

[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	construction	New: management of dormitories housing both Japanese and foreign students							
		Support for overseas study	Development systems	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				Expansion of Program to enhance practical English ability			Subjects to be required		
		Subjects focused on study abroad	Existing: Courses preparing students for study abroad				New: Subjects relevant to study abroad					
		Global Education Program	Existing: International Education Program Existing: Subjects held in English in each faculty Existing: Cross-faculty practical subjects				New: Global education subjects					
Foundation	Governance	Organizational structure	Existing: International Student Center		Expansion of International 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 subjects in all faculties						
		Academic calendar	Prepare for adoption			For common subjects throughout university						
		Scheduling	Develop system		Exam administration		14-week half-year term (7+7 weeks); set academic year; [100-min. class per segment]					
		Active terms	System Design		Curriculum revision		100 minutes per segment (50+50 min.)					
	Entrance exams	General entrance exams	Begin system-related studies	Release of entrance exam information		For some faculties			For all faculties			
		Multi-faceted entrance exams	Begin system-related studies	Release of entrance exam information	New: International baccalaureate university qualification tests, SGH entrance exams, super-science high school entrance exams		Carry out the entrance exam (University wide exam)			Carry out the entrance exam (faculty entrance exam)		
							For university entrance exam, calculations of marks to include scores of accredited external English exams such as TOEFL					
	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.)]

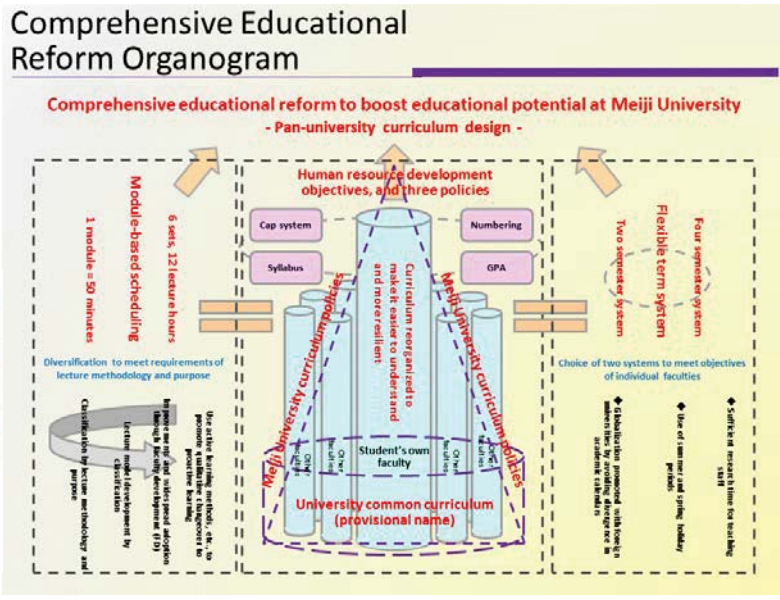
Development of New Pedagogical Systems as Part of the Comprehensive Educational Reform

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.

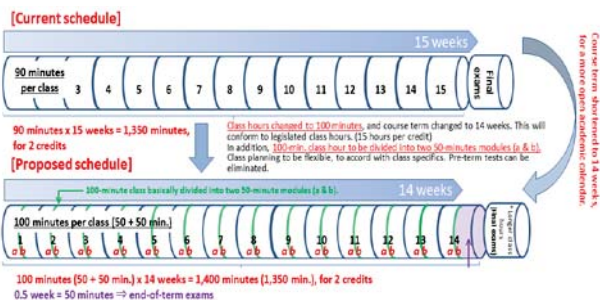
When the new class schedule and academic calendar are implemented, beginning in 2017, adjustments to the curriculums for each undergraduate and graduate school will permit required and major subjects to be offered in each quarter, letting students work toward completion on their own.

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>



<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>

4. FY2016 Progress

■ Common indicators and targets Internationalization

1. Expansion of the program for study at four University of California (UC) campuses to all schools beginning with the summer sessions

As a general rule, this program allows students to study for about 12 weeks in the spring semester and complete regular courses together with U.S. students at four University of California campuses. In the 2016 academic year, a total of 29 students from Meiji University studied under this program. In October 2016, Meiji University invited Cole Harry, who is in charge of this program at the University of California-Berkeley (UCB), to speak at an event titled “The 2017 Academic Year University of California-Berkeley Program.” The event was attended by about 100 students wishing to study at UCB. Although the program was open only to students in the School of Political Science and Economics up to the 2016 academic year, it is being expanded to cover students in all schools beginning with the 2017 academic year. As of May 1, 2017, Meiji University was planning to send 33 students to the summer sessions held at the Berkeley, Los Angeles, Irvine, and Davis campuses of the University of California.



