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Program

15:00 **Opening Remarks**

- Satoshi Watanabe, Deputy Director of the International Strategy and Planning Office, The University of Tokyo

Purpose and Program of the Event (Introduction)

- Mami Yagihashi, Manager, International Projects Promotion Group, The University of Tokyo

15:10 **Information Exchange and Q&A Session**

16:25 **Closing Remarks**

- Ryohei Tanaka, Vice President, Soka University

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Information Exchange and Q&A - Overview

- Insights obtained through the activities to date of the Japan Forum for Internationalization of Universities (JFIU) “Building a Network of ‘Strategic Partnerships’ to Strengthen International Competitiveness among Japanese Universities” Project will be introduced
- In response to questions and issues raised in advance by universities that have not yet entered into strategic partnerships, project member universities will provide relevant information and introduce related initiatives

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Information Exchange and Q&A - Questions List (1)

- Q1: What are the specific benefits of implementing a strategic partnership?
- Q2: What are the characteristics of a strategic partnership agreement/MoU? What are the specific differences from usual agreements/MoUs?
- Q3: What are the characteristics of exchanges with the strategic partnership universities that differ from the usual exchanges with other partner institutions?

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Information Exchange and Q&A - Questions List (2)

- Q4: What were the most important considerations in the selection of strategic partner universities?
- Q5: Although there are several researchers working with the same overseas universities, there is an issue of horizontal collaboration within our university among such researchers, and therefore university-wide collaboration with that university has not yet been established.
- Q6: Please share examples of how you developed from academic exchanges based on usual inter-university agreements to strategic partnerships.

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Information Exchange and Q&A - Questions List (3)

- Q7: We would like to hear about any examples of partnerships that have evolved from engineering disciplines into university-wide strategic partnerships, or partnerships that include engineering disciplines and effectively utilize the unique resources of both universities.
- Q8: Are there any requirements for participating in an educational partnership project as part of a strategic partnership? For example, is it mandatory to have an English language course that allows credit transfer, or how do you resolve gaps in academic calendars and course requirements between universities when students have to leave their own university for long periods of time? In particular, we would like you to share examples of efforts by science and engineering institutions with strict course requirements.

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Information Exchange and Q&A - Questions List (4)

- Q9: How do you conduct evaluations of activities labeled as strategic partnerships?
- Q10: Please provide any representative literature (research papers, etc.) on strategic partnerships.

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**Q1: What are the
specific benefits of
implementing a
strategic
partnership?**

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Q1: Specific benefits of strategic partnerships

- A1 :

It is expected that recognition of the importance at the top levels of both universities will facilitate the promotion of activities that they wish to implement as a strategic partnership. When various activities in each department and field are included, research and educational exchanges between the two universities can be bundled together as a university-wide basis and developed into a university-wide partnership, thereby strengthening the cooperative relationship between the universities and making it a long-term and stable one. In addition, it will be possible to promote cross-disciplinary research and educational exchanges.

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Q1: Specific benefits of strategic partnerships

- A1:

When implementing international academic exchanges (research collaboration, student exchange, etc.), it is difficult for individual faculty members in charge to elicit an organized response among universities, and the development and continuation of projects are vulnerable due to limitations in budgets and in securing the necessary human resources. Therefore, strategic partnerships that operate in an organized manner play a significant role. In the case of education-related projects in particular, strategic partnerships are also effective in ensuring the quality of education, since it is necessary to match curricula from different countries at the organizational level.

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Q1: Specific benefits of strategic partnerships

- A1 :

Placing collaboration with a specific strategic partner above the usual inter-university agreements has the advantage of increasing the visibility of individual research and educational collaboration projects within the university with such partner universities.

This will lead to the smooth promotion of individual research projects, as well as the strengthening of cooperation at the university-wide level by increasing contacts with the partner university.

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Q1: Specific benefits of strategic partnerships

- A1:

Recognition within the university will make it easier to promote exchange activities.

