



Outline of Projects in FY2014

Introduction



Kaoru Kamata

President
Waseda University

The accelerating importance of new information and technology in all areas such as politics, economy and culture in the modern society urges us to continuously extend our knowledge and improve our skill through daily activities. To this end, the promotion of cutting-edge technology pioneering the next generation and the development of the highest quality education cultivating global human resources are required in terms of each individual's personal development and the national strategy of social, economic and cultural evolution and progress, as well as securing international competitiveness.

Waseda University formulated a medium-to-long term road map, Waseda Vision 150, in 2012, and reaffirmed its determination to contribute to Japan and the world through education and research. Under this Vision, we identified 13 core strategies and 69 practical projects with numerical targets, and are going ahead with reform efforts to accomplish our goals, which include to attract “students of the highest caliber and character” from around the world who show promise in being able to make a global contribution, and conduct “research that will ultimately contribute to real world peace and happiness in human society”; and cultivate “graduates (alumni) who, in all corners of the globe, and in every academic field, will contribute to the public good as global leaders”, and who will continue to support an active and intimate collaborative network with Waseda University with a clear vision.

In FY2014, Waseda University was chosen by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in the “Top Global University Project (SGU)”, a major national project, which will provide major funding (maximum 500 million yen per year) up to maximum of 10 years to support globalization and higher international competitiveness of leading universities with a high potential, and which rank in the top 100 in the world. Waseda University put forward the Waseda Goes Global plan, also known as the “Waseda Ocean Concept”, which is a ten-year plan to connect the University with the world and revolutionize its research and education programs, amidst the dynamic currents of global scholarship, to train 100,000 graduates for global leadership over the 10 year-period, and secure a global top 100 ranking in at least 18 research areas.

Waseda University aimed to improve facilities and equipment supporting a new era of education and research, and completed a new building No. 3 at the Waseda Campus providing students with the latest education environment such as the “Learning Commons” for mutual discussions and learning. The Waseda Shogekijo Drama-kan Theater was completed as a venue to disseminate student cultural and artistic activities as part of our promotion activities towards revitalizing student culture.

Further, a new Executive Board was inaugurated in FY2014 which was my second term as President. The first term was primarily dedicated to developing Waseda Vision 150, initiating various reforms and profoundly studying university management. As in the saying of our founder, Shigenobu Okuma — “If you want to fly high, you must study deeply” — in my second term starting in FY2015, we plan to “leap forward” by dramatically promoting various university reforms based on what we have studied, experienced and achieved. Under Waseda Vision 150, we will go ahead to establish Waseda as exactly outlined in the Vision towards 2032, the 150th anniversary of the university.

OUTLINE OF WASEDA UNIVERSITY CORPORATION

WASEDA UNIVERSITY'S MISSION

Waseda University aims to uphold the independence of learning, and to promote the practical utilization of knowledge and good citizenship. To uphold the independence of learning, the University shall strive to emphasize freedom of research and investigation, and to encourage original and creative studies, thereby contributing to the advancement of knowledge.

To promote the practical utilization of knowledge, the University shall endeavor to foster ways and means of utilizing knowledge side by side with carrying on of academic research and learning, thereby contributing to the progress of civilization.

To promote good citizenship, the University shall stress the building up of character which enables one to respect individuality, to enlighten oneself and one's family, to promote the welfare of state and society, and to extend one's influence and activity to the world at large.

INDEPENDENCE OF LEARNING

"Independence of Learning" is connected with the "Anti-elitist Philosophy" and a "Spirit of Defiance." With the belief that to cultivate modern-day citizens into individuals with self-driven spirits is ideal, Waseda University has been engaged in scientific research and education that is not controlled by authority or trends.

PRACTICAL UTILIZATION OF KNOWLEDGE

As Japan made steps to become a modern state, a demand existed for knowledge to be a resource that could be applied to real life and contribute to the process of modernization. In other words, there was a need for the "practical utilization of knowledge." This was not simply a matter of pragmatism but entailed an "enterprising spirit" which became one of the main pillars of the university.

THE CREATION OF GOOD CITIZENSHIP

The main point behind the foundation of this university was to provide education to the general public. The third principle behind the university's foundation is to "create good citizenship." With the progress of globalization today, this can be replaced with the mission statement of "Cultivating Global Citizens" who are well-rounded. The principles behind the university's foundation and the Waseda spirit that has generated and transmitted through generations are assets to the university. The university spirit is donned equally by all Waseda men and women.

ADMINISTRATIVE OFFICERS

President Kaoru Kamata	Executive Vice Presidents Muneharu Otsuka (off-campus) Yoshiaki Morita	Takahiro Ohno Kimikazu Murakami Lee Sungsi Naoto Onzo Miho Saito Keiko Hata Isao Muraoka	Yoshinari Hanao Toshitaka Hagiwara (off-campus) Akihide Fukuda (off-campus)
Senior Executive Vice Presidents Shuji Hashimoto Youichi Shimada	Vice Presidents Seishi Sato Atsushi Ishiyama Norimasa Morita		Auditors Noriyuki Hoshi (off-campus) Shotaro Watanabe (off-campus)

(as of Mar. 31, 2015)

HISTORICAL DEVELOPMENT

1882	Tokyo Senmon Gakko (College) founded	2005	Graduate School of Accountancy (Professional Graduate School) established
1902	Renamed Waseda University	2006	Graduate School of Sport Sciences established
1907	Shigenobu Okuma inaugurated as President	2007	School of Letters, Arts and Sciences I and II reorganized into the School of Culture, Media and Society, and the School of Humanities and Social Sciences. School of Science and Engineering and Graduate School of Science and Engineering reorganized into School of Fundamental Science and Engineering, Graduate School of Fundamental Science and Engineering, School of Creative Science and Engineering, Graduate School of Creative Science and Engineering, School of Advanced Science and Engineering, and Graduate School of Advanced Science and Engineering. Graduate School of Environment and Energy Engineering established
1913	Mission of university formulated	2008	Graduate School of Teacher Education (Professional Graduate School) established
1920	Became a university under the University Act (five undergraduate schools, a graduate school and Waseda University Senior High School were established)	2010	Joint Graduate Schools (Cooperative Major in Advanced Biomedical Sciences, Cooperative Major in Nuclear Energy, and Cooperative Major in Advanced Health Science) established
1949	Transition made to new university system	2013	Waseda University Junior High School established
1966	School of Social Sciences established	2014	Graduate School of International Culture and Communication Studies, Global Education Center, and Center for Higher Education Studies (CHES) established
1978	Waseda University College of Technology opened		
1982	Waseda University Honjo Senior High School opened		
1987	School of Human Sciences established		
1990	Graduate School of Education established		
1991	Graduate School of Human Sciences established		
1994	Graduate School of Social Sciences established		
1998	Graduate School of Asia-Pacific Studies established		
2000	Graduate School of Global Information and Telecommunication Studies established		
2001	Graduate School of Japanese Applied Linguistics established. Waseda University College of Technology renamed the Art and Architecture School		
2003	Professional Graduate Schools (Graduate School of Asia-Pacific Studies, The Okuma School of Public Management), Graduate School of Information Production and Systems (Kita Kyushu), School of Sport Sciences, and Kawaguchi Art School of Waseda University established		
2004	Waseda Law School (Graduate School of Law), Graduate School of Finance, Accounting and Law (Professional Graduate School), and School of International Liberal Studies established		

OUTLINE OF WASEDA UNIVERSITY CORPORATION

1 WASEDA UNIVERSITY

- 1- Educational reform project
- 2- Enhancing research at Waseda
- 3- Social contribution and cultural promotion
- 4- A stronger management footing for the future

2 AFFILIATED SCHOOLS AND ART SCHOOLS

- 1- Waseda University Senior High School
- 2- Waseda University Honjo Senior High School
- 3- Waseda University Art and Architecture School

3 INITIATIVES AFTER GREAT EAST JAPAN EARTHQUAKE

- 1- Educational aid for students affected by the disaster through scholarship
- 2- Aid for the affected regions through volunteer activities
- 3- Recovery aid through disaster-related research activities

< Appendix >

- Waseda Vision 150



1 WASEDA UNIVERSITY

1 | Educational reform project

1) Admission System Reform

1- Strategic recruitment to achieve students with high-potential

In FY2014, the “AO admission with Full Tuition Fee Waiver Scholarship” developed as the first graduate school admission examination under the “Entrance Examination Development Office” was carried out in Yangon, the Republic of Myanmar, to successfully accept three talented students in September. Concurrently we launched the Global Recruitment Project with approximately 50 staff members specializing in overseas recruitment, and moved forward vigorously with recruitment initiatives. Domestically, on the other hand, the Regional Area Open Campus was implemented at new key locations such as Hiroshima and Sendai, as well as Osaka and Fukuoka, to strengthen our presence in regional areas, attracting approximating 2,000 visitors. We also carried out more activities than the previous year including increasing high school visits, strengthening collaborative efforts with career guidance teachers, and promoting public relation activities more focused towards early-grade students in our university’s education and research activities.