<Seminar of the UCB program in the 2017 academic year>

2. Appearance of Meiji University in the Times Higher Education World University Rankings

Meiji University achieved a place (801+) on the World University Rankings 2016-2017, which were released on September 21, 2016 by “Times Higher Education,” a British educational magazine. It was the first time for Meiji University to appear in the Rankings. Meiji University also appeared in the Asian University Rankings 2017, the Asian edition of its rankings, released on March 15, 2017. In this edition, it placed 251+.

University reform

1. Start of operation of a comprehensive student information database and publication of the “IR Data Catalogue – 2016 Academic Year Edition”

The IR Steering Committee has newly constructed a “Student Information Database” that is linked with the student registration system; this constitutes a comprehensive store of information on individual students in all aspects, from academic record for entrance (credits earned and GPA) to career path. It has commenced provision of data for studies of ways to improve entrance exams and curricula, in consideration of learning and career paths. The Committee held a “Deans Confab on IR” based on the findings of an analytical report setting forth the key points of the data. Its members also exchanged views with faculty members in each school on the subject of “data-based improvement education.” The results of these activities provided footing for publication of the “IR Data Catalogue – 2016 Academic Year edition.” Besides presenting the relations between high school records and GPAs, the Catalogue sheds light on the influence exerted by GPAs on career decisions and the characteristics of selection of the type of business when seeking employment, particularly through comparisons between international and Japanese students.

Currently, the Committee is also incorporating data on the linguistic scores of Japanese students. In the future, it intends to analyze the results of studies on curriculum improvement related to international education and make related reports and proposals based on the findings.



(IR Data Catalogue)

2. Institution of the Personnel Division

As globalization progresses, the sustained advancement of universities into the future demands not only improvement of the individual capabilities of faculty but also a higher level of capacity in the organization as a whole. Toward this end, Meiji University decided to newly institute a Personnel Division, which aims to bolster personnel functions through such activities as examination of staffing arrangements, strategic faculty hiring and human resource development, and promotion of seminars to support career development.

Education reform

1. Publication of a collection of cases of active learning and faculty development (FD)

Meiji University collected cases of ingenious teaching methods already being applied by teachers in their classes and compiled them into a booklet. Titled *Collection of Cases (Active Learning, etc.) for Heightening Education Effects in Classes*, the booklet was published in January, 2017. At the same time, as a part of its FD activities, the University conducted a seminar based on this collection of cases at the Faculty Council in each school. Meiji University also introduced a timetable with 100-minute classes beginning with the 2017 academic year; this time presents good opportunities for the mutual sharing of information by teachers on knowledge they have acquired on ways of teaching classes and ingenious methods, so that each teacher could again review his or her own classes and take tips from this information.



<Collection of Cases of Active Learning>

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

Beginning with the entrance exams for the 2018 academic year, the School of Commerce will establish an application quota and introduce the use in its general entrance exams of the results of exams of the four basic English skills. The School of Global Japanese Studies has introduced an entrance exam system for awarding the highest score (200) to applicants who have reached a certain benchmark in exams of the four English skills and exempting them from the English exam on the day of entrance exams. In addition, Meiji University is considering the use of the results of external exams for assessing English competency in all-school integrated entrance exams. In these exams, ten schools will simultaneously hold exams with the same questions so that applicants can apply for more than one school by taking just one exam; this will come into effect from the entrance exams for the 2019 academic year.

■ University's own indicators and targets

1. Opening of the English Cafe

The English Cafe is a venue for interaction between students from Japan and those from other countries. It is held mainly by first- and second-year students in the School of Arts and Letters on the Izumi Campus. In the English Cafe, international students serve as navigators in sessions held three times a week for two or three hours per session. The English Café brings the participants into contact with the cultures of other countries around the world and ordinary conversation in English. Besides improving linguistic and communication skills, the purpose of the sessions lies in nurturing ability for mutual intercultural understanding. In addition, as a trial project conducted in advance of the Discover Japan program, in which Japanese students will introduce Japan to people from other countries in English, the English Cafe confirmed that it was possible to enliven venues for co-learning through mutual interaction.



