

## 1. Summary of the Concept

[Concept Name]

### Waseda Goes Global: A Plan to Build a Worldwide Academic Network that is Open, Dynamic and Diverse

[Future University Vision Aimed for in SGU Initiatives]

Waseda University founder Shigenobu Okuma described the school's mission as nurturing individuals who "contribute to the world, rather than only to one's own, one's family or one's country." Sending out into the world graduates who contribute as global leaders has been Waseda's goal ever since. To make that founding vision a reality in the present age, the Waseda Vision 150 was drawn up in 2012 to indicate the kind of school we are aiming to be twenty years later, when we celebrate the 150th anniversary of the University's establishment. Two core strategic objectives of Waseda Vision 150 are "Cultivating global leaders who passionately desire to contribute to the world with a strong sense of humanity and the power of insight" and "Advancing original research that will contribute to world peace and human happiness." This medium- to long-term plan calls for restructuring education and research and for carrying out radical reform of University governance. The ten years of SGU initiatives are intended to accelerate the reforms of Waseda Vision 150.

[Concept Summary]

The Waseda Ocean concept, aimed at making Waseda University a school that leads the world and that continually contributes to the world, is intended to achieve three goals:

(1) Developing research and education programs to solve global challenges and innovate the future

(2) Promoting the full internationalization of education and research

(3) Fundamentally reforming the faculty recruiting system and university governance

Regarding (1), innovation measures will be implemented in six model areas, and the resulting education and research system reform knowledge and practices will be spread to the rest of the University. A human resource development structure will be built taking maximum advantage of the education and research network between Waseda and its partner universities.

Regarding (2), working with the world's pioneering universities, a high-quality learning system with an international interface will be built to enable free exchange of education and research guidance, and to attract excellent students from around the world.

Regarding (3), mechanisms will be devised for recruiting high-quality faculty members from around the world, and governance will be reformed so that the undergraduate and graduate schools have authority matching their responsibilities.

This concept is aimed at producing 100,000 global leaders within 10 years, and at achieving global top 100 ranking in at least 18 of the University's 25 research fields.

### A university that leads and contributes to the world

Producing **100,000** global leaders within 10 years

Cultivating global leaders with a strong desire to contribute to the world, a sense of humanity and the power of insight

Achieving global top **100** ranking in 18 research fields within 10 years

Advancing original research that will contribute to achieve world peace and human happiness

Opening the University to the world, and in the dynamic global flow of minds, dramatically raising the quality and quantity of its education and research programs  
Offering an open and diverse environment whereby world-class students and researchers will have greater flexibility to move dynamically across borders.

Develop education and research programs to solve global challenges and innovate the future

- 1-Starting from model units over 6 research areas for a university-wide change
- 2-Utilizing academic networks with partners to foster human resources

Globalize education and research programs

- 3-Removing national borders or structural differences for greater flexibility by international networks
- 4-Attracting excellent students from around the world

Fundamentally reform the faculty recruitment system and university governance

- 5-Recruiting world-class faculty
- 6-Drastically change the management structure within the university





# Top Global University Project (Type A) Waseda University

## 【Outline of Ten-Year Plan】

Plans for specific initiatives are indicated in line with the three major goals indicated in the previous figure.

- (1) Starting from six model areas with world-class reputations, spread reforms to the entire University
- (2) Build an educator and researcher development system drawing on Waseda's worldwide network with its partner universities

In the initial year of the program, support will be focused on six model areas where Waseda is internationally competitive (Global Japanese Studies / Empirical Analyses of Political Economy / Health Promotion: The Joy of Sports and Exercise / Frontier of Embodiment Informatics: ICT and robotics / New Horizon Materials for Life and Energy Devices / Multiscale Analysis, Modeling and Simulation), and expand education and research programs jointly with its partner universities. Taking advantage of the joint and double appointment (JA/DA) system and quarter system, an environment will be established enabling cross-university classes, student guidance, and degree examination (4th year). Knowledge gained in the six model areas will be spread to related undergraduate and graduate schools (6th year), with the intention of expanding to the entire University by the ninth year while also creating new interdisciplinary fields. The human resources developed jointly with its partner universities will ultimately go on to become key players in the flow of the next-generation network, making the world more dynamic and establishing an education and research system where the knowledge of the world's universities becomes part of Waseda.

