

President's Position Statement for 2008

To All Faculty, Staff and Students at Nanzan University

Since I started my career as a university professor, I have considered universities to be academic communities where all members work together in the pursuit of the “creation of new knowledge.” With this in view, I would like Nanzan University to provide an environment that helps students as well as faculty and staff to reach this goal.

Last year marked the 100th anniversary of the arrival of the Society of the Divine Word in Japan, and the 75th anniversary of the establishment of Nanzan Gakuen. In commemoration of these milestones, all schools within Nanzan Gakuen have devised their respective “Grand Design” for the next 20 years. As the 18-year old population decreases, universities face fierce competition to meet the expectations of society in general, and parents and students in particular. The gap between the universities students choose and those that are not chosen has widened at an unexpectedly rapid pace. The Grand Design is a chart to convey our message that, as a Catholic university, we have “one difference” (the distinctiveness of our school), to offer to Nagoya, to the nation, and to the rest of the world. I have been entrusted with the crucial role of leading the university with this chart for the next three years. The importance of the role weighs heavily on me when I think of its the importance, but to fulfill our goals, I ask for the full cooperation of every member of the Nanzan academic community. As I assume the position of President, I would like to clarify the University's basic position together with my own thoughts.

I. Basic Position

Ever since its establishment, Nanzan University has aimed to become a comprehensive university in which the humanities and sciences are integrated. In 2000 the University took a step in this direction with the establishment of the Faculty of Policy Studies and the Faculty of Mathematical Sciences and Information Engineering, and we intend to continue to enhance not only the humanities, a traditional area of strength for us, but also the sciences.

1. Unceasing Self-Reform and Improvement from within to Bring about One Difference

Our previous president, Hans-Jürgen Marx, often used the phrase “unceasing self-reform.” As these words suggest, many reforms were realized with the cooperation of everyone at Nanzan during the period of his tenure. Both former President Marx and I are deeply grateful for this. As I assume the role of president, I would like to add to the existing phrase the expression “improvement from within to bring about that one difference”. The gist of this message is that everyone in our academic community must

enhance their own individual abilities in order to give substance to these reforms. For faculty members, we must improve the capability of individuals on both the research and education fronts, but in particular on the research front. Unfortunately, we know that there is a clear difference if we compare the research performance of faculties and individual faculty members. We recognize that many different factors affect this, but we are also well aware that the research ability of our teaching staff can be better than what is currently being displayed. I ask all faculty members to strive to lift their performance to a higher standard both in terms of quality and quantity. Similarly, in each of the faculties, I request that consideration be given to initiatives that add vitality to the research and educational activities of the faculty teaching staff.

If we can achieve what I referred to here as “improvement from within to bring about that one difference,” Nanzan will become a light that shines to the nation, making us even more appealing to prospective students and researchers. That will lead again to more improvement which will further contribute to Nanzan becoming a light shining to the world. This cycle with positive feedback is essential for us to realize the Nanzan University Grand Design.

2. Towards the Realization of the Nanzan Grand Design

As I mentioned earlier, the Nanzan University Grand Design is a chart for positioning Nanzan as a university that will be a preferred option for students from all over the world. In this chart is the vision and medium to long-term goals that are based upon our University’s founding ideals and educational motto. Our vision is grounded in the recognition that various differences exist among people in terms of ethnicity, ability, religion, culture, and gender. It is dedicated to the service of creating a new set of values that embraces such diversity and, through living and working together in our diversity, promotes respect for the dignity of all human beings. In its paraphrased form, “turning the power of the individual into the power of the world - empowering the individual to become a power in and for the world,” has also been used from last year in a wide range of advertising material for Nanzan University. We must see this vision fulfilled. For that reason, I ask all faculty members and staff to read again the “Final Report on the Future Vision of Nanzan University 20 Years Hence” since I want to make sure that this is understood equally by everyone in the Nanzan academic community.

The following are the medium to long-term goals for realizing this vision:

- 1) For research, “to respect human dignity, carry out pioneering research for the advancement of humankind, and, as a base of interdisciplinary joint research, to create new academic value.
- 2) For education, “with the establishment of a system of universal access, having realized its vision, to become a university that is a preferred option for students from all over the world, producing many quality graduates for the world market.
- 3) For social contribution, “to become the best regarded university in the region through social contribution that gives expression to our vision.”

