

Outline of Projects in FY2015

Waseda University



Introduction



Kaoru Kamata

President
Waseda University

The rapid advance of globalization has amplified global issues such as environmental and energy-related challenges as well as poverty and regional conflict. Under such circumstances, it has become increasingly important to propose new values, scientific technologies, and social systems that contribute to real world peace and happiness in human society, while also cultivating leaders who can drive the next generation. The leaders we envision at Waseda University are not limited to human resources who are active on the global stage, but also include those who bring a global perspective to any field or area, including regional activities, deepen mutual understanding with people distinguished by diverse values and cultural backgrounds, and contribute to the prosperity of regional society and happiness in human society. In 2012, Waseda University formulated a medium to long-term road map, Waseda Vision 150, and reaffirmed its intention to move forward with reforms as a university that is determined to contribute to Japan and the rest of the world through education and research. Under this Vision, we identified 13 core strategies and 70 practical projects (as of end-FY2015) with numerical targets, and are going ahead with reform efforts to accomplish our goals, which include attracting “students of the highest caliber and character” from around the world who show promise in being able to make a global contribution and develop their abilities through mutual encouragement, conducting “research that will ultimately contribute to real world peace and happiness in human society”, and cultivating “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 FY2015, we continued to promote our Waseda Ocean Concept, which was selected by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in FY2014 as a Top Global University Project (SGU), a project that provides funding to enhance the educational environment of universities in Japan that are taking steps to strengthen international competitiveness. We positioned Waseda Ocean Concept as a project that accelerates our Waseda Vision 150, and conducted strategic, intensive investment into six model units. At the end of 2015, the UK-based university evaluation company Quacquarelli Symonds published its Graduate Employability Rankings 2016, which evaluates the employability of graduates of 723 global universities, and Waseda University received high rankings both in Japan (No. 1) and globally (No. 33). In terms of enrolled international students in FY2015, Waseda University also ranked first among Japanese universities with a total of 5,084 international students, a level that corresponded to over 50% of the Waseda Vision 150 target of 10,000 international students by 2032. I believe this is proof that our reforms are bearing fruit and that we are steadily making progress toward the achievement of our Waseda Vision 150.

We also worked to improve study locations and enhance our IT environment, set up diverse learning spaces, and established new Learning Commons on the first floor of Building No. 7 and in Building No. 19-2 (Kyosokan). We moved forward with a design that incorporates an arena as well as a Learning Commons accessible to all students in the New Memorial Hall (tentative name). In addition, we promoted environmentally friendly initiatives by covering the bulk of our building rooftops with greenery, and in February 2016 began construction work with an eye toward next-generation, environmentally friendly construction that also incorporates an evacuation function for emergency situations. We also further developed “MyWaseda”, which is the backbone of our new IT environment.

Guided by our Waseda Vision 150, our faculty and staff will continue to collectively implement university reforms with strong determination, and thus work toward establishing our Vision for Waseda University in 2032, the 150th anniversary of the university.

- **FY2015 Project Report Digest**
- **Outline of FY2015 Projects**
- **Outline of Waseda University Corporation**

1 WASEDA UNIVERSITY

- 1- Educational reform projects
- 2- Enhancing research at Waseda
- 3- Social contribution and cultural and sports promotion
- 4- Establishment of advanced university frameworks
- 5- Recovery Aid for the Great East Japan Earthquake

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

* This report covers the period from April 2015 to March 2016 (some content that precedes or succeeds the specified time period on the left is also included).



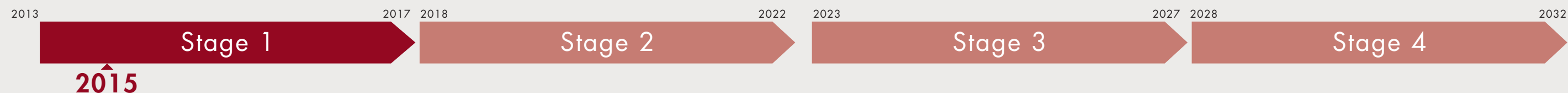
FY2015 Project Report Digest

In FY2015, Waseda University conducted various initiatives that included educational reform projects, research enhancement projects, social contribution as well as culture or sports projects, and also the

establishment of advanced university frameworks. At the end of 2015, the UK-based university evaluation company Quacquarelli Symonds published its Graduate Employability Rankings 2016, which

evaluates the employability of graduates of 723 global universities, and Waseda University received high rankings both in Japan (No. 1) and globally (No. 33).

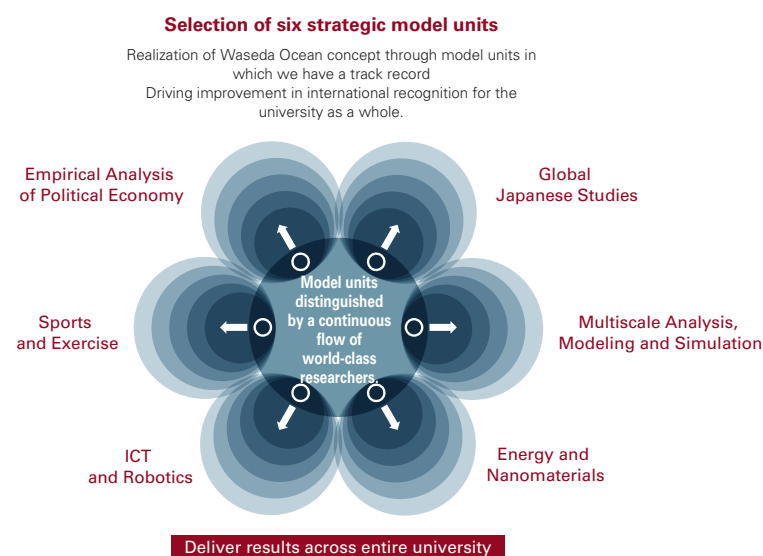
Where we are today and roadmap toward 2032



1 Educational reform projects

- Launched **global entrance examination** at the School of Political Science and Economics, reformed entrance examinations by **adopting the National Center Test for University Admissions as an entrance examination** for the School of Culture, Media and Society, the School of Humanities and Social Sciences, and the School of Commerce, and held open-campus events outside of the Tokyo region. These initiatives led to growth in the number of applicants.
- Conducted **strategic, intensive investment into six model units** as part of the Waseda Ocean Concept and thus accelerated our Waseda Vision 150.
- Launched MyWaseda as the backbone system for new communications.
- Developed international education programs and medium- and short-term study abroad programs** that are closely linked to undergraduate curricula while promoting global education.
- Established a framework that leaves a demonstrable record of students' extracurricular activities by conducting central management of **recruiting information for on-campus jobs** and implementing integrated management of activity data related to student participation, which supports the **Educational Content Portfolio** concept.

Conceptual diagram of six strategic model units



Homepage of MyWaseda



View of an open-campus event

2 Enhancing research at Waseda

- As part of efforts to strategically enhance our research systems, **we developed frameworks geared toward doubling our research subsidies** and disseminated information both at home and abroad by, for example, **posting research feature articles in media with broad appeal such as the Nature magazine.**

We also took the first steps to establish stable and firm research systems by cultivating young researchers as human resources and revitalizing industry-academic-government cooperation.

3 Social contribution and cultural and sports promotion

- We renewed the **Waseda Shogekijo Drama-kan Theater** with the aim of further developing student theater. These efforts involved the area surrounding the university, and contributed to urban development capable of "disseminating culture through the medium of theater".
- We promoted the Waseda Athlete Program (WAP) with the aim

of cultivating athletic club students proficient in both academics and sports. We also began initiatives with an eye toward the 2020 Tokyo Olympic and Paralympic Games such as an organizational cooperation with athletic equipment company ASICS.



Exterior of Drama-kan Theater



Promotion of Athlete Program Agreement with ASICS

Lecture by alumni who is currently active as a professional athlete



4 Establishment of advanced university frameworks

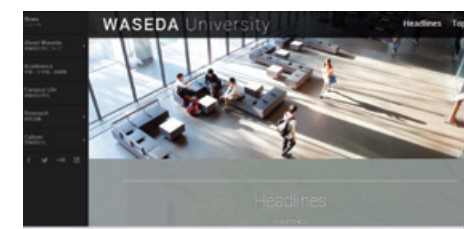
- We more or less completed the **website renewal** that enables constant news dissemination and supports a university-wide public relations system, and also received the Good Design Award for FY2015.
- We looked into the establishment of a **Student Diversity Center** (tentative name) with an eye toward promoting gender equality

and diversity.

- As part of our campus enhancement projects, we started construction of the **New Memorial Hall** (tentative name) with the aim of delivering next-generation environmentally friendly construction.



New Memorial Hall (tentative name)



Revamped university-wide website

5 Support for the Great East Japan Earthquake Reconstruction Efforts

- We conducted **enrollment support** and **reconstruction support** activities. In addition, on the occasion of the fifth annual memorial since the Great East Japan Earthquake, we conducted

a review of post-disaster reconstruction support activities and enhanced university support systems to be deployed in the event of a similar massive earthquake.

FY2015 Project Report Digest

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 for FY2015 (FY2014 results or FY2015 estimates used for data that has yet to be finalized), and forecasts for FY2017 and FY2032, respectively.

■ Number of students

20% reduction in undergraduate students, 16% in graduate students

	FY2012 results	FY2015 results	FY2017 target	FY2032 target
Undergraduate students	43,974	42,778	40,000	35,000
Graduate students	9,357	8,638	9,761	15,000

■ Number of international students at Waseda

Achieve 10,000 international students at Waseda

	FY2012 results	FY2015 results	FY2017 target	FY2032 target
International students at Waseda	4,362	5,084	7,000	10,000

■ Number of Waseda students studying abroad

All students studying abroad

	FY2012 results	FY2014 results	FY2017 target	FY2032 target
Waseda students studying abroad	2,399	3,313	5,000	All undergraduate students

■ Percentage of open classes

	FY2012 results	FY2014 results	FY2017 target	FY2032 target
Percentage of open classes	0.3%	15.4%	100%	100%

■ Percentage of classes instructed in foreign languages

	FY2012 results	FY2014 results	FY2017 target	FY2032 target
Undergraduate	6%	9%	20%	50%
Graduate	9%	8%	30%	50%

■ Obtained research funds

Shift to independent research projects

	FY2011 results	FY2014 results	FY2017 target	FY2032 target
Obtained research funds	¥8.9 billion	¥10.89 billion	¥12.2 billion	¥20.0 billion

■ Adult education

Enhancement of non-degree education

	FY2012 results	FY2015 estimate	FY2017 target	FY2032 target
Number of enrollees	34,944	42,100	42,000	50,000

■ Donations

	FY2011 results	FY2014 results	FY2017 target	FY2032 target
Total amount	¥2.2 billion	¥3.6 billion	¥4.1 billion	¥10.0 billion

■ Number and percentage of women

	FY2012 results	FY2015 results	FY2017 target	FY2032 target
Female students (undergraduate/graduate)	18,800 (35%)	18,546 (36%)	19,900 (40%)	25,000 (50%)
Female faculty	226 (13%)	260 (15%)	300 (18%)	600 (30%)
Female staff	32%	36% (2015 estimate)	37%	50%

* Waseda Vision 150 is divided into four stages and the 2017 targets correspond to the first stage.

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 (as of Mar. 31, 2015)

President Kaoru Kamata	Executive Vice Presidents Yoshiaki Morita Kazuyoshi Suzusho	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)

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	2012	Waseda University Junior High School established
1966	School of Social Sciences established	2012	Waseda Vision 150 announced
1978	Waseda University College of Technology opened	2013	Graduate School of International Culture and Communication Studies, Global Education Center, and Center for Higher Education Studies (CHES) established
1982	Waseda University Honjo Senior High School opened	2015	Institute for Advanced Social Sciences established
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		

1 WASEDA UNIVERSITY

1 | Educational reform projects

- We launched a global entrance examination at the School of Political Science and Economics, reformed entrance examinations by adopting the National Center Test for University Admissions as an entrance examination for the School of Culture, Media and Society, the School of Humanities and Social Sciences, and the School of Commerce, and held open-campus events outside of the Tokyo region. As a result, the number of applicants for general entrance examinations and the National Center Test for University Admissions entrance examination totaled 108,039 (a 104.4% increase compared with the previous year), marking the first growth in nine years.
- As part of the Waseda Ocean Concept, we conducted strategic, intensive investment in six model units (Global Japanese Studies; Energy and Nanomaterials; Empirical Analysis of Political Economy; Multiscale Analysis, Modeling and Simulation; Sports and Exercise; ICT and Robotics), and thus accelerated our Waseda Vision 150 reforms.
- With the aim of realizing our vision calling for study abroad for all domestic students and 10,000 international students enrolled at our institutions in Japan, we implemented various measures for each program, and strategies were proposed and deployed based on a clear understanding of challenges involved.
- We enhanced MyWaseda as an IT backbone system that supports new forms of communication and developed the Educational Content Portfolio, which can be referred to for initiatives related to study information and extracurricular activities.
- In the Student Participation and Job Center, we actively incorporated student suggestions into university projects, and created student jobs that leverage the mindset, abilities and skillsets of our students.