- (3) Build a learning system with international interface
- (4) Attract the world's top level students

From the second year of the program, the whole University aims to offer quarterly subjects in its courses. Classes taught in English will be expanded, mainly in the six model areas (3rd year), and by the tenth year English-based degree programs will be available throughout the University. From the first year, honors programs targeted for top-level students will be launched, and from the second year each school will begin offering doctoral programs, five-year courses that integrate undergraduate and master's programs. International Baccalaureate (IB) Diploma Programme scores, TOEFL and other international standards will be used as admission basis starting in the third year. At the same time, measures will be implemented for obtaining excellent students from around the world jointly with its partner universities. The conventional study abroad program will be greatly enhanced in quantity and quality in three years, and by the tenth year, all students will be required to have study abroad experience. To enhance the scholarship program when admission is approved, educational programs for accepting international students will be developed in cooperation with overseas foundations and corporations, etc. (2nd year).

- (5) Attract the world's top level faculty members
- (6) Carry out thoroughgoing university reform

From the second year of the program, funds will be budgeted for strategic hiring and the personnel system of the entire University will be overhauled. At the same time, JA / DA (Joint/Double Appointment) systems will be developed. In addition, a tenure-track system will be introduced throughout the University (8th year). Annual salary and faculty ratings will be introduced for non-tenured faculty members from the second year, with the aim of introducing these for all faculty members by the fourth year of the program. Various incentives for university personnel will be expanded from the second year and established throughout the University by the eighth year. From the first year, a system for setting and removing organization and personnel quotas will be developed to integrate it with organization assessment and incentives (6th year). New fund-raising methods will be put into practice to strengthen the financial base (3rd year).

## 【Major initiatives ( Globalization, Governance reform, Educational reform, etc.) 】

### ● Globalization

For the sake of faculty diversity, outstanding faculty members will be obtained making use of Waseda's overseas network. An FD (Faculty Development) program will be developed and implemented in cooperation with the University of Washington. The faculty members with foreign nationals will be boosted to make up 75 percent. For staff diversity, basic plans for gender equality promotion adopted in the medium- to long-term plan will be carried out faithfully, and staff development will be enhanced. For student diversity, we will promote international student acceptance and study abroad programs taking advantage of the quarter system, aiming for 20 percent international students (10,000 students). All students will be required to have overseas study experience by graduation. The weight will be shifted to the graduate schools, aiming for a 10 percent reduction in undergraduate students and 20 percent increase in graduate students. "Learning commons," places for learning all over the campus, will be developed and increased; and career support will be strengthened by expanding overseas internship programs. To improve conformity with global practices and openness, English-based degree programs will be gradually expanded, aiming for 25 percent of classes taught in a foreign language. Dormitories for international students will be expanded along with programs supporting international students. The University will aim for a 100 percent rate of public openness of educational information.

### ● Governance reform

Regarding the personnel system, reform of the personnel assessment system and salary structure will be carried out under direction of the Administrative Department. Spreading a system for internationally open faculty recruitment system and the tenure-track system throughout the University as well as introducing an annual salary system for a flexible payment structure from early on, the University seeks to obtain outstanding faculty members from around the world. The percentage of university staff with required foreign language fluency will be raised to 30 percent. As for governance, responsibilities of the Administrative Department, undergraduate and graduate schools will be clearly laid out and assessment criteria will be fixed to provide appropriate incentives will be provided. For more effective decision making by the Board of Trustees, the Board will include more members from outside the University as well as more women and foreign experts.

