



President's Position Statement for 2009

To All Faculty, Staff and Students at Nanzan University

Last year, in the Nanzan University Grand Design, Nanzan University shared its vision as the sole Catholic university in the Chubu region. That vision is “to contribute to the creation of values that arise from people living and working together while respecting human dignity, building on the recognition of diversity and the understanding that various differences exist among people in terms of ethnicity, ability, religion, culture, and gender.”

In last year's President's Position Statement, I stated that in order for the mid- to long-term goals of the Grand Design to be achieved, “unceasing self-reform” and “internal enrichment to bring about the ‘Nanzan Difference’” will be needed. I believe that “internal enrichment” means that every person constituting the University needs to enrich their individual strengths. I would like you to continue working toward making that a reality this year.

The Nanzan University Grand Design is not a fairy tale, but is a realizable future image of Nanzan that we have the serious responsibility to bring about. Every constituent member of this university needs to embody that fact in their daily activities. The policies outlined in this year's Position Statement were determined based on the recognition that further enrichment in Research, Education, and Social Contribution is necessary for us to be able to achieve the Grand Design mid- to long-term goals.

I. Basic Position

1. Advancement of Education that Differentiates Nanzan as a Catholic University

The *raison d'être* of Nanzan University is to “disseminate broad knowledge and to conduct and instruct specialized research based on a Christian world view and thereby develop individuals who respect and advance human dignity.” What distinguishes us from other universities is that, based on the premise of our educational motto, ‘for human dignity,’ we encourage the growth of the whole human through education in specialized fields and in an organized and systematic foundational education in areas such as religion, philosophy and culture that functions as the base upon which specialization can be built.

We must support students in our education system so that they are proud to have studied at Nanzan and so that they will become members of society who embody the motto ‘for human dignity.’ Our education should contribute to the enrichment of our “individual strengths” that lead to the development of “global strength.”

2. Towards an Integrated Humanities and Sciences University

There is no change in our basic direction, as a comprehensive university, of continuing to enhance not only the humanities but also the sciences. Being an Integrated Humanities and Sciences University and therefore having humanities and sciences faculties in the same university creates an environment in which each is a positive influence on the other, in terms of education and research, and this makes unique and innovative education and research possible. To this end, it is important that we create a system wherein discussions about issues such as educational curricula and research topics can be actively conducted with an eye on developing possibilities for cross-disciplinary and cross-faculty research and education that can arise from the collocation of humanities and sciences faculties. To date, in this arena we have had successes including the following: the establishment of a bridge-style graduate school, building on multiple faculties as a collaborative enterprise among humanities departments; the winning

of competitive funds provided by the Ministry of Education, Sports, Culture and Technology, etc. In these instances, the Future Planning Committee and the Self-Assessment and Self-Evaluation Committee as well as others played substantive roles, and these projects were successful as a result. Through a multi-perspective reexamination of the process through which these successes were achieved, we will explore a possible redefinition of the roles of these committees so that we can better achieve our goals as an Integrated Humanities and Sciences University.

To enhance the science fields offered by the University, the Faculty of Mathematical Sciences and Information Engineering has been transformed into the Faculty of Information Sciences and Engineering. This change will facilitate further social contributions in the Chubu area, which is Japan's center of manufacturing. I request that humanities faculties also consider organizational initiatives for the enhancement of their fields as well. Within the administration, we will discuss ideas such as reorganizing committees, as mentioned above, and we request that each Faculty and Graduate School discuss new research and education possibilities that we can bring to fruition through the collaboration of humanities and sciences faculties.

3. Observance of the Environmental Declaration of Nanzan Gakuen

At the end of the last academic year, the Environmental Declaration of Nanzan Gakuen was promulgated. Considering recent global environmental destruction, the promulgation of a declaration such as this is the normative social behavior for an institution of higher education. We intend to conduct our education, research and management responsibilities in line with this declaration.

