

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: 2020	
Accreditation Status: accredited (Accreditation Period: April.1.2021 – March.31.2028)	

Certified Evaluation and Accreditation Results for Waseda University

Overview

Waseda University has a threefold mission statement. Namely, it holds as its mission “Independence of Scholarship”, “Practical Application of Scholarship”, and “Fostering of Good Citizens”. Accordingly, the University sets as its goal to “contribute to the creation and development of culture and the welfare of humanity by fostering capable students who are individualistic, well-educated, and capable as shapers of the nation and society; and in addition, perform independence of scholarship, endeavor in the pursuit of truth and the application of theory, as well as thoroughly teach specialized subjects and promote their popularization”. Moreover, the University formulated Waseda Vision 150 as a mid- to long-term plan for the 150th anniversary of its founding in order to achieve its founding principals and its goals, and is recognized for endeavoring toward the improvement and advancement of its educational and research activities.

With regard to internal quality assurance, the existing organizations cooperate within the three shared promotional frameworks of education, the mid- to long-term plan Waseda Vision 150, and certified evaluation and accreditation to build a hierarchy of the university-wide level, the institutional level, the program level—and with further regard to education—the classroom level. Additionally, they conduct PDCA cycles at each level, and are putting a system in place to achieve shared responsibility and mutual collaboration within the hierarchy. However, there is insufficient comprehension of and support for a series of tasks such as the formulation of the three policies for each undergraduate and graduate division, curriculum management, check and assessment, and their improvement and progress. This is the responsibility of the Committee of Associate Deans of Academic Affairs, an organization that promotes internal quality assurance for education. Improvements are needed so that each undergraduate and graduate division can conduct periodic checks and reviews and implement improvements and progress based on those results with appropriate support from the Chief Academic Officers in Charge of Academic Affairs Committee.

With regard to education, matters are appropriately organized on the whole in all undergraduate and graduate divisions based on the university-wide degree award policy (diploma policy) and curriculum design and implementation policy (curriculum policy). Also, by numbering courses, the University is devising a system that allows students to take courses systematically and sequentially. The Center for Higher Education Studies was

founded as a think tank to support educational policy planning, and it checks and assesses the appropriateness of curricula and content, methods, and educational and research organizations, linking those results to improvements and progress. Moreover, the Global Education Center was founded to actively promote the development and expansion of university-wide fundamental education and humanities and sciences fusion education for academic writing in Japanese and English, mathematical thinking, basic data science, and information skills. Furthermore, the University is developing various initiatives for providing effective education by adopting the student participation model of education based on exercises and seminars as well as the project model of education utilizing fieldwork.

Students have proposed measures that contribute to the realization of the mid- to long-term plan Waseda Vision 150, and a number of proposals are being adopted. Actively adopting plans solicited from students who are university members—for example, establishing the Learning Commons, rebuilding the Waseda Shogekijo Drama-kan Theater, and establishing the Gender and Sexuality Center)—and making improvements while both striving to promote their vision and supporting students can be described as excellent initiatives. Besides organizational improvements in each faculty and graduate school, establishing the Research Innovation Center, endeavoring to reinforce research and Industry-Government-University collaboration—including the Research Organization for Open Innovation Strategy—and setting an example in “social value creation” as the third role of the University after education and research is also highly commendable. Moreover, it is noteworthy that the University suitably conducts surveys on student satisfaction and is striving to improve its environment. In addition to this, collaboration and support in various areas is improving, especially when it comes to staff. For example, Kouhai Navi program, which provides support to freshmen, is run within a framework in which young staff support the independent volunteer activities of students, leading to the growth of both students and staff.

However, there are several issues that should be addressed. To begin with, besides some faculties having problems substantiating credits, improvements are needed as the method for measuring learning outcomes indicated in the university-wide degree award policy has not been decided. Moreover, prompt correction is necessary with regard to a number of undergraduate and graduate divisions not properly instituting degree award policies, curriculum design and implementation policies, and admission policies. Likewise, thoroughly implementing a student quota for graduate schools is needed since the ratios of student enrollment to the student enrollment cap is low in some graduate schools.

Hereafter, we expect the University will make greater strides by further developing its unique initiatives, in addition to resolving these issues through internal quality assurance

initiatives.

Notable Strengths

Mission and Purpose

- In the mid- to long-term plan Waseda Vision 150 formulated in 2012, the progress of various projects is evaluated based on the vision, a framework was built for review and improvement, and promotion is being carried out under the leadership of the president. Furthermore, the Waseda Vision 150 Student Competition has been held continuously since 2012, and students are proposing measures to contribute to the realization of Waseda Vision 150. With regard to the outstanding proposals, there are many examples that have been realized, subsequently cultivating students' deeper appreciation for Waseda Vision 150. This is commendable because it has led to an increase in students' motivation to become actively involved in university administration.