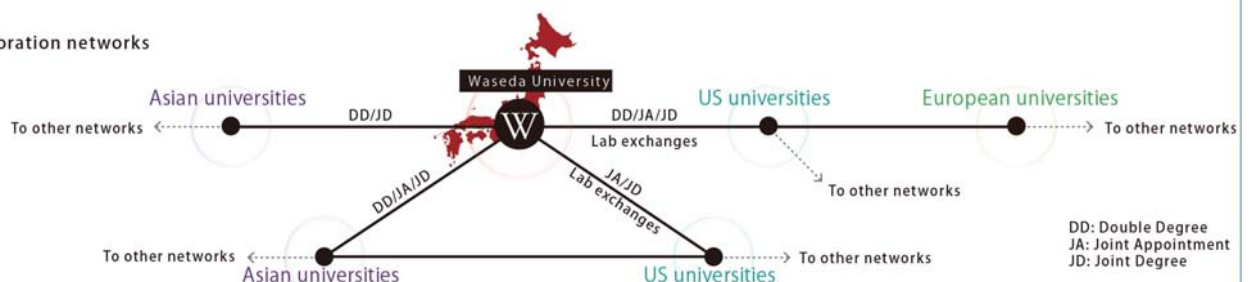
### ● Education reform

Improving the quality of educational programs, Waseda will aim to make at least 70 percent of its learning interactive. To keep continual track of learning progress of all students, a Learning Portfolio system will be adopted. Qualifying Examinations will be introduced to ensure the quality of doctoral degrees, and the research guidance system and degree examination system will be redesigned in line with international standards. Outstanding teaching assistants (TAs) will be developed and employed. The entrance exam development office will carry out an overhaul of entrance examinations, and at the same time will train admission officers. To obtain students from areas from which Waseda has never traditionally received them, entrance screening for prospective students residing abroad will be prepared along with various measures.

## 【Measures promoting partnership with overseas universities 】

As an original approach by the University for achieving the first objective of "Developing research and education programs to solve global challenges and innovate the future," the educator and researcher network between Waseda and its partner universities will be incorporated in the educator and researcher development system of Waseda. International exchange and double degree (DD) programs have gone beyond simple merging of research units and collaboration networks between Waseda and its partners have spread throughout the world, which has clearly improved education and research at both Waseda and the partner institutions. Furthermore, Waseda is preparing an environment where its faculty members and graduate students can circulate in the network, utilizing the quarter system and summer sessions. The University will start to take this approach in the six model units.

### ◆ Collaboration networks





## 2. Progress of initiatives (2014 academic year)

### Shared indicators of achievement results and future targets

#### Globalization

##### ●Diversity, dynamism, international student support, etc.

Faculty in the initial six model units directly visited Waseda's partner universities for discussions to build an education and research system that makes use of the networks with its partners, such as a joint guidance system and interchanges. Discussions were begun with the overseas partners toward introduction of joint degrees (JD) in each model unit.

Increasing the number of ISS (International Scholar Services) personnel, the researcher support structure was strengthened to accept more international researchers. A "commons room" was developed to enhance communication among faculty members, including international faculty, in a broad range of fields.

To strengthen recruiting of international students, a team of around 50 staff was formed, centering on the international admissions office, and PR trips were made to overseas locations. PR activities pointing out that Waseda is a global university with English-language degree programs in multiple undergraduate and graduate schools to encourage students to study at Waseda were carried out in key regions like Indonesia and Vietnam as well as other regions, which has successfully led to a steady increase in the number of applicants for admission. The number of students from abroad is steadily increasing, exceeding 5,000 as of May 2015.

Selected for this Top Global University Project, Waseda has obtained a new quota of 20 Japanese Government Scholarship Students.

Tutorial English designed to improve practical English communication skills was expanded, and programs to teach highly advanced level students as well as, methods to measure speaking ability were developed to further accept international students and send Waseda students abroad. With a view to expanding the quarter system other than English curriculums and improving language ability, "foreign language (German, French, Spanish) market surveys" were conducted, and various initiatives were carried out toward making the quarter system an established practice in the entire University.



Joint Workshop with Monash University

##### ●Conformity with global practices

A university-wide course numbering system was adopted, and for classes offered in the 2015 academic year, it became possible to search the web syllabus for course codes indicating academic fields and level; moreover, students can now plan their class schedules by referring to course numbers in the syllabus.

Eighteen faculty members were sent abroad to take FD program training at Waseda's partner institutions of the Great Lakes Colleges Association, Inc./Associated Colleges of the Midwest and the University of Washington.

At the University of Washington, they held discussions on the establishment of a UW-Waseda Joint CTLT Project aimed at developing high-quality, globally conformant teaching methods.

Waseda became the first Asian university to host a conference of people involved in the QTEM Consortium, where discussions were conducted with member universities from Europe and Australia regarding student exchanges and program administration with guaranteed education quality up to international

##### ●Openness

A native English website administrator was assigned to provide more and better English-language information. Website communication was also begun in 13 languages.

A new scholarship program was established for funding international students who take an entrance exam in their country of residence and receive an admission reservation (Myanmar entrance exam), and scholarship availability for emergency situations was expanded. Scholarships including tuition and fees were provided to African students from the Japan International Cooperation Center (JICE), and to students from Brazil through the Brazilian government.

