

President's Position Paper for 2005

To all members of Nanzan University:

With the approach of the age of universal access that will come into being in 2007, the circumstances facing universities are becoming increasingly demanding as each year passes. The fact that our University has been able to improve its results by facing up to these circumstances at an early stage and accepting reform with a fresh open-mindedness toward the future is a result of the contributions and endeavors of all those who are part of the academic community that is Nanzan. For this I am most grateful. It is a great honor that I have once again been entrusted with the leadership of this community, and I shall give my all in serving in this, my fifth term of office. Having said this, I have decided to make this my final term for the sake of the future development of the organization.

As such, during this term I want to take stock of the reforms accomplished thus far in terms of the respective aims and objectives and make an honest assessment of the degree to which each has been achieved. At the same time, I want to look at what other areas should be reformed and to put forward specific proposals for further development while taking into consideration the prospects for ten years hence and twenty years hence in consultation with the University community. In particular, I want to address the issue that is of concern to all universities: namely, that of bringing our identity as well as our distinctiveness further to the fore in order to continue to be a university of choice. This matter was identified also by our external evaluation committee, which strongly questioned the strength of the University's identity when it sat in December of last year.

With this in mind, I believe we should first of all emphasize our distinctiveness as a Catholic university, and, since the flip-side to the advance of globalization is the increase in the potential for different civilizations to clash, I believe we should be providing a place for dialogue between the different civilizations more than ever before while at the same time offering greater clarification as to why there is now a need for a university that is "Catholic" or, to put it another way, a university that possesses a universal appeal. However, as the afore-mentioned external evaluation committee also indicated, being "Catholic" is not in itself enough for the University: I believe that in order to bring our distinctiveness to the fore we should give substance to our established "brand" as a leader in foreign languages, for which we have been known since our inception, by strengthening our foreign-language education on the one hand, and, on the other, by increasing both our intake of overseas students as well as expanding our study abroad program in keeping with our image both at home and abroad as a university of international exchange. As signified by the so-called 2007 "problem", this term shall be a vital transition period for our community. In order to keep ahead as a university with appeal both domestically and internationally, I ask that you all contribute both your wisdom and your efforts.

I. Priority Issues

1. Foreign-language education

I have emphasized the importance of a thoroughgoing review of our foreign-language education curriculum for several years now. The reform and strengthening of foreign-language education lies at the heart of the most crucial issues that we now need to review if we are to meet the expectations of Nanzan University among the community at large and make absolutely clear the distinctiveness of the University. In last year's position paper, I asked for full discussion aimed at improving the environment to allow students who possess the desire to learn foreign languages to do so uninhibited. In response to this request, I received a submission of documents from the Chair of the Foreign Languages Committee in which a good idea was put forward as a solution to the problems inherent in the University's foreign-language education program. I am glad that a move in the direction of reform is at last to be seen.

In order that a major reform of the foreign-language education curriculum can be implemented in 2007, I would like us to press on with a thorough debate during the course of this year concerning the details of plans and objectives for improvement. In particular, there are a number of important issues that I would like to have addressed: for example, the setting up of a system that allows self-motivated

students to study foreign languages at their own level, perhaps by offering streamed classes; the possibility of setting up a foreign languages teaching center that unifies our foreign-language education program in a more intensive manner, correcting the shortcomings of the current system whereby the responsibility for teaching a foreign language is simply laid at the door of a particular department; and the possibility of offering TOEFL and TOEIC courses as faculty-administered courses. Also, there is a need to gain an objective grasp of the level of our students' language ability, to which end we might consider carrying out the TOEIC test for all students at the University. I would very much like to see a lively, unreserved debate on these issues, bearing in mind also the possibility of revising the current system of having students take a second foreign language as a compulsory subject, which at present is an integral part of the University's reputation for foreign languages.

It is necessary that we recognize that other universities in the Tōkai region have in recent years clearly had Nanzan in their sights and have been putting a lot of energy into foreign-language education in particular. The University can no longer rest on its laurels, relying merely on the reputation it has built up over the years. I would like our students to be able to actually feel that Nanzan is *the* place for foreign languages by offering an education that enables them to use at least one foreign language, with the ideal that we can make even more students bilingual.

