

## **President's Position Paper for 2007**

### **To all members of Nanzan University**

As we approach the age of universal access, competition among universities is becoming increasingly fierce due to the incorporation of national universities, the relaxation of regulations pertaining to the establishment and approval of universities, and the encouragement of a competitive environment due to issues such as the expansion of the competitive system for distribution of funds. The polarization between the preferred universities and those that are less popular is increasingly evident, and it is expected that the culling out of universities will gain further momentum. In the context of this harsh environment, for Nanzan to maintain its position as a university of choice for students from all over the world and to grow into an institution that produces graduates who can be successful all over the world, it is essential that we project the Nanzan presence to the world by displaying our unique appeal and characteristics in a broad manner of ways within the areas of education, research and social contributions.

Last year, we decided upon our future vision and goals based upon the outlook for the future, and to implement these we created an image of what the University's future will be 20 years hence. In addition, parallel to the creation of the Nanzan University Grand Design, consideration of the future 20 years hence for each faculty (department), institute and graduate school is now entering its final stages. In terms of the system for implementing the view of the future, from this year the executive and the Future Planning Committee must come to grips with the staged implementation of specific measures towards the realization of the Grand Design.

In this year marking the 100th anniversary of the arrival in Japan of the Society of the Divine Word we also commemorate the 75th anniversary of the establishment of the Nanzan Gakuen Corporation. To mark this critical juncture in our history, we are now pressing ahead with preparation for the establishment in April 2008 of Nanzan Primary School (Schola Primaria Nanzan) that is affiliated with Nanzan University. Since last year the University has been actively involved in the preparation for the establishment of the elementary school from the viewpoint of creating educational partnerships centered upon the University, and with the aim of completing a comprehensive educational package throughout the Gakuen. Based upon Nanzan's achievements to date in the field of higher education, we will investigate how the elementary school should operate as a university-affiliated school and the role that the University should play.

This year's new projects include the opening of the Nanzan English Education Center and the establishment of the Center for Legal Practice - Education and Research. We will also be pressing ahead with further unceasing self-reform, with matters such as the

strengthening of foreign language and international education as priority issues. In order to best meet the needs of society, we will strive to work even harder in the areas of education, research and contribution to society.

This year, I would like to finish my final term as President of the University having highlighted issues for the future, indicated measures to be taken for further reform, and established the direction for a university-wide system for their implementation. As well as expressing my gratitude to all those people who make up the Nanzan academic community for their forward-looking attitude and devoted efforts, I would also like to request their continued cooperation.

## I. Priority Issues

### 1. Further reform of foreign-language education

We were again able to attract large numbers of applicants in the 2007 entrance examinations. Even in the Tōkai region, where polarization is particularly evident, universities that are succeeding with reform are attracting increasing numbers of applicants. It has become clear that in particular, other universities putting effort into foreign-language education are closing the gap. I am again reminded that Nanzan's reputation of being a "college for foreign languages" is by no means safe and secure. Also, the urgent need for further reform of our foreign-language education has been brought home to me from the point of view of securing a stable supply of applicants.

We have established the Nanzan English Education Center to enhance the English language education in the general education courses at the Nagoya campus (NNC), to improve the quality of the teaching staff and encourage more effective learning for students. This allows for the rebuilding of the entire English education program through measures such as the introduction of a system of streamed classes throughout the university. In addition, as seen at the World Plaza at NSC (Seto Campus), in the fall semester we commence operation of facilities with the equipment, teaching materials and staff to support students' outside classroom English language learning. This will allow us to offer advice on study, and to meet a diverse range of English language learning needs. Reform of foreign-language education has been a priority issue for several years, so I am pleased that we are now making steady progress. I hope that from now, the Nanzan English Education Center, English education programs in the faculties and departments, and the English education program at NSC (NEPAS) continue to help improve the level of English language education throughout the entire University.