#### Governance reform

##### ●Personnel system

Personnel system reform was initiated to hire non-tenured faculty with attractive benefits. The reform includes the introduction of an annual salary system for non-tenured faculty and future creation of a faculty rating system.

Waseda obtained a certain number of staff with high language proficiency through new hiring, and developed a new language-related training while continuing existing foreign language coaching. As a result of those initiatives, the number of staff members who seek greater foreign language proficiency was boosted, exceeding the planned targets.

##### ●Governance

The University established a University Strategy council, enhancing the President's brain functions, and sent the director in charge of management planning and others on visits to overseas organizations to receive advice and proposals from experts on university administration, human resource development, greater research excellence, and globalization.

At the Waseda Center for Higher Education Studies, IR-related surveys and analysis, development of guidelines for classes, MOOC course development, and data analysis were carried out, which has led to the improvement of higher education studies and R&D on educational methods.

#### Education reform

##### ●Education quality transformation and self-driven learning

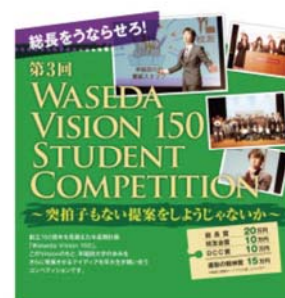
Learning commons (CTLT Classroom and W Space) were provided to promote a shift to interactive learning and to problem discovery and solution learning.

Waseda Vision 150 Student Competition was held in which students freely set themes relating to Waseda Vision 150 and propose specific measures.

##### ●Entrance exam reform and academic path

Toward introduction of diverse entrance exams, entrance exam development office explored ways to use public English exams for admissions along with other various exam styles through investigations and system design.

A six-year integrated undergraduate-graduate school doctoral course (honors program) was introduced and outstanding students were selected for the program.



Waseda Vision 150 Student Competition



## University-specific indicators of achievement results and future targets

### ●Extent of results indicator achievement

The numerical targets were mostly achieved. The number of fields in the top 100 of the QS World University Rankings by Subject remains unchanged at five, but the number ranking in the top 200 grew from 13 fields in the previous academic year to 21. The number of Grants-in-Aid for Scientific Research (KAKENHI) adoptions increased by 5 percent over the previous academic year to 929. Waseda was number one in adoptions in 10 subcategories, showing its strength in the humanities and social sciences.

### ●Provision of joint research and education environments with leading overseas universities

Leading university faculty members were invited mainly in the six model units to engage in joint education and research projects as well as to set up a cooperative degree examination structure.

For researchers accepted from overseas, priority was placed on readying a research and education environment, administrative support, and housing support. The number of graduate students in the doctoral program sent overseas for medium-term periods of three months or more amounted to 25 in the six model units, a good showing for the initial academic year of the program.

### ●Provision of institutional support for research and education system development

Human resources specializing in outreach were hired to strengthen international communication of research efforts, and press releases on research results for domestic and overseas media were planned and carried out.

In the area of research ethics education, an on-demand education system was established and was offered for faculty, staff, and graduate students. University personnel went to Indiana University for training in fund raising.

## Initiatives for raising international reputation

### ●Improvement in reputation from concentrating support on model areas

Selecting six model units where Waseda is competitive through quantitative and qualitative analysis, funding and human resources support were concentrated on these research areas. Faculty in the initial six model units directly visited Waseda's partner universities for discussions on collaboration. Toward building of an education and research system that makes use of the partner school network, progress was made on determining specific details of a joint guidance system and design of a JA system. As part of efforts to have graduate students and others become active outside Japan, the University promoted programs to send researchers and interns to overseas research institutions and corporations while looking for new internship opportunities.

Aiming to increase the number of paper adoptions by high-level academic journals, the University held international communication seminars with Nature Japan aimed at faculty members and graduate students in the four model units relating to science and technology.

### ●Provision of research and education environment and incentives

New research facilities were established, making use of programs such as the Ministry of Education, Culture, Sports, Science and Technology "International Science Innovation Center Development Project as a Joint Effort between Industry and Academia, Utilizing Local Resources, etc."

The Ryusaku Tsunoda Center of Japanese Culture was newly established, aimed at fostering world-class researchers on Japanese culture studies.

Teaching Awards to commend faculty members who worked to further raise the quality of education by spreading outstanding teaching methods and creative approaches, and Research Awards to commend researchers who played leadership roles in large-scale research projects and young researchers who achieved research accomplishments with strong international appeal were established as ways of providing incentives to faculty and researchers.



