (FD) training sessions aimed at raising the quality of teaching staff were held in the United States, at the University of California, Irvine. The eight teaching staff members who participated learned practical teaching methods premised on instruction in English, including interactive teaching and active learning. At the University of California, Davis, 11 teaching staff participated in an experience-oriented training sessions focused on study and work abroad. These training sessions were aimed at developing core human resources for the promotion of globalization. Upon their return, the 11 participants reported on the results of these training sessions and made proposals concerning the operation of Meiji University to the university administrative team (the Chairman and other members of the Board of Trustees). In addition, Meiji University decided to send teaching staff to Södertörn University (Sweden) for a one-year program in the 2016 academic year. As these activities indicate, the university is engaged in efforts to construct networks with universities in other countries and to develop human resources versed in the state of higher education in other countries.



<Presentation at the University of California, Davis>

2. Institution of the IR Steering Committee and issuance of analytical reports

Meiji University instituted the IR Steering Committee and established a system to support decision-making from a quantitative perspective. The committee built a data warehouse on a university-wide level, and began operating an IR database to assist analysis. Simultaneously, the committee engaged in discussion with the executive units in each undergraduate school on the data-based operation of education and learning. Based on these results, the committee released the "IR Data Catalog (2015)," a report presenting the findings of an analysis of education data, and shed light on matters such as trends in learning among international students. Hence forth, the committee will be conducting surveys and analyses as well as presenting reports and proposals mainly for the purpose of improving education.

Educational Reforms

1. Implementation of a new instruction timetable and promotion of comprehensive educational reform

Meiji University has decided to implement a new timetable (with 100 minutes per slot, consisting of two 50-minute modules), starting in the 2017 academic year. The new timetable will not merely expand the class time per slot from 90 to 100 minutes; but is also aimed at more flexible instruction matching the aptitude level of the class, in keeping with the diversification of teaching methods for a qualitative conversion in instruction. In connection with this, a training session was held on teaching methods related to the implementation of 100-minute classes. This training session consisted of reporting as well as questions and answers on the methodology for making the qualitative conversion of instruction at Meiji University, with descriptions of cases of active learning at other universities.

The university is also planning a change to the academic year calendar where a flexible academic year calendar enables the dividing of each 14-week semester into first and second halves lasting for seven weeks each. While retaining the semester class setup as a general rule, the new academic year calendar will permit the development of intensive classes based on completion in seven weeks, in accordance with the class purpose, method, and education effect or the globalization promotion policy in the particular undergraduate or graduate school. Our objective is to construct a framework allowing for the establishment of an environment that makes it easier for students to study abroad, in accordance with the globalization policy for each undergraduate school.

2. Use of TOEFL and other external exams in undergraduate entrance exams

A study session was held for faculty members in each undergraduate school on using English qualification and certification exams in entrance exams. The study session introduced social trends as well as the current state of similar programs at other universities and undergraduate schools while profiling cases of other undergraduate schools that have already decided to implement the use of these qualification and certification exams in general selection entrance exams. The Admissions Center collected information on various external exams and periodically provided it to the undergraduate schools.

Beginning with the entrance exams for the 2017 academic year, the School of Business Administration decided to implement a method that uses four English language skills (listening, speaking, reading, and writing) in its general selection entrance exams. The School of Commerce has established a recruitment quota for the use of TOEFL in its special entrance exams using the National Center Test for University Entrance Examinations. The School of Political Science and Economics is newly implementing a global version of the special entrance exam, and the School of Global Japanese Studies will be expanding application eligibility for the English Track entrance exams to Japanese nationals as well.

The use of TOEFL and other external exams will make it possible to gauge the English language proficiency of students in regards to the four skills of listening, speaking, reading, and writing, which could not be assessed by conventional entrance exams. Through this, a system has been established that enables selection of students equipped with not only language proficiency but also intercultural understanding and logical thinking skills as well as the qualities needed to proactively and independently study abroad.

■ Performance Indicators and Goals Unique to Meiji University

1. Promoting acceptance of international students and creation of an international environment for cross-cultural experiences in Japan

In addition to a plan to send 4,000 students overseas every year, Meiji University also intends to accept 4,000 international students every year. Meiji University ranked first in the Universities of East Japan Liberal Arts Department in the Nihon-Ryugaku Awards for four consecutive years. These awards are based on selections by Japanese language school instructors of universities they would recommend to international students. The university was given high ratings for its acceptance of international students and it is augmenting its study abroad support for these students, including the strengthening of Japanese language education.

The creation of an international environment for cross-cultural experiences in Japan is a program that involves interaction with the 4,000 international students who will be accepted into Meiji University every year. This project provides venues and opportunities for cross-cultural experiences in Japan without having to study abroad. Short-term programs such as the highly popular Cool Japan Summer Program and the short-term Japanese Language Program recruit Student Supporters and volunteers, and provide a venue for cultural exchange.

Meiji University will continue to provide cultural exchange spaces in Japan, including the opening of the English Cafe in the International Lounge on the Izumi Campus in the 2016 academic year. It is also promoting use of the student resident supporter system in dormitories whose residents include international students, and developing a new community exchange program.



<Ranked 1st for the fourth consecutive year in the Nihon-Ryugaku Awards>



<The English Cafe opening on the Izumi Campus>

■ Distinctive Approaches Based on the Characteristics of Meiji University

1. A diverse international program and enhancement of the study abroad support system

Under the Top Global University Project, Meiji University plans to send all 8,000 students who graduate or complete their studies every year into the world as human resources brimming with a Frontier Spirit for the Future. For them to be imbued with this spirit, it is critical for students to practice proactive learning, and the most important means to this end is to study abroad. The goal for Meiji University is that in eight years time, it will be sending 4,000 students to study abroad every year. This would mean one out of every two students will have studied abroad by the time they graduate.

For this purpose, Meiji University currently offers a variety of international programs. These include Summer Sessions in collaboration with the University of California, Berkeley, a study abroad program at Sciences Po Lyon, and the Walt Disney World Semester & Internship Program. Furthermore, to support students wishing to study abroad, Meiji University not only launched a study abroad counseling system in the 2013 academic year, but also began holding a new event titled "Study Abroad Festa" on each of its campuses in the 2015 academic year (continuing in the 2016 academic year as well), and opened a study abroad consultation counter on the Izumi Campus in April 2016.

2. Functional reinforcement of the Meiji University ASEAN Center

Located in Bangkok, Thailand, the Meiji University ASEAN Center provides Japanese language education for students from ASEAN countries before they come to Japan for study, and is engaged in distance education and other activities with Meiji University campuses. In study abroad programs for the ASEAN region, the Meiji University ASEAN Center offers life counseling and support for international students. In addition, it has played a front-line role in crisis management activities, such as confirming the safety of students sent to those countries in times of emergency. The capabilities and functions of the Meiji University ASEAN CENTER will be further developed in the future.



<Study abroad program at Sciences Po Lyon>



<At the Study Abroad Festa>