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Q1: Specific benefits of strategic partnerships

- A1 :

Benefits include expanded academic exchanges and research, enhanced international collaborations, resource sharing and efficiency, promotion of industry-academia partnerships, prestige enhancement, and the provision of diverse educational programs. These will enable advanced research results, international contacts, collaborations with industry, and broad knowledge acquisition.

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Q2: What are the characteristics of a strategic partnership agreement/MoU? What are the specific differences from usual agreement/MOUs?

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Q2: Characteristics of the Strategic Partnership Agreement

- A2:

We have not established strategic partnerships as a specific agreement category.

- A2:

Although we do not have specific separate agreements named “strategic partnership agreements”, universities that we already have agreements with and that have a long history of exchange in multiple areas in multiple departments are considered important strategic partners.

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Q2: Characteristics of the Strategic Partnership Agreement

- A2:

Compared to usual agreements and MoUs that deal with specific topics such as student exchanges or inter-departmental joint research, strategic partnership agreements and MoUs are often more comprehensive in nature, covering a wider range of collaborations (including educational and research exchange).

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Q2: Characteristics of the Strategic Partnership Agreement

- A2:

In the case of the SUIJI consortium involving three universities in Japan and three universities in Indonesia, a comprehensive agreement and a MoU for each project have been signed to ensure the continued implementation of the consortium projects, which has greatly helped to ensure the continuity and development of the projects. In particular, the fact that the project is implemented as a partnership involving the university's top officials ensures the continuity of the project itself, even if the faculty members in charge at the working level changes.

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Q2: Characteristics of the Strategic Partnership Agreement

- A2:

Strategic partnership agreements are characterized by an emphasis on long-term, specific joint goals and projects, and in-depth relationships that include resource sharing and expertise integration. On the other hand, usual MoUs focus on agreement of matters and cooperation, with limited detailed involvement.

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Q2: Characteristics of the Strategic Partnership Agreement

- A2:

(Supplemental information as a case study) Currently, our university has strategic partnerships with the following two universities.

- University of Bonn: With the aim of further accelerating faculty and staff exchange, University of Bonn requested the conclusion of this agreement. The agreement is comprehensive in nature, including research exchange and the use of local offices.
- Free University of Brussels: Proposed as a “Privileged partnership” by the Free University of Brussels. The university is one of our 10 partner universities that provides financial support for research exchanges.

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Case 1: University of Bonn

➤ History

- **1960: University-wide agreement signed**
 - More than 80 Bonn students have been at Waseda and 62 Waseda students have been at Bonn.
- **1990-2016: Waseda European Center at University of Bonn**
- **2017: *University of Bonn Day @ Waseda University***
 - Strategic partnership agreement signed
 - Mainly aiming to enhance researchers/staff mobility
 - Exchange of office spaces for visiting faculty members

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Case 2: Université libre de Bruxelles

➤ History

- **1996: University-wide agreement signed**
 - More than 17 Bonn students have been at Waseda and 17 Waseda students have been at ULB.
- **2010: Privileged partnership agreement signed**
 - ULB designated ten universities as "Privileged Partnership Universities".
committed to high level of scientific and pedagogic collaborations
- **2016: Establishment of the Waseda Brussels Office (WBO)**
 - One administrative staff appointed by ULB is working for Waseda
 - Roles and functions: Raising Waseda's profile in Europe, promoting international joint research, organizing academic events, developing networks and collecting first-hand information about projects in Europe

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Q3: What are the characteristics to the form of exchanges with the strategic partnership universities that differ from the usual exchanges with partner institutions?

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Q3: Characteristics of the exchanges with strategic partnership universities

- A3:

University-wide exchange activities beyond the researcher-to-researcher and department-to-department levels, such as holding symposiums in which several departments from both partner institutions participate. In the case of exchange focused on specific fields and activities, a higher level of exchange than that with regular partner institutions is expected in terms of the scale and density of exchange.