II. Priority Issues

Making both research and education work is a mission for institutions of higher education. We need to remind ourselves that Nanzan University is a research institution, in addition to being an educational institution. Needless to say, research is what underlies education. We need to renew our recognition that a university that does not take research lightly is able to produce high quality students, which is how a research/education institution should operate in the first place. Our duty is to pursue and enhance our uniqueness building on that recognition.

1. Further Strengthening of Nanzan's Internationalization

The strengthening of Nanzan's internationalization is indispensable to the realization of two goals stated in the Grand Design: "making Nanzan a preferred university option for students from all over the world" and "producing quality graduates for the world market."

In last year's Position Statement, I requested discussions on the following ideas: the establishment of a curriculum where each undergraduate student studies for a certain period abroad; the development of a multi-cultural campus; advancement of exchanges between Graduate Schools, Faculties and the Center for Japanese Studies; and the reinforcement of links with Catholic universities around the world.

Moving toward a multi-cultural campus, the Center for International Education was renovated last year to create the Study Abroad Exchange Lobby where foreign students and students desiring to study abroad can share space. This year, we will consider system reforms that allow students accepted for the official exchange program to go abroad earlier. I request further discussions on system adjustment and curriculum reform that would allow more opportunities for day-to-day internationalization.

In addition to concrete ideas such as those above, mid- to long-term strategies and policies need to be determined that will strengthen internationalization at Nanzan. In December 2008, Nanzan's Internationalization Enhancement Working Group was established to deliberate policies and strategies for further internationalization. The Working Group issued a proposal this year focusing on enrolling more international students and on reviewing the Japanese language program. Based on that proposal, we will consider implementation of the following: efforts to strengthen relationships with universities around the world, efforts to strengthen academic exchanges with those universities, efforts to expand short-term overseas experiential programs such as NAP (Nanzan Asia Program) to university-wide programs, and efforts to bi-directionalize those programs.

It is also important to encourage increased faculty exchanges with universities abroad. Underlying this is the need to enrich faculty members' "individual strengths." To that end, a system that supports such faculty exchanges must also be discussed. Regarding the affiliation with other Catholic universities that was mentioned in last year's Position Statement, the following cooperative agreements have been signed: Memorandum of Cooperation between Nanzan University and Sogang University, Korea; Agreement of Cooperation between Nanzan School of Law and Law School, Sogang University; Memorandum of Cooperation between Nanzan University and Universitas Sanata Dharma, Indonesia. Further development of these types of affiliations needs to be deliberated in each Faculty and Graduate School.

2. Revitalization and expansion of 'Nanzan: Famous for Language Studies'

Enrichment of foreign language education is indispensable for nurturing the intercultural understanding needed for developing individuals who can be successful on the global scene and for empowering the individual to become a power in and for the world. University-wide foundational foreign language education has been revitalized and enriched through initiatives taken by NEPAS (Nanzan English Program at Seto) and by the establishment of the Nanzan English Education Center and its ongoing activities. However, to revitalize 'Nanzan: Famous for Language Studies,' a revitalization of foreign language education within the realms of our specialized language programs is urgently needed. Last year, I requested organizational improvement of our language learning systems, including language learning equipment and staff, as well as the advancement of the World Plazas.

A new type of class, called the English Immersion Program, which started in Seto in 2006, was replicated the by the Nanzan English Education Center last year. This camp-type program where Japanese students discuss various issues in English among themselves attempts to enhance not only language ability but to simultaneously develop thinking skills. The World Plazas on both campuses are developing steadily. For example, student teaching assistants are working as staff at the Nagoya Campus World Plaza. A student teaching assistantship can be considered to be an internship opportunity in which students use a foreign language. This type of foreign language education distinguishes us from other universities and therefore needs to be continued and further developed. For the purpose of supporting these educational initiatives, we will renew the Nagoya campus LL system according to the proposal submitted by the Multi-Media Education Working Group. I request that discussions commence wherein related Faculties play a central role in the revitalization of foreign language education within the realms of our specialized language programs. I request that the related Faculties make this a top priority item and discuss this with all seriousness.

