

University Accreditation Results
(Results for Certified Evaluation and Accreditation for university)

Waseda University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2013	
Accreditation Status: accredited (Accreditation Period: April.01.2014 – March.31.2021)	

Certified Evaluation and Accreditation Results for Waseda University

Notable Strengths

Mission and purpose

- It is commendable that Waseda University (hereafter, the University) has clarified its direction. The University has set its educational purpose based on its founding principle, and has formulated a grand design of education and research for over ten years. The University has proposed and implemented concrete measures and policies for both inside and outside. The University clearly states the “Mission of Waseda University,” and has formulated the “Waseda Next 125” in 2008. Under the slogan, “From Waseda [in Chinese letters] to WASEDA [in Roman letters],” it aims to build “WASEDA” as a global university, and has produced successful results. In 2012 the University formulated the “Waseda Vision 150” in which it articulated its plan for the next twenty years.

Educational content, methods, and outcome

- It is commendable that the Graduate School of Japanese Applied Linguistics has prepared a unique curriculum to achieve its purpose of fostering Japanese language instructors with a high level of practical research competencies. The Graduate School of Japanese Applied Linguistics offers outstanding courses appropriate for research that is directly connected to the classroom, and consists of three core areas: theoretical research in broader knowledge, practical research involving participant observation and classroom management in the Japanese language course at the Center for Japanese Language, and seminars to acquire research skills in problem finding and problem solving.
- It is commendable that the Writing Center plays an important role in the coaching of students' thesis writing, and also plays a pioneering role in Japanese universities by publishing *The Principle and Practice of Tutoring Writing: The Challenge of the Waseda University Writing Center*. The Writing Center, which serves undergraduate and graduate students, has facilitated various activities regarding the coaching of thesis writing in Japanese as well as in English, and the learning support offered by the Writing Center has produced strong results in terms of the numbers, according to user statistics.

Enrollment

- It is commendable that the adoption of a new admissions policy has effectively increased the number of international students. As a result of the introduction of a degree-granting program in which classes are taught in English, following the adoption of the Global 30 policy that states “admitting many enterprising and motivated students from all over the world, including Japan,” the number of international students in undergraduate programs increased between the years 2009 and 2010. As a result of actions based on the student admission policy of the University as a whole, the number of international students is increasing steadily.

Student support

- It is commendable that the University has offered generous economic support of

students according to the supply records to date. Many kinds of original scholarships are available. All are grant-based and do not need to be repaid, and can be used in conjunction with scholarships from outside the University.

Education and research environment

- It is commendable that the Special Support Program for Large-Scale Research reduces the teaching load of recipient researchers and has increased the incentive for researchers to acquire outside research funding.

Social cooperation and contribution

- It is commendable that a wide variety of social collaboration and social contribution activities have been implemented that take advantage of this large-scale traditional university, and that the contents of these activities have been very rich. Notably, the University assigns offices to be responsible for various activities, depending on the kind of social collaboration or social contribution. This is an effective way to clarify the responsibility of each office, and the review of the work done by these offices has been performed properly. For example, it is also commendable that the Development of University-Social Relations Liaison Office has made efforts to combine social collaboration with education by introducing many programs students can participate in and planning events in collaboration with the students.

Suggestions for Improvement

Mission and purpose

- Across all the schools and graduate schools, the purpose of education and research, including the purpose of fostering talented persons for each school and each graduate school, is not clearly defined in the regulations of the University. This situation should be improved.

Educational content, methods, and outcome

- The Faculty of Law, the Graduate School of Law, the Graduate School of Japanese Applied Linguistics, the Graduate School of Information, Production and Systems, and the Graduate School of Accountancy do not define the requirements for completing the programs in their degree-granting policies. This situation should be improved.
- In the Graduate School of Letters, Arts and Sciences, the policies for designing and implementing the curricula have become the content of the degree-granting policies. The policies stipulating basic philosophies on educational content and teaching methods should be formulated.
- The curricula of all the doctoral programs except those in the Graduate School of Political Science, the Graduate School of Fundamental Science and Engineering, the Graduate School of Creative Science and Engineering, the Graduate School of Advanced Science and Engineering, and the Graduate School of Sport Sciences do not combine coursework and research appropriately. Considering the purpose of the course-based doctoral program, the graduate schools should offer appropriate educational content.

