



## PROPOSAL

CORPORATE INTERNSHIP OPPORTUNITIES FOR LITHUANIAN CITIZENS

PREPARED FOR

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PREPARED BY THE

TOKYO GLOBAL ENGINEERING CORPORATION

AT

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## INTRODUCTION AND SUMMARY

THE TOKYO GLOBAL ENGINEERING CORPORATION warmly presents this proposal to the Lithuanian government for the purpose of informing prospective university and government stakeholders about this Corporation's goals regarding corporate internship opportunities. Because this Corporation has not yet established a formal relationship with such stakeholders, this proposal also serves the function of introducing the Corporation to such stakeholders, as well as inviting their participation.

THE TOKYO GLOBAL ENGINEERING CORPORATION is an education services organization that provides capstone education programs *free of charge* to engineering students and other stakeholders. These programs are intended to complement—but not to replace—coursework required by academic degree programs of study. The programs are educational opportunities, and students are not paid money for their participation. All correspondence among members is completed via e-mail, and all meetings are held via Skype, with English as the language of instruction and publication. Students and other stakeholders are never asked to travel or leave their geographic locations, and are encouraged to publish organizational documents in their personal, primary languages, when English is a secondary language.

THE TOKYO GLOBAL ENGINEERING CORPORATION is uniquely qualified to provide such educational experiences because of its members' expertise in engineering education and language instruction. Moreover, the Corporation is advantaged because there is a lack of global experiences offered to university students, by education institutions, generally.

THE TOKYO GLOBAL ENGINEERING CORPORATION challenges engineering students to design projects that, due to projects' immense global impact, will probably never receive enough monetary funding during our lifetimes, but that, as a result of publication, may induce implementation sooner. And, because all corporations have business functions in addition to operational functions, the Tokyo Global Engineering Corporation invites students studying subjects other than engineering to participate in these education opportunities.

We are pleased to share with you this proposal.



CHIEF FINANCIAL OFFICER.



CHIEF LEGAL OFFICER.



CHIEF EXECUTIVE OFFICER.



PRESIDENT.

THE TOKYO GLOBAL ENGINEERING CORPORATION

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## CORPORATION OVERVIEW

### *Philosophical origins*

Founded in the philosophical works of the distinguished Prof. Richard Buckminster Fuller, original designer of Tokyo Tower (among many, many other things) the mission of the Tokyo Global Engineering Corporation (“TGEC”) is to apply currently accepted scientific principles to the design of projects that cannot be implemented until the emergence of a global state. Headquartered in the North Aoyama Ward of Tokyo, TGEC has “employees” around the world, with well educated persons, such as university professors, as the organization’s chief advisors, and learners, such as university students, as the chief laborers. None are remunerated, nor do they feign unremunerative intent.<sup>1</sup>

### *Organizational direction*

Tokyo Global Engineering Corporation (TGEC) has gained worldwide attention for its pioneering milestones. It is the only private company ever incorporated that unites university faculty members and students as corporate officers and employees. It is also the only private company that is listed as for-profit but has no profit intent; it pays its staff members absolutely nothing, nor do they seek payment. This is how to rival technically challenging feats accomplished only by governments, by using human cognition for universally beneficial designs of global betterment. In time, TGEC’s designs may outpace those of emerging, multibillion-dollar startups that resupply missions for national space agencies, with space engineering being but one of TGEC’s departments. TGEC does not construct what it designs, though.

### *Organizational structure*

TGEC is a Japan corporation registered with the Japan Ministry of Justice. TGEC has two divisions, and two corporate boards: the Operations Division and the Support Division, and the Board of Investors and the Board of Advisors.

