

Waseda Initiatives for the Next Globalization Stage (WINGS)



Objectives, Overview, and Specific Image of the Ideal Global Human Resource Nurtured through WINGS

WINGS aims to provide Waseda University's all undergraduate students enrolled in 13 schools (approximately 8,000 students in each student year) with opportunities to become global leaders who contribute to the world. The project is consistent with the University's educational policy that is followed since its founding by Shigenobu Okuma, who maintained that Waseda students must "contribute to the world, rather than only to one's own, one's family or one's country" (1913). A priority on the University's continued contributing to the world while improving the quality of education and research is also placed in Waseda Vision 150, a mid- to long-term development plan in reference to the 150th anniversary of the University's founding which will take place in 2032. Waseda Vision 150 is composed of the following three pillars: students who show promise in being able to contribute to the world, research that will ultimately contribute to real world peace and happiness in human society, and the activities of alumni dedicated to serving as global leaders. "Global leaders" refers to those who are ready to work in any circumstances and anywhere in the world to resolve global, regional, national and local issues from a global perspective. In addition to being extremely knowledgeable and highly intelligent (Wisdom), such leaders must also possess aspirations (Ambition), based on the commitment to service, courage, and the spirit of challenge. The ability to solve problems and accomplish their missions (ability to get things done) is also another factor that is indispensable.

This project will dramatically expand, in quality and quantity, the global-education opportunities both at home and abroad for all undergraduate students through study abroad programs and based on the combination of knowledge acquisition and its practical utilization. The goal for the study-abroad programs is to establish a system, by 2022, that affords all 8,000 undergraduate students in each student year a chance to study abroad at least once before their graduation. Apart from simply providing students with opportunities to study abroad, we will also implement programs through which students will be able to learn foreign languages before going abroad and to study the world's cultures, histories, and societies in various languages after returning to Japan. This will be realized by establishing a university-wide education center.

In addition to these programs, we are inviting members of the Third-party Assessment Committee and overseas partner universities to participate as observers in the Executive Committee meetings for this project. We are also organizing a Global Human Resource Development Planning Council jointly with our partner universities in Japan and overseas to discuss how Waseda University, through this and other projects, can provide expertise for global human resource development. Through these programs, we will play a leading role in the globalization of universities in Japan.

Internationalization of the Curriculum

○ Strategic communication of educational information in Japan and overseas

We are organizing an Information Review Committee to study the needs of information recipients—including university entrance examination applicants, external researchers, and research organizations in Japan and overseas—and to enhance communication in local languages.

○ Globalizing the University's administrative offices

We are increasing the number of office staff from outside of Japan and creating a unified system for accepting faculty members and exchange researchers from abroad. We are also placing staff proficient in languages other than English that are "in-demand," in divisions charged with international affairs in order to enhance multi-language support, for instance, with medical care, children's education, and housing for foreigners.

Efforts to Cultivate Global Human Resources

We are formulating Waseda Vision 150 to be a mid- to long-term plan to succeed Waseda Next 125, while adopting the global development of human resources proposed in WINGS as the main goal for the University as a whole.

We plan to implement a wide range of programs, including organizational and curriculum reforms, to promote collaboration beyond the boundaries of schools and divisions as well as to further enhance educational synergies.

○ We will improve the language-education environment and implement a systematic language-training program for all levels of students from their entrance to graduation, including new degree programs in English.

○ Through this project, we will develop a practical training program that will add single-semester and short-term study-abroad programs to the existing long-term programs, as well as internships and volunteer activities.

○ We will enhance the environment for student life on global campuses and provide additional extra-curricular activities.

Faculty Development for Global Education

○ Globalization of the education system

We will actively recruit faculty members from abroad and assign to positions faculty members with overseas teaching experience or those who have taught in non-Japanese languages.

○ Initiatives for global education

We will strengthen collaborations within the University and launch new programs to evaluate the educational abilities of faculty members. Our Faculty Development Programs will provide them opportunities to teach at universities overseas and improve their global education abilities.

