

President's Position Paper for 2004

To all members of Nanzan University:

The academic year 2004 sees the final year of my fourth term in office as President of the University. We have taken on numerous challenges together over the past eleven years and, I believe, have achieved a degree of stability since the launch of the “new” Nanzan in April 2000. For me, this represents proof of the remarkable growth of the educational community we know as Nanzan and pleases me greatly. In the course of the past year, we have been able to send out into the world the first graduates from both the newly established and the restructured faculties. At the same time, we have received approval to establish four new graduate schools as well as the School of Law. As such, it has been a year of building the foundations for the next stage in the University's development. I feel extremely pleased that the University's self-reform has come this far. For this, I offer my heartfelt gratitude to everyone for their efforts.

I. Planning and Development

1. Plans for the Graduate School

While we have been able to launch the four graduate schools and the School of Law, there remain two important issues that need to be dealt with vigorously. The first issue concerns plans for a business school. Taking the nature of the University's educational program and our contribution to the local community into consideration, I believe it is of utmost importance that we look at moving into this area, which would complement the School of Law and would help establish Nanzan as an institution that cultivates high-level, vocationally-oriented people. In the future, the importance of a business school ought to heighten still further as we consolidate our adult education and lifelong learning programs. Plans for a business school are also linked to the future plans for our satellite campus. With a target of 2006 for its establishment, I expect that all loose ends concerning the realization of a business school will be tied up during the course of this year.

The second issue concerns plans for the doctoral program. I believe we have to approach the matter with a new concept in mind. Instead of setting up individual doctoral programs for each and every one of the existing graduate schools and research programs, I would like us to consider moving towards the creation of a single doctoral program that has a common structure across the University. Last year the University applied to the Ministry of Education, Culture, Sports, Science and Technology for funding under the 21st Century COE Program, although unfortunately the application was not successful. However, I believe that it is necessary to establish a doctoral program that can gain recognition so that the University can truly become a center of excellence. This would draw universal acclaim domestically and internationally for the University, which would serve as a center of research attracting people from around the world.

2. Assessing the first stage of the planning and development program

I regard this year as one for reviewing how the University should proceed, by taking stock of the achievements of the reforms undertaken thus far. When something has been carried out with a view to the future, we are obliged to subject it to a review. We have to look back at the aims and objectives—which were held up in the name of reform and whose purpose was the creation of a university that could stand up to thorough evaluation and, in particular, attract students—and we have to conduct a critical review concerning the degree to which these have been achieved. I more than realize the seriousness of the reduction in applicant numbers for the recent University entrance examinations, and I am painfully aware of the need for the University to orient itself towards the “customer”, with

priority given to the community at large based on a spirit of unceasing self-reform. A further issue is that of departments that have low student numbers. The matter was put off at the time of the 2000 reforms, but it is now necessary to review the situation. Other issues, such as the promotion of faculty development, the development of career education, and new approaches to advertising the entrance examinations, are further examples of important issues for review. I ask that such issues be subjected to thoroughgoing discussion not only in the respective committees, of course, but also at faculty and department level as well as by the administration.

II. Education and Research

1. Government education and research support programs

For 2004, the University has applied for funding under the Ministry of Education, Culture, Sports, Science and Technology's 21st Century COE Program, which supports pioneering fields of research. The University has put forward plans to establish a combined arts and sciences research and education program straddling two graduate schools. The scheme of the plan is to establish a research and education program for the construction and implementation of quantitative models under the joint direction of the Graduate School of Business Administration, which has established a good record since its founding in 1972, and the Graduate School of Mathematical Sciences and Information Engineering, which was established this year with both master's and doctor's degree programs. Further, an application to the Ministry's university education support program is to be made by the Faculty of Policy Studies on the theme of qualitative improvement in international education in Asia. It is my hope that the University's earnest involvement in research and education will be seen in a positive light if such applications are successful.

2. Faculty development and self-assessment and self-evaluation activities

As part of the restructuring of the administration, the Office of Education and Research Support was set up at the beginning of this year, bringing together the administrative functions of the research institutes and research centers. It also has the brief to bolster educational and research support in an integrative way through the strategic encouragement of, for example, faculty development, links with schools and industry, and the University's intellectual resources. The University already has a system in place related to faculty development that includes the publishing of a self-assessment and self-evaluation report, a summary of student class evaluation, and a report on teaching and research activities in addition to an open class scheme that facilitates peer observation and a faculty development seminar program. I do feel, however, that we still need to make more progress in our self-assessment and self-evaluation activities. Further, while Agora (the electronic feedback system provided on the University Web site) already appears to have gained broad acceptance among the students, allowing their views to be reflected in improvements made around the University, there still remains an experimental element to the system, which really needs to be developed in order that we can respond more appropriately to feedback given.

