

President's Position Paper for 2006

To all members of Nanzan University

As we approach the age of universal access, competition among universities is becoming increasingly fierce. This year's entrance examination results clearly point towards a nationwide polarization between preferred universities and those that are less popular. For Nanzan to maintain its position as a university of choice and to grow into an institution that is attractive to students from all over the world, it is crucial that we quickly gain an accurate appreciation of what society requires of universities in these days of global turmoil and move appropriately to meet those needs.

The 2006 entrance examination results suggest that Nanzan has positioned itself at the starting line for further growth. This is the result of the forward-looking attitude and devoted efforts of all those people who make up the Nanzan academic community – something for which I am grateful. I believe that the collective effort of everyone at Nanzan invigorates the university and will manifest itself in the form of new creative energy. At the same time as pushing ahead with unceasing self-reform we will strive to bring the University's inherent strengths to the fore, continuing to do our utmost as a collective body in the areas of education, research and contribution to society.

This year we have established a Business School and created two additional doctoral programs in the Graduate School of Humanities and the Graduate School of Policy Studies. The first stages are now complete of the planning for the future that follows on from the establishment, reorganization and restructuring of faculties initiated in 2000 and the reorganization and restructuring of graduate schools that occurred in 2004. The long-awaited Nanzan Business School has finally been established. By attracting an excellent line-up of staff, including world-renowned foreign researchers and lecturers with sound practical experience we have made a marvelous start on what is the Tokai region's first professional graduate school that deals in business administration. Both the number of applications far exceeding the enrolment limit and the high level of interest shown by the media are indications of the expectations regional society has towards Nanzan Business School. Therefore, I expect all areas of the University, including the Business School, to continuously work on their social contributions as well as to improve their educational and research content in the context of a partnership of industry, government and academia.

Based upon the Basic Policy of the Chair of Nanzan Gakuen Board of Trustees, released in April 2005, the Nanzan University Grand Design Working Group is playing a central role in considering the University's future 20 years hence. Last year the Working Group analyzed the status quo and extracted issues to tackle. This year, we will decide a Mission Vision and create an actual Grand Design based on that Mission Vision. We will build consensus through discussions with the Future Planning Committee as they are informed on an ongoing basis regarding the progress of this process. I hope that there is sufficient opportunity for discussion of the various viewpoints and within organizational structures. An interim report will be issued in November and we intend to complete the Nanzan University Grand Design by March 2007. I hope that by implementing the mid- to

long-term goals and strategies of this Grand Design we can establish a clear path that leads to Nanzan's future growth.

Last year was seen as a period in which we reflected upon the reforms carried out to date and reviewed what has been achieved so far. Earnest debate about the strengths and weaknesses of these initiatives was part of the University accreditation process. From this year I would like to see us enter a two-year period in which we find new directions for growth, indicate specific policies for reform and establish a university-wide system for their implementation. Before I finish my term as President, I am determined to see at least the following two priority issues resolved.

I. Priority Issues

1. Restructuring of foreign-language education

For several years now I have emphasized the need to restructure our foreign-language education. The External Evaluation Committee that met last December also pointed out that Nanzan's reputation of being a "college for foreign languages" should not be taken for granted. Initiatives for reform are progressing steadily, but there are areas in which change is not occurring as quickly as I would like. I request that we push forward with this mind and increase the pace of the restructuring of the foreign-language education.

With regard to general education English language program on the Nagoya Campus (NNC), in the second English Education Project there has been thorough debate of specific measures for improvement and goals and the project's final report has been received in response to the President's Position Paper for 2005. Based upon the report's recommendations, as part of the preparation to introduce a system of streamed classes throughout the university, this year we will initiate a trial of the streaming of students based on their English levels in the Faculty of Law's general education English classes (compulsory classes in the first year). In addition, in keeping with the report's recommendations, in 2007 we will open an "English Education Center" (provisional name) to assume the responsibility for the planning and operation of our English language education. Specific preparation for the Center's opening will be carried out this year.