1) Drastic reform of admission system

1- Development and promotion of initiatives to attract a diverse range of outstanding students

In FY2015, we actively implemented initiatives to reform our admission system for domestic and international applicants, and achieved substantial results.

Working toward our goal of having 10,000 international students enrolled at our institutions in Japan, we looked for ways to make it easier for students returning from abroad and international students to apply for entrance examinations. Based on the resulting findings, we changed the application requirements and raised awareness accordingly. Consequently, the number of returnee applicants rose to 475 (an increase of 71 compared with the previous year), and the international applicants to 861 (a corresponding increase of 44). In addition, the Global Recruiting Project, which promoted our entrance examinations overseas, delivered results in the form of a dramatic increase in the number of applications at our undergraduate schools offering English-based degree program AO entrance examinations (Political Science and Economics, Social Sciences, International Liberal Studies, Fundamental Science and Engineering, Creative Science and Engineering, Advanced Science and Engineering). The combined growth for the six relevant undergraduate schools jumped over 130% compared with the previous year, and schools with notable increases recorded growth of over 180%. This suggests the recognition of our English-based degree programs is spreading globally.

At the same time, we started domestic reforms of undergraduate entrance examinations through cooperation between the Entrance Examination Development Office and the undergraduate schools, launched a global entrance examination at the School of Political Science and Economics, and reformed entrance examinations by adopting the National Center Test for University Admissions as an entrance examination for the School of Culture, Media and Society, the School of Humanities and Social Sciences, and the School of Commerce. On the public relations front, we held open-campus events in regions outside of Tokyo for a second consecutive year, attracting 443 visitors in Hiroshima (+164 people), 441 in Sendai (+20), 833 in Osaka (+228), 584 in Fukuoka (+58), thus seeing an increase of 470 people in total visitors compared with the previous year. Adding in the open-campus events in Tokyo (Waseda, Nishi-Waseda, TWIns, Tokorozawa), we attracted over 62,000 visitors this year (an increase of roughly 6,000 people compared with the previous year), resulting in the largest domestic open-campus initiative we have undertaken to date. These initiatives had a clear effect as we received 108,039 applications for the FY2016 general entrance examinations and the National Center Test for University Admissions entrance examination, marking an increase of 104.4% (or 4,545 students) from the previous year and the first growth in applicant numbers in nine years. We were also able to increase the total number of applicants deriving from our open-campus events outside of Tokyo, in locations such as Hiroshima, Sendai, Osaka and Fukuoka.

In a press conference held on December 2, 2015 under the title “The direction and near-term development of reforms of Waseda University’s admission system”, President Kamata outlined the direction of reform for our admission system. The Entrance Examination Development Office, which aims to accelerate admission system reform, suggested university-wide reform proposals

and actively cooperated with various undergraduate schools, and as a result formulated a “General Entrance Examination (Entrance Examination Allowing Usage of External English-Language Examination)” scheme for the School of Culture, Media and Society, and the School of Humanities and Social Sciences, as well as an “Open Recruitment School Recommendation Entrance Examination (FACT Selection)” scheme at the School of Human Sciences. In addition, the School of Culture, Media and Society established a new English-based degree program under the name Global Studies in Japanese Cultures, and all of the aforementioned schemes and programs are scheduled to start operating from the FY2017 entrance examinations. In this way, our activities in FY2015 have given major impetus to future admission reforms.

2- Establishment of admission system capable of constant reform in response to social changes

With regard to reform promotion driven by the Entrance Examination Development Office and related outcomes, in addition to the aforementioned activities, we promoted centralized operation of entrance examinations by our staff while also drawing on cooperation across the university as a whole, and moved forward with the implementation of public relations activities as part of All Waseda. More specifically, we asked entrance examination supervisors of all undergraduate schools (who concurrently work in the Admission Center) to share and standardize their expertise and prepare a new manual, and also conducted system upgrades with the aim of supporting a stable admission system. We also held research gatherings at the Entrance Exam Development Office, and strengthened public relations activities (advancement consultations, explanatory meetings at high schools and preparatory schools, explanatory meetings by our undergraduate schools as part of regional open-campus events) not only by the Entrance Exam Development Office staff but also by admission supervisors for each undergraduate school (who concurrently work in the Entrance Exam Development Office).

In addition, we strengthened and invigorated activities in the Global Recruiting Project in FY2015, and conducted initiatives through nine different regional teams: (1) South Korea, (2) Taiwan, (3) India, (4) Indonesia, (5) Vietnam, (6) Thailand, (7) North America, (8) Europe and (9) Hong Kong. These efforts had a significant effect in helping us attract international applicants. At the same time, we were able to build a common database for overseas non-general entrance examinations and graduate school entrance examinations during FY2015, and will start full-scale operation of the database from the FY2016 entrance examinations.

As for creating a system that is capable of consistent admission reform, we established and stabilized the operations of three dedicated bodies, which are the Entrance Exam Development Office, the Entrance Exam Development Committee and the Student Selection Office. As we intend to also promote and accelerate reforms from the important standpoint of high-school-university partnerships, we set up a High-School-University Partnership Executive Council led by the Executive Board in addition to the existing systems.

3- Promotion of high-school-university partnerships centered on affiliated high schools

We stepped up efforts to cultivate leaders who can function in the global arena by focusing on the Super Global High School (SGH) project for Waseda University Senior High School and Waseda University Honjo Senior High School. Specific initiatives included (1) the rollout of a three-year track to graduation, including study abroad (study-abroad credits fully recognized, tuition waved, etc.), (2) measures to enhance English language proficiency (mandatory submission of English scores for affiliated school students applying for admission through recommendation, establishment of intensive English proficiency course for affiliated school students, participation in Stanford University’s e-Japan program for high school students), (3) dispatching of students on the “Tobitate! (Fly Away!) Study Abroad” Japan Representative Program sponsored by MEXT, and (4) the introduction of an undergraduate school recommendation system premised on a multifaceted evaluation of not only academic performance but also high school students’ achievements in other activities, intellectual and decision-making ability, as well as enthusiasm and autonomy (the new system is already implemented at Waseda University Senior High School and was newly added to Waseda University Honjo Senior High School).

In addition, we gradually increased the admission capacity for female students at Waseda University Honjo Senior High School with the aim of achieving an equal ratio of male and female students (the male-female recruiting capacity was 220:100 in FY2014, 210:110 in FY2015, and 200:120 in FY2016). We also leveraged the boarding-school aspect of Waseda University Honjo Senior High School, Waseda Shibuya Senior High School in Singapore, Waseda Setsuryo Junior & Senior High School and Waseda Saga Junior & Senior High School, and attracted a diverse range of students from various areas.

Going forward, we will move forward with admission (enrollment) system reforms as applicable to affiliated schools based on deliberations in the aforementioned High-School-University Partnership Executive Council.

2) Reconstruction of educational system that cultivates global leaders

1- Promotion of Waseda Ocean Concept

We continued to promote our Waseda Vision 150, which calls for the cultivation of global leaders as its first priority.

In FY2015, we also conducted strategic, intensive investment into six model units (Global Japanese Studies; Energy and Nanomaterials, Empirical Analysis of Political Economy; Multiscale Analysis, Modeling and Simulation; Sports and Exercise; ICT and Robotics), supported enhancement of our education and research environment with an eye toward building new international education and research programs, and conducted the following with the aim of actively disseminating related activities and their outcomes.

- We invited world-class faculty and worked to cultivate human resources and enhance our research capabilities through joint instruction, joint research, and other cooperative efforts.

In our strategic model units, we made our first hires under the Joint Appointment (JA) System, invited faculty members from renowned overseas universities, and conducted joint education and instruction and other cooperative activities mainly geared toward doctoral degree students. This enabled students to receive English-language instruction by top-ranking instructors from around the world on a daily basis, thus giving them an opportunity to experience international education and research. In this way, we were able to work toward enhancing the quality of our education and research.

Moreover, by allocating program coordinators, we enhanced educational and research activities for various departments and model units as well as the corresponding management implementation structures, and contributed to smooth model unit activities while promoting preparations to establish English-language degree programs.

- We developed educational and research systems with an international interface, leveraging our network of partner universities and other educational institutions.

In our strategic model units, we worked toward a joint degree trial (JD-trial) with Monash University and Korea University, and were able to design a system governing joint education programs including such aspects as the period students will reside overseas and the ratio of course completion and research guidance.

We also set up a Double Degree Operating Committee with Colombia University. Moreover, we started recruiting students based on agreements ahead of the double degree program with the US-based GLCA/ACM colleges (MOU in 2013, memorandum concluded in 2014), and plan to sign up the first batch of students in FY2016. In addition, faculty of our strategic model units visited overseas partner universities, conducted collaborative discussions, and worked to develop educational and research systems that leverage our network of partner universities including joint instruction systems and mutual exchange with Waseda University.

- We organized international workshops and symposia and aimed to revitalize our educational and research activities while also disseminating our research findings at home and abroad.

In our strategic model units, we held a large number of international workshops and international symposia, thus providing an excellent opportunity for students and young researchers to absorb cutting-edge knowledge, make presentations in English, and deepen educational and research-related exchange with overseas researchers. In addition to disseminating the activities undertaken in the context of the SGU project, enhancing our presence in applicable fields, promoting cooperative discussion and attracting international students, these events also proved effective as opportunities for matching joint education and research. Meanwhile, we released roughly 450 English-language news articles on our website over the year, sent out over 3,800 copies of our e-mail magazine Waseda Digest to alumni residing overseas and partner schools, and sharply increased the number of visitors to our website by posting feature articles and banners in the US-based Science magazine. In this way, we actively and effectively disseminated information to the world, contributing to increased name recognition for Waseda University.

- We cooperated with overseas partner universities and conducted practical faculty development (FD) programs (overseas dispatch training, domestic seminars) in which our faculty learned class management methods that conform to international standards and have a strong effect on learning. Moreover, we also started development of new teaching methods as part of the Joint CTLT project in cooperation with the University of Washington.

Among FD activities, we invited instructors from the University of Washington and had 29 instructors participate in summer programs administrated by Waseda University, dispatched faculty members to GLCA/ACM colleges and the University of Washington as part of dispatch programs, expanded English-language courses with an eye toward increasing English-language degree courses, and conducted program training with the aim of acquiring high-quality teaching methods with a considerable degree of international applicability.

In the Joint CTLT Project with the University of Washington, we invited faculty and staff of the University of Washington as faculty facilitators, and were able to improve our curricula, teaching methods and other areas as a result.

Among staff development (SD) activities, we had our staff take part in internships related to international student recruitment and

international development at overseas partner universities, and participants leveraged the obtained knowledge to improve existing work operations and also develop new work areas. We also conducted language training in the Philippines and aimed to enhance the practical language skills of our employees. We utilized the Initiatives for Advancement of Administrative Staff as an indicator that measures the outcome of this particular activity, and the corresponding value tracked above our target.

- In conjunction with the full-scale operation of our model units, we further improved the administrative organization of each model unit and moved forward with the enhancement of educational and research spaces.

Using a PDCA cycle, our SGU project was properly managed and executed across the entire university by the SGU Executive Council, the Waseda Vision 150 Promotion Headquarters and the Waseda Vision 150 Promotion Council, while also relying on the help of the SGU Expansion Executive Council, which is attended by all strategic model unit supervisors, and by the Waseda Vision 150 Expansion Promotion Council, which consists of a gathering of all faculty deans. Under this organizational structure, we decided to provide startup research funds to Japanese lecturers from the university budget (operation scheduled to start from FY2016), and thus decisively moved forward with reform of university systems while swiftly incorporating the voices of the workplace.