- The Master's programs in the Graduate School of Political Science, the Graduate School of Economics, the Graduate School of Fundamental Science and Engineering, the Graduate School of Creative Science and Engineering, the Graduate School of Advanced Science and Engineering, and the Graduate School of Social Sciences approve the credits of certain undergraduate courses that can be taken by graduate students as a part of the requirements of the graduate degree without differentiating evaluation criteria for graduate students. From the perspective of quality assurance, this should be improved.
- The maximum number of credits students can register for per year has been set high at sixty for the double degree student in the School of Commerce, at fifty-four in the School of Fundamental Science and Engineering, the School of Creative Science and Engineering, and the School of Advanced Science and Engineering, and at fifty-six for fourth-year students and third-year transfer students in the School of Social Sciences. This situation should be improved in accordance with the purpose of having a credit system.
- Excepting the Graduate School of Law and Professional Schools, no graduate school (master's and doctoral programs) has stipulated the criteria for examining degree-seeking theses. These criteria should be formulated and clearly stated in the student handbook.
- In the doctoral programs, some students complete all the requirements except dissertation, and leave the university before completing their dissertation requirement within the time limit. Later, when these students submit their dissertations, even though they do not have enrollment status, they are granted doctoral degrees in the same manner as those students who have continuously enrolled. This is not an appropriate use of the system and should be corrected. The criteria for granting doctoral degrees should be reconsidered, and in accordance with the purpose of course-based doctoral program, measures to facilitate the degree completion within the required time frame should also be taken.

Enrollment

- Regarding the admissions policies, the image of expected students are not clearly defined for the School of Creative Science and Engineering, the School of Advanced Science and Engineering, the School of Social Sciences, the Graduate School of Economics, the Graduate School of Law, the Graduate School of Letters, Arts and Sciences, the Graduate School of Commerce, the Graduate School of Creative Science and Engineering, the Graduate School of Advanced Science and Engineering, the Graduate School of Japanese Applied Linguistics, the Graduate School of Information, Production and Systems, and the Graduate School of Environment and Energy Engineering, and the vision of expected students are not clearly defined. This situation should be improved.
- The ratio of enrolled students to the student enrollment cap is high in the following academic units: at 1.26 in the Department of Political Science and Economics; at 1.28 in the Department of Political Science, at 1.26 in the Department of Economics, and at 1.25 in the Department of Global Political Economy in the School of Political Science and Economics. It is also high in the following academic units: at 1.27 in the School of Law; at 1.26 in the School of Letters, Arts, and Sciences; at 1.28 in the School of Commerce; at 1.20 in the School of Sport Sciences; and at 2.28 in the doctoral program in the Graduate School of Information, Production, and Systems. Conversely, this ratio is low in the

following academic units: at 0.23 in the doctoral program in the Graduate School of Economics and at 0.31 in the doctoral program in the Graduate School of Fundamental Science and Engineering. Each department, school and graduate school should improve these situations.

Area of Serious Concern

Enrollment

- The average of the ratios of last five years of enrolled freshmen to the freshmen admission cap is high at 1.24 in the Department of Physics in the School of Advanced Science and Engineering. The ratio of enrolled students to the student enrollment cap is high in the following academic units: at 1.25 in the School of Education; at 1.30 in the Department of Japanese Language and Literature in the School of Education; at 1.29 in the Department of Social Studies in the School of Education; at 1.22 in the Department of Science in the School of Education; and at 1.26 in the Department of Cultural Sciences in the School of Education. This ratio is also high in the following academic units: at 1.30 in the Department of Physics in the School of Advanced Science and Engineering; at 1.21 in the Department of Chemistry and Biochemistry in the School of Advanced Science and Engineering; at 1.34 in the School of Social Sciences; at 1.22 in the School of Human Sciences; at 1.25 in the Department of Human Behavior and Environmental Sciences in the School of Human Sciences; and at 1.24 in the Department of Human Informatics and Cognitive Sciences in the School of Human Sciences. Each department and school should improve the situation. In regards to the enrollment managements of the University, in the last accreditation process, Japan University Accreditation Association (hereafter, JUAA) included an admonition and requested a report on improvements; however, the University has not improved it sufficiently. Thus, JUAA has again requested another report in accordance with this accreditation process; however, the School of Education still has not implemented proper enrollment controls. The University must correct this situation immediately.