Education and Research Organizations

- In the “Open Innovation Organization Development Project” adopted in 2018, the University unified its contacts for external research projects in order to invigorate industry-academia collaboration in competitive areas between organizations, and reorganized the Research Innovation Center in order to build a framework that enables it to expedite the communication of important information. The fact that the University holds “social value creation” as its third role after education and research, actively endeavoring to create an institution that sets an example is commendable as demonstrating an aspect of its uniqueness.

Student Support

- Residence Life Center runs S.I. (Social Intelligence) programs at the Waseda International Student House, focusing on group work so students can make the most of the knowledge and skills they acquire from the required curriculum. Besides required classes in volunteer-related subjects, The Hirayama Ikuo Volunteer Center provides relevant extracurricular programs as well as support and assorted activities. Various centers are each conducting distinctive educational programs and activities both within and without the required curriculum. Moreover, the fact that students are participating

in student support activities is also distinctive. For example, Kouhai Navi program, which provides support to freshmen, is being managed within a cooperative framework in which young staff support the independent volunteer activities of students, and is beneficial to the mutual growth of students and staff. It is commendable that excellent initiatives are being taken in this fashion to realize policies for student support.

Education and Research Environment

- For assessment purposes with respect to its grasp of facility maintenance issues on campus and improvements to convenience for the students by means of maintenance, the University is suitably conducting surveys on the condition of the facilities used by students and their satisfaction with them. Consequently, the need to improve the lounge environment became clear, and it is commendable that the University is endeavoring to make improvements based on student surveys, such as performing renovations so that the existing lounges can also be used for group study.

Social Cooperation and Contribution

- Workshop on Cooperation with Local Community and Professionals Workshop programs, which are supervised by the University-Social Relations Liaison Section of the Academic Affairs Division, are extra-curricular projects. However, the University is promoting their systematization as educational programs in which students tackle community issues in collaboration with the Global Communication Center, which oversees education in the required curriculum. By staff being involved in education in addition to faculty, a system is in place that also enables staff to engage in social cooperation and contribution. These initiatives are commendable for their expectation not only to have an educational effect on students, but also to build the skills of staff and trust with the community.

University Management and Finance

- Project-based work initiatives for staff have also been positioned as a part of staff training and implemented for many years. These projects are conducted in areas such as student support, social cooperation, educational and research support, and managerial support, and also lead to improvements in business operations. This project-based work for staff contributes to staff also being involved in education and to the advancement of

high-level cooperation in the teaching profession, and broadly reframes the nature and role of staff in universities. Moreover, the fact that it is connected to a systematic S.D. (staff development) program that leads to staff gaining competency in undertaking project work, such as the initiative being conducted in which staff provide educational support with faculty over the course of a year as staff training, is also commendable.

Suggestions for Improvement

Mission and Purpose

- Regarding the objectives of human resource development and other educational and research objectives in graduate schools indicated in the University's regulations, the material students study in the Department of Electronic and Physical Systems at the Graduate School of Fundamental Science and Engineering and the descriptions of new courses in the Major in Curriculum Area Sciences at the Graduate School of Education are each merely shown. Improvements are needed as their relevancy to the University's three-fold mission statement and the purpose of graduate school is unclear.

Internal Quality Assurance

- It cannot be said that the Chief Academic Officers in Charge of Academic Affairs Committee, an organization that promotes internal quality assurance for education, fully ascertains the status of PDCA cycles in each undergraduate and graduate division and is supporting them. Improvements are needed so that each undergraduate and graduate division can conduct periodic checks and reviews and implement improvements and progress based on those results with appropriate support from the Chief Academic Officers in Charge of Academic Affairs Committee.

Educational Program and Learning Outcomes

- In the School of Political Science and Economics, the School of Law, the School of Culture, Media and Society, the School of Humanities and Social Sciences, the School of Commerce, the School of Social Sciences, the School of Human Sciences, the School of Sport Sciences, and the School of International Liberal Studies, one or more of the following situations may be occurring: there are a considerable number of students who are earning credits in excess of the maximum number of credits that can be registered

in a year, the students' average number of registered credits exceeds the maximum number of registered credits, and in half a year, some students are earning credits that exceed the annual maximum. Although it institutes a maximum number of credits that can be registered in a year, the University permits students to earn credits without including them in the maximum with regard to courses that do not count toward the credits required for graduation. And while the syllabi describe the content of class preparation and review, improvements are needed in light of the credit system's purpose as the University's measures to substantiate credits are insufficient.

- With regard to its grasp and assessment of learning outcomes specified in the degree award policy, at the current stage, the University has only begun to examine those methods. Improvements are needed as we cannot say that both undergraduate and graduate divisions are measuring learning outcomes in a versatile and suitable manner.

Student Enrollment

- With regard to the ratios of student enrollment to the student enrollment cap, improvements are needed so that student quotas for graduate schools are thoroughly implemented as they are low at 0.44 in the Graduate School of Letters, Arts and Sciences, Master's Program and at 0.42 in the Professional Degree of Major in Public Management at the Graduate School of Political Science.