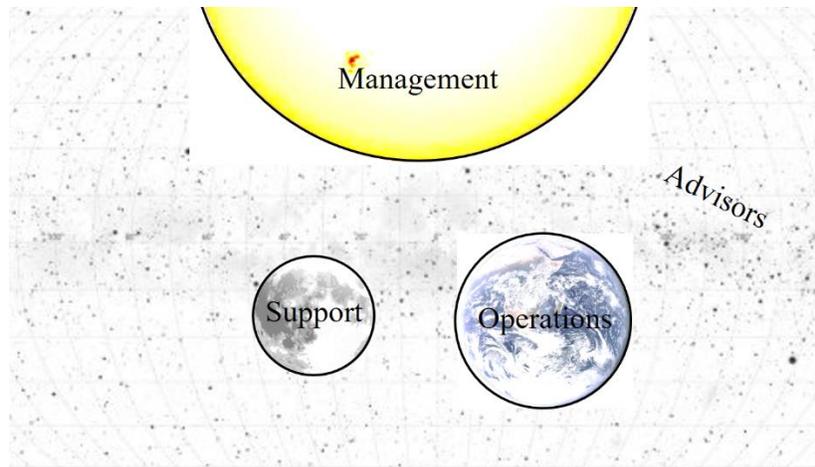
Within the Operations Division exist the following departments: Bioengineering, Nanoengineering, Civil Engineering, Space Engineering, Global Engineering, Nuclear Engineering, Systems Engineering, Electrical Engineering, Computer Engineering, Chemical Engineering, Structural Engineering, Mechanical Engineering, Environmental Engineering, and Communication Engineering.

Within the Support Division are the following bureaus: Art, Business Development, Communication, Diversity, Econometrics, Editing, Employment, Executive, Finance, General Counsel, Grants, Health, Information, Knowledge, Networking, Philanthropy, Procurement, Reputation, Scheduling, Strategy, Threat Analysis, Translation, and Workforce Education.

TGEC internally uses astral terms to describe these organizational components, as shown in Figure 1 (next page):

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<sup>1</sup> A more thorough analysis of the Corporation’s philosophy, particularly as it pertains to philosophies of other “global engineering” organizations, is in Appendix 1.



**Fig. 1. TGE organizational components: management (sun), operations (Earth), support (moon), advisors (galaxy).**

The sun, the TGE Board of Investors, the management, is largely comprised of university professors, viewed as the source of cosmic life and illumination. Members of the Board of Investors invest *time*, not money, and are involved in the Corporation’s day-to-day operations.

The Milky Way is, and the stars are, the TGE Board of Advisors, the experts, sources of inspiration that prefer not to be involved in the Corporation’s day-to-day operations, but invite the opportunity to answer questions that pertain to Advisors’ fields of expertise.

The earth is the Operations Division, where are located the TGE global engineering design teams, mostly students, seen as the place of life.

The moon is the Support Division, also mostly students, seen as the control of operational (tidal) flow.

This astral concept provides internally for interesting descriptions of organizational dynamics, especially as it pertains to eclipses, the ability of one astral body to cast a shadow on another, or to park directly between two bodies, or behind another body.

### **TGE’s Support Division**

To embrace fully the Corporation’s diversity values, as well as to ensure an organization that never “sleeps,” the Support Division is divided into twenty-four bureaus that roughly correspond with the twenty-four international time zones. However, because some functions have national requirements imposed by the Japan Ministry of Justice, and because the official language of the Japan Ministry of Justice is Japanese, and because far fewer persons proficient in the Japanese language are located outside Japan’s time zone than inside, the largest number of Support Division bureaus are located in Japan. Travel, however, is never required of participants.

Figure 2 shows the Support Division’s distribution among time zones:



**Fig. 2. Distribution of TGED’s Support Division bureaus, by time zone.**

***Approach***

TGED has been focused on adapting to the ever-changing Academy, attracting professors and students alike, as well as launching an innovative outreach campaign to help attract even more members. While change is on the horizon, TGED wants to remind our fellow humans that TGED is a hub for all things linking the academic, the corporate, and the global. Like our “employees,” TGED is ready to make the world a better place.

**INDUSTRY OVERVIEW**

***Academia***

The engineering, design science, and global studies disciplines—to name a few—have seen dramatic changes over the past few decades, with a shift from government-led projects to

bustling, for-profit, commercial markets. While such industries continue to adjust to ever decreasing public and private funding, TGEC remains able to provide consistent results without a money motive. TGEC has the proven ability to work hand-in-hand with both commercial companies and government entities, creating an environment that meets a vast array of mission needs, and demonstrates that TGEC is an organization that genuinely strives for cosmic success.<sup>2</sup>

### ***Education services***

The field of education services is almost wholly dominated by testing and assessment corporations. Such corporations struggle—else, do not attempt at all—to provide authentic education experiences. However, the testing and assessment industry is a secretive, multibillion-dollar industry that has no immediate risk of industrial decline. Some such corporations have the audacity to announce that their tests measure nothing at all, other than measure test takers’ ability to take such tests, yet are consciously aware that some universities rely solely on test reports as predictors of achievement. Despite the dearth of authenticity and accountability, such corporations have no plans to change from their relatively multiple-choice, inauthentic ways.