In our organizational headquarters, which implements the SGU project, and our strategic model units, we adequately allocated support staff in accordance with the needs of each administrative organization, and thus actively managed and promoted the SGU project. In addition, we worked to further advance our education and research activities by enhancing the educational equipment and space needed for research guidance, which forms the core of our model unit activities.

2- Support for future Faculty plan, including increase in faculty members

We solicited active reform proposals from the Faculties to help achieve the philosophy and numerical targets included in our Waseda Vision 150, and accelerated the realization of the latter by supporting corresponding plans for the future.

By 2032, our objective is to expand our faculty by roughly 160 people (from the FY2012 level) through university hiring, with respective increases of 80 people by phase 1 of our Waseda Vision 150 (by FY2023) and another 80 people by phase 2 (from FY2024 to FY2032). (Both quotas factor in roughly 10 hires as part of strategic personnel for the university.) Faculties will be awarded financial support to achieve an increase in faculty members over a designated period of time (roughly 3–5 years) based on a comprehensive evaluation of their education systems and an assessment of the following key evaluation criteria: correlation with the Waseda Vision 150 philosophy, contribution to achievement of core strategies and numerical targets, contribution to international development and dissemination of education and research, planning for increases in foreign and female faculty, promotion of tenure track, historical track record in obtaining external funding and corresponding plan for the future.

We accepted and screened applications from each faculty with the aim of providing support for the education systems of various faculty. Under the plan outlined above, we received applications from five Faculties and six departments, and based on screening decided to support the education systems of four Faculties and one department.

3- Establishment of new graduate school program major

We established a new doctoral degree program focused on international communication research at the Graduate School of International Culture and Communication Studies (April 2015).

As globalization advances day by day, the development of human resources who are equipped with an international spirit and advanced communication skills has become a pressing social issue. In response to this trend, we already established a master's degree program in international communication research at the Graduate School of International Culture and Communication Studies in April 2013, and thus endeavored to cultivate global human resources with an adequate portfolio of skills to be active in the global society. In light of the subsequent education and research successes and achievements, we determined it was necessary to also establish a corresponding doctoral degree program, and set up the program in April 2005.

4- Expansion of fundamental education

Among fundamental education that delivers the common academic tools that need to be learned by all Waseda University students, the TA-assisted “Mathematical basic plus α , β , γ ” attracted 8,525 annual participants, and the “Statistical literacy α , β , γ ” 5,524 students, with both setting new record highs.

To further enhance fundamental education, we expanded the General Tutorial English course (which aims to enhance English proficiency by assigning one tutor (instructor) to a maximum of four students) by developing an Advanced-Plus level above the

existing Advanced level, and made preparations to start offering the new level from FY2016.

We also examined and analyzed the results of the course numbering system we introduced across the entire university in FY2015, and reflected our findings into the curricula.

5- Development of Owner's Program

In our project to cultivate global human resources, we systematized strategic educational curricula that run across the university, and looked into the establishment of high-quality international education programs.

Based on the Global Leadership Fellows Program (GLFP) established by the Center for International Education, we set up English language education courses premised on innovative approaches that take into account the Global Education Center's development of global competency across all undergraduate schools. We also updated study-abroad preparation courses and sub-major courses, while considering the possibility of establishing an Owner's Program as part of existing degree programs.

6- Human resource development through social contributions and volunteer activities

We increased the number of classes for the course "Verbalize your experiences" that was offered in all terms of the quarter system by the Global Education Center from April 2014, and took steps to make it easier to take the course while also raising awareness of the course among students. We also consolidated teaching methods accumulated to date, and developed these as highly standardized Waseda Method. In addition, we leveraged volunteer fairs, symposia, publications and online tools to disseminate information about how students grow through a combination of volunteering-related courses (regular classes) and projects (extracurricular activities).

We established domestic and overseas study tours for students who are new to volunteer activities, and promoted sports volunteering at the Athletic Center. We also conducted various projects such as lectures and symposia, and continued the Volunteer Activity Promotion Project for students of affiliated schools as part of our high-school-university cooperation activities. In addition, we started preparations for having all students participate in volunteer activities at the 2020 Tokyo Olympic and Paralympic Games.

7- Promotion of community-linked education through cooperation with municipalities and companies

By cooperating with companies, municipalities and other organizations, we implemented programs that aimed to energize communities and companies while concurrently providing students with opportunities for independent study, and thus worked to strengthen cooperation that delivers benefits for both the community and the university.

In FY2015, our community-linked education programs received support from Saga Prefecture, Minamiaizu City (Fukuoka Prefecture), Nijima Town (Tokyo), Itoigawa City (Niigata Prefecture), and operators of small and medium-sized businesses, and we conducted a total of 33 programs. As part of our development program of human resources aimed at contributing to society and local communities, we conducted projects in cooperation with Nara Prefecture, Saga Prefecture, Nishitokyo City, Kawaguchi City, and other locations. In addition, our Social Relations Liaison Office held its second social cooperation seminar on the theme of "bringing communities and universities together through education". The seminar was attended by a large number of our collaborative partners including public administration officials and employees, faculty and staff of other universities, and students. The seminar aimed to highlight and share the essence of community-linked education, and was able to raise awareness of such education and deliver substantial results.

8- Expansion of education programs for working adults

2016 marked the 130th year since Tokyo Senmon Gakko (Tokyo College, the predecessor of Waseda University) began offering off-campus education, and the 35th year since the establishment of the first Extension Center. While keeping our Extension Center Open Colleges in Waseda, Hacchobori and Nakano positioned as our core operations, we further strengthened initiatives related to our executive training program. We also promoted Waseda-style, non-degree education for working adults and started looking into a system that can deliver greater social contributions.

9- Promotion of the quarter system at undergraduate and graduate schools

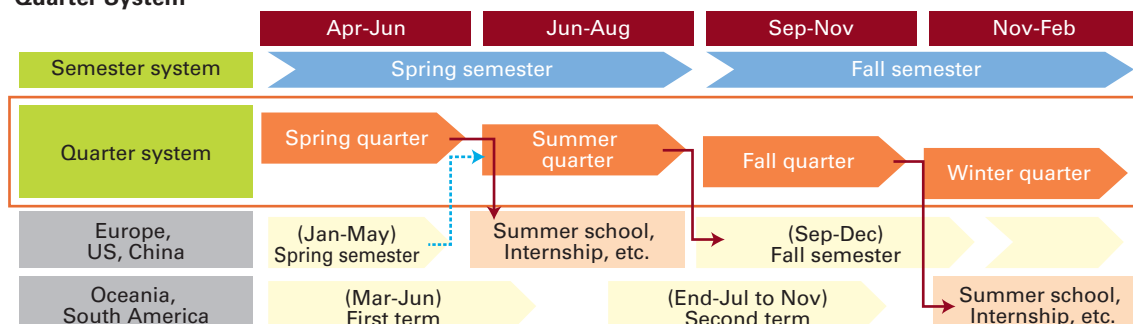
As a new initiative to promote the quarter system in FY2015, we established 10 specialized courses in the Waseda Summer Session (which has been implemented since FY2014) as spring semester (second term) courses. We initially envisioned capacity for roughly 110 international students, but eventually expanded capacity by 20 to 130 students in light of sharp growth in the number of

applicants in FY2015.

-
- Total applicants: 339 (increase of 223 from the previous year)
 - Successful applicants: 160
 - Actual participants: 118
-

We also further enhanced our systems to leverage the quarter system more efficiently by, for example, aligning class schedules from FY2017 with the four quarters of spring, summer, fall and winter.

Quarter System



10- Enhancement of MyWaseda as backbone system for new communication

We moved ahead with the development of the portal system MyWaseda, which integrates the university-wide information backbone Waseda-net Portal and the class support system Course N@vi, and released portal functions on February 7, 2016.

With the introduction of “MyWaseda”, the notification function now supports the marking of content as “read”, thus allowing users to obtain information in a more efficient way and also enabling the university to gauge users’ browsing data in relation to public relations efforts.

We expanded the existing Course N@vi ahead of a trial in the spring semester of FY2016, and developed the following new functions. In addition, we continued to make assessments and improvements with the aim of using the system for all courses from the spring semester of FY2017.

- Peer review function that allows students to review each other’s activities or submissions
- Function that allows students to mark their own tests based on predetermined assessment criteria (rubrics) provided by faculty
- Function that enables the creation of forms facilitating goal setting for study and extracurricular activity and subsequent reflection
- Support function for evaluation of academic performance by extending existing academic performance management function, and specifying contents subject to assessment for assessment standards
- New attendance management function that complements existing attendance card format and aims to have faculty members register student attendance from a desktop PC using an attendance register
- Function that displays class notifications at the top of MyWaseda, and function that allows the separation of non-regular courses in the course list into a separate list

11- Development of Educational Content Portfolio

We developed a function (activity sheet) that creates a portfolio consisting of study records accumulated by students based on sheets prepared by faculty in advance. The accumulated records can be browsed or published in graph or table format, and allow faculty and students to add comments. We also continued to look into a function that would allow students to summarize their extracurricular activity history and study history, and publish these after self-reflection.

Through cooperation between the Center for Higher Education Studies and the IT Strategies Division, we conducted a survey targeted at 11 departments that implement extracurricular activities, and the survey findings were used to complete the design of a database that gathers data on students extracurricular activities. We plan to continue with the development of the three functions mentioned below, and will create an environment that facilitates the feeding back of extracurricular activity histories and study achievements to students, the sharing of these among faculty and students, and the addition of comments. We are moving forward with the development with the aim of launching a university-wide trial from the fall semester of FY2016.

12- Publication of educational contents

We started wide-scale operation of the automatic recording system for study contents that was introduced in Building Nos. 3, 31, 32 and 33 (low-rise building), and the system was used on roughly 90 courses throughout the year (roughly 450 cases). The recorded contents were leveraged as reference materials for absentees, as well as for the purpose of study review and publication. Among the Massive Open Online Courses (MOOC), Professor Chiharu Kogo of the Faculty of Human Sciences offered the course “Psychology for Well-being: Introduction to Adlerian Psychology” (JMOOC geared toward domestic students), while Professor Tomoya Shibayama made the course “Tsunamis and Storm Surges: Introduction to Coastal Disasters” available on the edX platform (MOOC geared toward international students). We also completed mobile support for video data on schedule and thus realized further improvements in the study environment for our students.

13- Organization, expansion and development of Good Practice initiatives

We conducted the Teaching Award and e-Teaching Award programs, and published and shared information about award recipients. We also created and published a Tips video to promote active learning, and aimed to share Good Practice initiatives via the establishment of the FD community Faculty Cafe. In the joint center with the University of Washington (UW-Waseda Joint CTLT Project), we invited four faculty members (faculty facilitators) in July 2015, and over a period of three weeks conducted FD workshops, organized gatherings with the Faculties, and held class observations. In March 2016, we presented the achievements of the UW-Waseda CTLT Project at the Association of Pacific Rim Universities (APRU) Provost Forum held at the University of Washington.

14- Utilization of TA system in classes and review of class format

We shared information across the university about new class formats that leverage teaching assistants (TAs) and offered priority support to outstanding initiatives that made use of TAs. We also aimed to expand training contents for TAs, and promoted measures to enhance motivation and awareness among TAs.

15- Development of academic information platform that contributes to improvement in study environment

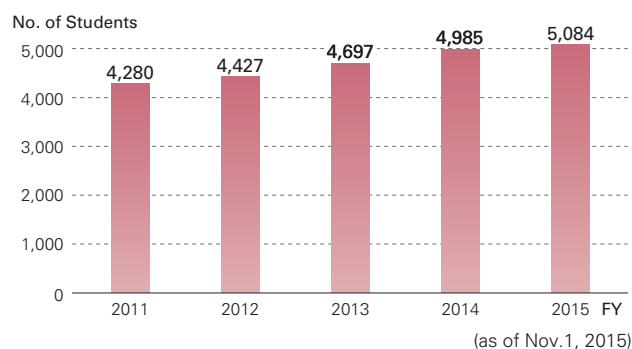
As part of our infrastructure that supports the accumulation and sharing of electronic-format teaching materials, we developed a platform that allows students and faculty to freely create, accumulate and publish contents. We also examined the expected roles and required skills of the learning assistants (LAs) who provide study support in the Learning Commons and other study areas.