In last year's President's Position Paper, I requested the creation of a university-wide system aimed at establishing a program in which students can apply themselves wholeheartedly to a second foreign language of their choice, and in doing so develop an acceptable level of proficiency in that language. Following repeated discussion,

the Foreign Language Committee has submitted a response to the President's Position Paper for 2006. Streamed classes have been introduced in Chinese language courses from 2006 and advanced classes have already commenced. Also, for other second foreign languages, departmental foreign language courses have been opened up to students from other departments as continuing courses of General Education second foreign languages. I am grateful for the cooperation shown by those staff members in the departments concerned and am pleased that tangible results have begun to appear with regard to reform of second foreign languages, an issue that I have previously requested be given consideration.

From now, I would like to see ongoing efforts to carry out further reform of Nanzan as a "college for foreign languages."

## **2. The strengthening of international education**

Specific measures are already being taken in response to my request in the President's Position Paper for 2006 to improve the teaching and administrative organization of the Center for Japanese Studies (CJS) and to create a system facilitating improved student interaction and mutual cooperation with faculties. Roles within the CJS have been clarified and meetings set up to encourage information sharing and exchange of opinions among teaching staff. In addition, improvements have been made to such things as the various guidelines for moderation of grades and reviews have been carried out in such areas as entrance examination screening standards and teaching staff employment procedures.

International education has been one of our traditional features since the University was founded, with our system for accepting foreign students highly rated both at home and abroad. However, most foreign students enter the CJS, and in terms of acceptance into the faculties and graduate schools, except for in the Faculty of Policy Studies, we have not reached a standard at which we can describe ourselves as a truly internationalized university. A range of reforms are needed of the type indicated in the proposals for reform in the Grand Design to facilitate proactive moves to accept foreign students into the faculties and departments. In our quest for true internationalization, the first issue for us is to expand opportunities for Japanese students and foreign students to mix in the same classes and enhance their international outlook. At the same time, I recognize that it is also important to improve the systems that allow Nanzan students to be proactive about studying overseas.

As I emphasized in last year's President's Position Paper, when taking a hard look at what things will be like in two decades time and considering what we must now do in order to become the object of high evaluations from overseas, we again need to recognize that our survival hinges upon the success of international education and exchange.

As the first stage in the process of true internationalization, this year we look forward to further improvement and development in the quality of international education and exchange, with the External Evaluation Committee implementing an external evaluation on the topic of the internationalization of Nanzan.

## II. Education and Research

### 1. Strengthening faculty development activities, teacher quality improvement and teacher evaluation

In an effort to improve class content and delivery university-wide, we will review and continue a diverse range of faculty development activities such as class evaluation by students, teaching-style discussion groups, faculty development training and regular observation of classes. We would like our teaching staff to all actively brainstorm in teaching-style discussion sessions or faculty development training, and hope that this will lead to an improvement in class quality. Also, the systematic faculty development activities that are compulsory in professional graduate schools should be undertaken at the level of faculty and department. In addition, from the point of view of further enhancing people's trust in Nanzan, I believe that it will become increasingly necessary for us to actively inform society what we are doing in terms of faculty development initiatives.

We have had a project team in place for faculty member evaluation from last year and progress is now being made on a university-wide scale on the discussion of faculty member evaluation. Based on this discussion, this year we will create a specific evaluation system that includes education staff selection standards and promotion standards. As I mentioned previously, the tertiary education environment has become even more competitive and for our University to survive we must improve the capabilities and quality of the University as an institution. It is crucial that we systematically improve the quality of each and every faculty member as they carry out their duties to education, research and social contribution, and in their roles as members of the institution, including involvement in the administrative duties of the University. Faculty members' research activities may be effectively revitalized through the type of interdisciplinary research discussions carried out by the Faculty of Mathematical Sciences and Information Engineering. Ongoing review of the quality and capabilities of the teaching staff, in conjunction with teacher evaluation aimed at improving the quality of the University as an institution should be carried out as part of faculty development. In addition to clarifying the type of teaching staff the University and its component faculties and departments consider to be desirable from the point of view of the organization, carrying out this type of faculty member evaluation also helps facilitate a system of employment and promotion throughout the University. Staff will be spurred on to greater efforts if their diligence and achievements are appropriately recognized through a teacher evaluation system, the cumulative total of such efforts will, I hope, serve to enhance the quality of the university as a whole and lead to further growth.