(A session of the English Cafe)

■ Initiatives for the enhancement of international reputation/ Featured initiatives based on the characteristics of the university

1. Math Everywhere: Meiji University *doing* mathematical sciences – elucidation of complex phenomena by modeling

Meiji University is a comprehensive urban university whose campuses are located in the central part of Tokyo, one of the world's major cities. The adjective "urban" does not just refer to its site in the national capital; Meiji University is also characterized by its ongoing buildup of knowledge and extensive advanced research.

In the 2016 academic year, a program in which the Meiji Institute for the Advanced Study of Mathematical Sciences (MIMS) was a planning participant was selected for the Private University Branding Project (Type B: Research for the World) by the Ministry of Education, Culture, Sports, Science and Technology. The program is titled "Math Everywhere: Meiji University *doing* mathematical sciences – elucidation of complex phenomena by modeling." It is being given support for five years.

The program has defined the following five research agenda: 1) mathematical model-based elucidation of self-organization and collapse in biological and social systems; 2) mathematical modeling approach to elucidation and utilization of illusory phenomena; 3) statistical modeling approach to mechanism elucidation of financial crises; 4) geometric model-based contribution to origami folding for driving industrial innovation; and 5) design of comfortable nursing care space using human sensitivity models based on machine learning. Through research on these agenda, the program will attempt to clarify urgent issues related to complicated phenomena appearing in society.

■ Free description

1. Initiation of the project for collaboration with 15 ASEAN & CLMV universities

In response to an application by Meiji University, its project "Creation of Innovative Educational System for Sustainable Societies and Urban Growth in CLMV" was selected for the FY2016 Re-Inventing Japan Project in the Type B category (Support for the Formation of Collaborative Programs with Universities in the ASEAN Region). The Ministry of Education, Culture, Sports, Science and Technology had issued a call for applications for the Project.

Recent years have seen remarkably rapid economic growth in the countries of Cambodia, Laos, Myanmar, and Vietnam (CLMV). This fast-paced urbanization, however, holds the risk of causing various problems such as overpopulation in cities, depopulation (and population aging) in rural areas, environmental destruction and pollution, and income disparities between different parts of the country. A look at the actual situation in CLMV neighboring countries reveals that the correction of such problems takes considerable time and comes at a great cost. In light of this situation, the project is aimed at preparing a vision for Asian-style progressive cities of the future based on the lessons learned from Japan's past experience and also devising a co-creation educational system for bringing this vision into reality. It is being implemented together with 15 partner universities in ASEAN and CLMV countries.

Through collaboration in the project, the Meiji University students and students in the developing CLMV countries will acquire an understanding of the problems in their respective countries from different perspectives. At the same time, they will become aware of the uniqueness of those problems and acquire the specialized knowledge and capacity needed to overcome differences in stages of economic and technical advancement and thus deal with shared problems. The project is aimed at developing human resources able to reach practical agreements and form (co-create) value while transcending differences of language and culture.

2. Courtesy call on the UN Secretary-General

On May 1, 2017, a group led by President Keiichiro Tsuchiya of Meiji University paid a courtesy call on Antonio Guterres (awarded an honorary doctorate by Meiji University in 2014), on the occasion of his inauguration as secretary-general of the United Nations. Meiji University conferred this degree on Mr. Guterres out of its high regard for his social achievements and tremendous contribution to resolving humanitarian issues toward the goal of world peace. During their visit, the Meiji University group congratulated Mr. Guterres once again on his appointment as secretary-general and expressed their hopes for his contribution to world peace. They then described the current state of Meiji University's entrance exams for refugees and approaches to refugee problems, and received advice from Mr. Guterres on these issues.



"UN Photo / Eskinder Debebe"

(Mr. Guterres and President Tsuchiya exchanging a firm handshake)

5. FY2017 Progress

■ Common indicators and targets

Internationalization

1. Increase in the number of students Top World Universities

The summer session program for study abroad at four universities in the University of California (UC) system was expanded to all Meiji departments from the 2017 academic year. Under the program, in the spring semester students study abroad for about 12 weeks as a general rule and complete regular courses together with UC students. Awareness of these universities as excellent study abroad destinations has risen among the students, and Meiji University will be sending 44 students to these universities in the 2018 academic year (up 30 percent from last year).