3) Promotion of globalized education

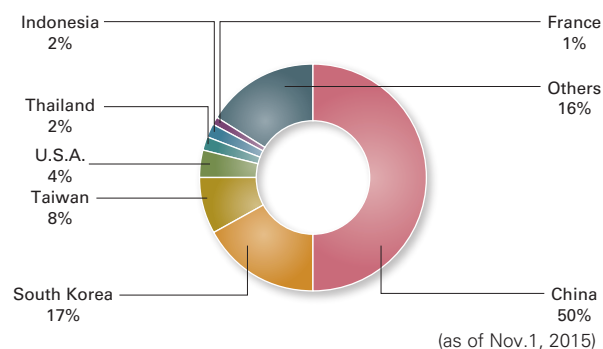
1- Initiatives to support study-abroad for all domestic students and intake of 10,000 international students

To achieve the targets included in our Waseda Vision 150, which calls for all domestic students to be dispatched on study-abroad programs and 10,000 students to be enrolled at our institutions in Japan by 2032, we proposed and developed a strategy that clarifies measures and challenges for each international education program.

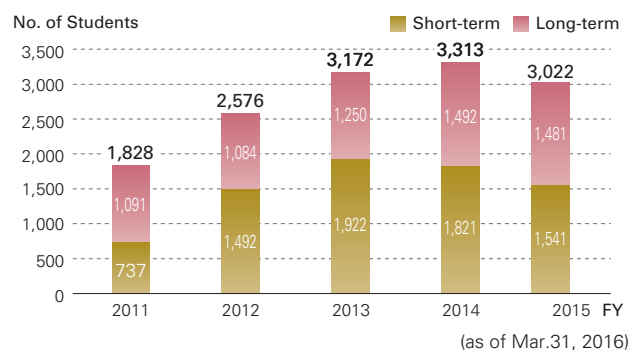
Number of International Students by Year



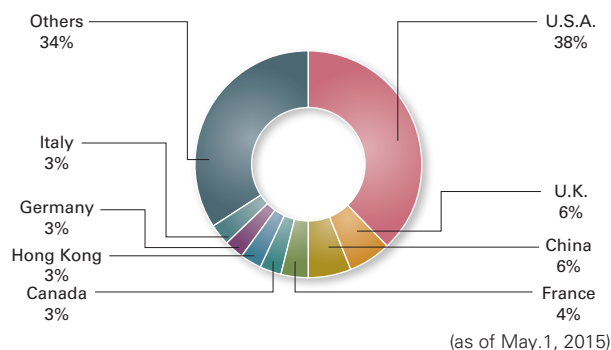
International Students by Nationality



Number of Students Studying Abroad by Year



Students Studying Abroad by Region



2- Development of international educational programs that are closely linked to undergraduate curricula

We offered support for and helped develop programs that are closely linked to undergraduate curricula.

- School of Commerce: Conducted Global College—ABS (Asian Business Studies) Program (Waseda University, the Chinese University of Hong Kong, Fudan University)
- School of Social Sciences: Conducted Medium-Term Chinese Language Study-Abroad Program (Peking University)
- Three Science and Engineering Schools: Conducted Golden Week Short-Term Program geared toward new students (National Taiwan University)
- Three Science and Engineering Schools: Conducted Short-Term Study-Abroad Sciences Programs (University of California, Davis; Saint Mary's University)
- School of International Liberal Studies: Conducted University of Hawaii TSA Program
- School of Education: Established University of Queensland Short-Term Study-Abroad Program (TESOL)
- School of Sport Sciences: Conducted Short-Term Study-Abroad Programs (University of Adelaide, University of Oregon)

3- Development of medium and short-term study-abroad programs

We developed the following medium and short-term study-abroad programs.

• Medium-Term

North America: University of Hawaii, University of British Columbia
 Europe: University of Bonn, University of Salamanca
 Oceania: Oakland University

• Short-Term

Golden Week Short-Term Study-Abroad Program:
 Vietnam National University, Hanoi; National Taiwan University

In addition, we updated our study-abroad portfolio in conjunction with the development of MyWaseda, and improved existing functions that accumulate study records and store language test scores.

4- Shift from TSA/ISA to exchange-based study abroad and development of new programs

With regard to the new partner exchange schools for which we started student recruitment from FY2015, we expanded the exchange quota (from the previous year) by 21 students for 12 schools in North America and 40 students for 19 schools in Europe, resulting in a total increase of 61 students across 31 schools. Since we have already concluded a considerable number of partnerships with major universities in Asia, we reduced new partnerships, and focused on resolving existing imbalances from excessive intake. As a result of our efforts to promote the dispatching of exchange students through agreements with partner institutions and the improvement of capacity fulfillment rates, we were able to steadily move forward with the shift from Thematic Study Abroad (TSA) and Individualized Study Abroad (ISA) programs to Exchange Study Abroad (EX) programs (increase in dispatching of EX students, decrease in dispatching of TSA/ISA students).

5- Reform of Double Degree Program

We started a Double Degree Program (DDP) across all undergraduate schools with the GLCA/ACM colleges and Earlham College. Among DDPs facilitated by the Bai Xian Education Fund Scholarship Program established under the School of Political Science and Economics, we developed programs with Peking University, Fudan University and the National Taiwan University, as well as

with Shanghai Jiao Tong University and the Hong Kong University of Science and Technology. In the School of Political Science and Economics, we conducted a DDP with Korea University.

6- Expanding programs for international students with a focus on Japanese language study

With the aim of developing a preparatory education program with a focus on Japanese language study to be attended by international students prior to entering regular curricula, we looked into the program setup structure, student recruitment periods and methods, program contents and links with the regular curricula and Japanese education, and targeted Japanese proficiency for participating students while also taking into account a conditional admission system and pre-school type arrangements.

7- Development of programs for international students that incorporate language and liberal arts courses

Under Japanese Language Education Programs, we held programs during which international students take courses in Japanese language and Japanese culture over a period of six months or one year. The programs attracted 478 students in FY2015, exceeding the total for the previous year. Under Short-term Intensive Japanese Language Programs, we offered programs during which international students take courses in Japanese language and Japanese culture over a period of three weeks or six weeks. We attracted a total of 200 students over the spring, summer, fall and winter courses, but this was slightly below the number recorded last year. New trial initiatives were carried out to provide independent courses for the Center in the Summer Session, and we offered the on-demand lecture “Comprehensive Japanese (On-Demand) 1” as a regular course. In Waseda Japanese Language Support, which encourages participants’ autonomous learning, we created a promotional video and focused on public relations including Facebook initiatives.

8- Establishment of new interdisciplinary, international contribution program

Following our selection for MEXT’s Government Scholarship Student Priority Placement Special Program, we started a new program that aims to resolve urban problems, which are a global issue, under the name Interdisciplinary International Contribution Program that Cultivates Human Resources who Work to Resolve Urban Problems. Over the next three years, the program will accept 10 undergraduate government scholarship recipients per year, and we intend to promote the program in such a way that it becomes a model case for how students’ expertise and achievements can be leveraged to construct an educational program that integrates humanities and sciences.

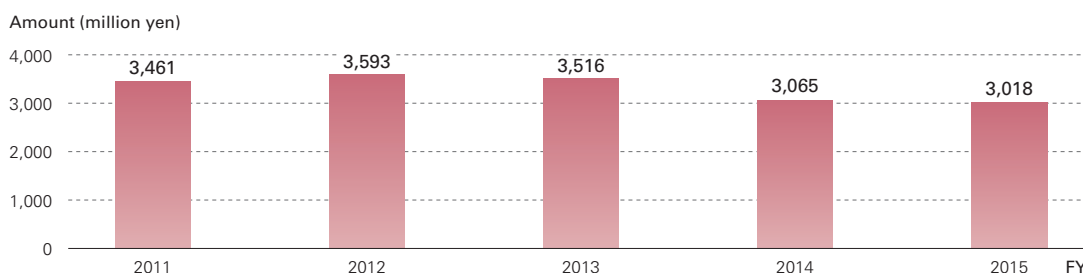
4) Further support for students

1- Expansion in scholarship systems (total budget of 3.65 billion yen)

Based on the reform policy formulated in FY2013, we implemented the following changes to the current scholarship system that 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) decreased slightly from last year to 1,239. A total of 92 students received a scholarship under the recommendation entrance examination from designated schools.
- A total of 89 students received a scholarship under the program offering financial assistance for foreign students prior to enrollment and before arriving in Japan.
- Two students received a scholarship under the scholarship-linked AO admission launched in FY2015 aimed at securing outstanding privately financed international students.
- We further expanded the Waseda Emergency Scholarship program, which aims to support sudden changes in the financial situation of students’ families, and a total of 50 students, both Japanese and international, received a scholarship under the program.

Amount of Scholarship Funded by Waseda University



2- Expanded student participation through establishment of Student Participation and Job Center

We positioned students as actors with a leading role in the university alongside faculty and staff. In addition to enriching our education and research through broader participation by students, we actively reflected student proposals in university projects and created work positions that leverage the mindset, capabilities and special skills of students as student jobs. We also carried out the following initiatives with the aim of constructing a framework that leaves a record of students' extracurricular activities that can be substantiated by the university.

- **Establishment of the Student Participation Encouragement Committee (SPEC)**

In April 2015, we set up the Student Participation Encouragement Committee (SPEC), which is made up of members of 10 organizations involved in on-campus student participation activities. In FY2015, the committee convened on seven occasions, and it discussed the present state of student participation, event planning and proposals, and methods to leverage social media for the purpose of promoting the Student Participation and Job Center (SJC), while also summarizing the content of the discussions. In the open-campus event held on 1 and 2 August, we held the WASE Talk event, which consisted of a panel discussion featuring the leaders of different student organizations. In January 2016, we held the Stress Buster event that aimed to reduce stress during examination periods. The two events attracted about 1,060 and 120 participants, respectively. In this way, we were able to hold events that highlighted the appeal of student participation activities not only on campus but also externally, while representing the individual voices of the students and responding to their needs.

- **Central management of recruitment information for student jobs**

The number of job positions posted by the SJC between April 2015 to March 2016 reached 271, marking a 25% increase from the year before (216 in FY2014).

[Breakdown of job postings]

Test subjects for research conducted by faculty: 185; administration assistants and Academic Advising Office counter staff: 16; entrance and regular examination proctors and part-time staff: 13; open-campus and course registration assistants: 10; library reception desk staff: 10; Information Square general information staff: 9; TAs: 7; laboratory assistants: 7; Extension Center course operators: 5; other: 9.

In cooperation with the IT Strategies Division and the Center for Higher Education Studies, we added a function setting that integrates student jobs and job information related to student participation activities into the MyWaseda notification function. We also held explanatory meetings on how to post job information to MyWaseda aimed at seven departments that oversee student participation organizations.

- **Integration and management of information related to student participation in accordance with Educational Content Portfolio concept**

Based on an examination of the development of the Educational Content Portfolio concept by the Student Affairs Division, the IT Strategies Division, and the Center for Higher Education Studies, we connected the database containing student participation activity history to MyWaseda, and moved forward with a policy of reflecting Educational Content Portfolio activity sheets (function that enables students to independently record study achievements) and showcased materials (function that enables corporate employers to consult students' portfolios).

We conducted interviews with 11 departments that oversee extracurricular activities such as volunteering and internships, and completed the design of a student participation activity database that manages data related to extracurricular activities. In FY2016, we will develop a function that allows data about students' extracurricular participation history to be referenced on MyWaseda alongside academic achievement and other data.

3- Programs to strengthen interpersonal skills and intrinsic abilities

We issued 17,500 copies of the *Future Design Guidebook*, a publication that aggregates on-campus programs aimed to strengthen interpersonal skills and intrinsic abilities. These were distributed to new students, and staff from the Career Center attended the entrance ceremonies and new-student orientations at nine undergraduate schools to offer explanations directly to new students. Copies were also handed out at community exchange forums across 43 prefectures and to parents of existing students and entrance examination takers at the Admissions Center, thus highlighting Waseda University as an institution that fosters growth. We also compiled a Digital Book and had postings to our homepage featured among Yahoo Japan's news releases, and with the support of external educational institutions such as high school faculty and preparatory schools, we were able to externally showcase programs that strengthen Waseda-style interpersonal skills and intrinsic abilities.

In addition, at the end of 2015, UK-based university evaluation company Quacquarelli Symonds published its Graduate Employability Rankings 2016, which evaluates the employability of graduates of 723 global universities, and Waseda University received high rankings both in Japan (No. 1) and globally (No. 33).