3. External evaluation and links with outside institutions

Currently universities are coming under severe public scrutiny, and ultimately a time will come when the survival or demise of a university is dependent on such scrutiny. With this in mind, we at Nanzan also have to consider ways of examining how to combine our own efforts for self-reform with external, objective evaluation, such as the attainment of officially recognized standards. The attainment of certification for compliance with the "BS 7799 : PART 2 : 2002" standard and with the Information Security Management Systems (ISMS) conformity assessment scheme, which relate to the information security management system we set up in 2002, and our application to the Japan Accreditation Board for Engineering Education (JABEE) for accreditation for both the graduate school and the faculty of Mathematical Sciences and Information Engineering bear testimony to our commitment. I would like us to be totally committed at the organizational level to activities that can hold up to outside evaluation,

including third-party evaluation by the Japan University Accreditation Association. I would also like us to be more involved in developing our external educational and research activities, deepening our links with Toyota Technological Institute, furthering our links with high schools, and participating in the University Consortium Seto and the Aichi/Nagoya Special Research and Development Zone for Manufacturing schemes. Finally, we will set up a research center for mathematical sciences and information engineering at the Takaoka Satellite Campus (TSC) and make this a base for collaborative activities between the University and industry.

4. Improvement in quality among faculty members

Public expectations continue to increase with regard to quality assurance, which at Nanzan is addressed through our faculty development program. I would like the University to undergo a revolution in terms of our attitudes, leading to the spontaneous raising of quality on the part of each and every member of faculty under the banner of faculty development. At many universities in Europe and North America, post-tenure review—the qualitative evaluation of members of faculty who are already in tenured positions—is carried out for quality assurance purposes. In Japan, too, I believe that major changes in the form of appointments and promotions are inevitable as the need for regular evaluation of faculty members increases with the passage of time.

5. Foreign-language education

The curriculum that accompanied the application for the faculties that were newly established or that underwent reorganization in 2000 have been subjected to review, and 2004 sees the fruits of this review in the form of a new curriculum. The general education program has seen some revamping, and from this year Korean will be offered as a second foreign language for the first time. While on the one hand there are such improvements, the thorough review of the foreign-language education curriculum that was requested last year did not apparently see any significant debate. Subject to careful scrutiny of the data relating to student requirements, I once again ask that this issue be taken up this year—partly to meet the expectation and reputation of Nanzan's perceived strength in foreign languages among the public. In order to provide a suitable environment for students with clear motives to acquire a foreign language that they can actually "use", I expect serious discussion to be undertaken concerning necessary improvements and the feasibility of their implementation, in addition to other issues starting with a review of the necessity of second foreign languages.

6. Career education

Today it has become necessary for universities to put more emphasis on treating student recruitment and career support together. While education about employment and career education about working life have to be considered separately, it is certainly necessary to consider the employment of students from the standpoint of education, while providing a thorough program of career education for students is even demanded by the public. Of course, it is not only important merely to place students in employment. It is important while students are at the University that they discover their own aptitudes and develop an outlook that allows them to plan their future paths. While there is a need for the University as a whole to take up this issue, first of all I believe that it is necessary for each individual member of faculty to assume an attitude of responsibility towards students' career education even more so than before. We really must impress upon students the need to think about employment and careers from an early stage.

7. Employment issues

Although recent trends in the nation's economic fortunes may indicate that the time for economic recovery has finally arrived, as far as we can see from the employment situation for university graduates and from employment figures, a climate of uncertainty remains. Moreover, it is not just a small number of students who change or give up their jobs, having gone through the trouble of finding employment. Although the data is indeed somewhat dated, according to a survey of Nanzan graduates carried out in 1999, some 28.5% of the 550 respondents who had graduated in 1996 had either changed or given up

their jobs within three years of graduation. The national average for graduates for that year was 32.5%, so it is not unreasonable to suggest that the retention rate for Nanzan graduates is perhaps better than the national average. There are also reports that some companies are taking the hardline view when recruiting and are avoiding universities with rates of over 30%. It should be treated as a serious matter for concern that over one in four of graduates who find employment are quitting their jobs within three years of being recruited. We need to carry out regular follow-up surveys of our graduates and take measures to respond to the changes in circumstances.