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Q3: Characteristics of the exchanges with strategic partnership universities

- A3:

In many cases, the executive offices of both universities participate by greeting each other, etc., and this can be positioned as a university-wide exchange. In addition, seed funds may be available between the two universities to support and promote joint researches.

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Q3: Characteristics of the exchanges with strategic partnership universities

- A3:

There are multiple levels and types of exchanges in terms of fields, programs, research and education, etc., compared to usual partner universities, and events such as symposiums are jointly conducted as a university-wide initiative rather than by specific departments. For example, a meeting of U7+ Alliance presidents was held on the university's campus to make recommendations to their respective governments. Through these activities as a university consortium, we were able to deepen strategic and high-impact collaboration with a group of universities that share values, not just one partner university.

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Q3: Characteristics of the exchanges with strategic partnership universities

- A3:

(Supplemental information as a case study) Our overseas office was established within the partner university, enabling closer collaboration by quickly gathering local information and providing local support for researchers to be dispatched.

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Waseda Brussels Office (WBO)

➤ Major Achievements

1. Academic events

Public Conference (1/year), workshops (4/year), EU-JAPAN Forum (1/year)

2. MOONSHOT Project with Prof. Haruko Takeyama

- Innovation Research Project by Cabinet Office
- 1 billion yen for 5 years

Year/Month	Support by Brussels Office
2018/11	WBO managed the holding of a workshop featuring Prof. Takeyama with researchers from EU universities
2020/1	WBO introduced institutions for investigation of advance agriculture
2020/2	WBO and Waseda URA visited EU Commission to explore the possibility of collaboration with Horizon Europe → communication with Prof. Takeyama
2020/5	Prof. Takeyama applied to MOONSHOT
2020/9	The project was adopted by the Cabinet Office
2022/Fall	Workshop at WBO (TBD)

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Q4: What were the most important considerations in the selection of strategic partner universities?

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Q4: Selection Criteria for Strategic Partnership Schools

- A4:

While it is essential that both universities have a substantial exchange record and that both agree to conclude the agreement, there are no common criteria for any one university. When selecting strategic partner universities, emphasis was placed on the fact that the partner university and several departments of our university have had active exchanges.

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Q4: Selection Criteria for Strategic Partnership Schools

- A4:

The criteria for selection are that the candidate university shares the same philosophy as that of our university, that it can be expected to contribute to systematic cooperation that will dramatically improve our education and research activities, and that it has the research capabilities to conduct cutting-edge research on common issues in cross-disciplinary or specific fields. In addition, the selection criteria also place importance on the past record of exchanges such as inter-university agreements, the possibility of promoting the student exchanges, university rankings, and regional characteristics.

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Establishment of Strategic Partnerships (Cont.)

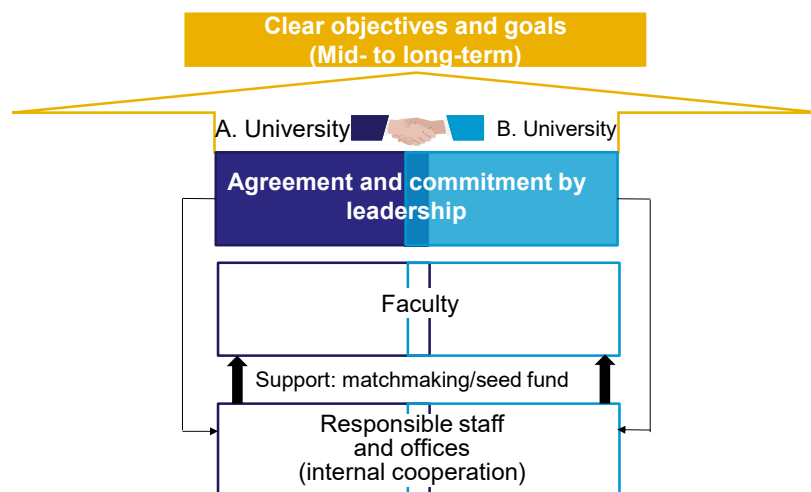
Preparation for Partnerships (2016 -)

What we did at the beginning in 2016:.