2- Pursuit of effective admission system adaptable to social changes

The “Student Selection Office” was launched and successfully carried out the graduate school admission examination selection known as “OA admission with Full Tuition Fee Waiver Scholarship” in the Republic of Myanmar. As a result, three admission reform-related functions were successfully brought into being: the “Entrance Exam Development Office” responsible for admission reform and strategic admission PR planning, the “Entrance Exam Development Committee responsible for reviewing admission reform by faculty expert members, and the “Student Selection Office” as a primary entrance exam enforcing body, successfully paving the way for recruiting diversified and talented students in the future. Based on advice from the Entrance Exam Development Office, it was decided to implement a reform plan using the National Center Test in the School of Culture, Media and Society, the School of Humanities and Social Science, and the School of Commerce towards the FY2016 entrance examination.

2) Expansion of Liberal Studies and Fundamental Education

1- Promotion of integration between liberal arts and disciplinary studies, and intensive and interactive programs

Aiming to enhance liberal arts courses, all preparations were completed to offer the “Statistics Literacy γ” subject for FY2015, allowing to design the fundamental liberal arts course group as originally planned. In addition, we were able to introduce a course numbering system across the university as an index for subject systemization for FY2015.

Required subjects for all Waseda university students to learn as common academic tools using the Teaching Assistant (TA) system included “Mathematical basic plus α, β, γ” which attracted 7,206 students for the year, and “Creation of academic writings” which attracted 4,909 students, both of which made a record-high. “Statistical literacy α, β”, which was launched in FY2014, accepted 3,690 students for the year.

2- Human resource development through social contributions and volunteer activities

As a practice of “interactive, problem finding and solving education”, a subject named “Verbalize your experiences” was developed in line with the quarter system. Through the course which attracted 224 students, five times more than the previous year, students were to be trained to develop their abilities to look back, verbalize and convey their experiences, including volunteering, internship, field work and sports activities, to others. In addition, the Hirayama Ikuo Volunteer Center (WAVOC), which encouraged the development of students by offering them a regular curriculum including the above and an opportunity for social participation at the same time, was awarded the “Global Award”, the first Asahi Future Education Award founded by Asahi Shimbun in 2014, as an education group focused on cultivating the ability to live through a global era.

3) Educational Structure Reform

1- Enrichment of graduate school – Cultivate leaders in Embodiment Informatics

As of the end of 2014, twenty students belonged to the “Embodiment Informatics Doctor Program” from four graduate courses with six majors. This particular program, which was adopted under the “2013 MEXT (Ministry of Education, Culture, Sports, Science and Technology) Doctoral Course Educational Lead Program” was established for the purpose of cultivating global leaders possessing foresight, imagination and breakthrough ability under the 5-year unified education curriculum in the new academic field of “Embodiment Informatics” by combining information, communication technology and machine technology, which is a field

of “something substantial”, and sending them out to both domestic and international industries.

Under the program we are in process of improving environments towards establishing a “workshop” which is independent from a laboratory, and can become a research space commonly shared by students, faculty members and business persons getting together from a wide range of research fields so that they can inspire each other to create innovative ideas. At the workshop, intensive discussions were held on a daily basis outside the boundary of each student’s major and laboratory, and joint research efforts were made as well by integrating each student’s major field technology. Further, leading researchers and industry experts were invited to give lectures on their research and advanced innovation projects, followed by free discussion sessions called “Colloquia” held eight times during FY2014 with first-rate researchers and business persons from both home and abroad, as well as various other programs such as “English language training within and outside Japan”, “Overseas internship”, and the “C ++ course”, all of which were intended to enhance the participating students’ knowledge.

Multiple evaluators including advisors from partner organizations inside and outside Japan assessed the training results in the program through a Qualifying Examination (QE) focusing on “Practical Sophistication Ability”, or practical research ability in the academic fields relating to Embodiment Informatics, based on an inter-disciplinary policy, leadership ability, and creative and innovative ability as well as students’ performance records.

2- New schools and majors

The Graduate School of Fundamental Science and Engineering reorganized its Communication and Computer Engineering research structure, and the Graduate School of Advanced Science and Engineering established new majors as follows:

- Reorganization of information telecommunication graduate school at the Graduate School of Fundamental Science and Engineering (April 2014)

A new department of Communications and Computer Engineering was established which actively introduced education programs in English. The Graduate School of Global Information and Telecommunication Studies was reorganized to establish majors specializing in Communications and Computer Engineering, Computer Science and Communications Engineering respectively for the purpose of diversifying informatics research, and achieving synergistic effects through reorganizing the International Information Telecommunication Research Department.

- Establishment of an Advanced Science and Engineering major in the Graduate School of Advanced Science and Engineering (April 2014)

A new program was established in the Graduate School of Advanced Science and Engineering (April 2014) for the purpose of developing world-class class education and research activities spanning multiple academic territories through a 5-year Master’s and Doctoral program.

3- Adoption of quarter system

While the study-abroad program was developed and implemented utilizing the quarter system, a four-week Summer Session program was opened at the campus for the period from June 23 to July 16 in which both our students and visiting students from abroad (76 students from 33 universities in 13 countries and regions) took part.

4- Advancing learning support system

The learning environment was improved to promote digitization of educational content including high image quality recording equipment, the expansion of recording studios, a simple recording booth (at the Nishi-Waseda Campus), and the introduction of an automatic recording system (Building Nos. 3, 31, 32, 33). With respect to “Educational Content Portfolio” and “Student Records”, we launched the “Self-support Portfolio” as a new portal system named “MyWaseda” which enabled each student to automatically collect and accumulate his/her activity history including volunteer activities, on-campus jobs and internship, as well as his/her learning performance.

5- “Good Practice” initiatives

The “Waseda University Teaching Award System” was established for the purpose of further improving quality education by praising excellent teachers and sharing their educational methodology and ingenuity, and utilizing a student questionnaire about the lectures as part of the efforts towards revitalizing and improving quality education. The first winners for the subjects of the FY2014 spring semester were decided as follows: Waseda University Teaching Presidential Awards were given for four subjects (five teachers), and the Waseda University Teaching Award was given for six subjects (six teachers) respectively:

FY2014 Spring semester: the Waseda University Teaching Presidential Award winners

School	Subject	Teacher
School of Political Science and Economics	Economic Mathematics A	Hisatoshi Tanaka
School of Fundamental Science and Engineering	Interactive Sensing	Tetsuya Ogata Akiko Hashida
School of Advanced Science and Engineering	Mathematics D (Differential equations)	Nobuhisa Fukushima
Waseda Business School	Economy analysis	Seichi Fujita

FY2014 Spring semester: Waseda University Teaching Award winners

School	Subject	Teacher
School of Political Science and Economics	International Politics	Shuhei Kurizaki
	Introduction to Politics Analysis	Masaru Kono
School of Advanced Science and Engineering	Mathematics C (Vector Analysis)	Gen Yoneda
	Material Process Engineering	Masaru Noda
Waseda Business School	Leadership Theory A	Kazunari Uchida
	Enterprise Value-Oriented Management	Katsuhiro Sato

6- Restructuring faculty/teacher exchange program

We reexamined the current faculty/teacher exchange system to promote international collaborative research activities, and carried out trial operations. Taking advantage of the results to improve the system, we launched preparations and public offering of potential programs towards full-scale operation in FY2015. Aiming to further improve the FD Program in which teachers are dispatched to overseas affiliated universities, we amended the relevant rules and regulations, and conducted an assessment in advance prior to dispatching 21 teachers in FY2014.

We entered into an agreement with the University of Washington in which we agreed to establish a joint educational facility with the aim of developing new teaching methodologies and verifying the effectiveness.

7- More teaching assistants (TA) in classes and restructuring the course framework

Besides the lectures, with the aim of diversifying methodology and revitalizing classes we selected excellent initiatives as our model which adopted the TA system by incorporating the TA sessions by group.

8- Extension of extracurricular program

The Nakano School opened in April 2014 as the third Extension Center on the first floor of the Nakano International Community Plaza, following the Waseda School and the Hatchobori School. The Nakano School successfully laid a new community foundation between Waseda University and the Nakano region attracting 6,700 students, a lot more than the targeted 3,000, by providing not only conventional courses such as literature, philosophy, history, art, business and language, but also 363 courses including courses to study novels and plays relating to the Musashino region as well as intercultural courses by making the most of the diversity in the Nakano International Community Plaza area. While running the ongoing programs, the domestic executive training program, which is a fee business providing an educational program targeted to working adults, was developed jointly with an international leading executive education school, and started providing client companies with new services. We also carried out the ETP29 (Executive Training Program) over the period from January 2014 to November 2014, and the ETP30 from January 2015.

9- Promotion of linkage between university and affiliated high schools

Waseda University Senior High School had been designated as a Super Global High School (SGH) and Waseda University Honjo Senior High School was also designated as SGH in FY2015, both of which certainly helped strengthen collaboration between the university and high schools towards cultivating global human resources. In this regard, the university opened an intensive English language program for the benefit of affiliated school students, and partially offered to these students a short-term Student Abroad Program initiated by the Center for International Education.

Aiming to promote interactions with affiliated schools at remote locations, such as Waseda Setsuryo High School, Waseda Saga High School and Waseda Shibuya Singapore School, we held an event called "Hello! Waseda" at each school with the cooperation of old boys/girls and current Waseda University students.

10- Sub-Degree and Reform of Double Degree Program (DDP)

The Double Degree Program will be launched in September 2015 with Earlham College, the United States. New DDP initiatives

were to be sought with Shanghai Jiao Tong University and Hong Kong University of Science and Technology through the Bai Xian Education Fund Scholarship Program established under the School of Political Science and Economics.