8. Research centers, research institutes, and the museum

During this year we will set about integrating the area studies research centers, while plans for the launch of a research center for mathematical sciences and information engineering are also in place. With this accomplished, we will for the time being have laid the foundations for our research activities. One issue that does remain concerns the position of the research institutes. Our three research institutes, which may be regarded as Nanzan's flagships, should be reaching out even further, and I would like us to look at their overall status in terms of their role in cultivating researchers both from within the University and from outside institutions as well as at the same time taking into account the possibility of creating links with the doctoral program. The Anthropological Museum is another important educational and research facility within the University and has made an important contribution to the University's education and research, not least through the museum curatorship program. While we should make the very most of its merits as one of only a few university museums in the country, I would very much like us to look into the possibility of a new kind of involvement for the museum that meets the demands of the times and contributes to public education in the region.

III. Entrance Examinations and the Admissions Campaign

1. Policy review for attracting applicants

Including the main University entrance examinations, the national entrance examinations, and those who applied for entry through the center examinations system, the number of applicants for the 2004 entrance examinations was 17,034, representing a considerable decrease compared with the record-breaking figures for last year. While most private universities across the country also experienced decreases in applicant numbers, the fact that our numbers have increased each year since 2000 meant that this year's figures came as quite a shock. I would suggest that there are perhaps two main factors in the decline in applicant numbers. Firstly, there is the general decline in the youth population in Japan, which has seen a decline of 4% in the eighteen-year-old population over the past year for the country as a whole (with similar declines experienced in the local Tōkai region). Secondly, it could be that prospective students are applying more selectively to fewer universities. I would like us to re-examine our policy for attracting applicants after analyzing what impact the above factors may have had on the University.

2. New admissions campaign strategy

The very nature of the current severe situation surrounding university admissions means that we must give absolute priority to reviewing our admissions campaign and formulating a strategy that responds to the needs of prospective students. It is absolutely necessary to put our energy into increasing the number of applicants from across the country, with priority given to certain regions, while maintaining applicant numbers in the University's main constituency here in the Tōkai region. I believe we should consider ways of raising the image of Aichi and Nagoya as a means of increasing the number of examinees from outside the Tōkai region while avoiding the draining away of examinees from the Tōkai region itself. As such, I would like to see discussion concerning specific strategy including, for example, a review of university admissions fairs targeting priority areas around the country, open campus programs for high school students, and the consolidation of our one-day university experience program.

IV. Campus Life

1. Campus facilities

The completion ceremonies held in March 2004 for the law school building at NNC and the new G and H buildings at NSC passed by without incident. At TSC, meanwhile, teaching within the Graduate School of Policy Studies and the Graduate School of Mathematical Sciences and Information Engineering for our adult students is underway. This year the main campus maintenance work will be at NNC. Last November the working group composed of administrative staff members that had been set up to consider the construction of a new teaching building submitted its report with proposals regarding the facilities, including classroom plans and proposed designs of the building structure. During this year it will be necessary to examine the matter further, taking the education and research facilities at NNC as a whole into account, with the aim of realizing the plan for the new teaching building for the 2006 academic year. And, as part of this process, we will proceed with discussions regarding the construction of a school gate facing Yamate-dōri road and the building of an approach road to the campus from Yamate-dōri.

2. Earthquake-proof construction work

During the summer vacation, earthquake-proofing construction work will be carried out on all buildings at NNC as part of countermeasures related to the earthquakes forecast to hit the surrounding Tōkai and Tōnankai areas. In order to limit the damage resulting from any such earthquake, absolute priority should be given to implementing disaster prevention measures in terms of campus maintenance. This has led to very tight constraints on budget administration and will cause some degree of disruption for everyone during the construction period, but we nevertheless ask for your understanding and cooperation.

3. Construction of student housing

From the point of view of the University's efforts to develop on a nationwide basis, the provision of student accommodation becomes a matter of crucial importance. To date, the University has built two student halls of residence, *Yotsuya no Sato* and *Mezon Yawaragi Nanzan*, both of which are rated most highly. In my opinion, it is up to the University to make the utmost effort to provide a comfortable living environment for students who hail from areas that are beyond commuting distance. This year a new student hall of residence will be built on the site of the former *Yohane-kan* (St. John's Dormitory), which was run by the Divine Word Missionaries, and is scheduled to accept its first intake in April 2005.

4. Improvements to the class schedule systems at NNC and NSC

During the course of this year, construction work will continue related to the holding of the 2005 Aichi Expo and will affect the University, irrespective of whatever changes to the University's environment there may or may not be. Last year we already experienced problems with traffic congestion, resulting in NSC students sometimes being unable to reach their lessons at NNC on time. So far, the University has dealt with the matter on an individual basis by asking the relevant course instructors for their cooperation, but since the curriculum from this year allows for greater freedom to take courses at either campus, there is the likelihood of having to look at possibilities for further improvement concerning this issue. I would like to continue to look at the matter, with the aim of coming to some suitable arrangement, which may involve changes to the class schedules.

**Hans-Jürgen Marx,
President, Nanzan University**