### ***Global engineering***

Nationalism is the philosophy of nation states; regionalism is the philosophy of region states; and globalism is the philosophy of the coming global state. However, as discussed in Appendix 1, there are competing definitions of globalism. These competing definitions can be found in works of organizations that, though national, claim to be global, and which, begin unable to agree on the meaning of the word “global,” all define global engineering differently. Six examples follow, from textbook chapters, to academic degree-endorsement programs, to engineering corporations.

#### **Example 1: *Chapter Six of Engineering Tasks for the New Century: Japanese and U.S. Perspectives (1999), Meeting the Challenge of Global Engineering***

This book’s authors perspicuously use the term *global engineering*; however, the book’s title more unambiguously reveals its philosophy. By naming nation states, this book is one of nationalism (nation statism), confounding internationalism (*between* nation statism) with global what-not (globalism, globalization, &c); that is, “Japan” and “the U.S.” are anything but *global*.

Consider the following:

- “*Global engineers*” are defined here by “*international settings*,” (emphasis not original).
- Quote: “The United States and Japan are among the leading countries<sup>3</sup> in global engineering.”

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<sup>2</sup> A more thorough analysis of trends in global engineering, particularly as it pertains to philosophies of other “global engineering” organizations, is in Appendix 1.

<sup>3</sup> Use of the word *country* further masks nationalism. However, its Latin origin, *contra*, “against,” is revelatory for those knowing its etymology.

- Quote: “The global engineering skill set includes [...] knowledge of international variations in engineering education and practice.”
- The following definition,

“At a basic level, a ‘global engineer’ can be defined as one who possesses the cultural and personal skills to work effectively anywhere in the world, displays outstanding technical competence, and contributes to advancing the objectives of his or her individual organization and its partners,”

*seems* neutral; however, it is immediately prefaced by

“A U.S.-Japan Definition and Vision of the ‘Global Engineer.’”

*Chapter Six of Engineering Tasks for the New Century: Japanese and U.S. Perspectives* (1999), Meeting the Challenge of Global Engineering is an example of Prof. Sklair’s first definition of globalization. (See Appendix 1 for this definition.)

### **Example 2: What is Global Engineering Education For? The Making of International Educators**

The title alone is where analysis of this selection will stop because the obvious confounding of *global* and *international* is explicit. Here, one can see the same discourse as the previously analyzed work, Prof. Sklair’s first definition of globalization, without analysing any of the book’s text. (See Appendix 1 for this definition.)

### **Example 3: The “Global Engineering Initiative”**

This misnomer is an academic degree-endorsement program by Concordia University, a Canada *national* university. Among the various requirements are a minimum “B grade” in coursework, and a 1,500-word essay (in English, presumably) that can describe, for example, “The rise of middle-income countries, particularly Brazil, Russia, India, and China.”

The Global Engineering Initiative is not global at all. It reflects Prof. Sklair’s first definition of globalization. (See Appendix 1 for this definition.)

### **Example 4: The Purdue University “Global Engineering Studies” minor**

Here, we have discrimination on the basis of national origin. Buried in Purdue University’s frequently asked questions about the program is the following imaginary conversation:

(Question): “Since I am an international student at Purdue, am I eligible to study abroad?”

(Answer): “Yes! However, you may not study abroad in your home country.”

The Tokyo Global Engineering Corporation holds that no human has the privilege of saying such things to another human.

### **Example 5: “One World Engineering”**

This is another not-really-global university program, in this case, the University of Exeter:

“Our *international* reputation means we attract high achieving, highly focused graduates from all around the world. You will be part of a *global* community of engineering students from a diverse range of *countries* who are destined to become the engineering leaders of the future,” (emphasis not original).

This is another example of Prof. Sklair’s first definition of globalization. (See Appendix 1 for this definition.)