4) Globalization of Education

1- Establishment of the Structured Study-Aboard Program (SSA), an international educational program closely linked with an undergraduate course curriculum

The School of Political Science and Economics exchanged a DDP agreement with Korea University, the Republic of Korea. While the School of Commerce, the School of Social Science and the School of Science and Engineering implemented the SSA as planned, the School of Education launched a new short-term study-abroad program focusing on a theme called TESOL (Teaching English to Speakers of Other Languages).

2- Program for international students: language acquisition and liberal arts

A program called a “Japanese Language Education Program” was provided to international students in which they learned Japanese language and culture for six months or one year. We achieved approximately 400 new students for each semester, exceeding the previous year’s performance. A “Short-term Intensive Japanese Language Program” was developed to teach Japanese language and culture in three to six weeks, attracting approximately 250 new students altogether in total for spring, summer, autumn and winter courses, also exceeding the previous year’s performance. New trial initiatives were carried out to provide subjects in a Summer Session, and distribute on-demand lectures to campuses at remote locations. The Waseda International Learning Lounge (WILL) was established on the 3rd floor of Building No. 22 as a space to encourage group study, self-learning and interaction in research activities, and “Waseda’s Japanese Language Support” was created in pursuit of enhancement of self-learning as an annex to dispatch information and assist study and research of Japanese language and culture.

3- Shift in Study-Aboard Program, from TSA/ISA to EX

We achieved a new partnership with 15 universities centered on Western countries, and increased the admission quota with 10 universities, thereby resulting in an additional 52 students in terms of student exchange quota, significantly exceeding the original plan.

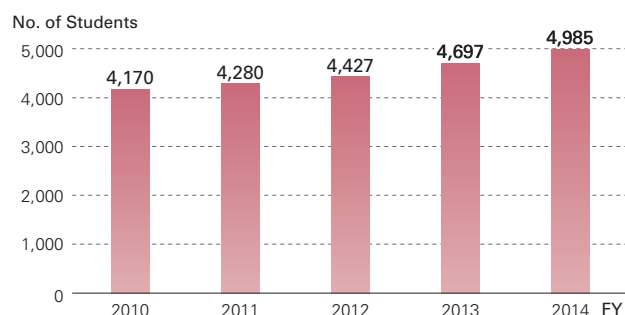
TSA (Thematic Studies Abroad): designed to allow participants to study a range of courses relative to a particular theme set for the program.

ISA (Individualized Studies Abroad): designed to allow participants some degree of freedom in choosing their courses in regular curricula at the host institutions

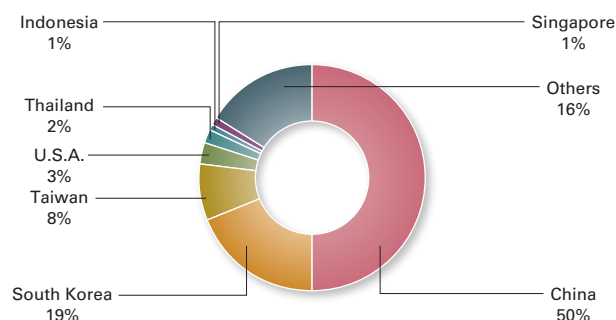
4- Expanding programs for international students focusing on Japanese language study

We studied the development of a preparatory education curriculum centered on Japanese language study targeted to international students prior to entering regular courses, focusing on structure, program completion requirements, program content and target by considering various factors including a conditional admission system and pre-school type arrangements.

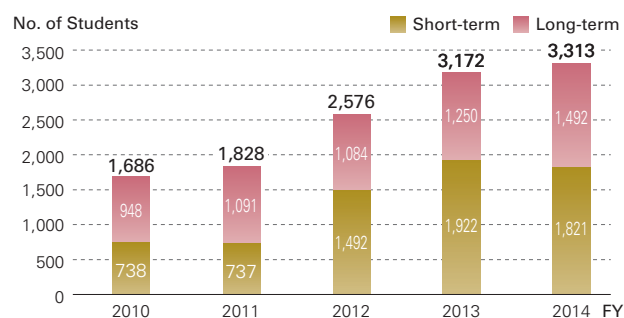
Number of International Students by Year



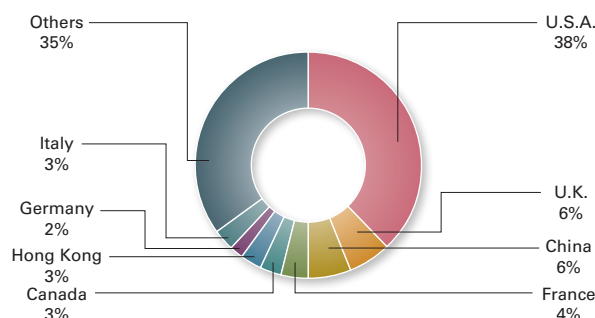
International Students by Nationality



Number of Students Studying Abroad by Year



Students Studying Abroad by Country



5) Further Support for Students

1- Development of Waseda University Nakano International Community Plaza

The Waseda University Nakano International Community Plaza completed its construction (11 floors above ground and one floor underground) in March 2014, and started operation as a new hub of Waseda University consisting of the “Waseda International Student House” known as WISH and a life-long educational facility.

A unique program called the Social Intelligence Program (SI) was carried out at WISH (capacity: 872) over 23 weeks (116 days) during the evening hours of normal weekdays, where both international and Japanese students spent their life together. The number of classes provided was 291 and the number of aggregate participants was 7,263. Based on agreements with the partner business companies, we offered 40 resident students with outstanding performance under the program, opportunities to visit overseas countries (i.e., twice to Malaysia), and domestic companies (in Fukuoka and Osaka) to undergo on-the-ground business activities. Also we invited a number of resident students to partner company’s factories so that they were able to experience production management sites on the ground.

We deepened our interaction with adjacent local communities by carrying out cleaning activities regularly in cooperation with local agencies and schools, and by letting our resident students voluntarily participate at various local events held around the Nakano Shiki-no-Mori Park. We sent our resident students to participate in volunteer activities such as lecture and story-telling occasions for children, and library stack work in cooperation with Tokyo Children’s Library (a private library in Nakano Ward specializing in children’s books). We also deepened our tie with the Alumni and Tomonkai members, companies and volunteers financially supporting our University, by holding various interaction events with our resident students.

2- Program to help students obtain a broader range of ability and interpersonal skills

We conducted a survey on existing basic programs held across the university campus towards strengthening ability and interpersonal skills, shared the results with relevant departments, and worked together on joint programs and PR activities. We created a *Future Career Design Guidebook* and guided new undergraduate students to a “Place for Growth” at the guidance/orientation session which provided them with various programs to strengthen their broad ability and interpersonal skills. We currently have 26 courses open to the public through Course N@vi out under the “Future Career Design” support initiatives.

3- Career support for international students

The new *Future Career Design Guidebook (English version)* was produced and offered to new international students. We held 26 guidance seminars altogether including 12 seminars in both Japanese and English open to all international students, five seminars for international students at the Schools with an English-based degree program, and nine seminars as part of the Japanese Language Research Center courses. We invited 226 companies to our job fair that actively hired the international students, and 32 companies out of these held a briefing session in English. The number of individual job-seeking consultations conducted in English reached 60, twice as many as that of the previous year. Also, the number of international students coming to job consultations topped 718, representing 10% of all students visiting for consultation across the university (the annual number of consultations undertaken at the Career Center was 7,002).

4- Scholarship support (Total budget 3.5 billion yen)

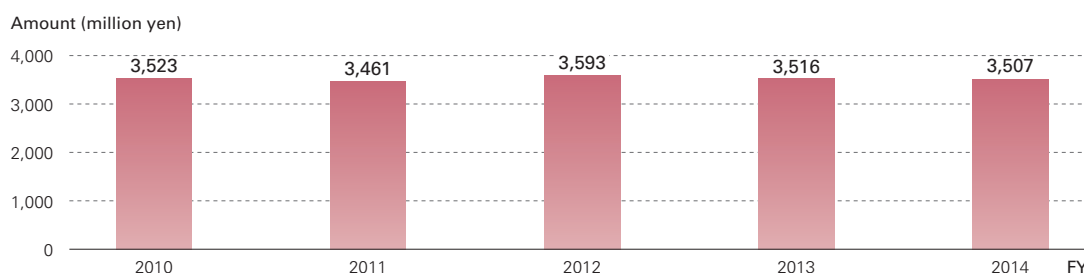
Based on the reform policy formulated in FY2013, we implemented the following changes to the current Scholarship system which may be regarded as top-level in the country in terms of scale.

- The number of applicants for student scholarships prior to enrollment (known as the Mezase! Miyako-no-Seihoku Scholarship) increased to 1,400 (a 14.3% increase as compared to the previous year) as a result of significant expansion of the number of candidates. Also, 60 students, through the recommendation entrance examination from designated schools, were accepted as

fund recipients of the scholarship starting in FY2014.

- Fifty-one students were adopted under the program called financial assistance for foreign students prior to enrollment before arriving in Japan.
- Three scholarship students were adopted in the first year of scholarship-linked AO admission in order to obtain talented but privately financed international students.
- A total of 49 students, both Japanese and international, were enrolled in the extended Waseda Emergency Scholarship program which was designed to meet sudden changes in their family's financial situations.

