

President's Position Statement for 2013

To All Faculty, Staff, and Students at Nanzan University

I. Basic Position

1. Poems and Road Maps

Speaking at the 2012 17th General Chapter of the Society of the Divine Word, Superior General Heinz Kulüke quotes the American anthropologist Clifford James Geertz: "It is in country unfamiliar emotionally or topographically that one needs poems and road maps." The road map - the action plan - drawn up at the Chapter needs the inspiration of a poem - the vision for a common journey - to become an effective tool for the mission of the Society. Three years ago, I introduced a key concept from a previous General Chapter, "prophetic dialogue." This year, I would like to use the image of "road maps and poems" to emphasize again the key words that have formed the center of recent policy statements, namely "unceasing self-reform," "empower our students to become a power in and for the world," and "a learning place without borders" to speak about the mission of Nanzan University as a Catholic institution of higher education.

While the English language version of this document is called "The President's Position Statement" ("Where are we now?"), the title used in the Japanese version (学長方針 - "policy statement") has a slightly different connotation ("Where should we go?"). Needless to say, position and policy are just two aspects of the same task. Without a vision of where we want to go, without a sense of direction, a statement about our present position will be nothing more than an accumulation of facts. At the same time, without a good understanding of where we are at this point in time (including an awareness of why we are where we are), statements about an overall vision will not lead to a sensible course of action.

I believe an accurate assessment of our present position and the drawing up of an effective policy needs to take into account three complementary aspects: the situation and possibilities of higher education in the present global environment; the tradition of Nanzan University as a Catholic institution of higher education with a strong history of international exchange; and the spirit of *Homini Dignitati* which always transcends borders of culture and religion.

With a higher percentage of young people entering college, the presence of so-called non-traditional students, and an increase in student mobility and online education, institutions of higher education are called, not only to adapt to changes in the local and global society, but also to see these changes as a challenge to devise new opportunities for a rather diverse student population. At the same time, the specific history and tradition of Nanzan University as a Catholic university requires continuous reflection on its global mission and function in the Chubu region. As always, this tradition is the fundament and point of departure for this statement, but its usefulness for establishing a well-grounded policy will depend on the extent to which the third aspect, the spirit of *Hominis Dignitati* is shared by all members of the Nanzan academic community.

2. Tradition and Spirit

By distinguishing between the spirit of *Hominis Dignitati* and the traditional activities of Nanzan as a Catholic university (for example, the required classes on religion, the Christmas celebration, the prayers at the entrance and graduation ceremonies, the annual Passion Play, the Institute for Religion and Culture, and the Institute for Social Ethics), I want to emphasize that *Hominis Dignitati* is a dimension that should permeate all of what we learn, teach, and do at Nanzan University. Transcending special courses or particular ceremonies, the spirit of *Hominis Dignitati* becomes the poem that gives meaning to the road map. In this sense, *Hominis Dignitati* is in the same category as my continued emphasis on internationalization - it is the shared vision of a common endeavor, the foundation of a cooperative project where everybody's contribution is appreciated and expected.

“Tradition preserves the spirit, the spirit keeps the tradition alive” - this is a key point I emphasize in my annual talk on the Spirit of a Catholic University to all first year students. The tradition of the president giving a talk on the spirit of a Catholic university is not to say that such a presentation constitutes the authoritative pronouncement on what this spirit is; rather, it is an affirmation of the conviction that there is more than one way to renew and preserve the spirit of *Hominis Dignitati*. “The question before us is how to become one in spirit, not necessarily in opinion” (University of Chicago President William R. Harper). I hope that, this year again, *Hominis Dignitati* will become the symbol of a spirit that unites a rather diverse population, the essential dimension that helps us to define new fields for promoting the Nanzan Difference.

II. Top Priorities

1. Globalization of Students, Faculty, and Campuses

In our effort of moving toward the goal of being “a learning place without borders,” the International Course Category (ICC) was started last year. The aim of ICC is not to provide just another opportunity to learn a foreign language but to provide an environment where students can learn liberal arts and specialized subjects in a foreign language. Last year, a total of 43 courses (32 courses at Nagoya Campus and 11 courses at Seto Campus) were offered as ICC courses, and a total of nearly 1,000 students were enrolled in these courses. Since September 2012, some of the courses offered at the Center for Japanese Studies (CJS) have been available for undergraduate and graduate students to take as ICC courses, increasing the opportunity for CJS students, undergraduate students, and graduate students to study together in the same classroom.