From the perspectives of creating "a university that is a preferred option for students from all over the world" and "producing quality graduates for the world market," in addition to "foreign language classes," we need to offer more "classes that are taught in a foreign language." Some

classes taught in a foreign language have been offered by Faculties and Graduate Schools. The Graduate School of Business Administration hosted Professor Tae Hoon Oum, a world-renowned researcher in transportation economics, who presented his lectures in English. I believe that state-of-the-art research can be made accessible particularly if we make it possible for faculty and guest lecturers to present classes in a foreign language. I request that Faculties and Graduate Schools offer and/or expand classes taught in a foreign language.

3. Further Enrichment of Multi-Media Education

Last year, based on the proposal by the Multi-Media Education Working Group, the Multi-Media Education Center Preparation Committee (tentative name) was formed in December. This signifies that university-wide information education has moved from the design stage to the implementation stage. I request that the Committee determine the content of a foundational information education that will be unique to Nanzan and elaborate the overall design of this including its organizational structure and systems.

III. Education and Research

1. Further Enrichment of Students' "Individual Strengths"

In last year's Position Statement, I addressed the importance of nurturing individual students' thinking ability in order to enhance the students' "individual strengths." Further, I addressed the importance of enhancing first year introductory education so that a certain level academic standards would be maintained. I requested that Faculties consider ways in which these two objectives could be met. In classes for first year students, the Faculty of Policy Studies and the Faculty of Law provide seminar-type education using commonly shared, original textbooks created by the Faculties. The Faculty of Information Sciences and Engineering offers, as first year departmental courses, Programming Practicum and Mathematical Seminar, which combine practicum and seminar elements creating a multi-directional learning opportunity. These courses provide foundational education that focuses on creating professional specialists while providing first year education that meets the standards stipulated by JABEE (the Japan Accreditation Board for Engineering Education). I request that discussions take place in other Faculties regarding the development of first year introductory education that lays a foundation that will nurture students' thinking ability.

Career education is progressing. Under the Career Support Committee that was established in academic year 2007, we have been able to support students' professional awareness through various programs offered by the University. The importance of career education has been pointed out for some time, but it is gaining greater significance for our students who are anxious about their future due to the current global financial crisis. I request that Faculties and Graduate Schools maintain contact with the Career Support Committee and implement active career educational programs, such as the Faculty of Foreign Studies' "Career Design," which is a creative course on how to build a career.

2. Securing High Quality Faculty and Enriching Research and Education

High quality faculty is indispensable for the enrichment of research and education. Each Faculty and Graduate School needs to consider and execute proposals that increase the research as well as the educational abilities of existing faculty members. Further, I request that each Faculty and Graduate School develop personnel plans that place priority on procuring high quality faculty members.

Recent reform in the Pache Research Subsidy Distribution System led to an increase in the number of applications for Grants-in-Aid for Scientific Research offered by the Ministry of

Education and Science. I believe that the faculty evaluation system implemented during the last academic year has led to a degree of improvement of research publications in some faculties. Faculties and Graduate Schools, subsequently the University as a whole, should consider initiatives to enhance the ability of faculty members to conduct research by, for example, promoting the utilization of the University's study abroad and sabbatical systems.

In terms of educational ability enhancement, the University has made efforts in improving FD activities. As a consequence, we have seen progress in this area, e.g. the 100% submission rate of the Course Evaluation Self-Assessment and Self-Evaluation Report for Spring Semester 2008. We need to start constructive discussions on enhancing our FD activities in line with the changes made in the Ministry of Education and Science's University Establishment Standards, which included compulsory FD and placed increased importance on university FD activities. I ask each faculty member to responsibly engage in FD activities following the leads of the Self-Assessment and Self-Evaluation Committee, the FD Committee as well as Nanzan's liaison to the Nagoya Consortium for Faculty and Staff Development.

Faculties and Graduate Schools need to focus on the development of faculty members' 'individual strengths.' Regarding hiring and promotion in particular, efforts need to be made to employ and retain high-caliber individuals and to establish a faculty structure that is well balanced for the long-term.