2. The strengthening of our system of international education

During the course of the next three years, I would like us to bring Nanzan's reputation as a university of active international exchange further to the fore. International exchange at Nanzan is built upon two important foundations: the study abroad program for our students and our intake of international students at undergraduate and graduate level as well as at the Center for Japanese Studies. This year, especially, I will be raising the important issue of strengthening the Center for Japanese Studies' admissions system.

At Nanzan University our aim has been to attain a level that is internationally recognized, and since the founding of the University we have poured our efforts into international education based on exchange with Europe and America. With the changes in thinking taking place in Japan, the Faculty of Policy Studies has been focused on Asia and has been increasing its international student intake from Asian countries. While maintaining this policy, it would indeed be propitious to strengthen the admissions system of the Center for Japanese Studies, utilizing our fine record hitherto, and bolster our reputation for international exchange both at home and abroad. Indeed, recent years have seen an increase in potential applicants particularly from Europe and America as well as an increase in enquiries from Asian countries. The number of potential applicants for short-term study abroad at Nanzan is, in fact, considerably higher than the number of students enrolled at the Center for Japanese Studies. For a university such as ours that has a reputation for active international exchange, it is more than important that we go one step further in strengthening our admissions system for this potential market.

In order to strengthen the admissions system, however, we need to first of all clarify our position in terms of the system of the Center for Japanese Studies within the context of the University's international education system. In April 1999, the Center for International Education was established in order to create a system that would be able to provide the combined support for international exchange for the University, with the Faculty of Policy Studies in mind for when it was set up in 2000 as part of the University's reforms. The Center for Japanese Studies operates within this organizational framework, but discussion concerning its status has largely been confined to the Center itself. The issue has not been taken up with any degree of seriousness and has remained unclear to this day. The Center's important contribution to the raising of Nanzan University's international reputation is not fully appreciated within the University itself, and perhaps it is herein that the root of the problem lies. Thus, we need to first of all clarify the position of the Center within the University before examining the various issues that create an obstacle to the increase of its intake, such as the shortfall in the number of host families available, the differences in the academic year, and the question of how to create a system of cooperation in pedagogical terms.

In order to truly fulfil the aim of creating an international campus at Nanzan and raise the level of international recognition for the University, we must aim to create a better learning environment by strengthening our means of providing such opportunities while at the same time promoting exchange among the student population.

II. Planning and Development

1. Appraisal of a grand design

It has now become imperative for universities to undergo a process of self-reform with the future firmly in mind—otherwise, the prospect of a bright future ahead is unthinkable. Without question, the current state of Nanzan University can be attributed to the result of our unceasing self-reform. If we look at Nanzan Gakuen as a whole, we can see that the decision-making in terms of future planning has until now been carried out on an individual basis by each of the institutions within the Gakuen. However, for the development of the Gakuen as a whole, the Gakuen Board of Trustees has recognized the need for a “grand design” for the Gakuen based on lively, unreserved debate. Discussion is already underway within the Nanzan Gakuen General Planning Committee. It is necessary for the University to establish clearly how we are to make the most of the University’s unique features and set our education and research goals, but with the Gakuen as a whole at the forefront of our mind.

The main directions in which the University should be looking towards for the future are as follows: (1) fulfilling our duty to make a contribution to society in addition to the disbursement of our educational and research duties as has thus far been the case, based on our founding principles; (2) taking steps to establish active ties between industry, government, and academia as a combined center of research and education in both the arts and the sciences; (3) aiming at development on a national scale while consolidating our stable position at the regional level; and (4) deepening the educational links between all of the institutions within the Gakuen. This year we shall establish a forum for debate on these issues and commence our appraisal of a grand design.

2. The stabilization of our financial base

In order to maintain the appeal of the University, we need to proceed with the stabilization of our financial base in a strategic fashion based on a future planning that meets the needs of the students and society. For this, the securing of new students is a prerequisite. In future evaluations of universities, it goes without saying that the financial robustness of an institution will be an issue. On the one hand, considerable sums of investment will be required for a system of education and the provision of facilities for the University to have appeal. Such investment, it can be said, should go towards the strengthening of the Nanzan “brand” from an integrated standpoint that takes into account not only the education and research of the University, of course, but also our contribution to society and the ties between industry, government, and academia. The implementation of our lofty founding principles while maintaining a stable financial base is going to become an increasingly important issue from now on.