This year, we will work toward further improving the quality and quantity of ICC courses and the professors who teach them. On the topic of the quality and quantity of the courses, I request, for example, that some liberal arts courses, including those that are not part of the ICC courses which are currently conducted in English, be taught in foreign languages in addition to their existing equivalents that are taught in Japanese. I also wish to see more new ICC courses added to the existing list. I expect faculty members who are or will be offering ICC courses to make further efforts so that their students will acquire true international capability. To this end, I request that each Faculty department and Graduate School actively engage in discussions about enhancing student exchange programs as well as faculty member exchange programs such as the one with the University of San Carlos.

Our academic calendar needs to be revisited, in order to realize the globalization of our students, faculty, and campuses. Possible options I have in mind include a system that allows students to graduate in three and a half years; a quarter system that enhances learning through intensive lectures and also makes short-term study abroad programs a more viable option for students; and a shift to include a fall enrollment to enable Faculties and Graduate Schools as well as CJS to start and finish their courses at the same time. I request that the introduction of the quarter system be actively discussed. I also request that each Faculty explore the possibility of enrolling students in the fall,

and if this would be possible, I ask that you advance your discussion for actual implementation.

2. An Open University that Utilizes “the Nanzan Difference”

The University carries on the traditions and values of the Catholic Church based on the philosophy of “providing an education rooted in Christian values across all fields of knowledge and developing students who respect and promote human dignity.” In today’s globalized society, it is not easy for the University to enhance its strengths on its own, and therefore, it needs to be more open to society. At Nanzan we have been increasing contact points with society by collaborating with external organizations through efforts such as the promotion of internationalization, and through collaborating with the local community (including Nanzan Extension College, business-academia collaboration, and university consortiums) as well as through the summer programs shared with the International Federation of Catholic Universities. We should re-acknowledge that these efforts effectively utilize “the Nanzan Difference.” Recognizing the significance of the Nanzan characteristics that are beneficial in today’s society will certainly lead us to further self-awareness, but it will also enable us to rediscover our forgotten merits and will help us convey to society our *raison d’être*.

Depending to a considerable extent on the means used for such contacts, the contact points we have with external organizations for the purpose of becoming a university open to society function differently. I think today’s globalization owes much to the spread of the Internet. Last year, we set up our official Facebook page in an attempt to create a new contact point to communicate “the Nanzan Difference” to the outside world. We should consider broadening our contact points with external organizations through active utilization of the Internet. For instance, if we acknowledge credits earned online, it will be possible to expand the contact points between the University and students of different nationalities and ages. Meanwhile, in order to respond effectively to changes in the quality and quantity of students as a result of expanding our contact points, we must improve our system of accepting foreign students, improve our staff member training, and improve the housing situation. I request Faculties and Graduate Schools sort out problems that may coincide with increased contact points through the active use of the Internet with external organizations and populations, for example, and subsequently pursue discussions on how to solve such problems from your own standpoints.

III. Future Planning

1. Nanzan University as an Appealing Institution

To enhance “the Nanzan Difference,” Nanzan University needs to be appealing as an education and research institution. At the same time, it is important to identify the roles the University should play in society from a long-term perspective.

The Master’s Program of the Graduate School of Science and Engineering that started this year came from such a perspective. Accordingly, the Ph.D. Program of the Graduate School of Mathematical Sciences and Information Engineering will be reorganized to form the Ph.D. Program of the Graduate School of Science and Engineering. In addition, the Faculty of Information Science and Engineering will be reorganized into the Faculty of Science and Engineering to meet the demand from the manufacturing industries. Furthermore, the Graduate Schools of Economics, Business Administration, and Policy Studies will be merged and reorganized into the Graduate School of Social Sciences to develop highly professional graduates who have acquired broad professional knowledge and ability in the fields of social science and to nurture future leaders for the local communities and businesses.

I request that the future plans for Nanzan Junior College, which saw its inaugural class graduate in March this year, be reviewed considering the position that junior colleges hold in today’s society, including the possibility of allocating a portion of its applicant quota to a new four-year Faculty of the University.

2. Nanzan’s Integrated Education

Nanzan’s integrated education is developing steadily. The first Nanzan Primary School graduates who entered Nanzan Junior High School last year have received high praise from the Junior High School as “nobi-yaka” (relaxed and in good spirits). We need to expand on this progress in the future. The University plays a particularly significant role within Nanzan Gakuen as the final step for our student as they enter society having completed a number of years of education in Gakuen’s integrated education system. We should maintain our active engagement in the integrated education system as the leader within Nanzan Gakuen. Continuing from last year, we will make efforts

again this year to strengthen the collaboration between the University and Nanzan High Schools and will hold an open campus in June for Nanzan Gakuen's students. We will also continue our discussion with Holy Spirit High School about the criteria appropriate for student recommendation for the University within the framework of the Nanzan Gakuen recommendation admissions.