In addition, beginning in the 2018 academic year, Meiji University is also planning to send a number of students to summer sessions at Stanford University, the University of Pennsylvania, and Harvard University (as of May 1, 2018), all of which have particularly high academic and linguistic requirements.



〈 A class at the University of California, Berkeley 〉

2. Graduate School of Global Business becomes EPAS Accredited

The Meiji University Graduate School of Global Business (Meiji Business School = MBS) received EPAS accreditation by EFMD, a global accreditation body for business schools, on February 20, 2018. MBS is the first part-time MBA course in Japan to receive EPAS accreditation, with the support and initiative of the Meiji University Grand Design policy implemented by the president of Meiji University.

With its goal of educating professionals in Family Business Management and Start-up Business Management in addition to fostering globally competent general managers, MBS strives to deliver content that matches the widely diverse levels and interests of students.



3. New “Meiji University Student Subsidy to Encourage Study Abroad at Top World Universities ” system established

Meiji University established a new system titled “Meiji University Student Subsidy to Encourage Study Abroad at Top World Universities ” in order to help talented students study abroad at top world universities . The subsidies are grants that do not require repayment. Following a selection process, grants will be awarded to students for the purpose of study abroad at top world universities designated by Meiji University, using the agreement or certified study abroad system. There are two types of subsidies. The “Subsidy to Encourage Study Abroad at Top World Universities – S” is awarded to about five students with a maximum of 3 million yen per semester. The “Subsidy to Encourage Study Abroad at Top World Universities – A” is awarded to about 35 students with a maximum amount of 1 million yen per semester.

4. Institution of the Izumi International Mixed-Residence Dormitory in the spring of 2019

Meiji University is promoting internationalization and co-creative learning and education. As a part of this promotion, it is preparing to open the Izumi International Mixed-Residence Dormitory on a lot adjacent to the Izumi Campus, which is attended mainly by first- and second-year undergraduate students in the humanities. The dormitory will open in March 2019.



〈 Conceptual image of the dormitory 〉



〈 Conceptual image of a shared living room 〉



〈 Conceptual image of a dorm room 〉

Education reform

Use of TOEFL and other external exams in school entrance exams

For the entrance exams for the 2018 academic year, the School of Commerce is following the School of Business Administration in establishing an application quota and introducing a scheme for use of the results of exams of four English skills in its general selection entrance exams. The School of Global Japanese Studies has implemented an entrance exam system for awarding the highest score (200) to applicants who have reached a certain benchmark in exams of the four English skills and exempting them from the English exam on the day of entrance exams. In addition, the School of Agriculture, School of Business Administration, School of Global Japanese Studies, and School of Interdisciplinary Mathematical Sciences have decided to introduce the aforementioned scheme for use of the results of exams of four English skills in the all-school integrated entrance exam. The integrated entrance exam is one in which ten schools simultaneously hold exams with the same questions so that applicants can apply for more than one school by taking just one exam; this will take effect for the entrance exams for the 2019 academic year. Meiji University is steadily opening its door wider in the aspects of both the entrance exam system and number of applicants.

■ University's own indicators and targets

Enhancement of language proficiency required for study abroad - Start of the "English Program for Prospective Study Abroad Students"

Starting with the 2018 academic year, the "Program to Enhance Practical English Ability", which was held through the 2017 academic year, will be replaced with the "English Program for Prospective Study Abroad Students." The new program is directed at students who wish to study abroad in the future, and its objective is to enhance language proficiency required for studying abroad so that they will be able to achieve this goal while they are enrolled at Meiji University. Because the curriculum for this program is designed according to language level and skill, students are able to select courses in the program that match their particular needs. In addition to this program, students can view short movies on learning English (English Learning Tips Movies), take part in the "English Learning Advising Office Hour" for individual consultation on learning English, and make use of other types of learning support.

■ Featured initiatives based on the characteristics of the university

The First in Japan: Technology for Producing Fermentation-Aged Meat "Aging Sheet" Developed by Meiji University

Meiji University is a comprehensive urban university whose campuses are located in the central part of Tokyo, one of the world's major cities. The adjective "urban" does not just refer to its site in the national capital region; Meiji University is also characterized by its ongoing accumulation of knowledge and continuation of extensive advanced research.