We are yet to see tangible results regarding the consideration requested of basic reform in the area of second foreign languages. There is university-wide agreement that second foreign languages should be taught using a curriculum that matches the educational objectives of each faculty and department. However, I do not think that the current system satisfies those students who wish to become proficient in at least one foreign language. We must take steps to establish whether or not the current program is capable of meeting the learning objectives of those students who may be poor at English but are motivated to apply themselves to a different foreign language. To this end, we need to review the foreign language learning goals of each faculty and department and broaden the range of languages available for enrollment to match the educational objectives. It may be possible – as is already implemented in some departments – that enrollment in a foreign language class will be left completely to the students, or that they will be able to enroll in several foreign languages at once. I hope that we can create a university-wide system in which students can

apply themselves wholeheartedly to the language of their choice, allowing them to develop an acceptable level of proficiency in that language by the time they graduate. To this end, for example, we may even need to take the bold step of allowing students who opt to study foreign languages in the likes of a language education center or at the Nanzan Extension College to include those credits in their requirements for graduation.

2. The strengthening of our system of international education

International education has been one of our traditional features since the University was founded. The Center for Japanese Studies (CJS) plays a particularly important role and is highly rated both at home and abroad. Noting that the number of prospective students applying from all around the world exceeds the enrollment capacity of CJS, in order to strengthen the admissions system, last year the International Education Working Group reviewed the position of CJS within the overall University system. Based on suggestions included in their final report, in addition to considering a change of name, policies will be instituted to clarify the body responsible for its operation, improve its teaching and administrative organization, and facilitate smoother links with faculties.

In order to build a firm, future-oriented foundation for international education, in addition to sending our students overseas to study we must also put even greater effort into accepting foreign students into our faculties and research programs. This will promote Nanzan's academic strength and attractiveness within the global market and allow Japanese and foreign students to mix both inside and outside the classroom, thereby providing them with opportunities to further enhance their international awareness. In the context of the increasingly globalized nature of higher education, when considering what must be done now to ensure that Nanzan University is still competitive in two decades time we need to recognize that our survival hinges upon the success of international education and exchange.

II. Education and Research

1. University accreditation

This year we will undergo evaluation (reaccreditation and accreditation assessment) by the Japan University Accreditation Association. Last year the University Accreditation Working Group prepared a Self-Assessment/Evaluation Report in cooperation with various divisions within the University. In Japan it is a legal requirement that universities undergo regular accreditation assessment by the standards assurance bodies of the Ministry of Education, Culture, Sports, Science and Technology, thereby providing a broad assurance to society that our education and research systems are of an appropriate standard. We intend to release this Self-Assessment/Evaluation Report to the public.

Last year's preparation identified not only strong points but also areas that require improvement in our faculties, departments, graduate schools, research institutes and centers, as well as in our administrative organization. We are very pleased to have been given an opportunity to share this information about our strengths and weaknesses. This year, on top of further developing our strengths, we also need to act efficiently and effectively to make improvements in the relevant divisions, and where necessary, throughout the entire University.

In addition, this year, we start preparatory work towards our 2009 application to the Japan Accreditation Board for Engineering Education (JABEE) for the accreditation of the education program of the Faculty of Mathematical Sciences and Information Engineering. This accreditation is designed to confirm that the educational activities of this Faculty are delivered to an acceptable standard of quality and that the program succeeds in equipping graduates with the necessary knowledge and skills to enable them to work as professionals in their respective fields. The application for accreditation is being prepared mainly within the Faculty but because it requires work throughout the university system I would like to request the cooperation of all staff.

2. Strengthening faculty development activities, teacher quality improvement and teacher evaluation

The system of class evaluation at graduate school level commenced in the Nanzan School of Law in the 2004 spring term and was followed by other graduate schools in 2005. I would like those in each graduate school to move proactively in thinking of how they can carry out evaluation in a way that fits in with the unique nature of the education they provide and commit themselves to ongoing efforts to revise and improve current practices. We must strive to institute a system of class evaluation by graduate school students as exists in the faculties. At the moment, the handling of the class evaluation results is merely left to the lecturers themselves and there is insufficient organization to ensure that this contributes to improvement on an institutional level. As one means of resolving this, last year we organized the Faculty Development Committee on a university-wide scale. We hope that this Committee will carry out specific planning and implementation of faculty development activities and support the improvement of teaching delivery.