3. Campus Physical Property Management

Next year, it will be 50 years since the Nagoya Campus was established in 1964. It will be 14 years for Seto Campus. Now is an appropriate time for us to initiate specific discussions on how our future campuses should be structured, taking into account the aging buildings and the social circumstances surrounding the University. We will start making a precise plan with a specific timeline, including the possibility of campus relocation. Along with this, we will review the proper allocation of faculty members at Nagoya Campus and start discussions including the reallocation of faculty members to the fields/areas of study that have been short on faculty personnel.

IV. Education and Research

1. Informational Environment Policy and Improvement of Relevant Facilities

With the diversification of information terminals such as tablets and smartphones, most of our students use SNS and cloud services. As pointed out by the External Evaluation Committee last year, we are faced with a pressing need to develop an information environment policy that appropriately meets the needs of the times. We will start a comprehensive discussion across the University on issues including the reinforcement of our information media education as part of our information ethics as well as our academic literacy education.

We will also work on improving our Internet environment and the facilities that allow the utilization of information tools. At the library, we will promote the digitization of our in-house journals and other materials using an institutional repository and further vitalize the operation of e-Learning methods and the Learning Commons.

2. Acquisition of Grants-in-Aid for Scientific Research and Other External Funds

Cooperation and efforts by Faculty members are essential in establishing Nanzan University as an appealing research institution. Since 2010, none of our new initiatives have been accepted for the various grants and subsidies offered by the Ministry of Education and Science including the 21st Century COE Program. Our internal support systems concerning applications may have been insufficient. The same can be said about the support systems for post-acceptance administration. We will improve and expand these internal support systems going forward. At the same time, we need each Faculty member to take an active role in obtaining external funds such as Grants-in-Aid for Scientific Research. In principle, I request that all Faculty members apply for external funding of some form. In doing so, they should try to explore a wide range of funding possibilities, not limited to funding offered by the Ministry of Education and Science but they should also explore funding offered by other organizations such as the Ministry of Economy, Trade and Industry, and the Ministry of Health, Labor and Welfare.

3. University Evaluation and Accreditation in 2013

This year, we undergo assessments for accreditation by external organizations: the University will be reviewed by the Japan University Accreditation Association, the Junior College will be reviewed by the Japan Association for College Accreditation, and the Nanzan School of Law will be reviewed by the Japan University Accreditation Association. At present, universities in Japan are required by law to undergo an assessment for accreditation by external organizations once every seven years and once every five years for professional graduate schools. I hope we will use this opportunity to assess and evaluate whether our internal quality assurance system is properly functioning, and that this review process leads to a substantiation of our reform and improvement activities.

In 2012, the Peer Review Committee composed of faculty members appointed by the President was established under the Self-Assessment and Self-Evaluation Committee. I would like the Peer Review Committee to assess and evaluate the self-assessment and evaluation activities of our education and research organizations and, when necessary, issue critical comments. For the University to be able to consistently provide quality education and research activities, it is important to make effective use of the PDCA (Plan Do Check Action) method for assessing and evaluating one's own self-assessments and evaluations. As our society changes with the flow of the times, so do its needs. This

is an instantiation of the idea of “Unceasing Self-Reform” advocated by my predecessor.

4. Promotion of Student Support

It has become increasingly important for universities to provide student support, including job placement support. Last year, the University provided professional and high-quality job placement and career support through the use of career counselors with expertise in those areas. Starting this year, we will have more tightly-controlled surveys of all students on their post-graduation plans as well as surveys of all graduates to obtain information about their employment. Moreover, we will appoint pre-graduation students who have received job offers as well as our graduates who are already working as job placement support staff and career advisors. With regard to the teacher training courses, the Center for Teacher Education will be established to provide systematic support.

As mentioned earlier, globalization of our students and campuses is another important aspect that contributes to student support. In order for this to happen, we need to recognize potential problems with our regular classes and curricula and continue to reform and improve our education. With the PDCA method in mind, we must develop a system that enables constant self-improvement to provide high-quality student support.

V. Contributing to and Working with Society

1. Reopening of the Anthropological Museum

We started the relocation of the Anthropological Museum last year, and in October this year, it will reopen on the basement floor of the R Building. The new Anthropological Museum aims to stimulate everyone’s curiosity by becoming a “universal museum” where visitors can have intimate encounters with the exhibits by touching them with their own hands. We will aspire to make the museum open to society through collaboration with the schools of the Gakuen as well as with the elementary, junior, and senior high schools in the community. The museum will also continue collaborative projects with the Meiji University Museum, playing the role of a core university museum in Japan.