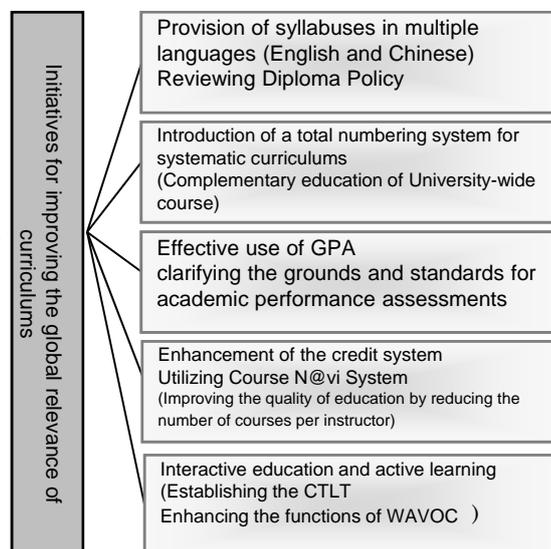
Improvement of Foreign Language Competencies

○ Appropriate assessment of linguistic skills in the entrance examination and study-abroad experience during secondary education

To evaluate applicants' experience of studying and living abroad, we will take TOEFL and other language test scores into consideration upon entrance examinations.

○ Effective language training programs and systems

The Academic Affairs Division will take an active role in organizing language classes based on language-proficiency levels determined by placement-test scores. Effective language-training programs will be designed and implemented for all undergraduate students. In addition to organizing English classes by proficiency levels, we will also enhance language-training programs in the university-wide education center, promote international education through various short and long-term study-abroad programs, and provide follow-up education for students returning to Japan, mainly through general education courses and specialized courses in English and other non-Japanese languages. Furthermore, we will provide feedback to students on their language learning based on our analysis of the educational benefits measured by the degrees of improvement in students' linguistic skills. Other initiatives include introducing small-group language-training programs to develop students' abilities to give logical explanations and debate in foreign languages, as well as holding study-abroad preparatory courses to develop the abilities they will need to take specialized courses in overseas universities.



Support System to Promote Study Abroad

○ Initiatives to promote studying abroad

We will strive to increase student motivation to study abroad from the moment they enter the University and support their preparations and plans to do so. We will also continue to develop study-abroad programs through which students earn credits. We will provide learning agreements and curriculum-registration information in advance in order to develop a system for promoting study abroad.

○ Support for students during and after their study abroad

We will collaborate with companies to help students find employment, enhance emergency support and risk management for students studying abroad, assign academic advisors and support staff, and strengthen the support system through on and off campus training.

Specific Competencies for Graduates

Reference

Nurture individuals imbued with a global perspective and equipped with the "wisdom," "ambition," and "ability to get things done" to resolve global, regional, national and local issues.

【 Wisdom 】

- Extensive international knowledge
- Understanding of different cultures
- Expertise and analytical skills
- Language/communication skills
- Independent/critical thinking skills

【 Ambition 】

- Aspirations for world peace and abundance for all
- Courage and the spirit of challenge
- A commitment to serving others and a spirit of gratitude
- A high level of morality and ethics
- Identities

【 Ability to get things done 】

- Ability to identify problems
- Insight to capture the essence of things
- Cooperativeness and leadership
- Perseverance
- Toughness