### 2. Provision of a system of ongoing support for students

Expanded learning options at high school level mean that the academic ability, educational background and even the attitudes of high school graduates have become increasingly

diverse. In recent times, it would seem that the number of students lacking confidence in their basic academic ability and struggling because they are uneasy or unsure about their studies is increasing. At the same time, universities are being asked to develop a robust academic ability in these students from this diversified high school education. The guidance given at the time of course registration upon entering university and when advancing to the next year, the thorough implementation of office hours for teaching staff to deal with students and the strengthening of the advisor system are also important, but when we consider the situations that cannot be adequately covered by these measures alone, I think the time has come for us to act quickly to provide a university-wide system of ongoing support for students.

This year, we will set up a Student Counseling Section at both campuses to provide a comprehensive counseling service covering the full range of issues that can occur in student life. Taking advantage of the relocation to Building C of the Student Affairs Office and the Academic Affairs Office, various counseling services will be combined into one as we move to strengthen the collaboration among the functions that have a bearing on education. I request that you continue to actively consider the creation of a system in which teaching staff and senior students offer counseling on matters related to learning. In order to implement measures carefully tailored to match students' character and academic ability we not only need to strengthen our response at the faculty and department level, but we must also expect greater effort from each individual member of the teaching staff.

I also think that the time has come to consider implementing measures on remedial education and the improvement of basic academic ability to meet the needs of specific faculties and departments. The Seminar in Mathematics already being run by the Faculty of Mathematical Sciences and Information Engineering to meet the needs of repeating students is a useful example of what is possible. In future, we may need to consider a university-wide curriculum. In addition to the provision and strengthening of a university-wide system of ongoing support for students, I believe that each and every member of our teaching staff should adopt a more proactive stance towards learning support.

### **3. Promoting Career Education**

While the recent upturn in the economic climate and the retirement en masse of the baby boomer generation has improved the employment environment, it still remains tight. In this context Nanzan University remains the object of great expectation and high evaluations from major national corporations and well-performing companies in the Chubu region, boasting an impressive record for placing graduates in jobs. In addition to being a reflection the ability of our students, I am grateful and pleased to say that this is also proof of the efforts of our teaching and administrative staff working as a team in giving career-oriented guidance and support.

We combined the Career Education Promotion Committee and the Internship Committee and this year we established the Career Support Committee. Through this, I

would like to request that staff motivate students to think ahead and set goals, and will plan and implement a university-wide career support program (including internship training) designed to support the development of work values. Beyond ensuring that this program is operated and promoted smoothly, I look forward to ongoing efforts by staff to improve career education in each faculty and department. Last year, we implemented “Workplace Observation Tours,” receiving favorable comment that these new initiatives provided worthwhile and valuable experiences. Our goal is to encourage students to reflect upon what they have done to date, and by creating a personal history, to have cause to consider their future, including their career options. A system has also been set up to provide support for students’ desire to create a career by starting up a new course called “Career Design” as a faculty-wide general course in the Faculty of Foreign Studies.

With regard to career education, as is the case with learning support, we consider this type of university-wide and faculty and department level initiative to be important, but this alone does not suffice. First and foremost, it is crucial that teaching staff play their part in developing an appreciation of the situation of each and every student under their tutelage. As I have requested previously, I would like to see all teaching staff adopt a more proactive stance towards career education.

#### **4. External ties and contribution to the local community**

In addition to striving to improve quality through a broad range of initiatives carried out to date, such as offering lectures through Nanzan Extension College, research centers and the Anthropological Museum, participation in community development projects through “The Seto Consortium of Universities,” discussion of exchange of credits at the “Presidents of Aichi Universities Discussion Group” and strengthening of ties with the Toyota Technological Institute we will continue to extend our external ties and contribution to the local community. Also, we will further invigorate our research activities by continuing to be proactive in accepting joint and funded research projects based in our University, allowing us to return the fruits of the research to society and thereby to further contribute to the community.