Faculty and Faculty Organization

- It cannot be said that the University is sufficiently conducting proper F.D. (faculty development) programs for educational improvements with regard to the whole undergraduate program and each faculty, the whole master's and doctoral graduate program and each graduate school, and the whole professional degree program and each graduate school. Therefore, improvements are needed so that these F.D. programs can be suitably implemented by the Center for Higher Education Studies ascertaining the activities of each undergraduate and graduate division.

Education and Research Environment

- In the master's program, Introduction to Research Ethics is offered to foster better understanding of research ethics; however, the participation rate is low. Moreover, due

to the fact that a system is in place in the doctoral program that makes it sufficient for graduate students to take a research ethics course by the time they submit their doctoral dissertations, improvements are needed to foster better understanding of research ethics and to thoroughly prevent unethical research practices.

Recommendations

Educational Program and Learning Outcomes

- In the Graduate School of Fundamental Science and Engineering, the Graduate School of Social Sciences, the Graduate School of Environment and Energy Engineering, and the Graduate School of Human Sciences, the University does not institute a degree award policy in each degree program. Moreover, in the School of Fundamental Science and Engineering, the School of Creative Science and Engineering, the School of Advanced Science and Engineering, the Graduate School of Economics, the Graduate School of Law, the Graduate School of Fundamental Science and Engineering, the Graduate School of Creative Science and Engineering, the Graduate School of Advanced Science and Engineering, the Graduate School of Environment and Energy Engineering Master's Program, and the Graduate School of Human Sciences Master's Program, the University has not decided on degree award policies for each degree conferred. Furthermore, in the School of Law, the Graduate School of Political Science, Doctoral Program of Major in Political Science, Journalism Course, the Graduate School of Economics, the Graduate School of Letters, Arts and Sciences, the Graduate School of Education—excepting the professional degree program—and the Graduate School of International Culture and Communication Studies, the University does not indicate in the degree award policies appropriate learning outcomes for the aforementioned degrees, such as the knowledge, skills, and abilities that should be acquired. Therefore, we expect this situation will be corrected so that suitable policies are decided on.
- In the Graduate School of Political Science, 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 Environment and Energy Engineering, the Graduate School of Social Sciences, and the Graduate School of Human Sciences, the University does not institute curriculum design and implementation policies in each

degree program. Moreover, in the School of Education, the School of Fundamental Science and Engineering, the School of Creative Science and Engineering, the School of Advanced Science and Engineering, the Graduate School of Economics, the Graduate School of Law, Master's Program, the Graduate School of Education, the Graduate School of Fundamental Science and Engineering, the Graduate School of Creative Science and Engineering, the Graduate School of Advanced Science and Engineering, the Graduate School of Environment and Energy Engineering, Master's Program, the Graduate School of Human Sciences Master's Program, and the Graduate School of Business and Finance, the University has not decided on curriculum design and implementation policies for each degree conferred. Furthermore, in the Graduate School of Japanese Applied Linguistics Doctoral Program and the Graduate School of Asia-Pacific Studies Ph.D. Program, the University does not indicate its basic approach to curriculum design and implementation policy. Therefore, we expect this situation will be corrected so that suitable policies are decided on.

- In the Graduate School of Commerce Master's Program, the Graduate School of Commerce Doctoral Program, the Graduate School of Fundamental Science and Engineering Master's Program, the Graduate School of Fundamental Science and Engineering Doctoral Program, the Graduate School of Creative Science and Engineering, Master's Program, the Graduate School of Creative Science and Engineering Doctoral Program, the Graduate School of Advanced Science and Engineering Master's Program, the Graduate School of Advanced Science and Engineering Doctoral Program, the Graduate School of Environment and Energy Engineering Master's Program, the Graduate School of Environment and Energy Engineering Doctoral Program, the Graduate School of Human Sciences Master's Program, the Graduate School of Human Sciences Doctoral Program, the Graduate School of Sport Sciences Master's Program, and the Graduate School of Sport Sciences Doctoral Program, the University has not decided on research supervision methods or schedules as a plan for research supervision. Therefore, we expect this situation will be corrected so that they are determined and specified to students beforehand. Moreover, although the University indicates research supervision methods in the Graduate School of Information, Production and Systems, Master's Program and the Graduate School of Information, Production and Systems, Doctoral Program, the schedules are not specified to students. We expect this situation will be corrected as it is insufficient as a research guidance plan.

Student Enrollment

- In the Graduate School of Political Science, Doctoral Program, the Graduate School of Economics, the Graduate School of Law, the Graduate School of Fundamental Science and Engineering, the Graduate School of Creative Science and Engineering, the Graduate School of Advanced Science and Engineering, the Graduate School of Environment and Energy Engineering, the Graduate School of Social Sciences, and the Graduate School of Sport Sciences, the University does not institute admissions policies in each degree program. Therefore, we expect this situation will be corrected so that they are determined and made public.