

研究科長の言葉



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大学院総合理工学研究科は、従来の学問分野の垣根を取り払い、学部をもたない「独立大学院研究科」です。幅広い学問領域をカバーする11専攻を、研究分野により「物質材料系」、「環境エネルギー系」、「システム情報系」の3つのグループに分類しています。総合理工学研究科では、これまで「社会の要請に柔軟に応える」を使命に教育研究を行ってきました。しかし、多様な課題を抱える今日の社会においては、「社会と共生し、社会を導く」教育研究の充実が必要と考え、学際的アプローチをさらに超えた複合的な展開を図る仕組みとして、「複合創造領域」を2010年に設置しました。複合創造領域では、コアユニットによる新たな先端研究の推進としての「教育研究コアグループ」と、現代社会が求める高度科学技術者を養成することを目指す「博士複合創造領域コース」を備えています。

幅広い学問領域の中で学ぶ学生たちには、出口イメージを提示することを重視し、修了後にどういった分野に進むかをイメージしながら学べるよう配慮し、修了生には常に責任あるリーダーとなる意識を持ってほしいと考えています。複合創造領域の教育研究コアグループには研究科教員をリーダーとして最先端研究分野において活発にプロジェクト研究を進める6つのコアユニットを配置し、学生に対し学内外からその活動が良く見えるようにしております。

総合理工学研究科では多くの留学生も学んでいます。博士課程では約3割に達します。留学生は、総じて向学心が旺盛で、高い志で懸命に学んでいます。すずかけ台キャンパスは近隣に学生寮も多く、留学生と地域コミュニティとのつながりや交流にも力をいれています。また、120種類もの植生をもち、緑豊かな自然と会話できるキャンパスです。絵画のギャラリーや屋外の展示によるアートの香りもあって、キャンパスを散策し、気分転換すると、教育研究の疲れも癒され、新しいアイデアも生まれます。今後とも皆様のご支援ご鞭撻をよろしくお願い致します。



Message from the Dean

The Interdisciplinary Graduate School of Science and Engineering (IGS) is cross-disciplinary and independent with no affiliated undergraduate school. The school divides its 11 departments, which cover a wide range of academic disciplines, into three groups based on research fields: materials, environment and energy, and information and systems. The IGS aims to educate and conduct research while maintaining its goal of responding flexibly to societal demands. However, in today's society with diverse challenges, the school needs to shift and to strengthen its policies, education and research to lead society. The IGS has founded the "Innovative Platform for Education and Research (IPER)" in 2010 for forming further complex junctions in education and research domain among the IGS's 11 departments. The IPER mainly aims to cultivate advanced science engineers education core research group as a promotion of the new advanced research by core and modern society, which consists of two parts; "Doctoral IPER Course" and "Educational Research Core Group".

The students can draw from a wide range of academic disciplines. The IPER also emphasize to the students the importance of maintaining an image of what they will do after graduation. It is our hope that students pursue their studies with an image of their future career paths in mind, resulting in nurturing those who will become next-generation leaders conscious of their responsibilities as leaders. Special education provides in the Doctoral IPER Course; students apply for admission to the IGS, and then joining to the Educational Research Core Group with 6 core units in advanced research fields where active projects are carrying out.

The IGS has many international students; approximately 30 percent of the doctoral students are international students. They study hard and have high aspirations. The IGS offers support for international students and their lives on campus; there are cozy dormitories near the Suzukakedai Campus. The IGS puts great effort into events for international students so that they can connect with each other and have exchanges with the local community. With about 120 different botanical specimens on campus, ones can really enjoy the lush environment there. In addition, the campus has an artistic flair thanks to the Open Gallery with its indoor display area for paintings and outdoor area for sculptures. It is always refreshing to stroll through the Suzukakedai greenery. Study and research fatigue seem to vanish and new ideas seem to occur more easily to you when you walk around the beautiful campus. We look forward to having your support and encouragement in our endeavor.