Amount of Scholarship Funded by Waseda University



5- Enrichment of extracurricular activities

Prior to opening the Waseda Shogekijo Drama-kan Theater, various activities were carried out to set up operation and management structure, formulate relevant rules and regulations, and plan the opening event, including holding a Dorama-kan Theater Administration Liaison Meeting, drawing up Waseda Shogekijo Drama-kan Theater operation rules and Waseda Shogekijo Drama-kan Theater Detailed Operation Regulations, and establishing the Drama-kan Theater Operation Council. In the meantime, we aimed to understand the reality of students' extracurricular activities through production of a "Student Life Research Report for FY2014."

6- Creation of structure to enhance student participation within Waseda

For the benefit of Waseda students, the "Student-Participation Job Center" was established to introduce students to jobs which made use of their intentions, abilities and expertise inside and outside the university, and school-approved volunteer and internship activities. The "Student-Participation Job Center" formulated plans towards full-scale implementation in FY2015 with respect to 1) the creation of a "Place for Growth" participated by students, 2) unified administration and distribution of recruitment information relating to students' jobs, school-approved volunteering and internship activities, and 3) establishment of a student's participation portfolio.

7- Implementation of Waseda Vision 150 Student Competition

The "Waseda Vision 150 Student Competition" was implemented in which students chose their own theme relating to Waseda Vision 150, and scrambled to compete with each other in coming up with specific proposals for the university. The final competition was held on March 16, 2015 with eight teams having advanced successfully from a preliminary round among 27 teams, and various awards including the Presidential Award were commended by the President, Board members of Trustees, etc. Going forward, we are to start deliberating these excellent proposals at length with a view to implementing them in the future. Among various proposals approved since the launch of this competition in FY2012, such proposals as "W Space (Discussion Space for Students)", "Reorganization of the Drama-kan", and the "Web program Gakuei-no-mori" were already implemented in FY2014.

8- Establishment of support system for students with development disabilities

In June 2014, the Disabled Student Services Office and related departments were established at Building No. 25 (first floor), and launched support activities for students with development disabilities by deploying a support coordinator on duty two days a week and a full-time staff member five days a week, and took care of 20 students during FY2014. We established collaborative relationships between the Disabled Student Service Office and the Health Support Center including the "Student Counseling Room" which provides counseling services, and the "Mental Clinic" which provides medical care services.

9- Establishment of support system towards improving language skills

In response to needs from students who were anxious to improve their language ability but not confident enough to participate in the foreign language education program or study-abroad program, we further developed the existing language exchange program at the International Community Center, and improved a SKYPE partnership program with overseas affiliated schools.

2 | Enhancing research at Waseda

1) Strategy as a Research University

1- “Project to Promote the Enhancement of Research Universities”

Under the above program which is financially supported by MEXT towards promoting the intensive research system, our university proceeded to sequential stages where various activities were implemented to improve the world-class excellent research system and environment including the acceleration of competitive research activities, creating pioneering research fields, improving the world-class research environment, and obtaining and optimizing University Research Administrators (URA) who were proficient in planning and managing research activities, and promoting utilization of research results.

Aiming to accomplish the goals of accelerating competitive research, creating pioneering research fields and improving research environments, we implemented reorganization of the current research structure by focusing on university-wide research competence, and established five new research institutes, such as the “Advanced Collaborative Research Organization for a Smart Society (ACROSS)”, the “Institute for Nanoscience & Nanotechnology”, the “Institute for Next-generation Vehicles”, the “Institute for Next-generation Robots”, and the “Institute for Regional Research”, with a view to pioneering new research fields and solving global problems. The out-of-pocket research expenses of all research institutes were 2.4 billion yen for FY2013 and are expected to be 3 billion yen for FY2014, attesting to the fact that the scale of research activities has been steadily growing. We worked vigorously to improve the research environment by successfully securing the space inside the university necessary for further expansion of research activities and a large scale project, and established the “Research Reinforcement Facility” for this purpose. We placed 13 staff members in total to the Research Strategy Center by adding eight URA's to secure and optimize URA's. All URA's activities including information collection and analysis of research promotion, the creation of a large-scale project, the development of research hubs and the outreach function, significantly contributed to reorganizing the research institute and expanding the scale of research.

2- Strengthening of higher education study system

We created the “Higher Education Study Division” in the University Research Center, and formulated an action plan on research activities to focus on in the forthcoming few years. In addition, the “Integrated Data Warehouse” was built as a foundation of the Institutional Research (IR) system to develop the environment towards combining and analyzing various data currently scattered across the campus.

3- Stronger support for research activities and encouraging young researchers

The “Waseda University Research Award” program was established as a reward system for a large-scale research project and dissemination of international research, and four researchers leading a large-scale research project and nine young researchers with high international research competence received the award in December 2014. In addition, four core researchers, promising enough to lead next generation research and educational activities, were nominated to promote the “Program to Cultivate Core Researchers in the Next-generation” on a trial basis in the group research style, for which we planned to provide supportive efforts for FY2015.

Moreover, a variety of seminars contributing to research activities were held as part of strengthening research support activities. These seminars were organized by each research field with a small number of participants, and were held six times during the year attracting an aggregate total of 200 in-house researchers and graduate school students, which contributed to improving young researchers' international research competitiveness.

Seminars for Researchers

May 21, 2014:	"Online seminar on Ethics in publication and what Researchers should know"
July 24, 2014:	"Seminar on Ethical Issues in Submission of Papers"
November 20&21, 2014:	"Seminar on effectively communicating your research to be published in English, and how to get published in scientific journals"
December 15, 2014:	"Seminar on research result analysis, and importance of releasing results for moving forward with international collaborative research"
March 2&3, 2015:	"Workshop on Effective Treatise (Economics and Financing)"
March 9, 2015:	"Seminar on Effective English Thesis, and Tips for Researchers on International Publication"

FY2014: Waseda University Research Award Winners (Promotion of large-scale projects)

Name	Faculty	Research assignment
Tetsuya Osaka	Faculty of Science and Engineering	Development of deterioration diagnostic fundamental technology for system stabilization storage battery system
Shuichi Shoji	Faculty of Science and Engineering	Implementing body of micromachining platform
Yuji Hasemi	Faculty of Science and Engineering	Upgrade of wooden architecture building standards
Yasuhiro Hayashi	Faculty of Science and Engineering	Technical research of connection and control in standardization of energy management system – pioneering research on international standardization towards implementing on-demand-response

FY2014: Waseda University Research Award Winners (International research competitiveness)

Name	Faculty	Name	Faculty
Hiroyasu Iwata	Faculty of Science and Engineering	Shinsuke Satsuma	Waseda University Organization for European Studies*
Jun Kataoka	Faculty of Science and Engineering	Zhou Dajiang	Faculty of Science and Engineering
Azuma Katayama	Faculty of Commerce	Kenji Takizawa	Higher Research Institute*
Keita Kamiue	Faculty of Sport Science	Farrer Gracia	Faculty of International Research and Education
Kazuya Saito	Faculty of Commerce		

*when awarded

Researchers and Projects selected under the program to cultivate core researchers in the next generation

Name	Faculty	Project
Yasuo Kawakami	Faculty of Sport Science	Project to pioneer musculotendon characteristics
Hitoshi Kurumizaka	Faculty of Science and Engineering	Kurumizaka epigenetics structure foundation project
Hirokazu Toeda	Faculty of Letters, Arts and Sciences	Toeda Japanese literature and culture re-imagination project
Yasuyuki Todo	Faculty of Political Science and Economics	Todo network and economics growth project

4- Restructure and re-organization to heighten research capability

While aiming to study the current situation of our faculty-affiliated research institutions and centers, we continuously discussed necessary measures towards further revitalizing research activities. We abolished several institutions including Nano-science and Nanotechnology, the Organization for Asian Studies, and the Waseda University Organization for Japan-US Studies and for Japan-Europe, all of which were replaced by their developmental organizations such as Nano-life Innovation Research Institute (established in April 2015), and the Region and Inter-regional Research Institute (established in April 2015). The Nano-life Innovation Research Institute aims to develop a global platform for nano-life innovation research through collaborations among industry-government-academia based at the "Smart Energy System Innovation Center" which was completed at Building No. 120 in March 2015. In order to systemize the strong research fields of our university, a few Institutes were established during FY2014, such as the Smart Social Technology Integration Research Institute in July 2014, the Next-generation Automotive Research Institute in October 2014 and the Next-Generation Robot Research Institute in March 2015, respectively.

5- Promoting global dissemination of research activity

As a system to support the effective transmission of research results and achievements of the researchers, we moved ahead with rebuilding the researcher database. We designed a specification requiring a high level of uniqueness and extensibility, implemented detailed design work and system development, and successfully completed a prototype equipped with a primary function. We are steadily progressing towards the first release in FY2015.

The completed profiling system for research achievements (ScivalExperts) was published within the university. In addition, the research seeds/patent database (Seeds N@vi) that was constructed last year started full-scale operation this year. In order to further strengthen information dissemination ability, we plan to move ahead with the expansion of contents and system-wide collaboration, using a new researcher database.

6- Establishment of research support system

As part of the research support system to reduce administrative burdens on researchers, we moved ahead as planned by reviewing the current administration and system towards formulating a new job flow, which enables us to centralize the research expense administration and business trip application system.

7- Revised policy on visiting researchers

We established an internationally viable system by creating a research fellow and intern system, and re-defining the visiting researcher system after clarifying the qualifications of visiting researchers from overseas research institutions.

