

President's Position Statement for 2011

To All Faculty, Staff and Students at Nanzan University

I. Basic Position

Recent developments in technology (the increasing use of the internet and of social media), economics (the growth of multinational corporations), and demographics (outsourcing and immigration in the international labor market) have brought deep and lasting change to all countries in our present-day global society. The impacts of those changes are also felt in institutions of higher education, both public and private, and Nanzan University is no exception to the rule that problems nowadays are global problems. Faced with globalization and its concomitant challenges, two basic question must be addressed. One is the question of quality; the other is the question of mission. What are the qualities Nanzan University needs as a university in order to make a real contribution to present-day global society? And, facing the problems of this global society, what is the unique mission of Nanzan University as a Catholic university? In this Position Statement, I will again propose a profile of Nanzan University in order to ensure that Nanzan university, the only Catholic institution of higher education in this Chubu region, will be recognized both in this region and across borders of countries and continents, as a university that continues to make a unique contribution to Japan and to the global society.

As a Catholic university, Nanzan must continue to maintain the high standards and the qualities required of an institution of higher education in Japan. We must make sure that the curricula of our undergraduate and graduate programs lead toward degrees recognized both here in Japan and abroad, programs that are linked to the future career and work of our graduates. In order to accomplish this goal, we need to put continued efforts into careful planning and sound financial management to support our educational programs and faculty research activities.

Needless to say, these are the fields where we are in direct competition with other universities and here is the point where the second question becomes important: in maintaining high standards of research and a quality education, what is our unique mission as a Catholic university? Both questions have to be considered in relation to each other because strengthening our qualifications and clarifying our mission are two aspects of the same endeavor. Without high academic qualifications we cannot fulfill our mission as a Catholic university; and without a clearly stated mission, our qualities (as, for

example, finding jobs for our graduates or publishing high quality research) tend to become ends in themselves.

The Mission of a Catholic University

The wording of the title for this paragraph has been chosen with a specific purpose, namely, to show that any mission statement drawn up by Nanzan University is not just about Nanzan. As a Catholic university, Nanzan shares a common mission with many other institutions - here in Japan (the Japan Association of Catholic University) the Asia-Pacific region (ASEACCU, the Association of Southeast and East Asian Catholic Colleges and Universities), and on all continents (IFCU, the International Federation of Catholic Universities). Part of our mission is to contribute to the ongoing process of discernment concerning the mission and the *raison d'être* of Catholic higher education and our frequently cited phrase "Unceasing Self-Reform" encapsulates this concept.

We have been engaged in this discernment in an environment shaped by the progressive globalization I have outlined in the introduction to this Position Statement. Even though national borders and physical distances are still part of our world, they are becoming less and less the kind of obstacle they used to be; there are now few areas in daily life that do not include some kind of contact with other countries and cultures. As I see it, two rather extreme reactions may ensue. One is an "anything goes" attitude, where no attempt is made at discussing basic questions of human and cultural values. Differences are played down as mere differences of opinion. The other extreme is an equally uncritical insistence on uniformity brought about by the emergence of a new "global" culture.

In such a situation, what is the specific mission of a religion-based institution of higher education, i.e., of a Catholic university like Nanzan? Last year, I addressed this dilemma with the concept of "Prophetic Dialogue." The primary mission of Nanzan University's teaching and administrative staff is the propagation of Human Dignity as an enduring value in a globalized modern society, and through dialogue to expand the understanding of this principle and to deepen and widen its application. This basic stance excludes both the uncritical tolerance of conflicting value positions, and the uncritical exclusion of differing cultural and religious beliefs. As I said last year, "Nanzan University's organizational responsibility, while cleaving to its principles and values, is to provide opportunities for dialogue on culture, science and religion and to pursue our educational responsibilities. In other words, as a way to further individual strengths in becoming a power in and for the world, each member has the mission to engage in Prophetic Dialogue with those who have different languages, cultures or religions."