- Review the existing partnerships:
 - Number of researchers and students involved
 - Range of academic disciplines
 - External research funding
 - Number of co-authored publications
- Analyse the potential of further collaborations:
 - Buy-in by key players
 - Other disciplines or research themes in addition to existing ones
 - Compatibility of academic profiles
 - Related policy of candidate institutions as well as their government
 - Internal and external funding opportunities
- Approval process

Establishment of Strategic Partnerships (Cont.)

Governance and Organisation



Q4: Selection Criteria for Strategic Partnership Schools

- A4:

We emphasize top-level exchanges and international joint research achievements when concluding strategic partnerships. In particular, we value past good practices, regular exchanges, and joint research, and also consider active exchanges of faculty and students and the building of sustainable relationships as requirements. We believe that a university develops into a strategic partner university when mutual trust and willingness to cooperate grow and when the results add value.

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Q4: Selection Criteria for Strategic Partnership Schools

- A4:

There are long-standing exchange agreements (mainly student exchanges), and the emphasis is on relatively multifaceted exchanges, both in education and research. In addition, with university consortiums, the university deepens its cooperation with universities with which it has particular exchanges.

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Q4: Selection Criteria for Strategic Partnership Schools

- A4:

After examining the past exchange records, including co-authored papers, we judged that the record was impeccable and that the relationship could be sustained over the medium- to long-term span in the future.

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Q5: Although there are several researchers working with the same overseas universities, there is an issue of horizontal collaboration within our university among such researchers, and therefore university-wide collaboration with that university has not yet been established.

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Q5: From individual collaborations to university-wide collaborations

- A5:

For example, our university headquarters (directors, administrative organization, etc.) could list researchers who already have interaction with the candidate university and promote horizontal collaboration among them. It is also conceivable that the headquarters of the candidate university could be approached to form a top-level cooperative relationship.

- A5:

We are creating many opportunities for university headquarters to discuss the issue with each other, and we are recruiting researchers who are willing to support the project.

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Q5: From individual collaborations to university-wide collaborations

- A5:

Faculty members from several departments are involved in the operation of meetings and planning offices established under the Institute for International Relations, which consolidates and share information on international exchange programs within our university. This process often leads to a form of collaboration in which synergy effects are expected.

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Q5: From individual collaborations to university-wide collaborations

- A5:

We give attention to strengthening intra-university horizontal cooperation and inter-university, university-wide cooperations. Specifically, the Global Core Center, which oversees our university's global projects, and the International Strategy Office, which deliberates on mid- and long-term plans, will discuss how to respond to these issues and consider matching international exchange programs.

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Q5: From individual collaborations to university-wide collaborations

- A5:

It is quite difficult to systematically aggregate information from all the collaborative activities taking place within our university. The university needs to strengthen its university-wide efforts for universities that interact with multiple faculties. How to raise the potential of these multi-layered activities as a university as a whole is also an issue. Although on a small scale, there have been some attempts to conduct joint workshops on common interdisciplinary themes, to promote human exchanges among universities, and to provide financial support to encourage joint research. It is also recognized that it is important to record such activities as an organization, not as an individual, and that this will serve as a foundation for expanding the connection of dots into planes and layers.

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Q5: From individual collaborations to university-wide collaborations

- A5:

If a university is proud of its cutting-edge research achievements, it may consider strategic collaborations to focus on promoting further cooperation in the fields concerned, without forcing horizontal cooperation. In addition, holding thematic symposiums among universities and providing opportunities for concerned faculty members to meet together may lead to the creation of horizontal collaborations within the university as they learn about each other's efforts.

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Q6: Please share examples of how you developed from academic exchanges based on usual inter-university agreements to strategic partnerships.