How we go about achieving these medium to long-term goals is an issue of crucial importance for us. This year's President's position paper was written with this in mind. The University executive will continue to be responsible for dealing with these issues, but we request that everyone at Nanzan University shares this approach when undertaking their daily duties, deepening their understanding of the Nanzan University Grand Design and contributing their wisdom to help in its realization.

II. Priority Issues

As institutions of higher learning it is the duty of universities to achieve a balance of research and education, so we must not forget that Nanzan University is also a research institution. Needless to say, research is the basic premise upon which university education is carried out. It is important that we remind ourselves that the universities capable of producing excellent students are those that do not neglect research, so as a research and education institution we need to focus upon and refine our distinctiveness, taking full advantage of Nanzan's points of excellence.

1. Strengthening Nanzan's Internationalism

Also, in order to realize the goals in the Grand Design of becoming a university that is a preferred option for students from all over the world, producing quality graduates for the world market, we must take a close look at Nanzan's current situation of internationalism with regard to research, education and social contributions, deciding what issues should be driven forward and implementing strategic initiatives to that end. Last year, the External Evaluation Committee also pointed out the importance of this matter. In addition to enhancing the ability of the individual, we must first confirm what can be done using our current assets and search for measures that can be feasibly implemented. The number of universities that include a set period of overseas study in their undergraduate curriculum is increasing. For example, I would like an internal organization comprising each of the faculties, the Academic Affairs Office, and the Center for International Education to consider the feasibility of this type of program at Nanzan in addition to the Nanzan Asia Program (NAP) in the Faculty of Policy Studies and the overseas practicums in the Faculty of Foreign Studies. In addition, to help create a multicultural campus, each graduate school and faculty should consider what type of measures will become possible through enhanced individual ability. When doing so, please also take into account the potential for qualitative improvements in Nanzan's internationalism through the promotion of exchange between graduate schools and faculties and the Center for Japanese Studies, or the strengthening of links with Catholic universities around the world.

2. Further Advancement of Foreign-Language Education

In the 2007 academic year, the Nanzan English Education Center was established at NNC (Nagoya Campus), a system of streamed classes was introduced throughout the

University and the English language program in the General Education courses was reconstructed. Last October, after proving its worth at NSC (Seto Campus), the concept of a World Plaza was also introduced to NNC, being used by as many as 5,000 people in the three months following its opening. In addition to improving the language learning equipment and staffing in order to support students' self-access learning outside the classroom, we aim to develop the World Plaza concept even further to meet the learning needs for those studying languages other than English.

For the quality of Nanzan education to be better appreciated on the global scene, we need to consider the introduction of lecture-based courses at both the faculty and department level using English or other foreign languages as the medium of instruction. The Faculty of Foreign Studies already delivers a large percentage of its courses in this manner and I request that other faculties take proactive and concrete steps to consider eventually setting a fixed percentage (e.g. 10%) of courses to be delivered in a foreign language medium. I am aware that there also needs to be ongoing discussion of issues such as the required level of faculty development and educational support to help facilitate this and that we must move swiftly to broaden the range not only of those courses teaching foreign languages, but also of courses taught in foreign languages.

3. IT Education across the Entire University

Information technology education is progressing in each of the faculties, but the content seems to vary among the faculties and departments. The curriculum used in the Faculty of Mathematical Sciences and Information Engineering is adequate as it stands, because of the specialized nature of its focus, but those of other faculties need to be reviewed to improve standardization and efficiency. In this context, it is also important that we build a structure for multimedia education for the IT age. Centered on the Multimedia Education Working Group set up last year, we will give consideration to the nature of IT education, based around information ethics education, through the entire university, and the integration of foreign language education and the function of libraries.