Evaluation of teaching staff will focus upon their duties to society comprising education, research and social contribution, as well as on their roles as members of the institution, including involvement in the running of the University. Not only will this improve the capabilities and quality of the individual lecturers, but is essential in terms of improving the same aspects of the faculties and departments to which they belong, and those of the University as an institution. If this does not occur, neither the teaching staff nor the University will be able to fulfill their responsibility to explain how they are carrying out the duties entrusted in them by society. On this basis, in the broader sense, evaluation that involves ongoing scrutiny of the quality and capabilities of teaching staff and thereby improves the institution, can be seen as part of faculty development. Last year, we commenced discussion at faculty and department level to ascertain their basic position on the evaluation of teaching staff. Based on these discussions, this year we must consider how to respond to evaluations in a systematic manner and how to create a framework to facilitate this. If the diligence and achievements of teaching staff are appropriately rewarded they will be spurred on to greater efforts, with the cumulative total serving, I hope, to enhance the quality of the university as a whole.

3. Learning Support

When I graduated from university 34 years ago Nanzan had a total of approximately 3,400 students, but now it has more than 9,000, and since the year 2000 we have graduated around 2,000 students every year. The quality of those who matriculate from among the more than 6,000 who pass entrance examinations has changed as we have grown in size. Expanded learning options at high school level mean that the academic ability, subject background and even the attitudes of high school graduates have become increasingly diverse. As a result, many universities, including our own, are finding it difficult to attract students of the same standard as in previous years. In order to cope with the broad range of abilities and aptitudes that students bring from this diversified high school education we need to be able to offer a smooth transition to university using measures carefully tailored to match their character and academic ability. As we enter the age of universal access, I think the time has come for us to consider the provision of a university-wide system of ongoing support for students struggling with their studies or in need of some form of advice, beyond the guidance given at the time of course registration upon entering university and when advancing to the next year. It is of course important that teaching staff deal with individual students during office hours and that support systems are strengthened at faculty and departmental level, but in addition, we can also consider setting up a system of learning support rooms in which teaching staff or senior students are available for consultation on study or learning-related issues.

4. Promoting Career Education

Despite the employment situation remaining tight, Nanzan University remains the object of great expectations and high evaluations from major national corporations and well-performing companies in the Chubu region, which in turn results in an impressive record on the national level for placing graduates in jobs. In addition to this reflecting the ability of our students, I am grateful and pleased to say that this is also proof of our staff's efforts in giving career-oriented guidance and support. Last year we set up the Career Education Promotion Committee, thereby commencing a university-wide initiative to promote career guidance. Career education does not stop at providing support to find a job. It aims to encourage students to think about how they will lead their lives by creating an awareness of the significance of learning, motivating them towards their studies, fostering independence and promoting understanding towards work.

The Career Support Program is something that should not only be planned and carried out university-wide under a common approach, but should include initiatives that are more effective when coordinated at faculty and department level. In this respect, the "How-to-Study Sessions" tailored for new students belonging to different faculties were well received. From now, in addition to improving university-wide programs, this year I would like to see each faculty and department initiate discussions on producing a system in which they plan and proactively implement programs customized to their own specialties.

It goes without saying that career education does not end here. Our teaching staff must strive to gain a firm appreciation of the circumstances of each and every one of the students in their charge. In this respect, I would like to see our teaching staff move early in taking steps to lift student awareness of gaining employment or starting a career and when

appropriate, offer detailed career guidance. On this point, there does seem to be some inconsistency in the effort devoted to this matter by staff of the various faculties and departments, and I am concerned that this will come to manifest itself in the form of differences between faculties and departments in terms of job-placement success. I would like to see all teaching staff adopt a more proactive stance towards career education.