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Q6: From usual agreements to strategic partnerships

- A6:

Several interdepartmental MoUs were concluded with partner universities, and individual interdepartmental exchange programs were integrated into a university-wide MoU in order to make the student exchanges more active and university-wide. This was shifted to a strategic partnership MoU when the partnership was adopted as part of the Strategic Partnership University Project within our university following a review among the parties involved.

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Q6: From usual agreements to strategic partnerships

- A6:

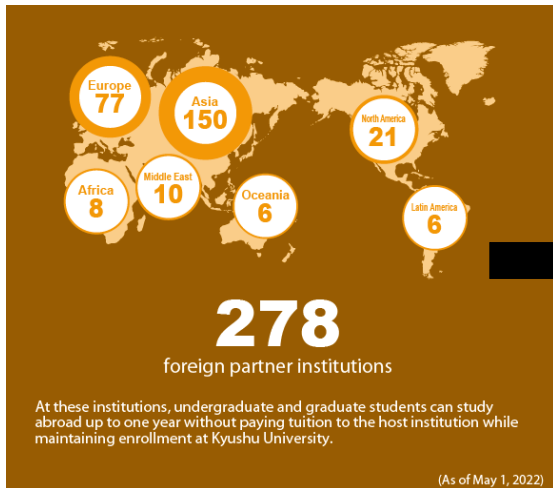
Based on WPI's 10-year track record, we expanded the partnership into many fields.

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Partnerships >> Strategic

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Kyushu-Illinois

Kyushu University and the University of Illinois Urbana-Champaign reached an agreement to be strategic partners and promote mutually beneficial and sustainable collaboration.

Phase 1

- 2010 WPI-I2CNER
- Decade partnership

Phase 2

- **August 2019 Strategic Partnership**
- 2020 WPI Academy

Phase 3

- 2021 Kyushu-Illinois Strategic Partnership Colloquia Series (Online)
- 2022-2023 Joint Fund

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Q6: From usual agreements to strategic partnerships

- A6:

We select candidate universities, mainly those that have inter-university agreements with us, as strategic partners (Global Knowledge Partners (GKP)) based on criteria such as sharing the same philosophy as us and the potential for systematic collaborations that will contribute to the dramatic improvement of our university's educational and research activities. From among the candidate universities, those that are judged to be suitable for GKPs in terms of past performance and the effectiveness and development of collaborative activities based on future activity plans are approved as GKPs through a prescribed procedure.

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Q6: From usual agreements to strategic partnerships

- A6:

Although we have not established strategic partnership as a specific agreement category, we have taken measures such as establishing matching fund projects based on an agreement between the top management of the two institutions to encourage the development of cooperative relationships in multiple fields with foreign universities where university-wide exchanges are desirable.

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Q6: From usual agreements to strategic partnerships

- A6:

In addition to daily exchanges such as student exchanges, individual exchanges of opinions are held in conjunction with international conferences in which the executive board members participate, and cooperation with member universities through the activities of the university consortium has led to deeper exchanges at a higher level.

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Q6: From usual agreements to strategic partnerships

- A6:

Our partnership with Bharathiar University and Injibara University in Ethiopia is developing comprehensive approaches to regional issues. In the partnership with Thammasat University in Thailand, the Faculty of International Liberal Arts has taken the lead in continuing exchanges that emphasize the field of global citizenship education, hosting joint symposiums each year in turn and continuing student exchanges (our university has established an overseas office within the partner university to strengthen ties). These examples suggest that setting common goals and sustained exchanges in different regions and fields are important steps toward forming strategic partnerships.

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Q7: We would like to hear about any examples of partnerships that have evolved from engineering disciplines into university-wide strategic partnerships, or partnerships that include engineering disciplines and effectively utilize the unique resources of both universities.