Meiji University has launched a collaborative research project into dry-aged meat production with Foodism Co. Ltd. as an industrial-academic cooperation project; this project recently succeeded in the development of "Aging Sheet" (patent pending). It is Japan's first technology for producing fermentation-aged meat in a short time with stable quality. Together with Foodism, Meiji University established Meat Epoch Co. Ltd., a venture firm within the Center for Collaborative Innovation and Incubation, located on the our Campus. Born of Meiji University, Meat Epoch intends to make steady-state production of Aging Sheet for sale and promotion.

■ Free description

"Incredible Senseis at Meiji University," a new video series showcasing Meiji's world-class research released.

Meiji University has created a series of promotional videos, "Incredible Senseis at Meiji University," and launched a dedicated page to tell the world about its cutting-edge research. Using English-language narration and subtitles in English and Japanese, the videos introduce the work of researchers. The videos make the results of our university's cutting-edge research, which aims to contribute to society by being easily accessible to and engaging for a broad general audience rather than simply targeting other researchers. They combine animation and explanations by the researchers themselves, paired with catchy music and narration to create highly ingenious and attractive movies.



6. FY2018 Progress

■ Common indicators and targets

Internationalization

1. Increase in the number of students studying at top overseas universities

The summer session program for study abroad at four universities in the University of California (UC) system was expanded to all departments in the 2017 academic year. Under the program, students study abroad for about 12 weeks as a general rule in the spring semester and complete regular courses together with UC students. Awareness of these universities as excellent study abroad destinations has risen among the students, and Meiji University will be sending 37 students to these universities in the 2019 academic year.

In addition, Meiji University also sends students to summer sessions at Stanford University, the University of Pennsylvania, and Harvard University, all of which have particularly high academic and linguistic requirements.



〈 Presentation of the Program by the Person in Charge of UC Berkeley〉

2. Expansion of the “Meiji University Student Subsidy to Encourage Study Abroad at Top Overseas Universities” system

Meiji University offers the “Meiji University Student Subsidy to Encourage Study Abroad at Top Overseas Universities” system in order to assist talented students to study abroad at top overseas universities. The subsidies are grants that do not require repayment. Following a selection process, they will be awarded to students for the purpose of study abroad at top overseas universities designated by Meiji University. There are two types of subsidies. The “Subsidy to Encourage Study Abroad at Top Overseas Universities – S” is awarded to about five students with a maximum of 3 million yen per semester, and the “Subsidy to Encourage Study Abroad at Top Overseas Universities – A” is awarded to about 35 students with a maximum amount of 1 million yen per semester. In the 2018 academic year, we increased the numbers and awarded six Subsidy S and 39 Subsidy A.

□ six Type S Subsidies and 39 Type A Subsidies.

3. Attending classes at University of Pennsylvania in Japan through “Academic English Program”

We are now offering the University of Pennsylvania ELP Academic English Program, which is conducted in Japan. The program aims to help students develop their English as part of the effort to promote study abroad. We invite an English Language Program (ELP) professor from one of the best schools in the world, the University of Pennsylvania, to teach this intensive program over a short period during the spring break. It aims to help students gain academic English skills which will be useful for studying abroad in English-speaking countries.

The total class time is 80 hours over 20 days. 14 students who participated in the program immersed themselves in English as all classes were taught in English. Each day consisted of two four-hour periods. In addition, there was one hour of self-study time after classes to cultivate the habit of reviewing what they learned and preparing for the next class.

This program is offered to encourage students to study abroad. We provide financial assistance to students who meet the requirements to participate in the program.



〈Classes Taught by Professors from Top Schools in the US〉

4. Meiji Global Village (MGV) Completed to Offer International Housing

Meiji Global Village (MGV) is now open. MGV is an international housing facility built on the Izumi Campus to promote globalization as well as co-creation and education. The purpose of MGV is to offer a place of learning and allow our Japanese students and international students to study together, communicate, and develop an international community. The three-story building has a common area in the middle of the first floor with restaurants, a living room, kitchen, and study rooms for the entire dorm. The building is split into the west wing and the east wing with six private housing units with a shared living room on each of the three floors, offering a total of 36 units and 216 rooms. There are numerous design features to encourage communication among the residents on a daily basis. We welcomed new Japanese and foreign residents to the dorm this spring.