The Lecture Series initiated in 2005 as a broad-based promotion for the University is attracting increasing numbers of participants and we can see that interest in the region is heightening. This year, several faculty members teaching the General Education Theme-Based Courses will deliver lectures on their own education and research related topics. The content of these lectures will also be published. In addition to contributing to society by creating opportunities for the public to experience the appeal of our University, we will strive to further lift our profile.

The Center for Legal Practice - Education and Research established within the Nanzan School of Law will also move proactively to contribute to the local community. Based on the fundamental ideology of fostering legal professionals with a deep

understanding of and an open-minded outlook towards human dignity and basic human rights, the Center for Legal Practice - Education and Research aims to carry out practical education and research designed to develop the skills in interviewing and negotiation, the abilities to investigate and analyze and the techniques in courtroom questioning required of legal professionals. In keeping with this approach, working in conjunction with people such as volunteer members of the Aichi Bar Association, we will provide practical skills education and legal clinics (legal counseling), hold training sessions and lectures on topics such as relief after medical mishap and issues related to children's human rights.

From this year, for a period of five years, the Nagoya American Studies Summer Seminar will be hosted and organized by our university. Sponsored by the Fulbright Committee and designed to further Japan-US understanding, the American Studies Summer Seminar dates back to the end of the Second World War. First held at Tokyo University, its tradition has been passed down through the years by Kyoto University, Doshisha University, Hokkaido University and Ritsumeikan University. A particular theme is chosen every year, with meetings held by specialists in the field, international seminars by graduate school students and seminars for corporate workers and members of the general public. Preparation is being carried out mainly by the Center for American Studies, but I hope that everyone looks forward to this event, and I would like to request the cooperation of all staff to ensure its success.

##### **5. Systematic and ongoing efforts for securing external funding**

Last year, the following were successful in being selected for GPs: Graduate Program in Linguistic Science (the Graduate School of Humanities) for "Appealing graduate school education initiatives" and the Graduate School of Mathematical Sciences and Information Engineering in conjunction with graduate schools of other universities was selected for the "Program for the promotion of the development of leading IT specialists." This year again, a number of initiatives within Nanzan will lead to applications to various support programs.

A review is being carried out of the Ministry of Education, Sports, Culture and Technology's subsidy system for supporting private universities, as a result of which, in addition to changing the system of uniform distribution of funds, in order to lift the level of universities, the government will increase the amount of money available through competitive funds. If we look around us, we see that being selected for competitive educational and research support programs is becoming increasingly significant as an indicator for evaluating a university's educational and research capabilities. Failing to proactively apply for this kind of competitive funding will not only affect the business viability of the University but also negatively impact upon the overall evaluation of the University. In terms of establishing the future foundation of the University, the establishment of a structure that allows systematic and ongoing submissions of applications is a matter requiring urgent attention. In last year's President's Position Paper I requested that we

establish what our most promising educational and research activities are and create a stock of prospective applications in addition to taking steps such as preparing an application plan stretching several years into the future, but from what I can see at present, the response from teaching staff university-wide is a little slow. I think that we need to strengthen the administrative sections supporting applications to competitive educational and research support programs in order to gather data and carry out analysis for applications such as GP and COE, and to achieve greater effectiveness in our strategic planning functions for educational and research activities.

It goes without saying that invigorating the research activities of individual faculty members will lift our research capabilities university-wide. To this end, we are preparing an application support system that encourages systematic and ongoing applications for competitive external funds such as the Grant-in-Aid for Scientific Research. On the other hand, the appropriate use of various research funds is a matter of conscience for each staff member, and to ensure that the University fulfills its responsibilities to society, from last year we established the “Reception Desk for Information on Misconduct in Research Activities” within the President’s office.

### **III. Entrance Examinations and the Admissions Campaign**

#### **1. Policy for attracting applicants**

In what is termed Year One of the Age of Universal Access, the number of applicants for the entrance examinations – the combined total of applicants sitting the University entrance examinations, the Center-combined Multi-style entrance examinations (Center 50), and Center entrance examinations (Center 100) – was 22,037, up 9.6% on the previous year and the highest number of applicants to date. If we look nationwide, the polarization that began to appear last year is becoming increasingly marked, with there seeming to be no stopping the discrepancies developing between regions. In this context, the number of applicants increasing three years in succession is thanks to the revision of the entrance examination system through the newly established Center 100 early application submission period and steady efforts in the admissions campaign, such as the high school visits carried out cooperatively by Admissions Campaign staff, something for which I am sincerely grateful.