2 | Enhancing research at Waseda

1) Strategic enhancement of research systems

- We promoted research based on an organizational strategy (priority-area research, team-based research, etc.), and accordingly revised and strengthened research support systems with the aim of doubling research funds from current level.
- We established the Institute for Advanced Social Sciences at the Faculty of Social Sciences, and started promotion of interdisciplinary and clinical research centered on social sciences.

1- Development of research support system aimed at doubling research funds

To further enhance research and educational environments of a global standard, we promoted research based on an organizational strategy (priority-area research, team-based research, etc.), and thus developed a research promotion system that is not reliant on tuition fee income. We also strengthened efforts to acquire not only grants-in-aid for scientific research, which form the foundation of academic research, but also various competitive research funds with the aim of increasing our total research funds by 1.5x to 15 billion yen over the next ten years, and double them over the next 20 years.

2- Strengthening support for research activities and encouraging young researchers

We positioned university research administrators (URAs), who together with researchers promote the planning and administration of research activities as well as research outcomes, as faculty members, and defined the role and assessment of URAs in the Center for Research Strategy Rules. We also conducted education and training to enhance skills, conducted an assessment of target-based management in accordance with the performance measurements proposed by the Research Enhancement Head Office, and promoted faculty members based on the findings.

From FY2015, we started a trial program to develop next-generation core researchers with the aim of enhancing the research environment for young researchers and cultivating human resources, and worked to promote team and organization-based research centered on young and intermediate-level researchers. We appointed three new members in FY2015, and finalized support arrangements such as personnel costs and research space. With regard to the existing four members who already received support, the URAs contributed to the administration of team-based research activities, offered advice for progress, and engaged in outreach activities.

We also highlighted the appeal of researchers selected for this program both on campus and externally, and conducted URA-led interaction between prominent figures and selected researchers, held interviews for our online magazine, and focused on dissemination of information both on and off-campus.

In FY2015, we continued the Waseda University Research Award program that was established in FY2014 to reward researchers taking a leading role in promoting large-scale research projects and researchers delivering research results that can be disseminated internationally.

In addition, we conducted various initiatives aimed at young researchers such as research thesis seminars for young researchers.

3- Enhancement of research organization and systems

We looked into an evaluation system for research projects of our faculty-affiliated research institutions and centers, and laid the foundations for a trial implementation in FY2016. To ensure ongoing implementation of international cooperation projects with overseas institutions and researcher exchange, we examined a revitalization of international joint research by leveraging a new office to be established in Brussels. We also reviewed rules related to the continuation or abolition of research institutions and our policy for establishing new research institutions in light of the growing demands and roles expected by society.

4- Promoting global dissemination of research activity

To enhance the convenience of the Researcher Profiling System (Pure), we added new functions (Altmetric score, mapping of joint research institutions, improved response speed, etc.), and launched an upgraded version.

With regard to our new researcher database, we created a system that links to on and off-campus systems, collects research activity of Waseda University researchers and disseminates information accordingly, and we released this system externally.

Among other initiatives related to the dissemination of research, we used research activity webpages and press releases to disseminate both in Japan and overseas, information about core researchers (which are a key strength of our university), research award recipients, recipients of financial rewards with a high social profile, research institutions, and achievements with a high social impact. We also created video content that showcased our research, and posted research feature articles in media with broad appeal such as Nature and other magazines.

5- Development of research support system

To reduce administrative burdens on researchers, we compiled a system reform proposal based on the introduction of a comprehensive backbone administration system, started work on the basic design from January 2016. We plan to launch the system in April 2017.

We expect the introduction of the system to generate the following effects.

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- Expansion of opportunities to apply for external funds through comprehensive management of all information related to research topics
 - Increase in obtained research funds through leveraging of strategic research initiatives for research-related information
 - Provision of researcher administration based on achievement of real-time management of research fund income and outlays
 - Promotion of research through reduction of administrative burden on researchers
 - Utilization of research strategy for research-related public recruitment, selection, and implementation
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6- Promotion of research through industry, academia and government cooperation

With the aim of supporting the realization of our Waseda Vision 150, we engaged in intellectual property rights acquisition activities, technology transfer activities and venture company support activities. More specifically, we leveraged the foundations created by programs of the Research Collaboration and Promotion Center, which is a certified technology licensing organization (TLO), and promoted industry, academia and government cooperation both in Japan and overseas, returned the intellectual property of Waseda University to society, and expanded industry, academia and government cooperation activities.

2) Towards globally competitive research

1- Formulation of international expansion strategy

We analyzed the relationships between global universities/institutions and our faculty and staff, undergraduate schools, graduate schools and research institutions, and established a faculty and research dispatch/intake system with the aim of revitalizing exchange among human resources based on joint research with overseas universities and institutions.

2- Creation of support system for international dissemination of research

With regard to the research grant system for posting English research articles, we considered and developed a grant system for English academic book publications in the humanities and social sciences after taking into account the fact that academic books are a more suitable medium than research articles for the purpose of disseminating research in the humanities and social sciences fields. The system will be launched in FY2016.

3- Promotion of international joint research

Under our system that offers grants for researcher travel expenses with the aim of promoting international joint research, we also made overseas researcher invitation fees eligible for grants and thus transitioned to a system that supports joint research in a large number of academic fields. The new system will be launched in FY2016.

3) Exploring new research fields

1- Establishment of Institute for Advanced Social Sciences

We established the Institute for Advanced Social Sciences at the Faculty of Social Sciences. The basic philosophy of the institute was defined as comprehensive interdisciplinary development in social sciences and corresponding feedback into education, promotion of clinical social sciences research demanded by society, and international research development. The objectives of the institute are the promotion of interdisciplinary research and clinical research centered on social sciences (development of social applicability), and enhancement of education (particularly graduate education).

2- Examination of life science and health care field

Four years have passed since we established the Life Science and Health Care program as a sub-major in FY2012. The program

delivered eight graduates in FY2015, and is expected to produce a larger number of graduates going forward. The course composition of the sub-major is more or less complete now, and we will essentially continue to offer the program in its current shape. We also examined and organized tasks to flesh out life science and health care education including informal talks with off-campus medical institutions and related parties.

3- Consideration of interdisciplinary research approaches

In addition to activities supporting research projects in the two priority research initiatives launched in FY2013, which are “Development of Agriculture, Forestry and Fishery Science Based on an Integrated Model which Covers All Processes from Production to Services” and “Paradigm Shift in the Super-Aging Society”, we also started public recruiting for the new field “Realization of 21st Century Safe and Secure Society and Corresponding Lifestyle Improvement”, selected two projects, and began collaborative research. We also publicly recruited a research project in the field of “Environmentally Friendly Energy”. In addition, we disseminated information about future project activities both on campus and externally, and improved recognition of these.

③ | Social contribution and cultural and sports promotion

- We began to compile a Chronicle Covering 150 Years of Waseda University History, examined on-campus materials and held interviews with parties who lived through World War II. We also published recorded materials and examination results on our website, and made data records in the Waseda University name database available online.
- To further develop student theater, we opened Waseda Shogekijo Drama-kan Theater and actively organized performances by student drama clubs and invited theater groups. The objective is to ensure the theater remains beloved by the Waseda community going forward.
- We promoted the Waseda Athlete Program (WAP) with the aim of cultivating athletic club students proficient in both academics and sports. We also set up the related course “Introduction to Paralympics”, and began initiatives with an eye toward the 2020 Tokyo Olympic and Paralympic Games, including an organizational cooperation with athletic equipment company ASICS.

1) Promotion of alumni and social network

1- Establishment of alumni support system

Among services aimed at alumni and the parents of existing students, we looked at services that should be administered by the university, and started rounding up functions for a transfer to the new MyWaseda system by around end-FY2017. In cooperation with the Alumni Association, we considered offering the public relations magazine Waseda Academic News into digital format as a new service.

2- Creation of diversified communities

In FY2015, we implemented the following five measures in four different community categories (education, research, university administration, social contribution):

- Expansion of discussion venues
- Community that provides venues for research exchange and interaction among young researchers
- University neighborhood community centered on student athletes
- New community for local region, alumni and students
- Staff Notification Network that generates and supports experience-centric learning for students

3- Collaboration with alumni in education, research, school operation and social contribution

We further strengthened support for the Waseda's Health Study program, which was launched in FY2014, and attracted participants. More specifically, we set up periodic working groups with lead researchers, and conducted effective initiatives while sharing progress conditions. We received great response from information disseminated through the Alumni Association's email and Facebook, and this drove an increase in participants. We leveraged regional exchange forums and the regional branch meetings of the Alumni Association to conduct advertising activities across the country, and worked together with the Alumni Association's branch overlooking the 23 wards of Tokyo to increase the number of registrants from the Tokyo area.

As of April 1, 2016, the program had 2,228 registered participants, but we plan to further strengthen support systems in an effort to attract more participants.

4- Building networks with Tomonkai business persons

We deepened exchange with and strengthened networking with Tomonkai business persons by holding a “Gathering of Tomon Business Persons (Tokyo and Osaka)” and the “Waseda Business Person Association of the Tokai region (Nagoya)”. We also conducted corporate matching activities centered on China and Taiwan, and actively disseminated information by utilizing various information and tools available at the university such as our website, e-mail magazines, and the newly created comprehensive university support and research cooperation brochure.

2) Social contribution and cultural promotion projects

1- Chronicle of “150 years of Waseda University”

We began work on the first draft of Volume 1 of “150 Years of Waseda University History”. For Volume 2, we started research on the “100 Year History of Waseda University” and corresponding history periods at other universities with the aim of drafting a structure proposal. The work to catalog materials of the Executive Board, Board of Trustees and Maintenance Committee proceeded smoothly, and we also started the first work related to converting the materials to digital format. Our plan is to proceed with the work at a pace of roughly 70 materials per year. We expanded the data recorded in the Waseda Name database, and published these online. In addition, we conducted an examination of on-campus materials as well as interviews with parties who lived through World War II.

2- Development of Waseda Shogekijo Drama-kan Theater

At the renovated Waseda Shogekijo Drama-kan Theater, we held a two-month long Drama-kan Festival event to celebrate the grand opening on April 30, 2015, and actively promoted public performances by various groups including student drama clubs and theater companies. The opening performance following the renewal of the theater was “Android Transformation” by playwright Oriza Hirata. While delivering a first-class theater performance, we also organized a dialogue between Oriza Hirata and President Kamata in the Okuma Auditorium, and thus raised public awareness of the Drama-kan Theater.

In addition, we involved the shopping areas around the university, and worked together with the local community and other theater organizations to work toward urban development that disseminates culture through theater.

• Drama-kan Theater Usage Data (Apr 2015 – Mar 2016)

Drama-kan Theater operating rate: 85% (days used for performances, etc./days closed)

Student drama clubs: 21

Invited theater groups: 7

Theater companies: 5

Faculty and staff groups (WAVOC, etc.): 2

Theater workshop organizations: 2

Rakugo performances: 2

Reader's theater performances: 1 (performance by Minokamo City, Gifu Prefecture)

3- Dissemination of culture and effective utilization of facilities through collaboration with communities

In areas connected to the people involved in the establishment of the university, as well as in 14 prefectures that host affiliated schools or university facilities (Saga City, Minokamo City, Kamogawa City, Karuizawa Town, etc.), we disseminated the Waseda culture through events such as the Okuma Festival, student theater performances and scientific experiment workshops. In this way, we improved our reputation among people of the community, municipalities and society in general, while also aiming to strengthen collaboration with related communities. During the Waseda Culture and Arts Week held in October, we exhibited posters and organized exhibitions led by student clubs in shopping areas surrounding the university, and thus strengthened collaboration.

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

We renewed the Waseda Culture university website to facilitate the dissemination of easy-to-understand information regarding diverse cultural and art-related activities, exhibitions and events. We also published “Campus Museum”, “Waseda History” and “Waseda Landscape—Under the Deep Blue Sky” in an effort to actively disseminate “memories of Waseda”. As part of Japanese-European exchange, we held the Mieczyslaw Koscielniak Exhibition, that showed the experiences of a survivor of the Auschwitz concentration camp. As part of Japanese-Chinese exchange, we held the “Chinese Exchange Students who Studied at Waseda

with Toten Miyazaki Exhibition” commemorating the 110th anniversary of the foundation of the Qing Dynasty Exchange Student Division in 125 Memorial Room of Building No. 26. Both exhibitions attracted a large number of visitors as well as newspaper companies, and thus generated a great degree of interest.