Nano-Energy Materials Research and Research Facilities

### [Success in forming partnerships with overseas universities ]

Inviting faculty members from Columbia University and UCLA and sending Waseda faculty and staff to both schools, the University began talks on partnerships for establishing an international network promoting education in Global Japanese Studies and for R&D in this area (Global Japanese Studies Model Area). In the partnership with UCLA, a strong organizational structure was formed together with the Tadashi Yanai Initiative for Globalizing Japanese Humanities that started in Waseda. Faculty members from Columbia University and Stanford University were invited for research guidance and lectures, and also for exchanging views on educational exchanges and on faculty JA, etc. ("Empirical Analyses of Political Economy" Model Area). Faculty from the Hungarian University of Physical Education were invited to lecture at Waseda and also discussions to sign a partnership agreement were held ("Health Promotion: The Joy of Sports and Exercise" Model Area). Waseda explored ways to collaborate with Technische Universität München on DA and other topics, and the two universities agreed to share information with a view to Horizon 2020 ("Frontier of Embodiment Informatics: ICT and Robotics" Model Area). Inviting faculty from Monash University, joint education and guidance were held and also talks on JA/JD collaboration were started. The University reached informal agreement on JA appointment to Waseda in the 2015 academic year ("New Horizon Materials for Life and Energy Devices" Model Area). Through visits on the University of Pittsburgh, Waseda explored ways to collaborate in joint education and guidance with the institution. Receiving a JA proposal involving exchange of faculty members from Pittsburgh, the University began working out the timing and other details ("Multiscale Analysis, Modeling and Simulation" Model Area).



International Symposium with Columbia University

## Other

### ●PDCA cycle application by the Waseda Vision 150 Executive Council, Waseda Vision 150 Executive Conference and TGU Steering Conference

In the Committee, projects are being carried out with the PDCA cycle in mind. By providing a forum for all those responsible for the six model units to gather, the University is able to confirm progress regularly and learn and discuss future directions, in such ways accelerating the advancement of the Waseda University education and research system.

### ●Advice and encouragement from global leaders

At the international symposium, "The Torch Has Been Passed: JFK's Legacy Today", students heard words of advice and encouragement from Ambassador Caroline Kennedy, former President Bill Clinton, Prime Minister Shinzo Abe and other global leaders on the importance of actively playing a role as global leaders. The symposium was a significant step toward raising the presence of Waseda University in attracting excellent students from around the world.



International Symposium "The Torch Has Been Passed: JFK's Legacy Today"

### 3. Progress of initiatives (2015 academic year)

#### Shared indicators of achievement results and future targets

##### Globalization

###### ● Design of international Joint Degree (JD) program

We devised a trial joint education program toward implementing a joint degree (JD) program. Following visits to Monash University in Australia and Korea University in South Korea, we began education program design including such specifics as the length of student residency, course registration and number of credits, extent of research guidance, and requirements for joint dissertation writing.

###### ● Participation in online education platform (edX) and course distribution

We joined the edX and began distribution of online courses, all in English. Making courses available on line is expected to motivate international students interested in study abroad at Waseda and to help with building an international network.

###### ● Creation of new Double Degree (DD) program

Based on a DD agreement with GLCA/ACM (Great Lakes Colleges Association, Inc. and the Associated Colleges of the Midwest), we began recruiting students and prepared to recruit students to be sent from Waseda to other schools.

###### ● Faculty Development (FD) programs

We invited instructors from the University of Washington for a summer FD program (half-day course; attending active learning sample classes) aimed at expanding the number of English-language classes as more English-based Degree programs are to be added, and at learning high-quality teaching methods that meet global standards. We also sent faculty to GLCA/ACM schools and the University of Washington for FD sessions of around two weeks.



WasedaX



Summer FD program

##### Governance reform

###### ● Promotion of university-wide reform by the TGU Steering Conference

The TGU Steering Conference responsible for carrying out this funded project met six times, deliberating and deciding the operation plans, budget allocation, results report, and assessment of model units and each department, and performing PDCA cycle management. In the TGU Expanded Steering Conference including people in charge of model units, and in the Waseda Vision 150 Expanded Executive Conference including the Deans of Faculties, progress of the project was confirmed, know-how from model units operation was shared, and startup funding of joint-appointment (JA) faculty members was decided, moving quickly to reflect the voices of those directly involved in the projects. With this university-wide organizational structure for TGU promotion, reforms are being carried out flexibly and powerfully.