2) Towards globally competitive research

1- Strategy to go global

We identified specific challenges and directions with respect to international development strategy consisting of four key agendas including “Internationalization of Education”, “Student Recruitment”, “Internationalization of Research”, and “Governance and Financing for Internationalization.”

2- Greater support for international research presentation

With respect to a “Workshop on effectively communicating research to be published in English”, we created a matrix based on category classification by researcher layer and content, and held a seminar which contributed to promoting international collaborative research, as well as providing a simple writing lesson on English papers. We effectively provided support activities on promoting publication of English papers by coordinating with similar systems available within the university.

3- Promotion of international research collaboration

We adopted three projects by offering the “Japan-Germany Young Researcher Exchange Support” program in collaboration with the German Academic Exchange Service (DAAD).

3) Exploring New Research

1- Field of life science and health care

We collected and exchanged information regarding the research and human resource development structure with the aim of drastically reforming health care and medical education in Japan, taking the best advantage of human resources, and educational and research resources, available only to Waseda University. We have successfully produced 10 graduate finishers on the “Life Science and Health Care” program, which is a university-wide sub-major, in the fifth year from the launch of the program.

2- Interdisciplinary research approaches

Under strategic initiatives for the creation of new disciplines and further revitalization of university research activities by collaboration of humanities and sciences, we focused on two priority initiatives: one is “Development of Agriculture, Forestry and Fishery Science Based on an Integrated Model which Covers All Processes from Production to Services”, the other is “Paradigm Shift in the Super-aging Society”, and selected, by inviting ideas within the university, the following two proposals on which we launched collaborative field research activities: one is a “Sustainable Food Supply System — the Basis of the Interdisciplinary Research System of Agriculture, Biotechnology and Social Sciences —” (headed by Masahiro Amano, Professor of Human Sciences Faculty), and the other, “Collaborative Research in Advanced Science and Engineering and Sports Science which Supports Active Aging in Anticipation of the Arrival of the Super-aging Society” (headed by Mitsuru Higuchi, Professor of Sport Science Faculty).

FY2014 Strategic Research initiatives

Open Themes

Research Field	Research Theme
Asian synergy in the global context	The pursuit of symbiotic service business models in Asia
	Research on historical differences and coexistence in East Asia, from the perspective of "Buddhism" as a form of civilization movement
	Comparative research on the Symbiosis of Muslims and non-Muslims in Asia
Basic Science as the foundation for future development	Research on nonlinear partial differential equations
	Interaction between light and matter - from fundamental physics to device applications
	The pursuit of a new picture of the universe through cutting-edge space science observation - and the establishment of a world-class space science observation technology fusion center
Recovery from great disasters and building of a new social system	Disaster analysis and proposal for rehabilitation process for the Tohoku Earthquake and Tsunami
	Environmental diagnosis and proposal of countermeasure technology for restoration and reconstruction from the Great East Japan Earthquake
	Compound mega crisis, Nuclear disaster and Risk governance
	General study on housing and urban planning for renaissance in harmony with respect for nature, learning from cultural heritage
	Waseda University legal aid project for Eastern Japan earthquake disaster relief
	Rebuilding a new global social system resilient to large-scale disasters
Paradigm shifts in super-aging society	Research to promote integration of advanced science/engineering and sports science
Development of agriculture, forestry and fishery science based on an integrated model which covers all processes from production to services	Establishing sustainable food supply system based on integrated research model of agriculture, biotechnology, and social science

Assigned Theme

Research Field	Research Theme
Bioscience, physical biology, nano-biotechnology, biotech, imaging, and chemical biology	Establishing Waseda international collaborative research

3 | Social contribution and cultural promotion

1) Promotion of network with Alumni and the communities

1- New development of Waseda sports

The university's sport facility was opened to local communities, and the "2014 Waseda Sports Festa in Higashifushimi" was held on September 15, 2014 where athletic club students operated an experience classroom which attracted approximately 5,000 visitors. In addition, the following programs were presented to the athletes focusing on human education, career development support and learning support following the establishment of the "Waseda Athlete Program (WAP)" with the aim of cultivating next-generation leaders proficient in both academics and sports:

- Educational program as athletes:

Senior athletes held a lecture. A text book putting together all the necessary knowledge and skills for athletes to obtain was distributed to athletic club members, and video content was created and delivered on an on-demand basis.

- Programs for volunteer activities and related activities contributing to local regions:

We carried out support activities for Great East Japan Earthquake reconstruction (24 occasions with a total number of 388 participating students), and volunteer activities in Tokyo (42 occasions with a total number of 308 participating students).

- Career development support program:

We carried out job hunting guidance, an experience-briefing/reporting session, a joint company briefing session, and internship programs with various companies.

- International exchange program:

Four faculties carried out a regular exchange program with Korea University, Republic of Korea, and other exchange programs were also carried out with overseas universities and research institutions.

- Learning support program:

The dean had interviews with athletic club members at the end of each semester based on their performance in order to assist them to achieve more in their academic and club activities by coordinating with each faculty they belonged to. The WAP reward was awarded at the sports award ceremony to 58 fourth year individual students with outstanding academic performance records.

2- Establishment of support for student and Alumni

As part of the student supporting system, we moved ahead with the development of an unofficial job offer reporting system and scholarship system. We determined to include volunteer activities and TA/RA in the portfolio system as a student's history of participation and student jobs. Further, in order to support the revitalization of student and alumni communities, we expanded the roster management function currently provided in QuonNet.

3- Creation of diversified communities

We carried out developmental reorganization of the structure relating to the creation and support of a "Learning Through Experiences" program for students, and formally established the "Student Participation Job Center (SJC)."

4- Obtain new Waseda friends through alumni

We conducted a questionnaire survey with various Tomonkai members other than regional and annual members, and collected various demands for the Alumni association. We also collected current issues through hearings with the faculty, department and research Tomonkai group. Based on the results, we established a new subsidy framework for strengthening the Alumni organization, which is expected to be implemented in April 2015.

Aiming to increase the number of Waseda card parent memberships, we took advantage of a parent conference held at the regional exchange forum. We also initiated an effort to make the membership widely and well known at meetings with parents in collaboration with affiliated schools, and carried out promotion activities for both student and parent cards at the orientation session for new students.

5- Collaboration with Alumni in education, research, school operation and social contribution

We actively carried out campaigns to make Waseda's Health Study well known by Alumni across the country at various events like Alumni representative meetings and regional branch meetings, and through Alumni newsletters. Moreover, we were able to formulate future plans by assigning a teacher in charge of the project, and establishing relevant working groups on a regular basis to examine various issues in relation to strengthening cooperation and the PR policy of the Alumni.

6- Networking and disseminating information to Tomonkai business persons

We actively carried out dissemination of information in order to deepen interactions and strengthen networking with Tomonkai business persons by holding a “Gathering of Tomon Business Persons (Tokyo and Osaka)”, the “Waseda Business person Association of the Tokai region (Nagoya)”, and a “Social Gathering with Tomonkai Top Management”, and by utilizing various information and tools available at the university such as Websites, e-mail magazines, and the new comprehensive university support and research cooperation brochure.

2) Sharing Waseda’s cultural resources

1- Promotion of culture and arts, and dissemination of culture from campus

We completed website renewal of the Tsubouchi Memorial Theater Museum in April 2014, and moved ahead with preparations for website renewal and multilingual support for FY2015 of the Aizu Museum and the Waseda University Archives, both of which disseminate the Waseda culture. We aimed to increase the number of accesses to culture-related websites by way of Twitter and Facebook while aiming to expand the delivery of “Waseda Culture” news via e-mail.

In addition, we launched a “Waseda Culture Promotion Fund Raising” campaign in June while making an appeal about school-owned works of art inside and outside the country by producing a PR video named “Inherit the Tradition and Grow” (in eight different languages). We also published booklets called *Campus Museum vol.1 to 3* and *Waseda’s History* under the “Campus Museum” project on the “Waseda culture” website. We held on-campus Ken Yabuno oil painting exhibitions with the aim of developing a “high quality campus unique to Waseda.”

2- Collaboration with communities: Dissemination of culture through facilities of local communities

Working together with collaborative municipalities (including Kamogawa city, Karuizawa town, Saga city, Nakano ward, Nishi-Tokyo city, etc.), we continued to organize various exchange events such as an “Omoshiro Science Experiment Classroom”, a “Student’s theatrical performance”, an “Okuma Festival”, and “Waseda University Symphony Orchestra (Maple Concert).” An *a cappella* concert was held at Shirakawa city, Fukushima Prefecture by a student circle group, and a “Science Contest” was held at Odawara city, Kanagawa Prefecture. We initiated discussions with neighboring municipalities in order to promote the best use of artifact collections and the publication of the university’s cultural assets through the facilities owned by neighboring municipalities.

3- Promotion and expansion of cultural resource database

We carried out efficient database integration while working on system development towards introducing an “artifact collection management system.” We then completed introduction of the “artifact collection management system” including data migration into the new system. We conducted a “high-definition digital scan imaging technology” experiment on the masterpieces of the Theatrical Museum and the Aizu Museum, and gave a “digital museum technology” presentation.

4- Exploration of Waseda dignity and pride

We conducted a “student life attitude survey” by adding a new item, “sense of pride”, in order to measure student’s “pride as Waseda people.” We also conducted an attitude survey for international students, which will be utilized in reviewing international student-related measures now going forward.