3. Enhancing Systematic Support for the Procurement of Competitive Funds

In last year's Position Statement, I expressed the importance of reinforcing the support system so that faculty members' enhanced 'individual strengths' will be better connected to the procurement of competitive funds. To implement this reinforcement, we reorganized the Education and Research Support Office into two divisions starting this April. As a result, dedicated divisions will separately handle the procurement of competitive funds and FD activities. This should allow more systematic support for these respective activities.

The Ministry of Education and Science promulgated stricter regulations regarding the use of funds in response to misconduct related to the spending of national research funds that occurred at other universities. In response to the Ministry's new regulations, Nanzan strengthened its administrative procedures regarding the spending of Grants-in-Aid. Based on our past experience in handling such procedures, we are considering a simplification of the administrative procedures regarding the spending of Grants-in-Aid so that researchers receiving funds will have greater flexibility in the spending of those funds.

The following are examples of some of the programs that procured various subsidies from the Ministry of Education and Science:

- "Fostering Multicultural Practices in Business and Education; An Instructional Program in Global Perspective based on the Internationalization of American Studies" (Graduate School of International Area Studies, Ministry of Education, Culture, Sports, Science & Technology's "Support Program for Improving Graduate School Education")
- "International Research Project on Comparative Syntax and Language Acquisition" (Center for Linguistics, "Private University Strategic Research Foundation Formation Support Enterprise" [Research Forming Center of Excellence])
- "Development of Internationally Competitive Financial / Accounting Professionals" (Graduate School of Business Administration and Graduate School of Management, Kyoto University, "Education Advancement Program of Advanced Professionals at Professional Graduate Schools")

Additional examples include the Graduate School of Mathematical Sciences and Information Engineering, which in 2006 was designated as a “Leading IT Professionals Fostering Program” by the Ministry of Education and Science for their program “Project OCEAN: On the Job Learning Centered Education for Advanced engiNeers.” This program received high evaluations at its interim assessment by the Leading Information Communication Personnel Education Advancement Committee and the continuation of the project was approved. Additionally, the Graduate School of Mathematical Sciences and Information Engineering applied for a Global COE last academic year. This year, the University will be systematically supporting and promoting active collaboration with other universities as well as supporting applications for competitive educational and research funds offered by the Ministry of Education and Science. I request active engagement by Faculties and Graduate Schools.

Last year, I requested discussion on concrete actions for organizational support to increase the appeal of the Faculty of Mathematical Sciences and Information Engineering, and as a result of this, the new Faculty of Information Sciences and Engineering was established. I now request systematic support and cooperation for the equivalent reorganization to a Graduate School of Information Sciences and Engineering and the formation of a doctoral program in the Graduate School of International Area Studies.

IV. Collaboration and Social Contribution

1. University Leadership within the Gakuen Alliance: Primary School, Junior High School, High School and University

In last year’s Position Statement, I requested that Faculties consider actions that would make Nanzan University the preferred choice for students within the schools of the Gakuen. However, there was no notable change in the declining trend in the number of applicants for the Gakuen High School Recommendation Admissions process. Nor did we see a reduction in the trend of high performing students from Gakuen high schools to select universities other than Nanzan. Faculties should actively engage in discussing actions that need to be taken so that Nanzan becomes the preferred choice for students from Gakuen schools.

Regarding the Within-Gakuen Alliance, “Article 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” issued in 2005, states that the University “sees itself as playing a central role among the schools of Nanzan Gakuen, and will display leadership towards alliance education.”

The Gakuen Alliance Committee has been discussing how the Gakuen alliance should function. Specifically, regarding the alliance between the University and Nanzan Junior College and between the University and Nanzan Kokusai (International) Junior and Senior High School, committees were founded. With the former, an interim report was issued recommending the formation of a Junior College Faculty within the University. With Nanzan Kokusai Junior and Senior High School, an interim report by the committee is expected soon. I request your cooperation in the discussions regarding the implementation of these plans.

The following are some of the examples of the collaboration with Nanzan Primary School. University students participated in the Primary School’s After School Program, primary school students participated in an Overnight Study Program at the University, and university students participated at the Primary School’s Sports Festival. We intend to further enhance our alliance with the Primary School.