Indicative Outputs of the Project

| Total | | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|--|--------------------------|--------|----------|----------|----------|----------|
| Number of students who meet requirements for foreign language proficiency | | | | 2,102 | 2,576 | 3,179 | 3,766 |
| Of the above, Number of students not to study abroad (A) | | | | 670 | 695 | 730 | 815 |
| Number of students studying abroad (b) | | 1,701 | 1,848 | 2,455 | 2,907 | 3,441 | 3,997 |
| Number of graduates (C) | | 9,549 | 10,720 | 10,180 | 10,180 | 10,260 | 8,900 |
| Ratio ((A+B)/C) | | | | 30.7% | 35.4% | 40.7% | 54.1% |
| School of Political Science and Economics | Requirement for Foreign Language Proficiency | TOEFL iBT 80 | | 300(10) | 391(15) | 474(20) | 566(30) |
| | Number of Students Studying Abroad | 176 | 205 | 322 | 392 | 472 | 562 |
| | Number of graduates | 983 | 1,162 | 1,000 | 1,030 | 1,030 | 900 |
| School of Law | Requirement for Foreign Language Proficiency | TOEFL iBT 71 (WeTEC 700) | | 350(220) | 360(175) | 380(180) | 400(185) |
| | Number of Students Studying Abroad | 70 | 90 | 145 | 190 | 210 | 230 |
| | Number of graduates | 794 | 956 | 800 | 800 | 800 | 740 |
| School of Education | Requirement for Foreign Language Proficiency | TOEFL iBT 71 (WeTEC 700) | | 177(80) | 240(110) | 300(60) | 360(60) |
| | Number of Students Studying Abroad | 63 | 79 | 111 | 141 | 251 | 311 |
| | Number of graduates | 1,085 | 1,305 | 1,200 | 1,200 | 1,200 | 960 |
| School of Commerce | Requirement for Foreign Language Proficiency | TOEFL iBT 80 (WeTEC 750) | | 130(10) | 200(15) | 350(20) | 500(30) |
| | Number of Students Studying Abroad | 234 | 254 | 305 | 345 | 405 | 510 |
| | Number of graduates | 1,009 | 1,000 | 1,000 | 1,000 | 1,000 | 900 |
| School of Social Sciences | Requirement for Foreign Language Proficiency | TOEFL iBT 71 (WeTEC 700) | | 200(100) | 250(100) | 330(100) | 350(100) |
| | Number of Students Studying Abroad | 119 | 133 | 186 | 211 | 281 | 361 |
| | Number of graduates | 712 | 938 | 880 | 850 | 930 | 630 |
| School of Human Sciences | Requirement for Foreign Language Proficiency | TOEFL iBT 71 (TOEIC 675) | | 100(5) | 150(5) | 200(5) | 300(5) |
| | Number of Students Studying Abroad | 151 | 155 | 258 | 308 | 345 | 405 |
| | Number of graduates | 611 | 600 | 600 | 600 | 600 | 560 |
| School of Sports Sciences | Requirement for Foreign Language Proficiency | TOEFL iBT 71 (TOEIC 675) | | 80(10) | 120(10) | 180(10) | 225(20) |
| | Number of Students Studying Abroad | 118 | 125 | 158 | 208 | 265 | 300 |
| | Number of graduates | 463 | 450 | 450 | 450 | 450 | 400 |
| School of International Liberal Studies | Requirement for Foreign Language Proficiency | TOEFL iBT 100 | | 325(0) | 325(0) | 325(0) | 325(0) |
| | Number of Students Studying Abroad | 537 | 550 | 580 | 590 | 600 | 620 |
| | Number of graduates | 658 | 650 | 650 | 650 | 650 | 620 |
| School of Culture, Media and Society | Requirement for Foreign Language Proficiency | TOEFL iBT 80 (WeTEC 755) | | 170(70) | 170(30) | 170(30) | 170(10) |
| | Number of Students Studying Abroad | 91 | 95 | 120 | 157 | 184 | 206 |
| | Number of graduates | 900 | 1,062 | 1,000 | 1,000 | 1,000 | 860 |
| School of Humanities and Social Sciences | Requirement for Foreign Language Proficiency | TOEFL iBT 80 (WeTEC 755) | | 70(5) | 70(5) | 70(5) | 70(5) |
| | Number of Students Studying Abroad | 88 | 106 | 200 | 280 | 328 | 362 |
| | Number of graduates | 736 | 891 | 800 | 800 | 800 | 660 |
| School of Science and Engineering | Requirement for Foreign Language Proficiency | TOEFL iBT 71 (TOEIC 675) | | 200(160) | 300(230) | 400(300) | 500(370) |
| | Number of Students Studying Abroad | 54 | 56 | 70 | 85 | 100 | 130 |
| | Number of graduates | 1,598 | 1,706 | 1,800 | 1,800 | 1,800 | 1,670 |

Note: *1 The number in "()" indicates "Number of students not to study abroad with credit recognition or credit transfer" out of "Number of students who meet requirements for foreign language proficiency".

*2 "Number of students studying abroad" excludes the number of students studying abroad without credit recognition or credit transfer.

* WeTEC stands for Web-based Test for English Communication, an online test developed by Waseda University for the assessment of English communication skills. Waseda University has adapted the CASEC test, which is provided by JIEM, in a manner appropriate for its own undergraduate students.