In addition, we created a high-mobility “Waseda bear costume” which was used at about 60 events, contributing to fostering a sense of unity and attachment among the Waseda alumni and students.

5- Chronicle of 150 years of Waseda University

To compile a *Chronicle covering 150 Years of Waseda University History* in FY2015, the Compilation Committee discussed and decided the schedule, editing and contributing policy and system, and the structure of Volume 1. We collected, sorted and edited basic materials needed for the *150 Year History* and worked on drawing up a list of historical records such as Director and Committee meeting materials. We created a database of social movement records through Database KAKEN (Database of Grants-in-Aid for Scientific Research), and expanded the recorded data which now can be published as Web-based material.

4 | A stronger management footing for the future

1) Reinforced base structure

1- Clarified faculty/staff roles and criteria for faculty evaluation

Aiming to further revitalize various activities such as education, research, school administration and social contribution, we studied the roles of each faculty, deliberated various institutional reforms, and introduced an annual salary system for fixed-term employees and a joint appointment system. We reviewed faculty qualifications, established a visiting faculty and researcher system, and clarified the role of visiting teachers.

2- Reform of personnel management system, and structural reform of business structure in university administration and operation

We formulated specific reform plans, and initiated preparations for the implementation of a comprehensive personnel system under which each staff member can autonomously and ambitiously develop his/her career step-by-step, be evaluated properly and treated fairly in accordance with his/her performance, and realize his/her own work-life-balance in a diversified manner. We formulated a “Staff Development Program” under which we proceeded to develop the staff’s ability by enriching management training programs, promoting diversity training, and carrying out the TOEIC® test for staff in addition to existing training programs. In addition, we renewed our staff recruitment website to appeal our school staff’s magnetism with the aim of recruiting staff who qualify to represent the next-generation (i.e., global and highly professional personnel) based on his/her ability and expertise requirements, and held a joint job fair with five other universities (i.e., Keio, Chuo, Hosei, Meiji and Rikkyo) in order to strengthen information dissemination.

As for structural reform of business structure in the university administration and operation as a required function of the university, we aimed to achieve job efficiency and effective use of human resources, and started centralizing common jobs currently scattered across the faculty offices by streamlining the publication of entrance exams using a university-wide system, establishing a comprehensive research support center, and making attempts to centralize various counter services available for students.

3- Discussing university governance

At the first stage university governance review committee, we discussed the University’s governance structure, established the positions of Senior Executive Vice President and Council Vice Chairman, and formulated rule amendment procedures. We also established a Governance Advisory Committee under the Council based on a suggestion from the committee, performed a review of the governance system with various experts including off-campus members, and then changed the number of auditors.

As for business assessment and new project policymaking processes, we made a decision to establish a new school evaluation system considering a link with the financial and personnel system, while introducing a feasibility study process to be implemented for new projects starting in FY2014.

We formulated a compliance and risk management system by creating new “Rules on Waseda University Risk Management and Compliance Promotion.”

4- More effective cooperation with overseas branches

We promoted University Professors’ involvements in overseas branches as well as the active participation of overseas branches in the Education Fair, both of which contributed to the collection of overseas education and research information from foreign countries, strengthening the overseas Tomonkai Association, fund-raising, and student recruitment activities.

5- Strategic publicity

Aiming to further strengthen a university-wide PR system, we embarked on a university-wide renewal of websites, and renovated approximately 40 sites including the top page and seven faculty sites. We promoted sharing of information within the university and ensuring PR policy by holding a liaison council meeting every month. Through these efforts, we were able to develop the foundation of a university-wide information dissemination system.

Along with website renewal, we strengthened our ability to disseminate information to foreign countries by upgrading the English website, by dramatically increasing the volume of English information and utilizing SNS. We renovated a mailing list of overseas residents, which led to the dissemination of news every other month to about 4,000 subscribers in 93 countries.

In order to study potential measures to reinforce the image and reputation of the university, we visited leading universities in Western countries and Singapore to conduct a survey. Based on the survey results and this year’s initiatives, we drafted a new three-year plan.

6- Promotion of gender equality and diversity

A variety of activities were carried out towards promoting Gender Equality and Diversity in education, research and employment. The faculty ensured equality in employment. As for the students, it was decided to offer a university-wide course called “Learn Diversity and Gender Equality” for FY2015. As for the staff, a training session called “Training Program towards Realizing Diversity and Female Staff Members’ Success” was carried out as part of personnel training programs. A group called “RIKO (Science and Engineering) girl’s academic campus working group” came up with a proposal called “Bring More Female Smiles to Campus”, which was taken into consideration as part of university activities with the aim of improving the facility environment.

7- Reinforcing the university management support system

Aiming to improve job accuracy and productivity, we continuously carried out a variety of system development and renovations relating to admissions, academic staff, and corporate entity.

Concurrently we moved ahead with the formulation of corporate system reform plans in relation to finance, research expense management, personnel, travel requests and document management, etc., towards achieving a system implementation which contributed to strategic management planning through visualization of the project (plan-do-check-act) PDCA cycle.

8- Cyber-secure campus

Aiming to promote the transition to active-learning, interactive, problem finding/solving style education on a university-wide basis, we established a mechanism by which lectures can be recorded and projected by wireless LAN, smartphones and other tablet devices between and across classrooms located at Building Nos. 3, 31, 32 and 33 (the low-rise building). We also implemented the next portal system development corresponding to the user’s life cycle. We developed cloud environments where each user would be able to carry out education and research activities, and securely created his/her file storage space without saving the data in a PC or smartphone. We conducted an assessment over the new system, and formulated relevant guidelines towards implementation upcoming in April 2015.

2) Firmer Financial Base

1- Strategic budget planning

We formulated the FY2015 budget which was designed to “accelerate education and research activities” by linking with the business plan and numerical targets. We re-examined the current rules, and undertook to clarify the rules towards more efficient use of the budget, which has been an issue for a while.

2- Project-based budgetary system

As systematic support is essential in defining and categorizing the “project” and allocating common expenses, we deliberated requirements to develop a new system with the related offices and external institutions.

3- Compliance with fiscal discipline

In order to measure the potential impacts arising from transition to new accounting standards, we reclassified the prior years’ budget and financial statements based on the new accounting standards, analyzed them, and re-formulated new financial indicators.

4- More consistent and vigorous fund-raising activities

We achieved 3.6 billion yen of fundraising, which significantly exceeded our target of 2.9 billion yen (including both monetary and good donations).

The WASEDA Supporters Club and educational funds promoted fundraising activities towards achieving the target amount based on a medium and long-term strategy, and we actively developed fundraising activities for the benefit of the program called “Cultivating Global Leaders” initiated at the Waseda University Nakano International Community Plaza. As part of strengthening overall fundraising initiatives across the university to obtain funds from external sources as well, we promoted a variety of fundraising activities including the “30th Anniversary education environment improvement and enhancement business donations at Waseda University Honjo Senior High School”, “130th anniversary Memorial Global Leader Development Fund under Political Science and Economics”, and other designated donations attributable to each athletic club, each school and section, and each faculty, department and institute. In particular, we strongly supported “Waseda Cultural Promotion Donations” and “Waseda Small Theater Next Generation Fundraising” activities, both of which were initiated in FY2014, by utilizing the framework of the WASEDA Supporters Club.

Further, we assisted six projects designed for the enhancement of student support and the enrichment of education and research activities by the income from the “WSC Members Fund” (totaling 2 billion yen as of FY2014 year-end) which was founded using a part of the Supporters Club donation.

We issued a newsletter and e-mail magazines regularly for donors, and strengthened information dissemination over the inside-and-outside campus magazine and website. We carried out a “Forum-Gathering for Waseda University Supporters” inviting special members of the Waseda Supporters Club as a measure to honor donors and strengthen follow-up activities. We promoted the use of naming rights by installing a nameplate with the donor’s name engraved at the Waseda University Nakano International Community Plaza, New Building Nos. 3, 33, and other facilities.