5- Virtual Museum: Promotion and expansion of cultural resource database

We continued to improve the fully operational Artifact Collection Management System that was introduced in FY2014, and this led to stable management and operation of the system. In conjunction with these efforts, we looked into defining the requirements to introduce a connected Archive Publication System to be rolled out on top of the backbone of the Artifact Collection Management System, and finalized the specifications for a publication system based on our examination.

In accordance with the specification proposal, we will introduce the Archive Publication System in FY2016, and aim for linked operation with the Artifact Collection Management System.

6- Exploration of Waseda dignity and pride

To enhance affection for the university and a sense of belonging among students, alumni, and other parties involved in the university, we looked into establishing spaces that can deliver a sense of pride in Waseda University’s history and traditions, and moved forward with an examination of the planned Sports Museum (tentative name) inside the New Memorial Hall (tentative name). At the graduation ceremony in March FY2015, we issued a “Collection of Okuma Shigenobu Speeches and Dialogues” (publisher: Iwanami Bunko) with the support of the Alumni Association, and distributed free copies to graduates from the undergraduate schools in an effort to foster further affection for the university among our graduates.

3) New developments in Waseda sports

1- Promotion of Waseda Athlete Program

Aiming for a high level of proficiency in both academics and sports among athletic club students, we promoted the Waseda Athlete Program (WAP) that was established in FY2014. We analyzed the acquired credits by all club students at the end of each semester, and had athletic club leaders provide guidance to students with poor academic performance, and commended athletic clubs and individual members with excellent academic performance. In educational initiatives aimed to build the resolve and attitude necessary to compete as a representative of the university, we held three lectures given by external instructors and the events were attended by a total of 2,895 athletic club members. As part of volunteer and regional contribution programs, we set up a wide range of sports workshops (376 athletic club members participated in 13 events), and also held the Waseda Sports Festa in Higashifushimi on September 21, 2015, attracting roughly 5,500 visitors mainly from neighboring areas. In addition, we conducted initiatives to help support reconstruction efforts for areas affected by the Great East Japan Earthquake (379 participants in 25 events), and volunteer initiatives in Tokyo (715 participants in 79 events).

2- Initiatives geared toward the Tokyo Olympics and Paralympics

We offered the new course “Introduction to Paralympics” in cooperation with the Global Education Center (158 students completed the course in FY2015).

In March 2016, Waseda University concluded a basic agreement for an organizational cooperation with athletic equipment company ASICS, giving further impetus to initiatives geared toward the 2020 Tokyo Olympic and Paralympic Games.

4 | Establishment of advanced university frameworks

- We strengthened university governance by, for example, reforming the advisory counselor system and changing the number of auditors, and started examining a system to elect the president.
- We more or less completed the website renewal that enables constant news dissemination and supports a university-wide public relations system, and also received the Good Design Award for FY2015.
- With an eye toward promoting gender equality and diversity, we conducted initiatives to increase the ratio of women in faculty and management positions, and started examining the establishment of a Student Diversity Center (tentative name).
- We established a framework for regular fund acquisition, and with the help of fund raising by the WASEDA Supporters Club, we raised a total of 4.29 billion yen, exceeding our target of 3.3 billion yen.
- As part of our campus enhancement projects, we started construction of the New Memorial Hall (tentative name) on the Toyama Campus.
- We provided several new learning spaces, including a Learning Commons (where students can engage in free and open-minded discussion) in Building No. 7.

1) Reinforced base structure

1- Examining and strengthening university governance

In the Governance Advisory Committee established under the Second Stage University Governance Review Committee and the Board of Trustees, we deliberated decision-making and project-execution processes, successively reflected finalized items in implementation, and strengthened university governance by, for example, reforming the advisory counselor system and changing the number of auditors. In other developments, we also started examining a system to elect the president.

In addition, we looked at the setup of new projects and clarified their effects, the impact they have on finances, HR and related legislation and regulations, as well as corresponding procedures. We also determined numerical targets three years out, and accumulated achievements in our Project Assessment System that facilitates the proposal of projects from an operational or management perspective.

2- Clarification of 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 faculty are expected to play. We conducted an exchange of opinions between labor and management on various subjects such as the future salary system and evaluations for faculty and staff.

3- Reform of personnel management system, and structural reform of administration work

We made preparations for the introduction of a comprehensive personnel system under which each staff member can autonomously, ambitiously and progressively develop his/her career, be evaluated properly and treated fairly in accordance with his/her performance, and realize his/her own work-life-balance in a diversified manner. Moreover, with the aim of hiring staff who can shoulder the next generation, we held new job fairs in South Korea. We added fairs at two new universities in addition to the six universities we visited last year, thus highlighting the appeal of working as university staff at joint job fairs with a total of eight universities, and stepping up dissemination of information regarding staff hiring. (Participating universities: Waseda University, Aoyama Gakuin University, Keio University, Sophia University, Chuo University, Hosei University, Meiji University, Rikkyo University)

Based on the capabilities and professional skill requirements expected from staff in the future, we moved forward with the development of staff abilities by, for example, holding several seminars related to managerial work, expanding online language courses, and dispatching nine staff members to De La Salle University on a language training program with the aim of enhancing their language proficiency.

With regard to structural reform of staff administration tasks, we encouraged the centralization of common administration work that is dispersed across various faculty administrative offices by aiming to streamline administration work and make effective use of our human resources, conducting public relations promotion for entrance examinations both in Japan and overseas through the All Waseda framework, and starting wide-scale operation of the Center for Higher Education Studies and of centralized administration at student support desks.

4- Strengthening of Institution Research initiatives

We developed and started operating the Integrated Data Warehouse, which serves as a foundation to consolidate various data across the university and make them accessible for analysis. At the same time, we introduced analytic tools linked to the Integrated Data Warehouse that make data visible, and conducted an analysis of student class impressions collected through a survey as a pilot analysis case. The findings of the survey data were shared in a panel discussion at the Education Roundtable held in March 2016. In addition, we set up an Institution Research (IR) Supervisor Notification Network, and started concrete discussions on enrollment management (EM) IR, which entails the collection and analysis of student data from the time prior to enrollment and extending until graduation.

5- Autonomous and sustainable university reforms

To promote autonomous and sustainable university reforms that contribute to a qualitative improvement in our education, research and operations, we strived to plan, develop, expand and promote research and course methods for higher education in accordance with the fundamental principles of the university, and enhanced support for implementation.

6- Effective utilization of overseas branches

We moved forward with internal cooperation on priority tasks at overseas branches (promotion of research, support for industry-university cooperation, support for stronger cooperation with overseas alumni, support for fund raising activities, support for student recruitment, support for planning and operation of international education programs), and conducted preliminary preparations and support activities deemed suitable for overseas branches. In this way, we were able to implement more effective initiatives for issues that would have been difficult to address by dispatching staff from Japan on business trips. Aiming for even more sophisticated utilization of overseas branches, we reorganized our branches in North America and Europe, and introduced our domestic and overseas branches to the public through various media, thus increasing awareness of how we leverage our branches.

7- Promotion of strategic publicity

As part of the website renewal that was started in November 2014, we more or less completed the renewal for some 80 departments. The new website functions as a platform that facilitates the dissemination of constant news updates and the creation of a university-wide public relations system, and we received the Good Design award for FY2015. The renewal has led to a more active pace of news releases from the university as well as more frequent dissemination of information by individual departments. By linking these with social networking services such as Facebook and Twitter, we further amplified our information dissemination capabilities.

We also gradually moved ahead with adding English translations to the sites of individual departments, and were thus able to successively release various news articles from the university in English (over 450 English news articles per year). In addition, we strengthened our information dissemination capabilities through a wide range of initiatives including (1) the launch of our website “WHY WASEDA?” that highlights the appeal of Waseda University in 13 languages, (2) the issuance of our e-mail magazine “Waseda Digest” to alumni residing overseas and partner schools, (3) effective dissemination of information on the QS site, and (4) the posting of feature articles in international science journals such as Science and Nature.

Amid ongoing changes in various environments, we aimed to enhance our brand power, and revised our “UI System Design Guidelines” formulated in 2007 on the occasion of Waseda University’s 125th Anniversary.

In addition, we cooperated with a major advertising agency, repeatedly conducted discussions about the creation of a new university image and branding strategy, and formulated a medium to long-term public relations strategy plan. With the help of our alumni, we installed extra-large message boards aimed at entrance examination takers and newly enrolled students on and off-campus during the entrance examination period in FY2015, and broadly disseminated messages of encouragement and welcome.



WHY WASEDA?
A website disseminating the appeal of
Waseda University in 13 languages

8- Promotion of gender equality and diversity

To enhance university-wide awareness regarding gender equality and diversity, we produced a bilingual (Japanese-English) leaflet, and worked to expand the English-language content on our website. As part of efforts to enhance our campus environment to realize a work-life balance for faculty, staff and students, we set up a nursing room at the Tokorozawa Campus, as a result of which we now offer nursing rooms across four campuses. We also started analysis of a general business action plan as required under the Act to Advance Women’s Success in their Working Life and formulated a five-year plan to raise the average ratio of female faculty hired on contracts with an indefinite term to above 20% and the ratio of female managers to over 15% by 2020. In addition, we looked into the establishment of a Student Diversity Center (tentative name) in an effort to move closer to the

realization of students' proposal to set up an LGBT Student Center.

9- Development of university management support systems

We started developing research support systems, financial systems and document management systems from January 2016.

The new systems allowed us to directly achieve cost-reduction effects through increased operational efficiency, generate new value (outlined below) that was difficult to offer using existing systems. They also serve as powerful tools to help realize our Waseda Vision 150.

- **Evidence-based decision-making and management assessments**

By accurately and timely grasping, managing and evaluating various costs involved in university projects at various levels, we are able to tighten financial discipline and realize decision-making and management assessments that are rooted in objective evidence.

- **Reduction in common management costs and generation of funds for Executive Board and Faculty policies**

We promoted standardization, the sharing of data and increased efficiency with a view to achieving rapid decision-making and a reduction in costs supported by a shift in approval procedures away from paper media and toward online systems, as well as a reduction in common management costs through greater transparency in project costs.

10- Enhancement of cyber security on campus

To increase the convenience of our information systems, we moved forward with the establishment of Wi-Fi access points in major classrooms and Learning Commons. We enabled Wi-Fi access in the entire Building No. 14, and enhanced the network so it can withstand concurrent usage of large numbers of students in large classrooms. We also moved forward with the plan to roll out Wi-Fi access points across the entire Nishiwaseda Campus, and added 134 new Wi-Fi access points. The ratio of classrooms equipped with Wi-Fi has reached 59.8% on the Waseda Campus, 80% on the Toyama Campus and 91.5% on the Tokorozawa Campus. Our plan is to introduce full Wi-Fi coverage at the Nishiwaseda Campus in FY2016. We also launched an online storage service in May 2015, allowing students, faculty and staff to shift data from their PCs or mobile phones to a secure, individually-managed account on our online server.

In the administration sphere, we completed the move to thin clients for all administration PCs (2,160 in total) in September 2015 with the aim of reducing hardware failures, avoiding data loss from such failures, and speeding up operations. As a concurrent security measure, we conducted training on how to deal with targeted attack emails sent to all staff in December 2015, introduced malware countermeasure solutions in January 2016, formulated Information Asset Management Guidelines for staff, which went into effect on March 2016, and accordingly moved forward with the strengthening of information security and mitigation of risk at an organizational level.

11- Introduction of online storage

From May, we started providing free and unlimited online storage to students, faculty and staff in the form of Box accounts. Leveraging the Office 365 product offered by Microsoft, we provided an Office download service to students, faculty and staff from August. Our Box online storage service registered 5,098 active users, and stored 17TB in files.

2) Firmer Financial Base

1- Strategic budget planning

When compiling the FY2016 budget, we conducted a comprehensive review of present challenges, and considered concrete countermeasure policies through strategic dialogue between the executive vice presidents and the budget supervising department and other initiatives. More specifically, in terms of budgetary control issues, we ensured transparency of the budget and reviewed expenditure rules under the direction of the Executive Board. In addition, we promoted initiatives to increase revenues and to secure an optimal balance of security and efficiency in our asset management.