### **Example 6: “One Earth Engineering”**

The website [companiescolorado.com](http://companiescolorado.com) reports this is an inactive limited liability corporation specializing in engineering services, incorporated on July 19, 2009, voluntarily dissolved on October 25, 2011, and having an address at 725 Gillaspie Drive in Boulder, Colorado. Any contact with the persons involved in the organization might be facilitated either by writing to the mailing address or contacting the Colorado Secretary of State. Nonetheless, the One Earth Engineering Corporation’s philosophy is unknown to the Tokyo Global Engineering Corporation.

### **Example 7: The Global Engineering Corporation**

This corporation is not global at all; rather, it is a paper mill in India. (NOTE: Use of the term “paper mill” is not a pejorative for university; the Global Engineering Corporation’s only product is paper.)

## **PROSPECTIVE PARTICIPANT ANALYSIS**

### ***Target prospective participants***

Target participants fit roughly into four groups: that of the university student, the university professor, the technical society, and the government employee.

Whereas ideally no category of person should be excluded from recruitment for this

Corporation, the truth is that persons with the highest levels of various literacies (math literacy, language literacy) are preferred. Such persons are likely to have already been recruited by organizations conducting empirical research. Thus, a question arises as to what category of person is most likely to respond to recruitment. The answer is that of the unemployed university student with enough financial resources available, such that paid employment is unnecessary. And, because schools are not without the ability to keep their students busy, the ideal participants are students so brilliant that their professors welcome additional challenges for such students. Such students, if engineering students, are best placed in the Operations Division, and, if business or other-major students, are best recruited for the Support Division.

But such learners are not likely to make good leaders for this organization, particularly because they are not yet experts. For this reason, their professors must also be targeted for recruitment. Professors are best placed in on the Board of Investors—though “Investors” invest *time*, not *money*, in this Corporation—if they prefer to become involved in the day-to-day operations of the Corporation, that is. Else, if preferring minimal involvement, such as to answer only the occasional technical question related to their academic specialty, placement on the Board of Advisors is best. Placement on either governance board, of course, would allow for additional control over students by their professors, in addition to extant controls.

Technical societies are likely to take an interest in the Corporation, but only to the extent that they view a dual role opportunity as a chance to increase paid membership in their organizations. There may be the rare, paid, technical society leader seeking to engage the profession more, in a non-instructional (non-university) role; however, such participation can be expected to be brief when such participation does not result in any additional, paid membership for such participants’ organizations.

And, because nation states are charged with protecting their citizens, and because every nation state should regard with suspicion any external organization claiming to want to help citizens within (from without), national (and regional) government employees in education and diplomacy ministries must also be recruited for the same leadership positions as university professors. Indeed, national governments should want to know exactly on what students and professors would be working for this Corporation; so, it would be imprudent not to invite their participation. As such, all prospective stakeholders must be recruited for an active role in this organization, else, a passive role, if an active role is declined.

The only other discriminating factor on which participants must unfortunately be targeted is access to the Internet. Availability, desire, and literacy are key; all other factors are inappropriate for non-selection to this Corporation.

### ***Prospective participant needs***

Students, in this case, most need opportunities to communicate with like minds, namely, other brilliant learners that want to impact the cosmos positively. In some cases, there will be learners that want to build a list of experiences to gain a competitive edge in pursuit of paid employment. Others will embrace an opportunity to communicate in English as a non-primary language.

Professors are a different breed. Some will be too busy to participate. Others may point to budgetary constraints within their schools as a reason for non-engagement. As such, professors are most likely to join if their students do. Else, they are likely to embrace the Corporation if

students do not already have authentic extracurricular activities related to their studies.

Technical societies have two goals: first, membership; and second, advancement of their profession. Emphasis on meeting that second goal will benefit this Corporation, for, indeed, regardless of the technical profession, such advancement is a genuine goal of this Corporation.

Government employees do not have the freedoms that students, professors, and private organizations do. Government employees will participate only if they have the autonomy to do so and view the Corporation—as well as their participation in the Corporation—as a positive resource for university students; else, government employees will join only if they are so directed by their employers. If this Corporation’s goal of global betterment does not attract this category of person, nothing this Corporation can offer will, for, largely, that’s all this Corporation has to offer.