University reform

Meiji University and Kansai University Hold an IR Symposium, “The Potential of IR at Private Universities”

Meiji University and Kansai University hosted an IR Symposium, “The Potential of IR at Private Universities,” on the Umeda Campus at Kansai University on December 22, 2018. This first joint symposium was held to discuss the positioning of IR as a way to revolutionize universities. Meiji University has been working on IR that emphasizes the importance of the management of teaching and learning, and Kansai University has been working on IR with an emphasis on supported learning.

About 150 representatives from 83 universities and other institutions all over Japan attended the symposium. Many actively participated in discussions by asking questions using their “Padlet” in real time.



〈Active Exchange of Views during Panel Discussion〉

Education reform

Professors from UC Irvine to Deliver “International FD Training”

We invited two professors from one of our global partner universities, University of California Irvine (UCI). They were with us for five days from March 11 to March 15 to give international faculty development (FD) training for our teaching staff. They discussed how to teach specialized subjects in English. 11 of our teaching staff participated in the training. Through workshops and discussions, they learned how to teach and manage a class in English, how to communicate with students, and how to ask effective questions. On the first day and the last day of the training, each participant practiced teaching a class, and the trainers gave them detailed feedback. The actual practice gave the participants an opportunity to experience an active learning teaching method from the US, systematically and theoretically.

■ University’s own indicators and targets

19 Participants from Nine Countries to Experience Japanese Culture at “COOL JAPAN SUMMER PROGRAM 2018”

We held a short-term program, COOL JAPAN SUMMER PROGRAM 2018, from July 20 to July 31 to help international students learn about Japanese culture in English. It was the ninth time the program was offered. Participants included 19 undergraduate and graduate students from the US, China, Germany, England, Australia, Belgium, Italy, Spain, and Malaysia.

In this program, 12 students from Meiji University served as “Cool Japan (CJ) Supporters.” They played games, talked about the university, and gave a tour of the campus on the first day. On the last day of the program, they helped the participants prepare for their presentation. This gave an opportunity for the participants to interact with the students at Meiji University. The program proved to be extremely beneficial for both parties as the participants got to communicate with young people in Japan in addition to learning about Japanese culture while CJ supporters learned a lot through interacting with foreign students.

■ Initiatives for the enhancement of international reputation/ Featured initiatives based on the characteristics of the university

Works by a Meiji University Professor on the Study of Illusion to be Displayed at National Palace Museum in Taiwan – Professor to Speak at National Taiwan University –

Meiji University is a comprehensive urban university whose campuses are located in the center of Tokyo, one of the world’s major cities. The word “urban” does not only refer to its location in the capitol city of Japan. Meiji University is also characterized by its ongoing accumulation of knowledge and being a center of advanced research.

The works on the study of illusion by Professor Kokichi Sugihara are displayed in a special exhibit at the National Palace Museum in Taiwan. The professor was a director of the Meiji Institute for the Advanced Study of Mathematical Sciences (MIMS). He is currently a Meiji University distinguished professor emeritus. The exhibit is titled “Betwixt Reality and Illusion – Special Exhibition of Jades from the Warring States Period to the Han Dynasty in the Collection of the National Palace Museum”. The museum is considered one of the four largest museums on the world. The exhibit features illusion works as material to consider the visual effect of jade from a scientific perspective. A related event was concurrently held in Taiwan on October 26 and 27. On October 26, Professor Sugihara met with the director of the National Palace Museum, Chi-Nan Chen, and was presented with a certificate of appreciation. On October 27, he presented the results of his research in detail but in a way that was easy to understand at a lecture hosted by the museum. That afternoon, he spoke as a keynote speaker at the international symposium on illusion at National Taiwan University. The symposium lasted for four and a half hours and was a great success. They now hope for more academic exchange on the study of illusion in the future.

7. FY2019 Progress

■ Common indicators and targets

Internationalization

○ Organization for International Collaboration: establishment of Western Sydney University Platform