The image of the university as an Ivory Tower has sometimes been interpreted to signify an oasis in times of turbulent change. The question before us - and the real challenge - is whether this oasis can also become not only a meeting place for various cultures but also a stepping stone for taking that first step outside one's own culture. As a Catholic university, Nanzan has the responsibility to preserve ancient wisdom and to generate new knowledge. As a Catholic university, we have the responsibility to promote human dignity through education and research. The ultimate standard to judge the value of a university education is truth, not just expediency.

II. Top Priorities

Further Internationalization of Nanzan

Internationalization for Nanzan University means to provide “a learning place without borders.” It also means, by organically connecting high quality research and education, to be “a preferred university option for students from all over the world” and for Nanzan to produce “quality graduates for the world market” as stated in our Grand Design. As a first step to promoting internationalization and based on the discussions held at the Office to Promote Internationalization beginning in April 2010, Nanzan University should function as a locus of a richly international human resource network.

1. Enhancing Systems for Study Abroad Programs at the University Level

An important challenge that we face as we promote internationalization is the creation of a system where students feel encouraged to study abroad. Under the current system, only a limited number of students are able to study for a year abroad, find a job when they return, and complete all their studies in four years. Therefore, we must conduct a comprehensive review of issues relating to study abroad, including our university code, curricula, credit transfer policies, job-hunting, and scholarships.

Although we have actually been reviewing these issues, we have only been able to increase the number of student exchange agreements and no other practical policies have been implemented. Particularly in consideration of students who prefer to study abroad by taking a leave of absence from school, we will be discussing ways students can graduate in four years and will not face obstacles in job hunting.

To promote Nanzan's internationalization in its true sense, we must expand our view of study abroad—from undergraduate level exchange programs to graduate student and faculty member exchange programs. Over the past year, we established rules and regulations regarding the matriculation of government-sponsored foreign graduate students. In practice, this system presently is available only to students applying to the Graduate School of Mathematical Sciences and

Information Engineering. However, this system is expected to form the basis upon which exchange programs at the graduate level can flourish. I request that all Graduate Schools discuss possibilities for new graduate student exchange programs, including the actualization of those exchange programs that we are currently discussing with Catholic universities' graduate schools.

Faculty exchange with overseas universities is expected to increase the quality of education as well as faculty members' research capacity. As a precursory attempt, we are sending a faculty member from the Faculty of Policy Studies to San Carlos University in the Philippines for a half-year, starting in April. In the future, please consider ways in which we can actualize faculty exchange for one faculty member per year per Faculty. To accomplish this, several ways can be suggested, such as summer intensive courses and class exchanges using remote teleconferencing systems. I request that each Graduate School discuss a wide variety of possibilities such as these.

2. First Step to Realizing A Place of Learning without Borders

Starting in 2012, as a curriculum related initiative, we are planning to create an "International Course Category" (tentative name) that systematically assembles the courses taught in English, particularly within the realm of General Education courses. Students who have acquired a certain number of credits in this course category will receive the "Nanzan International Certificate" (tentative name). Except in a limited number of Faculties and Departments and in language courses, until now there have not been sufficient opportunities for students to learn English or content in English. Some students have shown their dissatisfaction in this regard. This system attempts to address their views, and we hope that the system will intellectually stimulate our students and that the certificate will be accepted by those outside the University as evidence of the holder's ability to utilize English. In addition, this system will further Nanzan's international education by increasing the number of classes that exchange faculty members can teach as well as the number of classes that CJS (Center for Japanese Studies) students can audit. Additionally, this system should benefit our career education.

For us to increase the number of our students studying abroad, we need to accept more CJS students. To this end, we must reorganize and expand our Japanese language program for CJS students and, as much as possible, each Faculty needs to set up a system so that CJS students can take courses. The Faculty of Policy Studies has been accepting foreign students without any prior knowledge of Japanese at the undergraduate level. I request that each Faculty consider the possibility of this type of curriculum for foreign students.