III. External Ties and Contribution to the Local Community

1. The University within an Alliance of Primary, Junior and Senior High Schools

With regard to the primary, junior high school, secondary and tertiary links within the Gakuen, in "6. The Direction for each school in Nanzan Gakuen: Nanzan University" found in the "Basic Policy Statement of the Chairman of the Board of Directors" dated April 1, 2005, it is stated that the University "sees itself as playing a central role among the schools of Nanzan Gakuen, and will display leadership towards alliance education." The importance of this role to promote linkage among our educational institutions has increased with the opening of the Nanzan Primary School. Before we become a university that is a preferred option for students from all over the world, we must first become a university that is the preferred option for students within the

schools of the Gakuen. Consideration of specific measures in each faculty to help achieve this will be necessary.

Within the Gakuen alliance, we need to look beyond education and research, to also consider links for our extra-curricular activities and social contributions. In the After School Program to be implemented in the primary school, an active cooperation system with our current and former college students, which is only possible at a university-affiliated elementary school, has been set in place. We will establish an even stronger cooperative system and deepen our existing links.

2. Potential for Links with Other Universities and Industry

As seen in the education project “Progressive education program for IT specialist training,” being carried out in conjunction with Nagoya University, the ties with the Toyota Technological Institute involving exchange of credits among other things, and the system of exchange of credits within the Presidents of Aichi Universities Discussion Group, it is expected that there will be many opportunities to further our education and research through links with other universities. In addition to various types of GPs and Global COEs, I would like our graduate schools and faculties to explore the possibilities of alliances at the post-graduate level.

With regard to links with industry, some faculties already have a track record in areas such as joint research, but I would like our graduate schools and faculties to think of ways to establish even more organized and university-wide links with industry.

3. Ties with the Local Community

Initiatives such as the Nanzan Extension College, research centers, and the Anthropological Museum lectures, participation in community development projects through the Seto Consortium of Universities have been carried out during the last academic year. Furthermore the Center for Legal Practice-Education and Research commenced a series of legal clinics, shortly after it opened last year. Through such a diverse range of activities we will continue to develop our external ties and to contribute to the local community. The Nagoya American Studies Summer Seminar (NASSS), an initiative open to the general public, and the Lectures Series, now marking its fourth year, will continue, giving back to the community the knowledge accumulated to date.

IV. Education & Research

1. Enhancing the “Individual Capabilities” of Students

We have indicated that we know that individual capabilities need to be enhanced in order to bring the Grand Design to fruition, but for students the basis of this is the strengthening of the education they receive in their first year, career education, and learning support.

In recent years, the basic academy ability of our new entrants has been

becoming increasingly varied. Once we have achieved the goal of the Grand Design of universal access, an even greater range in the academic ability of the students who enter Nanzan will be unavoidable. In order to further enhance the four-year undergraduate learning experience we must have a first year education program that aims to go beyond teaching “how to” and fosters the ability to think. Therefore, we need to further enhance the first year education program in each faculty.

Last year, we combined the Career Education Promotion Committee and the Internship Committee to create the Career Support Committee in order to give the students goals for the future and to create an organization to plan and implement a career support program that supports the development of work values. The awareness among our students of their individual futures has risen in comparison to the past due to the proactive efforts of the Career Support Committee and its support office. This academic year too, centered on the Committee, I would like to see a university-wide planning and implementation of a better career support program.

In order to improve the efficiency of the Student Counseling Sections set up last year on both campuses to support students who struggle with aspects of learning, I request your cooperation in strengthening the links between faculty student advisors, student affairs committee members, academic committee members, counselors, the Student Affairs Office, the Academic Affairs Office, the Health Center and the Career Support Section, and to further improve the support provided in all aspects of student life.

2. Enhancing the “Individual Capabilities” of Faculty Members

With regard to inner enhancement for faculty members bringing about difference, I have already emphasized the importance of research, but an improvement in the ability to educate is also important, as is appropriate evaluation of the ability of faculty members in each of these areas.

With regard to improving the capabilities of faculty members to educate, first of all, each individual teacher needs to renew their appreciation of the importance of faculty development (FD). Faculty development activities often tend to be left to others, but all faculty members need to see them as immediately relevant to themselves, and so to engage in ongoing efforts to improve the quality of our education. The Self-Assessment & Evaluation Committee and the Faculty Development Committee are leading the way and we look forward to further improvements in faculty development activities. I firmly believe that a university-wide improvement in our educational capabilities will result in us producing top quality graduates.