As evidenced by leading Kanto and Kansai universities setting up examination venues in Nagoya in order to expand the opportunities for prospective students to sit their entrance examinations, we can expect increasing pressure from outside to attract applicants from the Chubu region. For that reason, the need to stabilize our core base in this region and at the same time develop nationally remains an ongoing issue for us. I request that we do not rest on our laurels, but instead that faculty and graduate school staff make even greater efforts to attract applicants.



## **2. Admissions Campaign and Strategic PR**

In order to secure applicants even more effectively, we are continuing PR campaign activities such as the open campus, the bus tour, the university experience program and visits to high schools. This year we are going to change the venue for the open campus for parents of high school students to NSC, so as to have them experience an educational environment with a more complete range of facilities. Also, I place great trust in the staff of the Admissions Campaign, a group receiving favorable feedback for their explanatory sessions for high school teachers and campus visits. This year student staff of the Admissions Campaign will play a central role in setting up “n-cast+,” a website that aims to convey to high school students what is appealing about Nanzan University. It is also important for faculties and departments to upgrade their own Internet presence in order to convey details of their educational content and I hope that we can continue to produce innovative plans that meet the ever-diversifying needs of the market.

Also, this year we will continue effective public relations activities in key regions to highlight our educational, research, social contributions and student services. In addition, utilizing the 75th anniversary of the establishment of the Nanzan Gakuen Corporation and the opening of the Nanzan University Affiliated Elementary School, we will strive to project the Nanzan “brand” on a national scale beyond the local region where it is already well-established. Furthermore, we will continue to create synergies through our mixed media PR approach in order to let people know of the initiatives being carried out through the years at Nanzan from the entrance (student recruitment) to the exit (job placement).

## **IV. Campus Facilities**

### **1. Seto Campus**

In order to further enhance the facilities of NSC we will construct a water garden with a biotope. I sincerely hope that as with the Pache Square and the Central Green at NNC, it will become a place of recreation and relaxation used by many students. The two-year trial of opening the Seto Library on Sundays and at New Year will become part of the official opening hours from this year. In addition, we will renovate the entrance to keep the library quiet, and continue to improve the educational environment through such measures as enhancing audio-visual capabilities in the multi-media classrooms. With regard to the foreign language program, as the successor to the current LL facilities, we will introduce a new language learning system that facilitates e-learning. I sincerely hope that by creating an environment that encourages independent learning and learning outside the classroom, the foreign language program will become even more effective for the students.

## **2. Nagoya Campus**

The Students Affairs Office and the Academic Affairs Office will be combined in office space on Building C 3F, commencing duties from May. The Nanzan English Education Center will be opened in the space vacated by the Academic Affairs Office, and the Office of Education and Research Support will move to the space previously occupied by the Student Affairs Office. In addition, in order to upgrade the amenities at NNC, the dining halls and the shops have been renovated or newly built (Copain Students Hall 3F, Building C 1, 2F.). We will also consider how to best use the space vacated due to the closure of No. 1 Dining Hall (University Hall). We will install new audio-visual equipment in classrooms so as to further enhance our educational environment. At the NNC library we will commence trial hours on Sundays and at New Year in order to make library use more convenient for students, teaching staff and members of the public. In keeping with the moves to facilitate evening-use of the library, we will also establish a space in the entrance lobby area for consumption of food.

The completion of the new classroom building (Building B), new cafeteria-administrative office building (Building C), the university gate on Yamate-Dōri and the approach road means that before too long the front of the University will change to face Yamate-Dōri. The main aim of the approach road is to provide safe access to the University from the closest subway stations, so we want it to be used by students. To this end, not only do we need to advise students as soon as they enter the University not to use back streets, but we must think of ways to encourage them to want to use the approach road. I sincerely hope that this area will develop into a new hub of student life.



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