3. Graduate School plans

The 2004 academic year has seen the establishment of four new graduate schools in addition to the Nanzan School of Law, the University’s first profession-oriented graduate school. Furthermore, we have made progress in our deliberations and preparations for the establishing of doctoral programs in three of the new graduate schools (the Graduate School of Mathematical Sciences and Information Engineering already has a program) and for the establishing of a business school, which shall be a further addition to our profession-oriented graduate schools following on from the setting up of the law school. Concerning our doctoral programs, I previously asked that we look at the possibility of creating a Graduate School that would be unique to Nanzan, using a new concept. As a result, the University shall be submitting an application in June of this year to establish doctoral programs in the Graduate School of Humanities (with a number of graduate programs to follow on from existing master’s programs) and the Graduate School of Policy Studies in addition to the setting up of a business school. Further review with regard to the reorganizing and restructuring of the Graduate School shall also be required, and this will revolve around whether the needs of society are being met at the time and whether admissions numbers and graduate employment rates show stability. Finally, concerning the business school, we will be dealing with this actively from a medium- to long-term standpoint rather than a short-term one, seeking to build on our education and research activities through ties between industry, government, and academia and through making the contribution to the regional community that is expected of Nanzan University.

III. Education and Research

1. Application to the Ministry of Education's education support program

In recent years, the Ministry of Education, Culture, Sports, Science and Technology has reinforced its policy of pushing for a strengthening of higher education by changing the system of allocating subsidies to universities and promoting competition among them. Moreover, it is clear that in the future this competition between universities will not be restricted to the domestic level but will move onto the international level. It is necessary that we at Nanzan have a firm grasp of this fact.

In 2004, submissions for the 21st Century COE Program did not see any positive outcomes, but the Faculty of Policy Studies was successful in its application for a proposed program to address the issue of qualitative improvement in international education in Asia. This year, as a result of our review of internal submissions of proposals, we will proceed with four applications. One of these is for the Support Program for Distinctive University Education from the Faculty of Mathematical Sciences and Information Engineering on the subject of training new software engineers through the combination of mathematical sciences and information and telecommunications engineering, which addresses a policy issue for which there is a strong demand in society. A further two applications represent a first for the University in submissions to the Support Program for Contemporary Education Needs, with the Faculty of Policy Studies drafting an application under the title "Nanzan University English-Language Program At Seto (NEPAS)" and the Faculty of Economics making an application on the theme of content development and implementation of consumer education open to the local public. The fourth of the applications, to be made under the Good Practice in Graduate School Education program, comes from the Graduate School of Humanities' Educational Facilitation Graduate Program. In the future, I would like to see applications on an annual basis to the various programs available, such as the Overseas Advanced Practical Education and Research Support Program. I would very much like Nanzan University to be evaluated for its continued and serious efforts in education.

2. Course evaluation

This year will see the implementation of a system of course evaluation by graduate students, this having been reviewed during the course of last year. Unlike in the undergraduate program, the educational approach differs in each of the graduate schools and there is also the difficulty of processing the data in a uniform manner due to the smaller numbers of students involved. On account of this, it is necessary to have each individual graduate school examine its own means of evaluation rather than create a common framework to be applied university-wide. I would very much like us to work towards devising a framework for assessing and evaluating the state of research and education in the Graduate School from a broad perspective, without confining ourselves to a narrow understanding of course evaluation but looking at the issue in broader terms to include consideration of the curriculum as a whole, for example.

As far as the undergraduate program is concerned, a university-wide system of course evaluation is already firmly in place, and I intend to continue with this system. But this does not mean that we should relent in our efforts to seek out new schemes by looking at how other universities that are getting results deal with the task. For example, among the student course evaluation self-assessment and self-evaluation reports, unfortunately I cannot help but feel some misgivings concerning how seriously it is being treated—even though this is only in a small number of instances. With this in mind, I believe we need to fine-tune the current approach by moving toward a system of course evaluation that allows for the identification and solution of issues in a tangible manner, mindful of the cycle of Plan-Do-Check-Action (PDCA). A further issue is that with the current system of assigning each course to one of three categories and carrying out evaluation of only one category in the rotational system on a semester basis, there are always some members of the teaching staff who miss out on the course evaluation due to their course allocations for that year. Thus, I would like to give consideration to the improvement of the current system and other forms of developing it, perhaps by introducing a system by which at least one course each semester is subject to course evaluation for all members of the teaching staff.