2- Development of project-based budgetary system

We conducted a concrete examination toward the development of a new corporate structure that could serve as the foundation for a project-based budgetary system. In particular, we confirmed the direction of four key points (budget management and results

management axis, area of responsibility, project units, management indicators) that will play a key role in future management. In addition, we introduced historical data into the specifications we are presently considering, conducted a detailed simulation, and verified effectiveness.

3- Compliance with fiscal discipline

We formulated fiscal discipline indicators (net recurring income/loss) in accordance with the revised Accounting Standards for Incorporated Educational Institutions that went into effect in FY2015, conducted further in-depth analysis, and set indicators that focus on financial resources arising from net income/loss. These indicators will enable us to secure the necessary funding to maintain cash flow over the next several years, and we promoted a deep understanding among campus staff of the indicators as the absolute minimum necessary to continually develop education and research.

4- Examination of optimal tuition structure

In light of the environment surrounding the university and prevailing social conditions, and with the aim of developing a tuition structure that allows us to be accountable to society, we conducted a review of factors underpinning tuition levels based on an analysis that incorporates a medium to long-term outlook of the university's finances and research into tuition revisions at other universities, and also moved forward with an examination of the optimal tuition structure to enrich education and research activities that can in turn benefit students.

5- More consistent and vigorous fund-raising activities

We raised a total of 4.29 billion yen in funds, which exceeded our target of 3.3 billion yen (total including both monetary and goods donations). The Waseda Supporters Club and Education Promotional Fund promoted fundraising activities under a medium to long-term fundraising strategy aimed at achieving our funding target. In particular, the New Memorial Hall (tentative name) Donation Fund, which was started in September 2015 (fundraising period: up to March 2020), sent a prospectus to alumni via direct mail in November, and actively disseminated information to the Board of Trustees, the Advisory Council, the Alumni Association Council of Representatives and the Tomon Taiikukai, and raised 570 million yen of the target of 2 billion yen in roughly six months, marking an auspicious start. As part of efforts to strengthen overall fundraising initiatives across the university with a view to obtaining funds from external sources as well, we promoted a variety of fundraising activities including fundraising support for the "130th Anniversary Memorial Global Leader Development Fund under Political Science and Economics", and other designated donations attributable to each athletic club, each undergraduate school and section, and each faculty, department and institute.

Moreover, in FY2015, we offered assistance for four projects intended to provide student support and enrich education and research activities by leveraging funds secured by the "WSC Members Fund" (total of 2.3 billion yen as of the end of FY2015), which was founded using part of the Supporters Club donations.

We periodically issued newsletters and e-mail magazines to donors, and strengthened information dissemination via on-campus and external public relations magazines and through our website. As part of measures to strengthen rewards for and follow up with our donors, we invited the latter to serve as special members of the Waseda Supporters Club, and held the "Forum-Gathering for Waseda University Supporters" event on two occasions in the summer and autumn. In addition, we promoted the use of naming rights for various donations by installing nameplates with the donor names engraved at certain facilities.

6- Expansion of Alumni Association Recognition to Secure Continuous Alumni Association Fees

FY2015 coincided with the final year of the Alumni Association Fee Fourth-Year Payment System (fees corresponding to 10 years paid in advance at the time of graduation), so we used the Alumni user model to leverage one-to-one communication with the alumni who graduated in 2006, deliver messages designed to move alumni individually, and actively promote further alumni fee payments in the 11th year and beyond.

In addition, we aimed to increase fee payments by strengthening public relation initiatives regarding an increase in "Support Fees to Strengthen the Organization of the Alumni Association" based on the number of members paying fees, and these initiatives were directed toward various Tomonkai other than year-based and regional Tomonkai.

We also thoroughly disseminated information about the policy to waive the individual annual fee for the Waseda general card, which went into effect in April 2015, and aimed to promote card membership and usage among alumni.

In other developments, we looked into the creation of spaces as a new approach to attract alumni to our campuses. More specifically, we upgraded the furniture and equipment in the Alumni Salon and changed its layout, thus turning it into a more user-friendly facility and positioned it as a space where alumni can relax.

3) Improvement of education and research environments

1- Formulation of campus renovation plans

Working toward medium and long-term improvement of each campus, we continued to look into plans that addressed new needs in terms of facility enhancement, including the realization of Waseda Vision 150 and the promotion of the Top Global University (SGU) Project. We also promoted a plan calling for optimal usage of existing facilities.

2- Campus renovation projects

At the Waseda Campus, we completed our Learning Commons renovation project on the first floor of Building No. 7 at the end of October 2015. The upgrades of Buildings No. 2 and 8 that aimed to consolidate the functions of the Faculty of Law as part of a relocation effort accompanying the completion of Building No. 3, were completed at the end of September 2015. In addition, the renovation of Building No. 26 with the aim of establishing the Waseda Business School (Graduate School of Business and Finance) was completed at the end of March 2016.

In the construction plan for the New Memorial Hall (tentative name) at the Toyama Campus, we moved forward with an implementation design that factors in an arena of the same size as the one in the existing Memorial Hall, a martial arts dojo, sports facilities accessible to regular students, a Learning Commons, a sports museum, and facilities related to a sports competition center. The plan also envisions covering the bulk of the building rooftop with greenery to provide spaces where people can gather. In this way, we worked to enhance the amenities for students utilizing the Toyama Campus, and aimed to deliver next-generation environmentally friendly construction while taking into consideration contribution to the local community by providing a shelter function during times of emergency.

The demolition of the existing Memorial Hall (Building No. 37) was started in August 2015 and completed in January 2016. Construction of a new building started from February, and the building is scheduled to open its doors from March 2019.

At the Nishiwaseda Campus, we completed the courtyard enhancement at the end of March 2016. At the Tokorozawa Campus, we installed an elevator at Building No. 100 and completed other barrier-free construction work at the end of October 2015.

As a new project aimed at enhancing our educational environment, we started construction work in line with the new plan for the Waseda Avenue New Classroom Building (tentative name) on the former Nissan Prince site.

3- Development of fundamental facilities to support new university community

As part of initiatives to pursue cooperation between the university and neighboring areas, we opened the shop Macheria, which is operated by the local shopping area, on the first floor of Building No. 7 (where we also established the Learning Commons) at the end of October 2015.

4- Development of diverse learning spaces

We set up new group learning spaces under the name W Space on the first floor of Building No. 7 and in Building 19-2 (Kyosokan), and made these accessible to students. Moreover, based on our policy of expanding on-campus Learning Commons going forward and with the aim of reviewing our operating system, we established the Learning Commons Examination Working Group, and started a concrete examination.

The W Space in Building No. 7 consists of eight rooms that surround the Academic Advising Office, and each room offers a learning space distinguished by the following characteristics in line with usage settings and purpose.

- **Private-room group study space (W Space 7-1, 7-2)**

These spaces require advance booking before usage. The private rooms are surrounded by white-board walls and facilitate intensive group discussion. Some private rooms feature wall-mounted displays equipped with collaboration functions.

- **Silent private study spaces (W Space 7-8)**

These spaces do not require advance booking before usage. They are mainly aimed at private study, and have a strict ban on talking. They are also envisioned as venues to be used for events, presentations, and discussions, and they feature projectors, screens and other equipment you would typically find in a regular classroom.

- **Bench seat booths and tatami (straw mat) booths (W Space 7-3)**

These spaces do not require advance booking before usage. The bench seat booths are equipped with a display and movable white board.

- **Free spaces (W Space 7-7)**

These spaces do not require advance booking before usage. They are equipped with movable furniture and an electronic blackboard. Occupants may freely arrange the layout to fit their needs.

- **Spaces that allow food and drinks (W Space 7-4, 7-5, 7-6)**

These spaces do not require advance booking before usage and allow food and drinks. At the north entrance of Building No. 7, we established the Macheria shop, through which the local shopping area sells lunch boxes. During lunch time, students can gather here and engage in exchange or study in a relaxing atmosphere.

5 | Recovery Aid for the Great East Japan Earthquake

- **We conducted recovery aid activities in three areas: (1) study aid for students from disaster-affected areas, focused on our scholarship system, (2) recovery aid for regions affected by the disaster, focused on volunteer and other activities, and (3) recovery aid through disaster-related research. In the fifth year since the Great East Japan Earthquake, we conducted a review of our recovery aid activities and enhanced university support systems to be deployed in the event of a similar massive earthquake.**

We integrated the roles of the Great East Japan Earthquake Support Committee and the Great East Japan Earthquake Reconstruction Support Office (both established in the wake of the disaster; office manager: Kaoru Kamata, President) into our Waseda Vision 150 Great East Japan Earthquake Reconstruction Support Project, and developed on-campus systems necessary to implement future-oriented policies based on “Initiatives that Prevent Disasters from Being Forgotten” and “Promotion of Preparations for Future Disasters”. In addition, we conducted support activities in the three following areas as outlined below: (1) study aid for students from disaster-affected areas, focused on our scholarship system, (2) recovery aid for regions affected by the disaster, focused on volunteer and other activities; and (3) recovery aid through disaster-related research.

1) Aid for students from disaster-afflicted areas

To ensure existing and new students who were affected by the disaster can receive education without concerns, we again took measures to reduce tuition in FY2015 (FY2015 total amount: roughly 13.28 million yen; annual tuition halved for 13 students, waived for six students) and offered financial assistance to a larger number of students through our Great East Japan Earthquake Student Aid Scholarship (FY2015: 23 people, 9.6 million yen).

2) Aid for disaster-afflicted areas

We continued to hold disaster recovery aid volunteer activities in disaster-affected areas and Tokyo led by the Hirayama Ikuo Volunteer Center (WAVOC).

In areas affected by the disaster, we conducted ongoing volunteer activities such as support with event organization, support for residents of temporary housing, and support for sports activities. In Tokyo, we worked to ensure the disaster is not forgotten, and conducted initiatives such as seminars organized by student clubs, charity concerts, a long-distance relay event for charity, and support for the development of a seaside evergreen forest (tide-water control forest). Through these initiatives, we not only helped with recovery initiatives, but also built networks with other universities that conducted similar initiatives.

3) Recovery aid through disaster-related research activities

As part of our original three-year plan for recovery aid through disaster-related research activities, we conducted research on seven topics across three projects: (1) medical treatment and health, (2) infrastructure and disaster prevention, and (3) urban

development and social systems. Among these, we have positioned “infrastructure and disaster prevention” and “urban development and social systems” as priority fields and continued research on this basis. Since FY2015 marked the final year of the research projects, we summarized the findings of our research to date and reflected these in recovery aid proposals.

Overview of research projects related to the Great East Japan Earthquake Recovery

Research field	Research topic
Disaster-related research projects centered on infrastructure and disaster prevention	Damage analysis and recovery strategy research related to the Great East Japan Earthquake and Tsunami
	Proposals for environmental diagnosis and countermeasure technologies related to reconstruction and recovery following the Great East Japan Earthquake
	Research into the causes and impact of complex, massive crises, as well as into disaster countermeasures and subsequent recovery
Disaster-related research projects centered on urban development and social systems	Comprehensive research into future-oriented post-disaster housing and urban planning that is in harmony with natural concepts learned from cultural assets
	Waseda University the Great East Japan Earthquake Recovery Aid Legal Project
	Reconstruction of new global social system that is resilient against major disasters
Disaster-related research projects centered on medical treatment and health	Needs survey research for scientific and social response geared toward prevention of health impairment from major disasters (completed in FY2014)

2 AFFILIATED SCHOOLS AND ART SCHOOLS

1 | Waseda University Senior High School

As part of the Super Global High School (SGH) project, Waseda University Senior High School organized overseas training and conducted other initiatives to promote the development of global leaders in a multicultural symbiotic society. We conducted educational reforms based on our Waseda Vision 150, and made standardized language tests such as TOEFL®/TOEIC® compulsory.

In FY2015, we completed our new educational curriculum, which includes such initiatives as having both students in the humanities and sciences fields take the Mathematics III course, and establishing a preparatory course to advance to university.

1) Project overview

At the Waseda University Senior High School, which has positioned globalization as a key pillar of its reforms under the Waseda Vision 150, the first batch of students from the Junior High School established in 2010 graduated from the high school in FY2015, and which moved the School to a new chapter. With high school-university partnerships being a major theme in Japanese education, we conducted various initiatives to provide meaningful six-year and three-year programs to junior high school and high school enrollees, respectively, as an institution that develops human resources for the next era.