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Q7: Strategic partnerships involving engineering disciplines

- A7:

Our university has set the participation of a significant number of departments as a condition for initiating strategic partnerships, and there are many examples of active collaboration in the field of engineering. For example, in the strategic partnership with the Stockholm Trio (Stockholm University, KTH, and Karolinska Institutet) a joint education program is being enhanced based on the Global Mechanical Engineers (GME) program operated by the Department of Mechanical Engineering, Department of Systems Innovation, and Department of Precision Engineering in the School of Engineering.

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Q7: Strategic partnerships involving engineering disciplines

- A7:

The University aims to address the challenges of modern society with a multidisciplinary approach through strategic partnerships, and to this end, it is promoting intra-university collaboration based on problem-setting. In the field of engineering, the university has been working to integrate the engineering technologies of both universities with the medical and health fields in order to address the challenges of an aging society. In this initiative, mutual use of research facilities between the two universities is being considered in the future.

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Q7: Strategic partnerships involving engineering disciplines

- A7:

In partnership with Bharathiar University and Injibara University in Ethiopia, the project is developing a comprehensive approach to local issues. The project uses remote sensing technology and other ICT to solve the problem of overgrowth of waterweeds (water hyacinth) in Lake Tana in Ethiopia, which is causing environmental pollution and economic losses. By researching and developing processes to produce valuable resources (biogas, microalgae, etc.) from biomass, the project is promoting efforts to balance environmental conservation and economic growth. The efforts of this strategic partnership have been adopted by SATREPS (Science and Technology Research Partnership for Sustainable Development).

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National problems and policies in Ethiopia

Conservation of lake ecosystem and biodiversity, and utilization of water hyacinth

- Federal and local governments investing huge budgets and human resources every year to remove water hyacinth
- Difficult to eradicate because of fast proliferation

National Water Hyacinth Eradication Campaign 2012-2018

Total number of labor: 1 million people

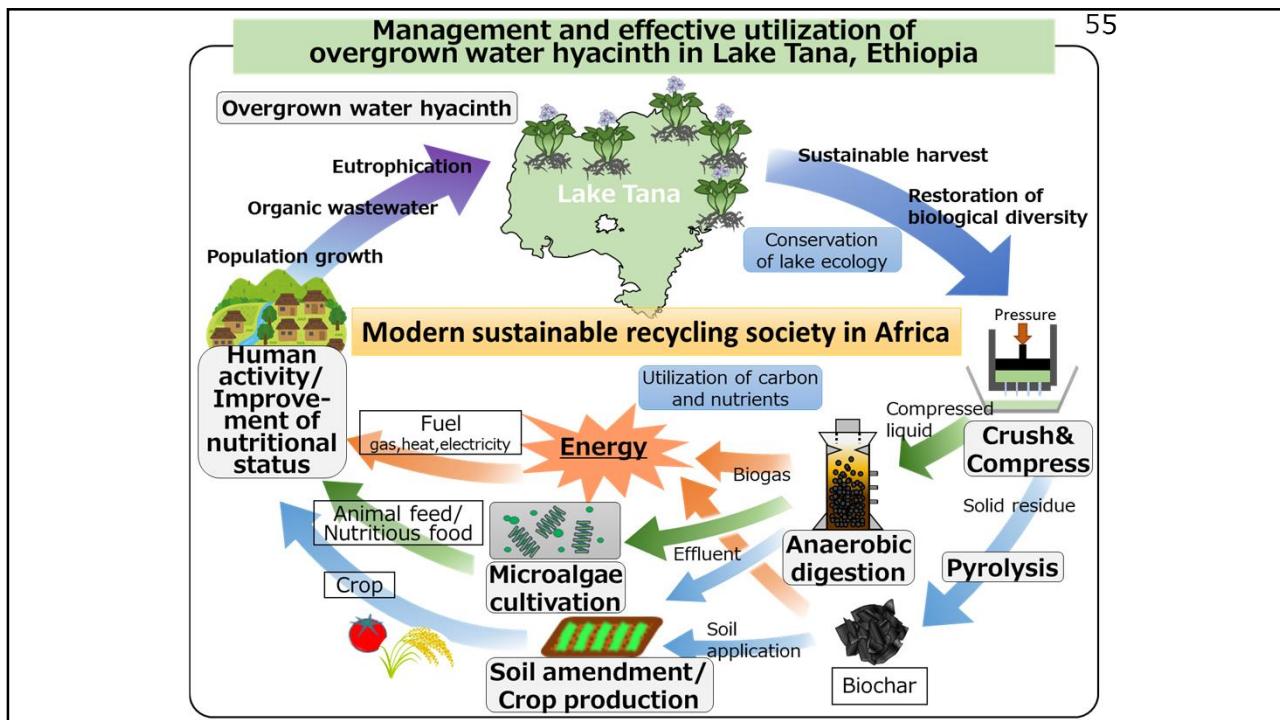
Total labor cost: 100 million Ethiopia Birr