3. Further promotion of faculty development activities

Up until now the Self-Assessment and Self-Evaluation Committee has been responsible for carrying out faculty development activities on a university-wide scale. But from now tangible and practical faculty development activities have to be undertaken by the individual faculties and departments, just as we have seen in the activities of the law school. In other words, a bottom-up approach is needed more than ever before for the promotion of faculty development. To this end, a new committee for the promotion of faculty development shall be formed to work in tandem with the Self-Assessment and Self-Evaluation Committee in the hope that it will evaluate the system through lively debate and activities from a more independent position. I would like us all to give the time and energy necessary for the creation of a faculty development program whereby strategies for improvement that will bring the distinctiveness of each faculty and department clearly to the fore are expressed with fresh ideas, which will in turn benefit Nanzan University as a whole.

4. University evaluation

As you will be aware, it is now a legal requirement that universities undergo regular accreditation assessment. This is carried out as a means of assuring that the quality of the education and research system in Japanese universities is in line with international standards. Of the three standards assurance bodies—the National Institution for Academic Degrees and University Evaluation, the Japan University Accreditation Association, and the Japan Institute for Higher Education Evaluation—the University has, for the time being, chosen to participate in the peer review program of the Japan University Accreditation Association. This year, the University will be working towards the forthcoming accreditation assessment slated for 2006, with the University Evaluation Working Group leading the preparations.

Looking toward the future, there is the likelihood that the University will need to take steps to work its current self-assessment and self-evaluation program into an integrated system of evaluation that is multi-dimensional, involving peer review, post-tenure review, and other such structures.

5. Career education

As of this year we shall be commencing career education to complement our existing career guidance service. The aim of career education is to provide students with a dream and an aim for the future, instil in them a motive to study, and, as preparation for the students' occupational future, inculcate them with the methods of academic investigation and deepen their understanding of the career opportunities that lie ahead of them. Being the first year, this year will be a kind of trial year. Guidance and seminars or workshops will form the core of our activities and by gathering feedback from the students concerning their expectations and opinions we will work towards building a better program. Of course, career education does not consist merely of holding guidance and workshop sessions. The input of each and every member of staff in offering students pertinent career advice is indispensable, and it is important especially for seminar teachers to be familiar with their students' circumstances and provide them with follow-up support. It is the members of staff's understanding of what is required for students' preparation for their occupational future that surely lies at the heart of career education. I would like to ask all members of the teaching staff to take it upon themselves to become involved in career education.

6. External ties and contributions to the local community

Forging ties with outside institutions and the local community as part of a university's education and research activities is common throughout the world, and for our University, which is aiming to be a "glocal" university serving the local region, it is of utmost importance. Last year, not only did we commence with the exchange of students with Toyota Institute of Technology through a credit transfer system but we also embarked on a program of scholarly exchange.

We are also committed in proceeding with our participation in the University Consortium Seto. As you know, the University Consortium was set up with a number of aims: the link-up between the institutions of higher education contributes to local development and aims to create a new regional culture through active participation in lifelong learning activities, while at the same time it allows exchange among students, it allows educational activities to be more communal and efficient across the

participating universities, and it also allows the learning functions in the region to merge with the university functions. I believe that it will become a new place for regional contribution and practical learning for both the universities and the students, and so I hope that our University will play an active part.

Finally, we will be moving ahead with our ties with industry, government, and academia, with activities based around the Center for Research in Mathematical Sciences and Information Engineering.

IV. Entrance Examinations and the Admissions Campaign

1. Policy for attracting applicants

Numbers of applicants for the University entrance examinations, the national entrance examinations, and the Center entrance examinations combined gave us a total figure of 18,213 for applicants for the 2005 entrance examinations, representing an increase of 6.9% over the previous year. Given that last year had seen a significant decrease in the number of applicants, these figures came above all as a relief. This has come about as a result of the review of our strategy concerning the admissions campaign, high school visits, and such like, and I would like to offer my sincere thanks to all those involved for their efforts.