The Senior High School was selected as a Super Global High School (SGH) project by MEXT in FY2014. FY2015 not only brought the first SGH overseas training for the school, but also coincided with the completion of the new curriculum, and thus became the first year in which the full picture for the coming years could be experienced. In FY2016, we plan to conduct further activities while also adding overseas training in Europe.

2) Key projects

1- Waseda Vision 150 and elaboration of future concept for the Senior High School

In accordance with the Waseda Vision 150, the Senior High School has actively engaged in educational content reform and new initiatives. FY2015 marked the year in which the new curriculum was completed. More specifically, we worked to enhance fundamental liberal arts and sciences education by, for example, making Mathematics III a required course for both students in the humanities and sciences and making standardized language tests such as TOEFL®/TOEIC® compulsory, thus ensuring a smooth progression to specialized education in undergraduate schools. Under the SGH project for which we were selected in FY2014, we focused on the research topic “Cultivating Global Leaders in a Multicultural Symbiotic Society”. We pursued seven programs in accordance with the research topic, but the mainstay program that underpinned all other programs was realized in FY2015. We conducted a multicultural symbiosis research project in Australia, and presented the findings of our research at the SGH presentation meeting and other venues. We also started distributing related on-demand content.

With the aim of gradually increasing partner schools, the Senior High School made preparations to conclude partnership agreements with high schools in China and Germany (conclusion scheduled for FY2016). Far from confining ourselves to English-speaking regions, we aimed to leverage the requirement for a second foreign language, and in addition to existing partnerships in German, French and Chinese-speaking regions, we promoted exchange with Russian-speaking regions and deepened exchange with the latter through the Japan-Russia Youth Exchange Center and other organizations. We maintained our partner school relationship with Hana Academy Seoul and utilized the partnership to deepen education rooted in mutual international understanding by, for example, participating in the Hana Academy Symposium.

2- Expansion and improvement of overall day-to-day educational activities

Educational activities at the Senior High School are broadly divided into regular curriculum activities and extracurricular activities. A key consideration in evaluation is the degree of results that can be observed from regular courses and those deriving from course-related events and activities. With the aim of providing on and off-campus opportunities that provide greater stimuli to students of the school, who are expected to be active in both fields, we actively disseminated information.

In FY2015, the year in which the first batch of Junior High School students became third-year Senior High School students, we made steady progress with a total of 360 students enrolled in the Junior High School and 1,440 in the Senior High School.

Although there are differences in educational content and teaching methods between the Junior High School and the Senior High School, we further adjusted our guidance to raise students' motivation to learn autonomously in both regular and extracurricular activities, and started a review of learner-centric study methods such as active learning. Going forward, it will be important to make use of assistance and grants from various institutions, and move forward with study activities.

3- Effective cooperation between the Junior and Senior High School

We fostered mutual exchange among students by organizing the Senior High School's art presentation event and the Junior High School's learning presentation event on the same day. We also eliminated existing barriers between the Junior High School and the Senior High School by making Junior High School students eligible for the Alumni Association Academic Research Grants and allowing them to submit entries in the Essay and Art Collection, and thus provided an environment conducive to mutual encouragement. In FY2015, we actively supported exchange among students, and encouraged Junior High School students to join their Senior High School counterparts in SGH activities, realizing cooperation between Junior High School and Senior High School students.

4- Proper implementation of new Senior High School curriculum

The new Senior High School curriculum that was progressively introduced from FY2013 reached its year of completion, and we were able to implement the curriculum smoothly.

5- Promotion of collaboration the university Faculties

In line with the direction set by Waseda Vision 150, we provided opportunities for informal exchange with Waseda University Faculties that each conduct new educational initiatives, and worked to deepen cooperation. We also started a regular meeting with the Academic Affairs Division as a platform to exchange opinions and share information with a view to strengthening future cooperation.

2 | Waseda University Honjo Senior High School

Honjo Senior High School was designated as a Super Global High School (SGH) and we cultivated core human resources for Waseda University and human resources who can be active as global leaders. We established the Mt. Okubo Study Course as a cross-curriculum project, and made preparations for the launch of the project in FY2017.

1) Project overview

Honjo Senior High School, which was established to celebrate the 100th anniversary of the founding of Waseda University, celebrated its 30th anniversary in 2012. At present, we are working on a roadmap that further develops the future vision outlined in Waseda Vision 150, and aim to newly complete stage two around the 40th anniversary of the School (2022).

With the aim of conducting further reforms informed by our academic achievements over the last 30 years, fulfilling our obligations as an affiliate school, and cementing our leading position among high schools, we conducted the following projects.

2) Key projects

1- Cultivation of core human resources for Waseda University and human resources who contribute to the world as global leaders

To cultivate core human resources for Waseda University and human resources who contribute to the realization of global peace and happiness in human society, Honjo Senior High School conducted the following activities.

- Having been designated as a SGH, we started the plan for the first year of the project.
- We set up an SGH Committee on campus to deepen our SGH vision, and organized various seminars as part of faculty and staff training with the aim of enhancing our SGH project with the expertise in teaching and research development gained while implementing SSH and other projects over the past decade.
- We established a student-led SGH Senior Staff Committee, and created the foundation for a Micro Project vision which primarily envisions all students conducting activities in teams, with the core purpose of the project being the development of students who take part in it.

- We cooperated with partner schools in China (Peking), South Korea and Taiwan, as well as with the Waseda Shibuya Senior High School in Singapore, and conducted exchange based on study themes.
- We actively participated in various training workshops organized by Waseda University's Hiramama Ikuo Volunteer Center (WAVOC) with the aim of encouraging theoretical and comprehensive study in various global problems, including environmental issues, international conflicts and poverty. A wide range of volunteer activities also delivered experiences that are otherwise difficult to gain as high school students, while also providing opportunities to acquire a firm outlook on international symbiosis.

2- Enhancement of integrated high school-university education

While aiming to enhance fundamental academic ability and expand intellectual curiosity, we developed frameworks to cultivate a spirit of inquiry and foster mental and physical development that enables students to engage in their studies with an attitude of perseverance.

- With regard to advancement to undergraduate schools, we set up the Group Selection Undergraduate School Recommendation System, which does not use academic performance as its sole evaluation metric but rather relies on a multifaceted evaluation that also includes autonomy, enthusiasm, decision-making, and expression ability. The system also takes into account achievements in other on or off-campus activities such as study abroad, regional contributions and volunteering.
- To cultivate firm academic ability that will prove useful regardless of whether students advance into the humanities or sciences, we formulated a new curriculum that further expands fundamental skills, intellectual ability, decision-making, and expression skills.
- We aimed to strengthen graduation thesis guidance by deepening cooperation between Honjo Senior High School and science-related graduate schools.

3- Development of cross-curriculum classes and education that takes advantage of the regional environment

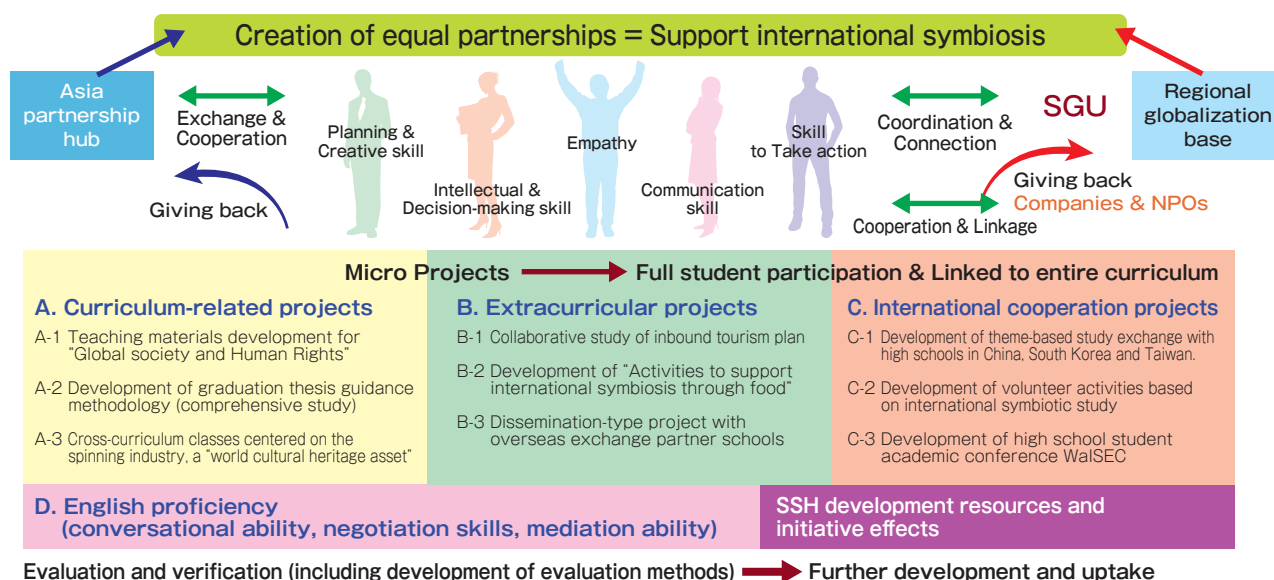
We developed cross-curriculum classes and education that takes advantage of the regional environment as follows.

- We formulated plans for a Mt. Okubo Study Course (common name) for each curriculum in the belief that students should be given the opportunity to experience diverse education programs that are unique to Honjo Senior High School, including living in harmony with and learning the wisdom of nature while being surrounded by the abundant green, natural environment of Mt. Okubo. From FY2017, we plan to implement "comprehensive learning time".
- We also conducted cross-curriculum classes centered on the spinning industry of Honjo City, which has a deep connection with the Tomioka Silk Mill, a registered world cultural heritage site.

Waseda University Honjo Senior High School's research and development vision:

Program Seeking to Develop Partnership-Building Ability in Support of International Symbiosis

– Exchange, cooperation, collaboration and giving back through team-based Micro Projects –



3 | Waseda University Art and Architecture School

Waseda University Art and Architecture School aimed to further enhance the level of its education based on the theme of “strengthening cooperative systems with technology colleges and graduate schools with the aim of becoming an international super school that offers higher education in architecture aimed at working adults in the liberal arts fields”.

1) Project overview

Waseda University Art and Architecture School was founded as the Waseda Koshu School in 1911. Since its establishment, it has operated as an educational provider of evening courses for 104 years, during which it continued to cultivate professionals needed by the prevailing times. In 2011, it was relaunched as an institution that cultivates advanced architects, and opened its door to a broader public, accepting diverse outstanding human resources from among working adults and students. In this way, it made a new start while aiming to provide creative and practical architectural education that runs across the fields of art and engineering. The school is distinguished by caring and attentive instruction in a studio-based style under the motto of cultivating small numbers of exceptional talent through instruction by a team of architects working in the front lines of the sector and university professors. On this basis, we delivered major achievements, and conducted education premised on the three major educational principles outlined below via a school structure consisting of a two-year architecture course and a three-year urban design course.

- (1) Collaboration
- (2) One-on-one teaching
- (3) Beyond the genre

In FY2015, we built on our efforts from the preceding year and worked to further enhance the level of our education under the theme of “strengthening cooperative systems with technology colleges and graduate schools with the aim of becoming an international super school that offers higher education in architecture aimed at working adults in the liberal arts fields [Waseda AA Renaissance]”, and continued to aggressively promote various concrete plans to support the future vision outlined in Waseda Vision 150.

2) Key projects

1- Leveraging special recommendation admission system to advance from the Art School to a graduate school

With regard to recommendations to Art School-affiliated labs at graduate schools, we did not introduce a new special recommendation admission system, but rather leveraged the original special selection admission system, and expanded the admission quota. As a result, the number of students enrolled via recommendation in FY2016 increased to three.

2- Establishment of Architecture and Art Lab at the Graduate School of Creative Science and Engineering

As planned, we established an Architecture and Art Lab staffed by full-time instructors of the Art School at the Department of Architecture of the Graduate School of Creative Science and Engineering, and strengthened cooperation between the Art School and the graduate school.

3- Promotion of mutual exchange and organization of special auditing system through collaborative classwork with the Department of Architecture at the Graduate School of Science and Engineering

We introduced a new special auditing system from FY2015, and six students from the Art School and three students from the Graduate School of Science and Engineering were mutually accepted as auditing students.

4- Expansion of education through invitation of young architects

In FY2015, we appointed one young architect as an associate professor and invited several renowned young architects as part-time instructors, and thus aimed to revamp and strengthen our educational contents.