III. Future Planning

1. Nanzan University as an Appealing Research Institution

Since 2004, 16 of Nanzan's initiatives have been accepted for GP (Good Practice) sponsored by the Ministry of Education and Science, suggesting the appeal of Nanzan as an educational center. Unfortunately, none of our initiatives have been accepted as COE (Centers of Excellence) that designates a research center. If we assume that the quality of a university is supported by the research capacity of its faculty members, it is our mission as academicians to endeavor in research activities within the extant conditions and environments. The management of the University will make efforts to improve our research environment and I request that you publish research studies that are highly evaluated externally as a way to establish Nanzan University as an appealing research institution.

In addition to improving individual faculty members' research activities, the improvement of Graduate Schools with a view toward internationalization is an urgent matter in order to establish Nanzan University as an appealing research institution. This year, the Ph.D. program in the Graduate Program in International Area Studies of the Graduate School of International Area Studies will start. With students in all four years of undergraduate study starting in 2012 at the Faculty of Information Sciences and Engineering, the Graduate School of Mathematical Sciences and Information Engineering will consider reorganization and name change this year so that it can initiate a new program in 2013. On the whole, Nanzan's Graduate Schools are facing a serious problem filling their application quotas; particularly, the following social science Graduate Schools need to consider their operations, including the possibility of reorganization and/or merger: Economics, Business Administration and Policy Studies.

2. Nanzan's Integrated Education

This year is the completion year for Nanzan Primary School, as it will have students in all six grades. This completes the foundation of Nanzan Gakuen's Integrated Education from elementary school through graduate school. At the same time, with Nanzan Junior College moving to R Building and becoming the equivalent of a Nanzan University Faculty, we are taking another step in further reinforcing the relationships between and among the constituting members of Nanzan Gakuen. The University has played a leadership role in Nanzan Gakuen's integrated education and with the introduction of the Junior College Faculty the University aims to improve the quality of its language education by integrating Nanzan Junior College's focus on practical English usage with the University's traditional academism. Further, as was pointed out by the External Evaluation Committee on December 12, 2009, the University must play a leading role in the alliance between

Nanzan Gakuen high schools and the University. To this end, I request that each Faculty consider what problems exist in accepting all graduates of Nanzan Gakuen high schools who desire to attend Nanzan University and how those problems may be solved.

IV. Education and Research

1. Fifteen Class Weeks

Starting this year, we will offer 15 class weeks per semester (not including the final exam week). In last year's President's Position Statement, I had requested preparations for 15 class weeks, but because of short preparation time, I understand that the burden on faculty members and administration staff was increased. This being the first year of its implementation, various problems may occur, but I hope that everyone makes their best effort to solve those problems and that they endeavor to improve our educational quality.

To the faculty members, I request that you and your Faculties devise innovative ways to use the extra class that will be added this year. For example, it may be possible to take up higher level discussions that were not possible due to time constraints, or to create a class in your specialized area that integrates the issues of internationalization or career development. I hope you take advantage of this opportunity to improve the quality of our education.

2. Promotion of Student Support

While the birth rate continues to decline, the number of students with mental or physical problems is increasing on a national level. In recent years, some students have had difficulty adjusting to university life even with first-year courses facilitating their acculturation into the university. To address this situation, advisory faculty members at our University are extending individual support. In addition to providing guidance in thesis writing, overseas study opportunities and job-hunting, these faculty members address the students' every day issues, functioning as a mentor to their advisees. I request that the advisory faculty members keep in contact with the Office of Student Affairs, the Office of Academic Affairs, and the Student Advisory Center, which will be expanded this year, and support students' adjustment to the University environment. The advisory faculty members in charge of students who are engaging in job-hunting should keep in contact with the Career Support Office and provide information to students at appropriate times and also provide psychological support.