5. External ties and contributions to the local community

Last year, the Center for Mathematical Sciences and Information Engineering led the way with such activities as joint research with corporations, funded research and reeducation courses for people already in the workforce. This year, in addition to delivering the Advanced Business English Course as part of a series of courses funded by Toyota Financial Services, we will continue to hold a range of lectures and seminars. Teaching staff from the Faculty of Policy Studies will also deliver a course called Special English Lectures at the Toyota Technological Institute. In addition, joint research projects to help introduce relationship building into school education will commence in the “Laboratory-style hands-on learning” selected for the Teaching-Training GP. This will be carried out in conjunction with 12 elementary and junior high schools that have agreed to cooperate with our University. A unique initiative going back many years is now bearing fruit in the form of an activity contributing to society. While I cannot list all of them here it is reassuring to know that many such projects are planned.

I hope that by striving to ascertain the needs of industry and local society and by organically binding those needs to our human and material resources we will see an increase in the number of joint research projects based in our University and the number of funded research projects. We will work to see this further invigorate our research activities, allowing us to return the fruits of the research to society and thereby to further contribute to the community.

From last year, as one of the coordinated projects within the Gakuen we have been delivering an English course for Nanzan International High School at our Seto Campus (NSC). In terms of promoting links with high schools, I hope that this will continue and that we can increase the number of schools involved and broaden the range of faculties and departments offering such courses. In addition, I sense that we need to improve our systems to enable us to respond effectively to increasing numbers of requests for the dispatch of teaching staff for trial lessons.

6. Systematic and ongoing applications for external funding

Last year, the following were successful in being selected for GPs: the Faculty of Policy Studies for its “Contemporary Education Needs Support Project” (Gendai GP) and the Master’s Program in Education Facilitation, Graduate School of Humanities and the Center for the Study of Human Relations for its “University-Postgraduate Teacher Development Promotion Program” (Teacher-Training GP). This year, we are planning to make multiple applications. Among those will be “Practical Integrated Career Education Promotion Program” (Gendai GP) focusing on career education and “Linking with the Community Through the University Museum” (Gendai GP). The program for “Fostering of young

linguistic science researchers of international standards” will apply to the “Appealing graduate school education initiatives” and the Graduate School of Mathematical Sciences and Information Engineering’s “Design and Implementation of OJL Projects,” (a joint initiative with Nagoya University and Aichi Prefectural University) will apply to the “Advanced IT Specialist Development Program.”

We must not forget that success in the area of education support programs attributed on a competitive basis serves as an important indicator for evaluating a university’s educational capability and for this reason we intend to continue to proactively apply to a range of such programs. Therefore, utilizing our current application support system we need to establish what our most promising educational and research activities are and create a stock of prospective applications. We will strive to create a system to enhance the strategic planning functions of educational and research activities by taking such steps as preparing an application plan stretching several years into the future. We must recognize that the acquisition of outside competitive funding such as the Grant-in-Aid for Scientific Research is a significant indicator for judging a university’s research capabilities and is important in terms of invigorating our research activities and strengthening our research capabilities. Therefore we will encourage applications on a systematic and ongoing basis, working to expand the number of applications, projects adopted and the amount of subsidies received. We are also considering taking steps towards competitive research conditions, such as the introduction of a competitive system for the distribution of internal research funds. The improvements in the quality of the research of our teaching staff that result from these efforts will enhance the reputation of the University. Also, I hope that the results of this high quality research will benefit students and society through educational activities and social contribution.

III. Entrance Examinations and the Admissions Campaign

1. Policy for attracting applicants

The number of applicants for the entrance examinations – the combined total of applicants sitting the University entrance examinations, the Center-combined Multi-departmental entrance examinations (Center 50), and Center entrance examinations (Center 100) – was 20,109, the second successive increase, and up 10.4% on the previous year. With many universities in the Tokai region experiencing decreases in the number of applicants these figures come as a relief. This can also be seen as a result of the revision of some aspects of the entrance examination system, such as the change of name to Center 50 and the establishment of the Nagoya examination venue, as well as the tireless visits to high schools and the ongoing admissions campaign, all efforts for which I am sincerely grateful. The Faculty of Mathematical Sciences and Information Engineering deserves particular commendation for gaining its results through initiatives such as high school visits, changing the Faculty name, increasing test-taking opportunities for the applicants and accepting applications as a faculty rather than as two separate departments, all allowing it to buck the nationwide trend towards large decreases in applicants for science and engineering faculties. I look forward to your continued efforts to attract applicants.