(~USD 2.6 mil)



<https://allafrica.com/stories/201709060104.html>

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Q7: Strategic partnerships involving engineering disciplines

- A7:

Although not a strategic partnership agreement, we have joined the Top International Managers in Engineering (T.I.M.E.) Association, a network of engineering higher education institutions in Europe, and have established a double degree program between our Faculty of Science and Technology and science and engineering departments of 13 universities in 5 European countries. We are furthering our cooperation with these partner universities.

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Q7: Strategic partnerships involving engineering disciplines

• A7:

Our International Joint Graduate Programs transcend departmental boundaries and conducts joint education in collaboration with partner universities. Faculty members from our university and partner universities provide joint instruction, and participating students are required to study abroad at the partner university (e.g., with the University of Regensburg in the field of spintronics, and with the Technical University of Darmstadt in the field of materials science). In addition, with the aim of strengthening research collaboration in the fields of materials science and engineering, we established two joint labs "ELyTMAX" (one in 2016 in our university and one in 2018 in INSA-Lyon) as Unités mixte international (UMI) in collaboration with the French National Center for Scientific Research (CNRS) and the University of Lyon.

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Q8: Are there any requirements for participating in an educational partnership project as part of a strategic partnership? For example, is it mandatory to have an English language course that allows credit transfer, or how do you resolve gaps in academic calendars and course requirements between universities when students have to leave their own university for long periods of time? In particular, we would like you to share examples of efforts by science and engineering institutions with strict course requirements.

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Q8: Requirements for educational collaboration projects in strategic partnerships

- A8:

Being a strategic partnership does not create any special requirements. The challenges exemplified in this question are common to all exchange programs and are not particularly easy to overcome or difficult to overcome as a result of a strategic partnership. There are many examples of exchange programs in the fields of science and engineering, including our own, and we can provide examples of such programs.

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Q8: Requirements for educational collaboration projects in strategic partnership

- A8:

In the case of SUIJI consortium projects, in principle, the participating universities must be consortium members. In particular, for cooperative education programs, credits are accredited with quality assurance in accordance with the consortium's guidelines. For this reason, when there are requests for participation by faculty members and students from universities other than consortium members, discussions are held on a case-by-case basis.

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Q8: Requirements for educational collaboration projects in strategic partnership

- A8:

While English language courses for credit transfer can be one approach, we believe that the key is to coordinate academic calendars and course requirements between the different universities. When students leave the home university for an extended period of time, the academic calendar is adjusted and course requirements are flexibly approved, taking care to ensure that students have a smooth transition to higher education and graduation. Especially in the case with science and engineering institutions, in addition to offering specialized English courses and specialized courses, efforts are made to understand students' needs through academic calendar matching and pre-counseling.

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Q9: How do you conduct evaluations of activities labeled as strategic partnerships?

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Q9: How to evaluate strategic partnerships

- A9:

Our university has established a team consisting of departments participating in strategic partnerships for each partner institution. When allocating the annual budget, we evaluate the teams based on the activity reports and activity plans submitted to the university headquarters by each team, setting items such as exchange performances, number of participating departments, and sustainability.