This year, in particular, the number of applicants we were able to attract through the national entrance examinations far exceeded our expectations. However, the 17% increase achieved over the previous year is almost entirely down to the increase in examinees from the Tōkai area, and while in one sense this can be assessed positively as a sure indication that our core base is stabilizing, in terms of our development nationally we need to treat these results with caution.

Among the elements involved in the increase in applicants, special mention should go to the effectiveness of the high school visits conducted at the end of the year in December, which took in the eighty main schools in Aichi, Gifu, and Mie prefectures, and the increase in applications to the Faculty of Mathematical Sciences and Information Engineering is an example of this. On the other hand, however, there are also departments that have seen a marked decrease in numbers. While one possible explanation may be that it is just one of those years, what is important is that each of the departments establishes greater clarity as to what kind of students they are looking to attract.

2. Admissions campaign

Given the circumstances outlined above as far as our admissions campaign strategy is concerned, in addition to continuing the activities we have pursued in order to maintain the number of applicants from the University's base in the Tōkai region, we need to sustain a higher level of admissions campaign activities on a national level. As well as further deepening the links between the University's admissions campaign and our strategic PR, we surely need to take advantage of the national attention that the region is receiving due to the Aichi Expo and other events when appealing to potential examinees.

This year we will continue to hold open campus events at both the Nagoya and Seto campuses simultaneously, the one-day university experience program for high school students, and the visits to high schools—the latter of which should be given greater importance. Last year on the first-ever bus tour, I was able to spend a most enjoyable time with the high school students, who were full of energy. I believe that this kind of event is very effective in terms of our development nationally, and so we will continue with the bus tour this year, too. I might add that such creative ideas as the bus tour initiative are received with great appreciation. With regard to the strengthening of our ties with high schools around the country, this year I would like to propose that we emphasize visits to Catholic high schools in particular. Of course, we should also improve our school visit program in those areas around the country from which students come to this University. In addition to our general admissions campaign, I believe that the best policy is for each department to take responsibility for its own P.R. I ask that steps be taken towards accomplishing this.

V. Campus Life

1. The *Foyer Nanzan* student hall of residence

Up until now Nanzan has had a women's hall of residence (Maria House) and a men's hall of residence (St. John's Dormitory) for students who have come from around the country. However, due to personnel limitations on the part of the Divine Word Missionaries and the Theresian Association, which had taken on the responsibility of running the halls of residence and providing guidance to the students there, and also due to the changes in young people's lifestyles over time, these halls have been closed down and, in their place, two new student halls of residence, *Yotsuya no Sato* and *Mezon Yawaragi Nanzan*, have been provided. "*Foyer*" is French for "home" and the new building is well situated some fifteen minutes from the Nagoya campus by foot. It is for male students only, so *Yotsuya no Sato*, which had been for both male and female students, has now been made female-only. I hope that *Foyer Nanzan* will serve many students well and help them lead a meaningful life.

2. Campus facilities

In view of the increase in overall student numbers, a decision has been taken to construct a new classroom building on the Nagoya campus, as the current number of classrooms will not be able to cope with the expected steady increase in student numbers. As far as construction is concerned, although at present discussions are underway concerning the new building's structure and how it will be used, the priority should, above all, be that the facilities are easy to use for the students. First of all, I would like preparations for the plans to be completed during this year, with the aim of having the new classroom building available for use from the 2007 academic year.

With regard to facilities at the Nagoya campus, the location of the catering facilities for the students as well as the administrative offices that deal with the students is an important matter. Also, the building of a second "Pache Square" (official name to be decided) has been under consideration since the time of my predecessor, and I would like us to look into this matter once again with a view to its resolution as soon as possible. Finally, we also need to look into the use of the Yagumo school site, especially the plans for constructing a school gate facing onto the Yamate-dōri road and an approach road from there to the campus.

With regard to facilities at the Seto campus, we will continue to focus our attention on the provision of a gymnasium and sports ground.

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