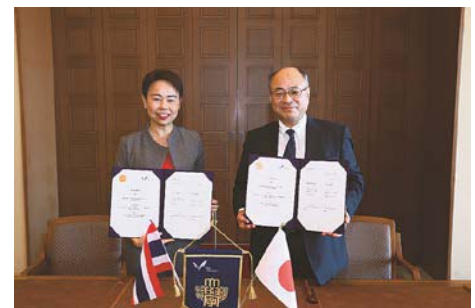
Meiji University's Organization for International Collaboration held a ceremony to mark the establishment of Western Sydney University's international collaboration platform. Ever since signing a collaboration agreement and a memorandum on student exchange between the two universities in 2006, Meiji University and Western Sydney University have deepened their collaborative relationship through initiatives including short-term and long-term study abroad programs and the hosting of joint symposia, as well as a bidirectional double degree program between this university's School of Political Science and Economics and the School of Humanities and Communication Arts at Western Sydney University. We recently agreed to set up satellite offices on each other's campuses in order to promote collaboration in the areas of education and research. Following on from the opening ceremony for the Meiji University Centre on Western Sydney University's Parramatta City campus, the Western Sydney University Platform was opened in the Global Front building on Meiji University's Surugadai Campus, and a ceremony was held to mark the occasion. After signing a collaboration agreement, President Keiichiro Tsuchiya expressed his hopes for the partnership in his words of greeting, saying "I would like the relationship between the two universities to become even stronger, leading to even more opportunities for student exchange." It is hoped that faculty members and students of the two universities will go on to share information concerning issues facing humanity and society and work together to create solutions.



(Ceremony attendees from the two universities)

○ The School of Political Science and Economics launches a bidirectional double degree program with the Faculty of Political Science at Thammasat University, Thailand

The School of Political Science and Economics and Thammasat University's Faculty of Political Science have decided to start a bidirectional joint degree program, and a ceremony was held to sign the agreement. At the start of the signing ceremony, the Deans of both schools exchanged a few words of greeting. Dean Konishi said, "The conclusion of this agreement today, after a long period of preparation and discussion, is thanks to the hard work of the personnel of our two schools. I am very grateful to you for coming here today to sign this agreement." Dean Kamolvej expressed her hopes for further exchanges between the two universities in the future, saying, "I am very happy to see this day. I hope that we will see student exchange in both directions, on this double degree program in addition to the existing study abroad partnership (under which students are exempt from tuition fees) between the two schools." The School of Political Science and Economics has been implementing study abroad programs through which students can obtain degrees both from Meiji University and from an overseas university since the 2014 academic year, and Thammasat University is the sixth such partner university. The Graduate School of Business Administration has a track record of running bidirectional double degree programs, but this is the first such initiative at faculty level. Under this agreement, graduating students will be able to obtain a degree from Thammasat University's Faculty of Political Science in addition to their degree from Meiji University by taking designated classes at each university and meeting the requirements.



(Dean Kamolvej of the Faculty of Political Science and Dean Konishi of the School of Political Science and Economics (R))

Thammasat University

Established in 1934, two years after Thailand moved from rule by the monarchy to democracy. A comprehensive university with 14 faculties in the arts and the sciences, it has about 33,500 students enrolled on undergraduate and graduate courses. Over 300,000 alumni have graduated from the university and are active in Thailand and around the world.

○ Study Abroad "Festa" (information session) held for third-grade students intending to enter Meiji at Nakano Senior High School Attached to Meiji University

The International Student Center held a Meiji University Study Abroad Festa (information session) for third-grade students intending to enter Meiji at Nakano Senior High School Attached to Meiji University. At this information session, staff responsible for assisting students to study abroad explained Meiji University's study abroad system and initiatives to support study abroad. In addition, Professor Ayako Yokogawa of the Organization for International Collaboration gave a talk on the topic of learning English in preparation for study abroad. During the latter half of the session, Meiji University students who had studied abroad gave presentations on their experiences. Through lectures at affiliated schools and seminars during "open campus" events, the International Student Center will continue to disseminate information about study abroad. In this way the ISC will contribute to the development of graduates with international skills who can forge paths to the future in a rapidly changing environment.

University reform

○ Announcement of the "Grand Design 2030" long-term vision for education

Meiji University has unveiled its Grand Design 2030, a long-term vision for education. Looking ahead to the 150th anniversary of the university's founding in 2031, this lays out the vision and strategies to which our university should aspire. At the same time as reaffirming the spirit under which the university was established - our philosophy and mission - Grand Design 2030 presents a vision of the university ten years from now. This goes along with initiatives positioned as priority measures for its realization: the establishment of world-class degree programs which will move ahead with integrated, interdisciplinary research, and the provision of a full range of grants and subsidies to support students in undertaking diverse challenges. It also defines numerical targets, such as raising the proportion of classes taught in foreign languages to 30%.