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Q9: How to evaluate strategic partnerships

- A9:

Our university organizes the results of activities (activities, number of exchange participants, number of co-authored papers, number of applications for external funding, etc.) for each strategic partner each year, focusing on KPIs.

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Q9: How to evaluate strategic partnerships

A9:

Not only quantitative indicators, but qualitative results are also subject to evaluation, taking into account the frequency and results of joint research, student exchanges, and project implementations, with an emphasis on achieving sustainable collaboration. If a case has been adopted for a project, it is given an opportunity for evaluation through internal and external evaluation subcommittees. In the initiatives listed in our university's medium- to long-term plan (grand design), the progress of PDCA is managed several times a year, and the results are placed on the agenda of the university's external evaluation committee to be evaluated from the perspectives of higher education, business, and the local community, among others. Through this process, the committee determines consistency with the university's mission and strategies, and verifies the degree to which the goals have been achieved. In addition, through internal and external exchange events and presentations of results, the progress and effectiveness of the partnership are widely shared, and care is taken to ensure that the system serves as a mechanism for confirming sustainable results.

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Q9: How to evaluate strategic partnerships

• A9:

For the matching fund programs (mentioned as an example of collaboration in the field of engineering), each adopted project submits a progress and final report on its collaborative research activities each fiscal year. The reported results (number of co-authored papers, awards, invited lectures, domestic and international patent applications, amount and number of external funds obtained, number of exchanges (acceptance and dispatch), etc.) are evaluated by the review committee for the matching fund projects (consisting of the director in charge, etc.). In addition, the adopted projects will announce the progress and final reports of their joint research activities each fiscal year, and the results will be made public.

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**Q10: If you have any
representative literature
(research papers, etc.)
on strategic partnerships
Please let us know.**

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Q10: Literature related to strategic partnerships

• A10:

- ◆Mayumi Mochizuki and Saori Obayashi (2017) "Strategic partnership management in research and its relationship with policy: an European case study and discussion"
https://dspace.jaist.ac.jp/dspace/bitstream/10119/15005/1/kouen32_727.pdf
- ◆Ryogo Ogino and Yurie Nakagawa (2021), "A Review of Assessment Method of Partnership Quality and Community Impacts in Community-Based Learning of Higher Education Institutions"
<https://saga-u.repo.nii.ac.jp/records/22907>

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Q10: Literature related to strategic partnerships

• A10:

- ◆Banks, C., Siebe-Herbig, B. and Norton, K. (Eds.). (2016). Global Perspective on Strategic International Partnerships: A Guide to Building Sustainable Linkages. New York: Institute of International New York: Institute of International Education.
- ◆Sandström, A. M. and Weimer, L. (2016). The EAIE Barometer: International Strategic Partnerships. Amsterdam: The European Association for International Education.

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Q10: Literature related to strategic partnerships

A10:

- ◆The New Geopolitics of Higher Education and Research, by Simon Marginson, Working Paper 34, April 2018 (Japanese translation February 2019), translated by Akiyoshi Yonezawa <https://www.researchcghe.org/perch/resources/publications/wp34final-j1.pdf>

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Q10: Literature related to strategic partnerships

A10:

- ◆Deardorff, D.K. et al. (Eds.) (2012). The SAGE Handbook of International Higher Education.
- ◆Deardorff, D.K. et al. (2021).The Handbook of International Higher Education Edition 2. AIEA.

*Direct practical literature on strategic partnerships. An overview is also provided in the report of the 2nd Strategic Partnership Symposium, p. 18 (Keynote speech slides by Prof. Akiyoshi Yonezawa, Tohoku University).
<https://www.u-tokyo.ac.jp/content/400184826.pdf>

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Reference

- Report on Strategic Partnership Symposia

- 1st Symposium: March 15, 2022

- 2nd Symposium: March 3, 2023

<https://www.u-tokyo.ac.jp/ja/intl-activities/exchange/sp-uni.html>

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