###### ● Allocation of positions for strategic faculty member increases

We drew up a statement on coming changes to education and faculty policy, including plans to increase the size of the faculty by 160 persons in 10 years and add more non-Japanese faculty members. The proposals for educational reform and hiring from each Faculty were appraised by the University executive branch, and allocation of positions for strategic faculty member increases was decided. Utilizing this allocation, we established posts for the Leading Initiative for Excellent Young Researchers program and set in motion plans for hiring young faculty members in the medium to long range.

###### ● Raising the level of administrative staff

In anticipation of increases in various international administrative tasks, we sent seven administrative staff members to overseas partner schools, where they underwent language training and also accumulated experience in operations involved in taking in international students and expanding overseas. In addition, nine administrative staff members joined training sessions at an affiliated institute of De La Salle University (Philippines), aimed at improving their practical language skills.

###### ● Design of IR integrated database

We completed basic design of a centrally managed database that visualizes various education-related data now dispersed in the University (curricula, grades, scholarships, experience in study abroad, etc.). We also evaluated analysis tools to be introduced at the same time, using as examples their ability to extract the extent of student understanding of class content and correlation factors.

##### Education reform

###### ● Launch of Joint Appointment (JA) System

We succeeded in hiring two JA faculty members from Case Western Reserve University (Cleveland, Ohio) and from the Italian Institute of Technology (Istituto Italiano di Tecnologia) (Genoa). For the JA faculty members, we established an education and research guidance system, clarifying details such as the subjects to teach, startup fees, research office assignment, assignment of graduate students.

###### ● Implementing admission examination reform

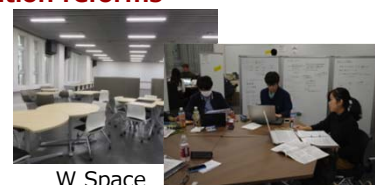
- In the School of Political Science and Economics, the existing AO Entrance Examination was reformed to recruit students who aspire to obtain global leadership and act on the world stage. Aiming to increase the variety and diversity in the prospective students, in addition to the TOEIC and the IEL TS (Academic), the TOEFL became included in the application requirements. Requisites for overseas university admissions such as the International Baccalaureate and the Abitur were also added to the admission requirements.
- New admission examination approaches were adopted (for April 2017 admissions) in three schools, the School of Culture, Media and Society, the School of Humanities and Social Sciences, and the School of Human Sciences. In the School of Culture, Media and Society and the School of Humanities and Social Sciences, the general entrance examination will use outside English proficiency tests (the four-skill tests). The system adopted for the School of Human Sciences will make use of the Fundamental Academic Competency Test (FACT).

###### ● Establishment of a steering committee for high school/university articulation reforms

To integrate the admission examination and educational reform efforts, a steering committee for high school/university articulation reforms was established, chaired by Vice President for Academic Affairs. Under this committee, high school/university articulation reforms will be accelerated throughout the University.

###### ● Enhancement of "learning commons"

To accommodate diverse learning styles, we established and enhanced W Space learning commons and began provision in two Waseda campus locations in November.



W Space



## University-specific indicators of achievement results and future targets

### ● QS Graduate Employability Ranking No. 33 globally and No. 1 in Japan

- In the QS World University Rankings by Subject 2016, Waseda ranked in the global top 100 in three research fields. The number of research fields in the top 200 was unchanged from a year earlier, when it rose sharply to 21. Of the 18 fields for which our original plans are to reach the top 100, 16 are in the top 200, making our goal quite achievable.
- In the QS Graduate Employability Rankings 2016, we achieved the very high ranking of 33rd globally and number one in Japan. This is a strong endorsement of our efforts to build ties between the University and corporations, and of our students' activities following graduation.

### ● Acceptance of Grants-in-Aid for Scientific Research (Kakenhi) and outside research funding

- Kakenhi adoptions increased slightly in the 2015 academic year to 946, from 929 in the previous year. The number of "research fields" for which Waseda had the most adoptions rose to 13 from 10 in the previous year, ranking fifth nationwide.
- Outside funding was nearly the same as the previous year at 10.8 billion yen.

### ● International fund-raising

Thanks to an exchange agreement with the Ting Hsin International Group (Taiwan) in 2007, long-term supply of scholarship funds (2009 to 2021 academic years) was achieved; and in the 2015 academic year 26 persons (cumulative total 335 persons) were chosen as scholarship students.