The worsening economic environment is increasing the importance of our scholarship programs. Under these circumstances, we will consider more efficient ways of operating the current scholarship systems, for example, through introducing a more thorough assessment system of the economic difficulties of scholarship applicants, as well as, by reconsidering the weighted allocation of scholarships to foreign students.

3. Acquisition of External Competitive Funds

In 2010, none of our new initiatives were accepted for the various grants and subsidies offered by the Ministry of Education and Science. This was the first time in recent years that this has happened and it serves as a tremendous alert.

Needless to say, in recent years the number of accepted initiatives for external competitive funds and the amount of monies provided are critical indicators of a university's evaluation in terms of education and research. In that sense, it is increasingly important to actively engage in efforts to be accepted for GP, COE, and Grants-in-Aid for Scientific Research.

While understanding that application preparation for various initiatives increases administrative work, I encourage you to apply more actively. The past record of applications suggests that Faculties and Graduate Schools are not equally applying to such programs. I encourage faculty members to increase their everyday communication and encourage each other to apply to obtain external funds. I request that Deans of Faculties and Directors of Graduate Schools play a stronger leadership role.

4. University Accreditation Application in 2013

Consistent self-assessment, evaluation, and improvement are invaluable in advancing faculty members' education and research through which the overall educational quality will improve. Last year, we established our "3 Policies": Admission Policy, Curriculum Policy, and Diploma Policy, which need to be consistently reviewed for the purpose of improving educational content.

The importance of FD/SD (Faculty Development/Staff Development) activities goes hand in hand with the maintenance of educational quality. Unless these activities contribute to students' increased learning and to faculty member motivation, our purposes have not been achieved. The University engages in various efforts to increase our educational quality, such as the self-assessment and evaluation conducted by the Self-Assessment and Self-Evaluation Committee and the implementation of the Student Course Evaluations by the FD Committee. I request that all faculty

members assume a sincere attitude and re-recognize the importance of providing a high quality education.

As a way to assess a university as a whole, university accreditation systems by external organizations are available once every seven years. The accreditation assessment our University will apply for in 2013 will utilize a system that is significantly different from the last assessment we went through. As a concrete example, assessment standards, assessment items, and assessment angles have been significantly simplified. However, the PDCA (Plan Do Check Action) cycle is required as a mechanism for self-assessment and improvement. The PDCA activities being implemented in individual projects need to be raised and expanded to the University level. In 2011, we will begin our preparations for the accreditation and assessment. I expect faculty members to deepen their understanding of the PDCA cycle.

Simultaneously, I request that Faculties and Graduate Schools carry out a strict review of the Faculty Member Assessment policies that were implemented in 2008 and the way they were implemented.

V. Contributing to and Working with Society

1. Returning Research Results through Working with Society

University operations are possible not only through student tuition, but also through financial support and cooperation from the national government and local communities. In this regard, the knowledge that we have gained through our research should be returned broadly to society. We will continue to return our research results to society through projects based in our community such as seminars for the general public, projects at university festivals, and seminars sponsored in cooperation with external organizations, etc.

As part of the collaboration project between Nanzan University's Anthropological Museum and the Meiji University Museum which started in March 2010, we will continue to offer joint workshops and symposiums. Further, starting this year, we will exchange exhibit materials and each museum will exhibit those exchanged materials. These initiatives are expected to enhance public recognition of the Anthropological Museum, which will be expanded and moved to R Building in 2013.

2. Strengthening Business-Academia Collaboration

The University has been encouraging collaborations with other universities including National University Corporations. Specifically, the "Leading IT Professionals Fostering Program" and the

credit exchanges between law schools and the joint lectures and credit exchange with Toyota Technological Institute are some examples of collaborations with universities in the region.

Looking toward the future, in addition to collaborating with universities, we will be discussing ways to expand our collaboration with the business world. I request that Faculties and Graduate Schools that have deep involvement with the practical aspects of business (for example: Graduate Schools of Business Administration, Mathematical Sciences and Information Engineering, and Law) work together and consider the possibility of carrying out projects in which requests by the business world and the knowledge and technology offered by our University can be organically combined.