## **COMPETITIVE ANALYSIS**

### ***Direct competitors***

There are no direct competitors to this organization because there are no organizations dedicated to global betterment that offer participation opportunities in exchange for mere participation. There are new, differently networked “schools” that do not charge tuition; however, to the extent that these “schools” do not offer credentialed degrees or licensed certification, they will fail to recruit more than do universities, with which they more directly compete. There are charities; however, there are no design charities. Moreover, directors of charities want to be paid, and many want to be paid very much, which can be viewed as a weakness by donors. Indeed, this Corporation is free from competition of any sort.

### ***Indirect competitors***

Universities are indirect competitors. To the extent that universities are able to occupy their participants’ time completely, this organization may fail to meet its recruitment goals. Some universities prohibit participation in external organizations, including employment, as a condition of accepting scholarships, which has a way both of liberating (for study) the brightest minds, and also of restricting them.

Technical societies are also indirect competitors, and many offer student (and faculty) membership rates, however, such revenues typically pay for technical journal subscriptions, and not for opportunities to participate in designing projects.

Governments may be indirect competitors in that the most cosmopolitan student is likely to seek studies outside of a home nation state, the host nation state of which may restrict any activity resembling employment, much like a university’s condition of accepting a fellowship.

### ***Competitive advantages***

This Corporation’s chief competitive advantages are its philosophy and the absence of direct competition. Just as no corporation is clamoring with another to rid ocean life from pollutants entirely, no organization is racing this Corporation to design the systems to ensure the same.

To the extent that this Corporation's sole goal is the realization of its philosophy, regrettably, any competition, though welcome, may never exist.

## **PARTICIPATION PLAN**

### ***Products and services***

The chief product this Corporation offers is the opportunity to apply currently accepted scientific principles to the design of projects that cannot be implemented until the emergence of a global state. An example is stakeholders of many universities collaborating to design a global, vacuum-tube train network. The whole opportunity can be divided into the Corporation's four organizational bodies, the two governance boards, and the two functional divisions.

The first governance board, the Board of Investors, provides the opportunity to supervise the day-to-day operations of the Corporation, and provide immediate feedback and control of the two functional divisions. This opportunity is best suited for experts, namely, professors wanting participation opportunities for their students. Of note, "Investors" invest their *time*, not any *money*.

The second governance board, the Board of Advisors, provides the opportunity to answer the difficult, technical questions borne by the two functional divisions. This opportunity is best suited for experts that want to participate, but do not want to be occupied by the day-to-day operations of the Corporation.

The first functional division, the Operations Division, provides the opportunity to sit on design teams and to design global projects in the following fields, which are the Division's departments: Bioengineering, Nanoengineering, Civil Engineering, Space Engineering, Global Engineering, Nuclear Engineering, Systems Engineering, Electrical Engineering, Computer Engineering, Chemical Engineering, Structural Engineering, Mechanical Engineering, Environmental Engineering, and Communication Engineering. This opportunity is best suited for students majoring in these subjects.

The second functional division, the Support Division, provides the opportunity to perform the non-operational functions of the Corporation, and to gain experience doing to. The functions are, for the most part, the same as the names of the bureaus within the Division: art, business, communication, diversity, donor engagement, econometrics, editing, employment, finance, grants management, health education, information technology, innovation, knowledge management, law, networking, operations, procurement, reputation, strategy, threat analysis, translation, and workforce education. This opportunity is best suited for students majoring in these subjects, or related subjects. In keeping with this Corporation's practice of dividing the Support Division among international time zones, for participants in Lithuania, this Corporation offers placement for non-engineering students in its Strategy Bureau.

The final, but first product is the corporate onboarding process. For many university students, the corporate onboarding process, to include interviewing, is new. The authentic practice that such students can receive in this process is often difficult for universities, which, at best, can offer job fairs with brief, mock interviews. Like many corporations, this Corporation's onboarding process is lengthy, particularly, to ensure evaluations by references.

## ***Pricing***

The Corporation is able to provide products and services to participants at no cost to participants.

To the extent that persons are able to benefit from the Corporation's services, and prefer to offer remuneration, donations can be made to the Misato Children's Home in Okinawa.

The Corporation does offer, in exchange for participation, references, as well as external, paid-employment placement assistance.

## ***Recruitment plan***

The Corporation's original recruitment plan involved recruiting university students directly using free, Web-based message boards. However, almost all of the respondents were recent university graduates seeking full-time paid employment. Although not entirely unproductive, this means was a colossal waste of effort.