FY2014 Listing of projects qualified for WSC Members’ Funds Support

1	Support for International Students Dormitory Project at the Nakano International Community Plaza • Used to reduce dormitory charges (63,000 yen ⇒ 53,000 yen)
2	Support for Program to Develop Student Staff Leaders at the International Community Center • Used as program operation expenses
3	Support for Developing Global Human Resources with WSC Members’ Funds • One million yen was granted as scholarship to outstanding Waseda students (10 at most) studying abroad under the double-degree program and exchange program.
4	Support for Social Intelligence at the Nakano International Community Plaza • Used as program operation expenses
5	Support for Group Activities approved by the Hirayama Ikuo Volunteer Center, Waseda University (WAVOC) • Granted as extra-prize activity funds for high-ranking groups selected from annual activity contest (paid actual expenses only)
6	Support for the Waseda Athlete Program • Aiming to cultivate global leaders proficient in both academics and sports including the liberal arts program, career support programs, volunteer and regional contribution activities program and the international exchange program, by carrying out various programs for all athletic club members

FY2014 Donations received by type of category

Type of Donation	Number of Donations		Amount (yen)	
1 Donation for specific purposes	3,445	29.9%	908,593,150	34.5%
2 Various funding	522	4.5%	82,845,200	3.1%
3 Various capital funds	2,868	24.9%	277,222,000	10.5%
4 Chair course	95	0.8%	166,899,000	6.3%
5 Donation for education promotion	449	3.9%	74,786,920	2.8%
6 WASEDA Supporters’ Club	3,368	29.2%	893,879,288	33.9%
7 Affiliated School	31	0.3%	4,281,000	0.2%
8 Honjo Campus Development (30th anniversary)	261	2.3%	25,806,998	1.0%
9 Faculty of Political Science and Economics Funds (130th anniversary)	478	4.2%	199,487,965	7.6%
Total Donations in Cash	11,517	100.0%	2,633,801,521	100.0%
Total Donation in Kind	257	—	974,840,067	—
Grand Total	11,774	—	3,608,641,588	—

FY2013 Donation received by type of donor

Type of Donor	Number of Donors		Amount (yen)	
1 Corporation	468	4.1%	1,193,898,159	45.3%
2 Other Organizations	468	4.1%	619,693,556	23.5%
3 Alumni	5,514	47.9%	490,100,810	18.6%
4 Individual Parents	901	7.8%	89,535,144	3.4%
5 Others	448	3.9%	132,503,213	5.0%
6 Faculty	3,718	32.3%	108,070,639	4.1%
Total Donations in Cash	11,517	100.0%	2,633,801,521	100.0%

5- Expansion of Alumni association fee

We established the Alumni user model in the first half of the year, and drafted plans for FY2016 which will be the final year for funds delivered in the fourth year of the FY2006 Alumni. We also drafted a plan to use the Alumni’s subsidies to make the Waseda card annual fee free of charge for its 25th anniversary. We revamped the website, and created related PR materials to advertise the implementation of a free fee system starting from April 2015.

3) Improvement of education and research environments

1- Formulation of Campus renovation plans

We moved ahead with studies to identify a medium-to-long term facility renovation project at each campus for implementation of Waseda Vision 150 and Super-Global University development Support (SGA). We also promoted a best use plan of existing facilities.

2- Campus renovation projects

Major education environment renovation projects were completed. These include the new Building No. 3 at the Waseda campus in September 2014, the new Building No. 33 low-rise tower in July 2014, and a large scale renovation of existing Buildings 31 and 32 in March 2015 respectively at the Toyama Campus. As for a new project to build a new classroom building (tentative) at Waseda Avenue on the former Nissan Prince site, we completed the DD (design development).

We are also moving ahead with the development of a new memorial hall (tentative) and completed the DD. The development plan aims to improve sports facilities, expand student amenities and create a next-generation type of environmental architecture considering a global environment.

A “Smart Energy System Innovation Center (Building No. 120)” was completed in November 2014 at the Research Development Center under the research environment improvement initiatives.

As for affiliated schools, Waseda University Senior High School completed a gymnasium tower in July 2014 under the second phase improvement initiatives and an artificial lawn laying project at the North athletic field in March 2015. Honjo Senior High School completed a major renovation project of Building No. 90-7 which included a library, music rooms and a large classroom (Toryo Hall) in March 2015 under the second phase initiatives.

3- Foundation for creating new university community

The “Waseda Small Theater Drama-kan” was completed in March 2015 as a space for students to participate in extracurricular activities and a hub to disseminate Waseda Theater Culture, which was undertaken as part of facility renovation projects to create a space which students, faculty and staff members as well as people connected with Waseda University could utilize comfortably, leading to revitalization of neighboring communities. The “Okuma Square Building” was completed in March 2015 consisting of a female student dormitory, school-related offices, and food and beverage tenants. This project was undertaken by an affiliated company of the university by utilizing a plot of land owned by the university.

2 AFFILIATED SCHOOLS AND ART SCHOOLS

1 | Waseda University Senior High School

1) The embodiment of Waseda Vision 150 and Senior High School's future vision

The Senior High School initiated educational reform and new undertakings based on the core strategies and the Faculty's vision, taking an opportunity of nomination by MEXT as a Super Global High School (SGH) in FY2104. As for daily education activities, we moved the transition process to a new curriculum, and introduced a new program adaptable to globalization as well as "comprehensive learning time."

As for international exchange programs, we implemented the following programs leveraging the second foreign language mandatory for students aiming to pursue interactions with countries other than English-speaking ones:

- (1) Student learning of German based on PASCH treaty and exchanges with German cultural sphere
- (2) Student exchange with French-speaking countries based on Colibri treaty
- (3) Support to learning Chinese program based on Confucius Classroom treaty
- (4) International exchange based on exchange program agreement with individual schools (Taiwan, Korea and Australia)
- (5) Overseas English language training program

In FY2014, we promoted international interactions with Russia which had historically been weak in this area, by entering an exchange agreement with a school at St. Petersburg, Russia.

2) Development and improvement of overall education activities

Students who entered the Junior High School in the first year have already grown up into second-year students at the Senior High School in FY2014, showing that our school has developed an effective school operating system with 360 students (Junior High School) and 1,440 students (Senior High School). This year we started using new facilities such as an auditorium and gymnasium, which significantly contributed to various events and activities as well as learning activities.

3) Effective collaboration between Junior and Senior High School

Five years have passed since we established the Junior High School. We improved collaborative arrangements with the Junior High School by organizing the Senior High School's art presentation event and the Junior High School's learning presentation event on the same day, and by treating the Junior High School in the same manner as the Senior High School in terms of Alumni subsidy and Alumni scholarship disbursement.

4) Proper implementation of new High School curriculum

A new curriculum has been introduced progressively since FY2013. We designed a new course which promoted the understanding of global society, while a new "comprehensive learning time" course was given for second-year students.

5) Promotion of collaboration with each faculty

Considering the qualities anticipated for the Senior High School, we explored a collaborative direction with the faculties by exchanging information with them. We deepened our relationship with a few faculties in line with the direction set under Waseda Vision 150.

6) Preparations for major earthquakes, and safety of students and faculty members

As many as 200 students and faculty members were obliged to stay overnight at the campus on March 11, 2011. While renovating facilities such as the auditorium and gymnasium, we improved the system for managing and maintaining necessary stockpiling items, and will continue these efforts in preparation for a likely epicentral earthquake.

2 | Waseda University Honjo Senior High School

Aiming to accelerate future plans put forward under Waseda Vision 150, we laid out a road map for the school's 40th anniversary upcoming in 2022.

With due consideration to diversity and realizing gender balance, we undertook to formulate a structure to attract outstanding students from inside and outside the country by selecting the following three top priority agenda items : 1) Expansion across the nation and across world, 2) Diversity and 3) Gender equality.

1) Education promotion making the best use of local characteristics, in particular Mt. Okubo (Honjo campus)

We carried out the following activities in order to promote education by utilizing the Honjo area environment.

- Mt. Okubo study course:

We decided to introduce a “Mt. Okubo” study course into the curriculum. In the context of the “Think about the forest and become friends with the ground” education program and to appeal the school’s characteristics, we are now moving on to determine the subject and its content in more detail for autumn 2016.

- Rice farming project:

We carried out farm work at a paddy field in cooperation with the neighboring Misato town of Saitama Prefecture, and were able to enhance students’ awareness about the environment and food through direct experiences in the hardship of rice farming and dialogue with local farmers.

- Acorn project

Following last year, we again participated in the Kesennuma volunteer tour organized by WAVOC for the period from March 20 to 22, 2015. Twenty High school students along with graduate students and undergraduate students participated in the exchange event with local communities, and visited young acorn tree fields and seawalls, which provided a good opportunity for students to consider future reconstruction in the wake of the four years after the disaster.

2) Development of cohesive education as affiliated high school, and further improvement of quality education

To develop quality education suitable for a global society which would require various abilities such as independence, motivation, thinking and expressive ability as well as knowledge, we implemented a curriculum reform based on a suggestion of “Basic Learning Ability Development” from the undergraduate schools, and decided to introduce an art and science course for second year students enrolling in FY2015.

We collected various information in the form of a syllabus including the description and goals of each subject area and subject, teaching materials and a course schedule, and promoted the publication of general information over the course navigation system at the beginning of the year.

3) Development of core human resources within Waseda University and communities

Under the Super Global High School (SGH) initiative in FY2015, 56 schools were officially selected as SGH among 190 applicants across the country. We aim to work out a human resource development program which contributes to creating global leader human resources who can not only participate in various exchange programs such as existing school trips to China, Korea and Taiwan, but also play a central role in Asia in forging a partnership towards international sustainable development.

③ | Waseda University Art and Architecture School

1) Introduction of special recommendation enrollment system from Art and Architecture School to Graduate School

With respect to the student recommendation towards the Art School research laboratory approved in the Graduate School, we made a decision to expand the existing framework of special selection admission instead of introducing a new special recommendation enrollment system.

2) Collaboration of lectures, and promotion of mutual exchange between Art and Architecture School and Architecture Department of School of Creative Science and Engineering

Aiming to enable special auditing students to attend lectures, we decided to designate six subjects altogether for FY2015 which can be attended by all including two subjects (Advanced Architecture and Urban Design course I and II) at the Art and Architecture School, and four subjects (Architecture Environment Studies, Landscape Design, Building Construction Methods I and Urban Planning) at the Architecture Department of the School of Creative Science and Engineering. As a result, six students from the Art and Architecture School and three students from the School of Science and Engineering were decided to be accepted as special auditing students during FY2015.