VI. Entrance Exams and Post-Graduation Employment

1. Entrance Exams

The total number of applications, combining the General, Center 50 and Center 100 Entrance Examinations (first and second application terms) was 20,329, a decrease of 2,012 compared to last year's 22,341. The population of 18-year-olds continues to decline, which indicates that student solicitation will continue to be a challenge. In terms of securing students, we will consider modifying the Entrance Exam systems, including requiring five subjects for Center 100, and we will deepen the alliances with schools within the Gakuen.

Historically, our University has kept the Student/Faculty Ratio relatively low. To further secure high quality education, we will study the appropriate Student/Faculty Ratio (appropriate applicant quotas) as well as our ability to realize that ratio.

2. Post-Graduation Employment

Considering the frenetic job-hunting situation in recent years, the Japan Economic Federation has issued an advisory to corporations regarding the starting date of their publicity activities and of their selection processes. However, this will not change the fact that job-hunting starts in the fall semester of the third year. The post-graduation employment situation of last year was sobering. We expect that students' job-hunting efforts of the fall semester of their third year and the spring semester of their fourth year will interfere with their learning and research. Granted, we are expected to support our students in their job-hunting efforts, however, unless they have acquired the necessary abilities through their everyday classes and extra-curricular activities prior to starting their job-hunting efforts, they will naturally face a difficult time finding employment. I request that individual faculty members in each Faculty discuss ways to deliver classes where students learn to take initiative, become

competent in communication, and gain critical thinking abilities, i.e. qualities expected of college graduates, and not simply deliver classes that impart knowledge.

VII. Publicity

Last year we held joint University explanation sessions for high school students with Sophia University at Nanzan's Nagoya campus during the Sophia-Nanzan Interuniversity Competition, as well as in Shizuoka and Hamamatsu. We received positive feedback from the attendees and, in fact, the number of applicants from the Shizuoka and Hamamatsu regions increased. However, the total number of applicants decreased, which suggests that last year's publicity efforts failed to bear sufficient fruit. We will investigate the reasons for this decrease in the number of applicants for the 2011 Entrance Exams and based on the result of this investigation, we will strategically conduct appropriate publicity activities.

Under the Environmental Declaration of Nanzan Gakuen, a paperless policy has been implemented and last year, we discontinued the paper publication of the "Nanzan no Sensei" (introduction of Nanzan professors for high school students) and only published it on-line. However, this change was not positively received by the high school teachers in charge of helping students choose universities. Although the extent of the influence of this on the decreased number of applicants is not clear, it is speculated that this may have contributed. Although the Environmental Declaration of Nanzan Gakuen is the underlying principal, each department and section needs to consider the appropriate publicity materials that suit their target market, including social networking sites and other on-line tools.


VIII. Campus Physical Property Management

To accommodate the change with Nanzan Junior College, R Building was built, which will include the Center for International Education, Nanzan English Education Center, and the World Plaza. Starting this year, preparations will be made to move the Anthropological Museum to this new building.

Despite the decreasing population of 18-year-olds, some of the universities that have been actively working to reorganize their faculties and departments as they return to city centers have seemed to be gaining new applicants. Nanzan University, from the perspective of student solicitation, will consider how our campuses should be. Following the completion of the construction of R Building, we will

start to rebuild the old buildings and create lecture rooms and faculty/graduate student offices. As part of this process, we will also review the reorganization of Faculties and Departments that we implemented in 2000, and discuss the appropriate Student/Faculty Ratio.

From the perspective of student support, the focus of campus physical plant management will be expanded to include facilities in addition to classrooms and faculty/graduate student offices. For example, to address students' increasingly serious physical and psychological issues, the Student Health Center and the Student Advisory Center will be expanded and moved to a new location.



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