2. Advancement of Collaboration with Other Universities and with Industry

Cooperation with external entities, e.g. the procurement of funds from external sources and the collaboration with other universities and with Industry, is indispensable for the advancement of research and education at the University. “Internal enrichment” within Faculties and Graduate Schools is necessary to obtain cooperation from external entities. The following collaborations among universities are in progress: collaboration between Nanzan School of Law and Nagoya University Law School on education of legal professionals at law school; collaboration related to FD with the Nagoya Consortium for Faculty and Staff Development; collaboration between the Graduate School of Mathematical Sciences and Information Engineering and Nagoya University following the completion of the “Leading IT Program”; and the ongoing collaboration with Toyota Technological Institute. I request that Faculties and Graduate Schools consider ways in which similar university collaborations can be actively reinforced and advanced to make high quality research and education a reality at the University.

Regarding collaboration with Industry, the following collaborations are in progress: collaboration related to personnel development training and methodology between the Graduate Program in Educational Facilitation within the Graduate School of Humanities and various corporations; collaboration related to transportation economics between the Graduate School of Business Administration and Central Japan Railway Company; and the collaboration in the areas of Software Engineering and Operations Research between the Faculty of Information Sciences and Engineering and various corporations. I request that Faculties and Graduate Schools consider ways to advance collaboration with Industry in research and education.

3. Collaboration with the Local Community

Several University projects are contributing to the local community through the offering of lectures through Nanzan Extension College, through various research centers, through the Anthropological Museum of Nanzan University, as well as through participation in projects offered through the SETO Consortium of Universities. In addition to these projects, during the last academic year, the Center for Legal Practice-Education and Research started offering “Legal Clinic” (free legal counseling services). Additionally, as an educational program centering on collaboration with the local community, there has been a collaborative initiative between a seminar class in the Faculty of Policy Studies and Seto City’s Natural Environment Office. This initiative was selected as a Community Building Collaboration Program of 2008 by the SETO Consortium of Universities. I am expecting to see more contributions in the area of collaboration with external entities and local communities through various activities such as those mentioned above.

We need to see a greater dissemination to society of the knowledge we have accumulated. We will continue to offer programs for the local public within the Nagoya American Studies Summer Seminars (NASSS) and Nanzan University’s Lecture Series, which is going to mark its fifth year. The University should actively engage with the various problems that local society faces through, for example, the dissemination of the results of urban infrastructure research as part of the “Planning and Dissemination of the Optimal Operation Plan of Infrastructure for Urban Sustainable Prosperity,” a research project selected as an “Open Research Center” project by the Ministry of Education and Science in 2007.

V. Entrance Examinations and the Admissions Campaign

The total number of applicants, combining the General, Center 50 and Center 100 Entrance Examinations, was 21,701, a number that was, unfortunately, 490 less than last year, although it was the third highest in Nanzan’s history. Making more use of external organizations than in the

past, we will analyze the reasons for the decrease in greater detail and will consider concrete actions to increase the number of applicants in the future.

The Special Scholarship Program for the high performing applicants at the General Entrance Examinations that was mentioned in last year's Position Statement was implemented at the 2009 entrance exams. This scholarship program received major coverage in the media and obtained positive social recognition. Considering the possibility that the current financial situation will further deteriorate, we need to continually enhance scholarship programs.

Discussions are in progress for the creation of systems that expand universal admissions, i.e. expanding student admissions in terms of the students' area, age and nationality among other factors. Particularly, I believe there is a need to actively admit working people and foreign students into our graduate programs. Therefore, Graduate Schools need to consider actions that will lead to an increase in these numbers.

Our statistics show that, even in this economic climate, Faculties and Departments that have undergone transformation and those that are developing attractive educational programs are gaining applicants. In order to increase the number of applicants, we need to engage in internal enrichment that creates a competitive difference. We must recognize that internal enrichment is indispensable in each Faculty. Building on the admissions campaign strategies, each Faculty and Graduate School should actively search for that which will lead to the Nanzan Difference.



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