3) Development of educational ability by inviting young architects

We invited 17 part-time lecturers centering on young architects during FY2014, and decided to hire one of them as Associate Professor starting in FY2015.

3 INITIATIVES AFTER GREAT EAST JAPAN EARTHQUAKE

In the fourth year following the earthquake, we published a reconstruction journal *Let's think after the earthquake: 92 analyses and propositions on the Great East Japan Earthquake* (Waseda University Press) which articulates next steps and directions towards realizing a “disaster resilient society” by way of compiling our efforts as an interim report as to what we researched and taught, and how we reacted after the disaster. We continued to carry out three reconstruction activities including educational aid for students affected by the disaster through scholarship, aid for the affected regions through volunteer activities, and recovery aid through disaster-related research activities as follows:

1 | Educational aid for students affected by the disaster through scholarship

Aiming to enable the disaster-affected students and new entrants to learn at Waseda without financial difficulties, we continued the tuition waiver scheme (for 36 students, 26.75 million yen) along with the scholarship extended to aid the students after the disaster (45 students, 19.8 million yen).

2 | Aid for the affected regions through volunteer activities

The Hirayama Ikuo Volunteer Center (WAVOC) and the Athletic Center dispatched an aggregate total of 915 volunteer workers from Waseda, comprised mainly of students, faculty and staff members, to the disaster-hit regions on 100 occasions. The volunteer groups engaged in various recovery activities, including event support, assistance for residents in a temporary housing, sports events support, learning support, agricultural work support and reconstruction intern.

In the Kanto region, we carried out various disaster relief activities through holding disaster documentary movie shows, symposiums, charity concerts and a charity Ekiden event.

The Honjo High School students and Waseda university students organized an event called “Create an Evergreen Marine Forest and Community” by inviting local residents in the Waseda area for the first time starting this year, and carried out the raising of seedlings, study and a workshop, as well as a tree planting festival in the Honjo, Waseda and Kesenuma areas respectively.

The baseball club created a report called “Reach Tohoku! — The Power of Baseball” relating to Tohoku area reconstruction support and exchange activities, and distributed them to local schools in the disaster-hit areas.

3 | Recovery aid through disaster-related research activities

The Composed Crisis Research Institute specializing in infrastructure and disaster prevention research activities held an international symposium at Okuma Small Auditorium on September 17, 2014 in which Professor Tomoya Shibayama from the Faculty of Science and Engineering and researchers from various countries gave a lecture and held a discussion on coastal natural disasters in the world. Moreover, on March 11, 2015 Professor Shunji Matsuoka from the Faculty of International Research and Education, a partner researcher of the Institute, held a symposium entitled “Four years from the Great East Japan Earthquake and Fukushima Nuclear Power Plant Accident—the Future of Nuclear Power Safety Restriction and Fukushima Reconstruction” where the researchers gave lectures and exchanged opinions through panel discussions. This symposium was held under MEXT initiatives and the project named “Research on Social Restriction and Risk Governance over the Nuclear Industry.”

Projects for the Center for Research on Reconstruction from the Great East Japan Earthquake

Research field	Research theme
Medicine and health care	Research on the needs for scientific/social support and administration to prevent health damage due to earthquakes
Infrastructure Restoration and Disaster Management Systems	Disaster Analysis and Proposal for Rehabilitation Process for Tohoku Earthquake and Tsunami
	Environmental diagnosis and proposal of countermeasure technology for restoration and reconstruction from the Great East Japan Earthquake
	Compound Mega Crisis, Nuclear Disaster and Risk Governance
Urban Planning and Social Design	General Study on Housing and Urban Planning for Renaissance in Harmony with Respect for Nature, Learning from Cultural Heritage
	Waseda University Legal Aid Project for Eastern Japan Earthquake Disaster Relief
	Rebuilding a new global social system resilient to large-scale disasters

Waseda Vision 150

Overview

Waseda Vision 150 looks ahead 20 years from now. Each project launched on a full scale basis in FY2013 focusing on each core strategy, and will be carried out in accordance with the five-year-staged implementation plans. Each year, we shall review the activities conducted during the year in order to confirm the extent to which targets are achieved, and reflect evaluation results in the following fiscal year's plan. Thus the implementation plan shall be improved constantly. By abolishing those projects that do not produce outcomes, we shall always ensure that only those projects that are optimized for environmental changes and the fiscal situation at that time will be implemented.

Driving Force

Under the Waseda Vision 150 Promotion Headquarters headed by the president, Waseda Vision 150 Promotion Council was established. Waseda Vision 150 Promotion Council manages the progress of 69 projects under 13 core strategies, and develops the Driving Force for their realization.

Mission

1. Independence of Learning —Principle on which Contribution to the World is Made
2. Practical Utilization of Knowledge —Ways and Means of Contributing to the World
3. Creation of Good Citizenship —People Contributing to the World

Vision

<Education and Research Vision>

1. Students of the Highest Caliber and Character Who Show Promise in Being Able to Contribute to the World
[Strategic Objective 1] Cultivating global leaders with a broad range of exceptional qualities and the power of insight
2. Research That Will Ultimately Contribute to Real World Peace and Happiness in Human Society
[Strategic Objective 2] Advancing Original Research That Leads to Future Innovations
3. Graduates Who Will Contribute to the Public Good as Global Leaders
[Strategic Objective 3] Creating Robust Lifelong Networks between Alumni and Regions

<University Management Vision>

4. Asia's Premier "Model University" Adaptable to a Changing World
[Strategic Objective 4] Establishing a Dynamic Organizational Framework Adaptable to a Changing World

Core Strategy

[Admissions Strategy]

- Radical Reform of the Admissions System

[Education and Learning Strategy]

- Reconstruction of the Education System to Develop Global Leaders
- Educational Content Open to the Public in Many Languages
- A Switch to an Interactive Problem Finding and Solving Style of Education
- Promotion of Proactive Student Planning in University Education and Research
- Fostering Pride as Waseda People in the World

[Development Strategy]

- Promotion of Original Research and Enhancement of the Ability to Deliver This Internationally
- Education, Research and Societal Contributions That Expand to the World
- New Challenges in Educational and Research Fields

[Management Strategy]

- Clarification of the Role and Evaluation of Teaching Staff
- Strengthening of the Financial Structure
- Establishment of a Progressive University Structure
- A New Form of Academic Community

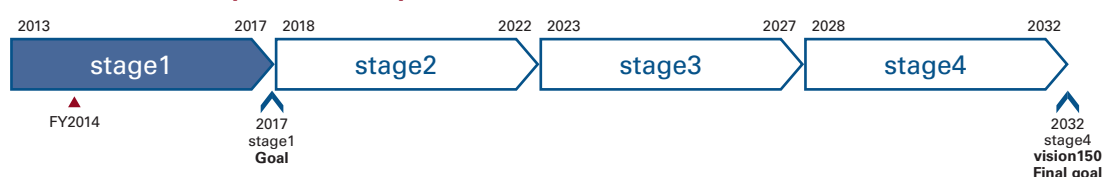
Project

Seventy six projects for realizing core strategies

Policy

Eleven basic policies of Waseda University

Where we are today and Roadmap towards 2032



Waseda Vision 150

Waseda Vision 150 specifies numerical targets for the number of students and international students to visually clarify the targets to be achieved by FY2032.

The following numbers indicate numerical targets published at the time when Waseda Vision 150 was launched in November 2012, actual results (including estimates) obtained to date as of FY2014, and the forecast for FY2017 and FY2032, respectively.

■ Number of students

20% Reduction of Undergraduates and 16% increase of Graduate students

	2012 Results	2014 Results	2017 Goal	2032 Goal
Undergraduates	43,974	42,601	40,000	35,000
Graduate students	9,357	9,072	9,761	15,000

■ International students at Waseda

Achieve 10,000 students at Waseda

	2012 Results	2014 Results	2017 Goal	2032 Goal
No. of international students at Waseda	4,362	4,985	7,000	10,000

■ Waseda students studying abroad

All students studying abroad

	2012 Results	2014 Results	2017 Goal	2032 Goal
No. of Waseda students studying abroad	2,399	3,313	5,000	All undergraduate students

■ Percentage of open classes

	2012 Results	2014 Results	2017 Goal	2032 Goal
Percentage of open classes	0.3%	15.4%	100%	100%

■ Percentage of classes in English

	2012 Results	2014 Results	2017 Goal	2032 Goal
Undergraduate school	6%	9%	20%	50%
Graduate school	9%	8%	30%	50%

■ Research fund realized

Research activities to be made self-efficient

	2011 Results	2014 Preliminary results	2017 Goal	2032 Goal
Research fund realized (billion yen)	8.9	10.9	10.7	20

■ Adult education

Development of non-degree education

	2012 Results	2014 Results	2017 Goal	2032 Goal
No. of enrollments	34,944	40,620	42,000	50,000

■ Donations

	2011 Results	2014 Results	2017 Goal	2032 Goal
Total amount (billion yen)	2.2	3.6	4.1	10

■ Number and percentage of women

	2012 Results	2014 Results	2017 Goal	2032 Goal
Women students (undergraduate/graduate)	18,800(35%)	18,409(36%)	19,900(40%)	25,000(50%)
Women's faculty	226(13%)	258(15%)	300(18%)	600(30%)
Female staff	32%	34%	37%	50%

* The 2017 numbers represent the first stage goal, which is one of the four stages in Waseda Vision 150.