The Corporation then took to contacting universities directly, to recruit students indirectly. However, many universities have public-relations mechanisms in place, which tend not to be staffed by persons with teaching or research experience. As such, no contact with university public-affairs personnel resulted in student participation, and this was completely unproductive.

The Corporation then moved to contact government education stakeholders, namely, education and culture liaisons at embassies in Tokyo, the current state of recruitment. New participants are to begin with "B" session, starting October 1, 2017 and ending five months later.

The Corporation plans to visit universities and technical societies in Japan in the coming months, to better staff the Support Division bureaus that require participants to have proficiency in the Japanese language.

## ***Implementation plan***

Upon first contact, participants are asked to complete an application, Appendix 2 of this proposal.

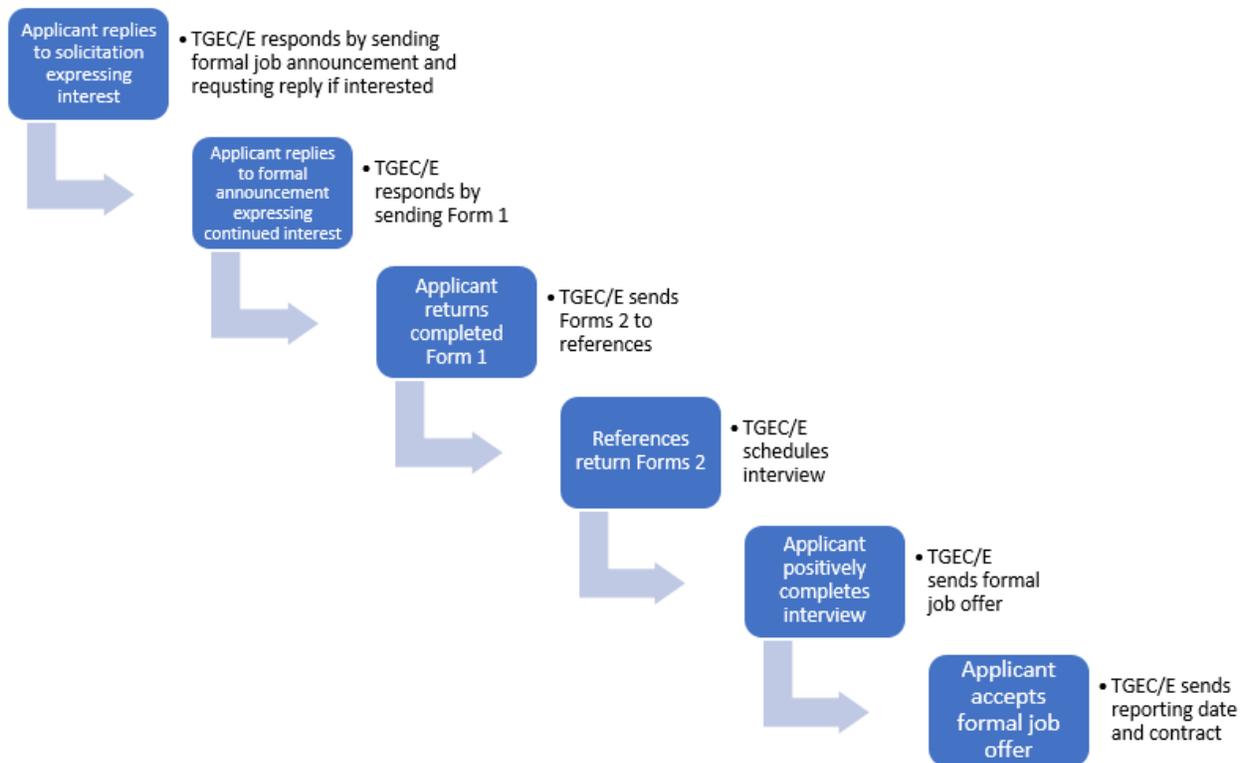
From the Form 2, page 2, three references are obtained. These persons are contacted using an evaluation form that is tailored to match the skills of the position to which applicants apply. Appendix 3 is an example.

After three reference evaluation forms are received, applicants are contacted for an interview.

After successful completion of an interview, applicants are sent a formal offer.