### ● Medium- to long-term acceptance/sending of researchers

The number of researchers accepted in the University rose to 819 from 789 in the previous academic year, while those sent to other institutions declined slightly from 180 to 177. These numbers are closely tied to the JA system and to establishment of an organizational structure for joint education and research guidance of doctoral program students with overseas researchers. They also lead to improvement in our academic reputation. We will therefore continue to take measures to raise these numbers.

## Initiatives for raising international reputation

### ● Joint CTLT Project with the University of Washington

We concluded an agreement with the University of Washington on a joint project aimed at developing and verifying new teaching methods. In the APRU (Association of Pacific Rim Universities) Provost Forum, an Innovations in Teaching and Learning project was jointly proposed, building on the initiatives of both schools. Pointing out these efforts to the Vice-Presidents of APRU universities and others, we worked to promote the spread of the project and to build an educational network.

### ● International communication centering on initial model units

- In the six initial model units, efforts were made to raise the international presence and expand the human network, by actively planning and holding international symposiums and workshops in Japan and other countries. Students and young researchers accumulated experience of giving presentations in English, communicated their research results, and furthered exchanges with overseas researchers.
- We expanded the amount of English information on the University website, issuing nearly the same number of news items in Japanese and English, and raising the number of English news announcements to approximately 450 a year. On the occasion of a TGU special issue of *Science*, the Vice-President introduced Waseda TGU initiatives in that issue, and also described the research being carried out in three model units relating to science and technology, to the science community and researchers around the world.



International workshop with Columbia University

### ● Organizational tie-up with the University of Birmingham

To expand joint international study, we began a tie-up with the University of Birmingham in the UK at the research organization level. The agreement covers Shakespeare studies, sports science, robotics, and linguistics. Concerning Shakespeare studies, a memorandum of understanding was concluded between the School of English, Drama and American & Canadian Studies and the Waseda University Tsubouchi Memorial Theatre Museum, Faculty of Letters, Arts and Sciences. Cooperation was begun based on the agreed contribution fund and joint researchers.

### Success in forming partnerships with overseas universities

- An academic exchange agreement was concluded between the Donald Keene Center at Columbia University and the Ryusaku Tsunoda Center of Japanese Culture, aimed at invigorating education and research collaboration and promoting exchanges between researchers and graduate students. In addition, we drew up specific plans for an English-based Degree program to be established in the Faculty of Letters, Arts and Sciences in the 2017 academic year, based on discussions with Bard College, Columbia University, and the University of Chicago (Global Japanese Studies).
- The research being carried out in the political economy lab, with its leading-edge facilities, has won praise among international researchers. After being approached about use as a site for a summer school in Japan program by the University of Essex, agreement was reached and details are being worked out (Empirical Analyses of Political Economy).
- Students are being recruited for an English-based Degree program in the Doctoral Program of the Graduate School of Sports Sciences, to be newly established in September 2016. Outstanding students from such schools as Peking University, National Taiwan Normal University, and Chulalongkorn University (Bangkok) are among those seeking admission (Health Promotion: The Joy of Sports and Exercise).
- An authority in computer science from the University of Delaware was invited for joint guidance. Leading faculty members from such schools as the University of North Carolina, Italian Institute of Technology, and Tsinghua University were also invited to administer qualifying examinations to doctoral students (Frontier of Embodiment Informatics: ICT and Robotics).
- Two JA faculty members, hired from Case Western Reserve University and from the Italian Institute of Technology, through education and research guidance as well as seminars, helped raise the educational level and foster a global mind in students (Energy and Nanomaterials).
- Regarding joint appointments with overseas universities, agreement was reached with a faculty member of Darmstadt University of Technology (Technische Universität Darmstadt), and negotiations are proceeding with a faculty member of the University of Pisa. Faculty members from the Max Planck Institute and from Hamburg University of Technology and other schools were invited for joint guidance to doctoral students (Multiscale Analysis, Modeling and Simulation).

## Other

### ● Encouragement from global leaders

At a panel discussion "Carlos Ghosn on 'Ningenryoku'", Nissan CEO to visit Waseda for dialogue with students", Carlos Ghosn stressed the importance of being able to assess the present situation properly and raise issues. The event provided the approximately 1,000 students attending with a valuable opportunity to learn about the convictions of a leader active on the world stage.