This year’s increase in the number of applicants is predominantly due to large

increases through Center 50 (formerly the National entrance examination) and with 96% of the applicants through Center 50 and the University entrance examinations being from the four prefectures of Aichi, Mie, Gifu and Shizuoka we can say that we have established a solid footing in our local area. However, I must admit that this does engender somewhat complex feelings for me in that since my inauguration as University President I have been calling for development on a national scale. The need to stabilize our core base and at the same time develop nationally remains an ongoing issue for us.

2. Admissions Campaign and Strategic PR

To allow us to develop a strategic PR campaign, each faculty and department needs to make it doubly clear what kind of student they are seeking and it is important that this information is then utilized within the admissions campaign and the University's overall public relations activities. We also need to recognize that the most effective public relations are actually such things as highlighting GP selection and the appeal of faculties and departments, or clearly spelling out the difference between our education and research and that of other universities, producing results through partnerships of industry, government and academia or contribution to society and, of course, the good work of students, both within the University and beyond the campus. In this respect, I look forward to each individual faculty member assuming a proactive stance towards his or her involvement in society.

From this year, the high school visits within the neighboring region that were previously undertaken by the admissions campaign staff and some selected faculty members will be carried out under a system involving faculty members and staff in all departments across the entire University. I request that each faculty and department commit itself to becoming even more proactively involved.

We will continue to hold the bus tour and the university experience program, both of which are growing every year in terms of participation levels and popularity. Such events not only attract increasing numbers of parents, but also lead to student applications. This year, as a new trial event, we are now preparing an explanatory session that might be best described as an open campus for the parents of high school students. The aim is not just to give an explanation of our University, but to provide information about recent trends in higher education, general information on tertiary pathways as well as options that exist after graduation, and, in the process, heighten the level of trust towards our University.

Also, this year we will continue effective public relations activities in key regions to highlight our educational, research and student services. By projecting the Nanzan "brand" on a national scale beyond the local region where it is already well-established, we will develop a strategic promotions campaign that will earn positive attention for our entrance (student recruitment) and our exit (job placement).

We also intend to improve our website - an increasingly important means of public relations - by analyzing visitors' access patterns to gain an accurate picture of what information they seek. Our University pamphlets still serve an important PR function, but when we consider that these days potential examinees make great use of the internet to source information about entrance examinations, or universities themselves, it is clear that there is much to be done to improve our faculty and department web pages. I would like each

of our faculties and departments to think of ways to enhance their internet presence and simultaneously I request that steps be taken quickly on the University level.

IV. Campus Facilities

1. Seto Campus

In order to further enhance the NSC amenities, we will establish a sports ground on the site of the former Nagoya Seirei Junior College for use from this autumn term. It will be a multi-purpose ground capable of being used as a venue for official soccer matches and lights will be added to allow club-activity use at night. We will also refurbish two of the old junior college buildings: one to provide rooms for sports club use and the other for rooms for cultural clubs added on to the existing Christian Center as well as training facilities that include accommodation. In the construction and refurbishment process, priority will be given to providing our students with user-friendly facilities. I sincerely hope that they will be used by as many students as possible and will help enrich their campus life.

2. Nagoya Campus

At NNC we will construct a new classroom building (Building B) and a new cafeteria-administrative office building (Building C) for use from 2007. This enhanced capacity will provide us with the facilities to cope with a steady increase in student numbers due to increased official enrollment capacities. We will also construct a new university gate on Yamate-Dori and a new approach road leading from the Divine Word Seminary past the Nanzan School of Law and the new teaching building to the East Gate. The main aim is to provide safe access to the University from the closest subway stations via Yamate-Dori, so we want it to be used by students. To this end, not only do we need to advise students not to use back streets and we must think of ways to encourage them to want to use the approach road. In addition, this route will be an easily understandable route for visitors to follow and so in future we may consider the possibility of using the new gate as the main entrance to the University.

The construction may cause some inconvenience but I look forward to your cooperation.



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