After accepting the formal offer, applicants are sent a contract, a release of liability, and a reporting date and time. Appendix 4 is a contract example and Appendix 5 is an example release of liability. A proposed memorandum of understanding for universities is Appendix 6.

The onboarding process is represented in the following flow chart, Figure 3, with "TGEC/E" referring to TGEC's Employment Branch:



**Fig. 3. Flow chart of TGEC's onboarding process.**

## OPERATIONS PLAN

### *Key operational processes*

Meetings are the key event of this Corporation, and meeting schedules vary by organizational body within the Corporation. For the governing boards, members meet when they believe meeting is necessary, if at all; however, the Board of Investors must congregate minimally, via Skype, at least two times per year to receive design teams' proposal presentations and provide oral feedback, as well as to determine appropriate problem statements for the next session's design teams. The Board of Advisors does not need to meet; however, the Chairperson may opt to teleconference with Board members individually. The Operations Division's design teams agree to their sessions' norms and schedules upon first meeting. The Support Division meets via Skype every 801 hours, to ensure a different meeting day and time every week, with no preference to any one time zone.

Every six months, with five months in between for designing, the Corporation's sole goal is preparing completed design work for journal publication, for the entire sixth month, in English and in the primary languages of each design team's members.

## *Milestones*

The Corporation received its operational license from the Japan Ministry of Justice in October of 2016, with the goal of full staffing beginning with “A” session 2017, which coincided with the first day of the Japan fiscal year, April 1. This Corporation failed to meet that 100% staffing goal. As such, the goal is again set for beginning of “B” session, October 1, 2017.

There are no other major milestones coming, other than to repeat the process every six months, much the same way that schools have their academic semesters.

## **LEADERSHIP**

### *Key leaders*

**Kay M. Purcell.** Chairperson, Board of Investors and retired professor of engineering, Southern Illinois University. Prof. Purcell, a physicist by training, instructed undergraduate students in team design for many decades, and serves as the Corporation’s lead expert. Prof. Purcell has authored textbooks on concepts of engineering pedagogy that this Corporation’s procedures almost mirror.

**Patrick C. Novak.** Chief executive officer. Patrick holds three degrees in teaching English to speakers of other languages and was a professor of business communication in Japan. Patrick previously completed graduate studies in engineering, and served as a U.S. Presidential Management Fellow in Washington, D.C. prior to the Japan professorship. Prior to that, Patrick was an educator and a contract administrator with the U.S. Department of Defense in Japan.

**Eri Saito.** Chief operations officer. Eri has served in corporate operations positions throughout Japan for over two decades and, being an expert as it pertains to accounting, also serves as the final approving authority for the Corporation’s tax documents.

**Shinpei Yasuda.** Chief legal officer. Shinpei is an expert on law in Japan as it pertains to immigration, and also of surveying (civil engineering and measurement). Shinpei created the legal foundation of this Corporation, and operates a private law practice in Tokyo.

### *Leadership gaps*

Universities must constantly meet student recruitment and retention goals, and this corporation, being similar in nature, is no different. As such, there are now and always will be vacancies for students to fill.

The greatest need, however, is on the Board of Investors. (NOTE: The Board “invests” time, not money.) There has been a tremendous lack of interest as it pertains to experts being willing to provide constant (or intermittent) feedback regarding the day-to-day operations of the Corporation. Experts in government and education, in particular, are welcome to receive immediate appointment to the Board.

The Board of Advisors most needs membership in the social science disciplines, such as experts in anthropology, sociology, and linguistics; however, new experts in all disciplines are welcome.

This Corporation believes that the more leaders appointed outside of Japan, the better.

## APPENDICES

<u>Identifier</u>	<u>Description</u>	<u>Pages</u>
Appendix 1	Tokyo Global Engineering Corporation philosophy	2 pp.
Appendix 2	Tokyo Global Engineering Corporation Form 1, <i>Application for Employment</i>	3 pp.
Appendix 3	Tokyo Global Engineering Corporation Form 2, <i>Applicant Evaluation</i>	1 p.
Appendix 4	Tokyo Global Engineering Corporation sample employment agreement	5 pp.
Appendix 5	Tokyo Global Engineering Corporation sample unconditional release of liability / covenant not to sue	1 p.
Appendix 6	Memorandum of understanding template	3 pp.