With regard to the evaluation of research and education capabilities, the report from the Teacher Evaluation Project Team was presented last academic year and prerequisites for promotion of teaching staff in each faculty are being formulated. We will continue to verify the talent, capabilities and performance of faculty members in their duties of research, education, social contribution and involvement in the administrative duties of the University and initiatives designed to improve these.

3. Enhancing the “Capabilities” of the Organization

Last academic year, the efforts of the Faculty of Humanities and the Graduate School of Humanities were selected for the Ministry of Education, Sports, Culture and Technology’s “Education Promotion Program for Professional Graduate Schools” and the initiatives of the Graduate School of Mathematical Sciences and Information Engineering were selected for the “Open Research Center” Project. We will continue to apply to various programs sponsored by the Ministry of Education, Sports, Culture and Technology, among others, to support initiatives within the University. The enhancement of the individual capabilities of faculty members mentioned previously will also lead to greater success in securing competitive external research subsidies such as Grant-in-Aid for scientific research. The cumulative effect will lead to the acquisition of competitive funds for the organization, such as Global COE or Distinctive GP. We will continue to improve our support systems in order to facilitate systematic and ongoing applications.

The Graduate School of Mathematical Sciences and Information Engineering has actively moved to establish ties with Nagoya University and to realize projects such as the “Open Research Center” but, as stated previously in I. Basic Position, we need to lend further substance to the sciences, so please give consideration to specific measures to make the Faculty of Mathematical Sciences and Information Engineering even more attractive to prospective students.

V. Entrance Examinations and the Admissions Campaign

In order to become a university that is a preferred option for students from all over the world, in addition to establishing Nanzan as a university that shines out on the national level through superior research and education, it is important that we inform the community about Nanzan’s distinctive characteristics. I will close by giving my views on the system to facilitate that, and our admissions campaign.

1. Attracting Applicants and the Admissions System

While fierce competition in the Chubu region to attract applicants continues, with prominent universities from the Tokyo and Kansai regions establishing examination venues and admissions information desks in Nagoya, the number of applicants seeking to sit the 2008 entrance examinations for Nanzan University was a new record of 22,191 people. Against the backdrop of the gradual decrease in the population of 18 year-olds, that we have been able to increase the number of applicants for four consecutive years is the result of steady efforts in the admissions campaign, such as the Open Campus and high school visits, for which I am grateful for the cooperation of teachers and administrative staff.

To date, we have carried out proactive initiatives to attract applicants from throughout Japan through our nationwide entrance examination and by introducing

new examination systems such as the subsequent Center-combined Multi-style entrance examinations (Center 50). However, as far as can be judged from the current situation, it is difficult to say that the level of awareness of our University or our appeal for prospective students has risen in the regions, so we need to use new methods to create the “Nanzan that shines out on the national level.” The linking up and integration of the campaign promoting the university’s entrance examinations with the university’s strategic public relations campaign is a pressing issue. The entrance examination system has been the focus of ongoing review, but this year I would like to see us commence work on realizing the universal access described in the Grand Design to broaden the spectrum of students accepted in terms of region, age and nationality. We must carry out further reform of the entrance examination system, which in specific terms should manifest itself as review of preferential admissions screening for students from Catholic secondary schools or admissions screening for foreign students or people already in the workforce, or the introduction of scholarship systems for students who gain excellent marks in the university entrance examinations. I look forward to a broader approach being taken in which the opinions of experts or specialist institutions outside the University are taken into account in order to find even better solutions.

I request that even greater effort is devoted to discussing what type of initiatives are required to secure applicants at both undergraduate and postgraduate level.

2. Admissions Campaign and Strategic Public Relations

With regard to the admissions campaign, activities such as the Open Campus, and the open campus for parents of high school students, the bus tour, the university experience program, the explanatory sessions for high school teachers, visits to high schools and trial lessons have produced some results, but we need to organically link the admissions campaign and strategic PR if we are to further increase the number of applicants. To that end, we will actively involve the opinions of experts and specialist organizations outside the University, reviewing our public relations with more of a long-term perspective.



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