2. Business-Academia Collaboration

We will move forward with the improvement of our research and education programs in collaboration with the local community, especially with the business community in the Tokai region. The business-academia collaboration agreement signed two years ago between the Bank of Nagoya and Nanzan University produced a specific result last year in the form of “Research on the Savings of Young Adults.” We will continue the business-academia collaboration with the Bank of Nagoya while seeking additional collaboration with other businesses. Given the successful result of the course endowed by the Asahi Shimbun two years ago, this year we will continue the collaborative class with the Asahi Shimbun that started last year. We will also continue to offer collaborative classes with Nagoya Broadcasting Network and Chukyo TV Broadcasting. While we will pursue business-academia joint research in the Graduate School of Science and Engineering (formerly the Graduate School of Mathematical Sciences and Information Engineering) and in the Graduate School of Business Administration, we will identify corporate needs in the Tokai region in terms of human resources and expertise and aim to promote the development of quality graduates with high-level expertise so that we, as a university in the Tokai region, can fulfill our responsibility towards our collaboration partner companies and towards the local community.

3. Development of Disaster Risk Management System

The Tokai region is susceptible to various natural disasters such as earthquakes and river flooding. It is important for a university to determine what role it should play in the community during emergency situations. As a university rooted in the community, the role of the University is not small. The gymnasium on campus has already been designated as an evacuation site by the City of Nagoya, and the swimming pool on campus has been designated as a water source for fire defense by the fire chief of the Showa Fire Station of the City of Nagoya. Risk management efforts such as these are also issues that need to be dealt with not just by the University in isolation but together with the community. We are also cooperating with the Academic eXchange for Information Environment and Strategy (AXIES) in developing a safety confirmation system in times of disaster. We will consider the possible use of this safety confirmation system as we design our system for dealing with an emergency. We are also preparing a risk management manual. The University will develop a risk management system inclusive of the above points in collaboration with the local community.

VI. Entrance Exams and Post-Graduation Employment

1. Entrance Exams

This year, the total number of applications, combining the General, Unified Examination (University's own exams and a combination of its own exams and Center exams), and Center Entrance Examinations (first application term A & B and second application term) was 24,197, the largest ever with an increase of 4,040 over last year's 20,157. The introduction of the unified examination (University's own exams) contributed to boosting the number of applications. However, we cannot be overly optimistic about the situation as the number of applications from outside the three prefectures in the Tokai region remains unchanged and the number of applications for the recommendation-based admissions from Catholic high schools, a system characteristic of the University, is on the decline. The shrinking 18-year-old population and the prolonged economic downturn suggest that student solicitation remains a challenge. To attract more applicants, we need to accurately grasp the situations that surround the University and continue to implement appropriate measures.

3. Post-Graduation Employment

In 2012, the effective ratio of job openings to new college graduates seeking jobs picked up slightly after the continued downward trend following the Lehman Shock. However, the employment situation remains very severe. Although the ratio of informal job offers to fourth year students of the University has continued to exceed the national average, we need to make more efforts toward achieving the ratio of 100 percent. The Junior College has been struggling a little in this regard, requiring a further review on how to provide career and placement support during the two year period.

In order to cope with these circumstances, a system was developed last year to allow the sharing of information between the Career Support Committee and the Job Placement Committee. The Working Group for publicizing our job placement capabilities made up of the chairpersons of these Committees plus that of the Entrance Exam Publicity Committee is starting to function effectively. This year, I request that we further enhance our support system while cooperating with the Center for the Teacher Education and the Extension College Committee.

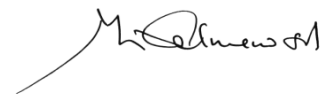
To provide effective support in career education and post-graduate/job placement, it is crucial that the Career Support Office and the Faculties and Departments work hand-in-hand on a regular basis. I request that individual Faculties and Departments develop a system that makes this happen.

VII. Public Relations

Last year, we introduced new publicity portals such as Facebook, YouTube, and a smartphone application. Utilizing these new media will become increasingly important to the University's publicity efforts in the future. While disseminating information will become easier and more diversified, our underlying strategies as to how we utilize these media will be critical. We need specific publicity strategies for reinforcing our efforts in publicizing our internationalization and job placement capabilities. We also need to properly target our publicity toward students inside and outside the three prefectures in the Tokai region.

Collaboration with the Alumni Association and Nanzan Tomo no Kai is also an important issue in terms of publicity. We will consider developing publicity using the new media in collaboration with these organizations.

I request all of you, as Faculty and Staff members of the University, recognize that you also play a part in the University's publicity and that you help enhance Nanzan University's appeal at all times.



Michael CALMANO
President
Nanzan University