Education reform

○ Professors from UC Irvine to Deliver “International FD Training”

We invited two professors from one of our global partner universities, University of California Irvine (UCI). They were with us for five days from September 2 to 6 to provide international faculty development (FD) training to our teaching staff. They discussed how to teach specialized subjects in English. Through workshops and discussions, the participants learned how to teach and manage a class in English, how to communicate with students, and how to ask effective questions. On the first day and the last day of the training, each participant practiced teaching a class, and the trainers gave them detailed feedback. The hands-on practice sessions gave the participants an opportunity to experience active learning teaching methods as practiced in the US, both theoretically and systematically.

■ University’s own indicators and targets

○ English Cafe opened to the general public - a place for exchange between local residents and international students

The International Student Center held a session of its English Cafe, where international and Japanese students can interact in English in a casual atmosphere, for local residents. The English Cafe began in 2016 as a venue for students to experience international exchange and intercultural understanding on campus, and has developed into a facility used by a total of over 2,500 students. It is usually targeted at students of the university, but past sessions for local residents were favorably received, so it was decided to call for participants again this year. Exchange activities using English, such as making origami and Christmas cards, were planned together with international student supporters. The Cafe attracted participants of many ages, from elementary school students to those in their sixties. This year’s Cafe was also a resounding success. Participants commented, “It was fun because I could use every day English. I’d like to take part again.” and “I usually only speak English with my teacher, so being able to talk with international students was a good experience.”



(Participants listen to a presentation by international students on Christmas culture in their home countries)

■ Featured initiatives based on the characteristics of the university

○ The School of Law’s “Law in Japan Program 2019” - 52 students from 19 countries took part in the program at Meiji University

The School of Law held its long-running “Law in Japan Program”, which is a short summer study abroad program in English for foreign students to learn about the Japanese legal system. There were two sessions, one from July 1 - 12 (Session 1) and the other from July 29 - August 9 (Session 2). This program is now in its eleventh year, and has been held twice each year since 2017, owing to a growth in the number of applicants. The program is for people over the age of 18 from overseas who are undergraduate or graduate students or who hold at least a Bachelor’s degree. No legal knowledge is required. The 52 participating students from 19 countries included students from De La Salle University in the Philippines and Nanjing Normal University in China, universities with which the School of Law has faculty-level exchange agreements. They were joined by 12 program supporters, students in the School of Law. The program was made up of 21 hours of lectures and 10 hours of field trips. Participants learned about topics such as Japan’s judicial system and constitution, intellectual property law, and international law, and visited sites including law firms, the Tokyo District Public Prosecutor’s Office, a prison, and the Diet. The participants deepened their knowledge of a broad range of fields.

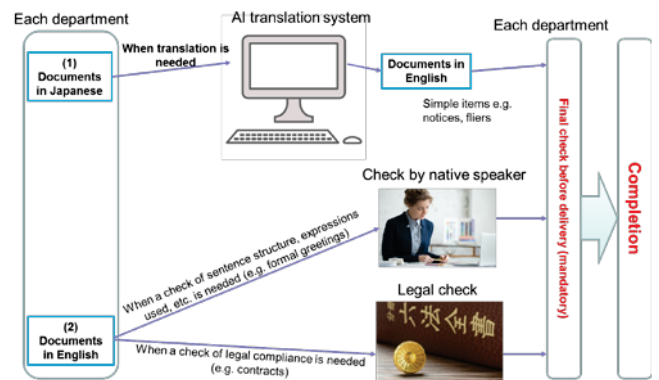


(Visit to the Diet (Session 2))

■ Free description

○ Construction of a university-wide translation task support structure using an AI translation system

From daily communication with the growing number of international students to the drawing up of various types of collaborative agreements with overseas universities, translation work is becoming necessary in many different areas of administrative work, increasing the staff’s workload. In this context, we are seeing a tendency for all these tasks to be done by a small number of staff with high-level language skills. This over-dependency could lead to a real risk that the work may not be carried out smoothly if such staff members were to be transferred or leave the university. Moreover, in the current situation where translation tasks are carried out individually by each department, it has become clear that there are discrepancies between the quality of finished translations and the terminology used, depending on the skills and translation style of the staff responsible. Taking these issues into account, a university-wide translation task support structure has been constructed, in order to (1) introduce an AI translation system which allows anyone to easily translate simple documents into English, somewhat reducing the burden on staff with high-level translation skills, to (2) enable checks by native speakers and (3) enable legal checks for important documents such as collaboration agreements.



(Diagram showing the translation support structure)