

Contents

Academics

2-1 Improvement of liberal arts courses in doctoral degree program	1
2-2 Timing of laboratory affiliation	1
2-3 Establishing a system to enable viewing of degree theses	2
2-4 Correcting grade gaps between courses	2
2-5 Introduction of holidays between quarters	3
2-6 Undergraduate minors.....	3
2-7 Introduction of a registered auditing system for online classes	4
2-8 Raising the English-language proficiency level of faculty members.....	4
2-9 Proactive use of class aids, guidelines and translation software in class.....	5
2-10 Promoting opportunities to take proficiency tests for languages other than English.....	5

Facilities

3-1 Securing eating space for people who bring their own lunches	6
3-2 Places for activities such as unofficial student groups.....	6
3-3 Improvement of smoking area environments and promotion of campus smoking bans ..	7

Services

4-1 Personalization of the Tokyo Tech Mail News.....	7
4-2 Inconveniences in Tokyo Tech Portal and possible solutions	7
4-3 OCW convenience improvements.....	8
4-4 Upgrading the Web System for Students and Faculty.....	9
4-5 Improving the way student groups use to reserve facilities	9
4-6 Request for functional improvements to T2SCHOLA	10
4-7 Development of Tokyo Tech official apps	10
4-8 Establishing a unified online lost-and-found system.....	10
4-9 Establishing a website with information on training facilities, etc.	10
4-10 Creating a system to check the credits required for graduation or completion	11
4-11 Increasing the collection of e-books and promoting their use.....	11
4-12 Continuing and expanding the books-by-mail service	12
4-13 Adding payment methods at the University Co-op store	12
4-14 Paperless study abroad procedures	12

Tokyo Tech's Responses to Student Proposals in the 2020 Student Survey

2-1 Improvement of liberal arts courses in doctoral degree program

Proposals

1. You should conduct a survey of doctoral students about liberal arts courses (format, time, content, etc.) to better understand their busy lives and needs.
2. You should increase the variety of 600-level liberal arts courses. The content and format of the new courses should be determined based on student opinion.
3. You should provide more information about the Course Survey of Study Effectiveness and other questionnaires and interview surveys the university conducts and how they are used.

Responses

[Points 1 and 3]

Considering the workload this would entail, it is not realistic to create, conduct and analyze the results of a new survey for Tokyo Tech's well over 1000 doctoral students. Instead, we would prefer to use the Course Survey of Study Effectiveness to improve classes. All instructors read the results of the Course Survey of Study Effectiveness. They also read the "Requests for Classes" section of the attendance forms that students fill out after each class and use them to improve future classes.

[Point 2]

We established a working group that is focusing on how to improve our liberal arts courses in the doctoral degree program. It is currently discussing the matter.

2-2 Timing of laboratory affiliation

Proposals

1. Each department should establish a system that allows students to participate in laboratory activities from their second year onward if they wish.
2. Each department should establish a system that allows students to affiliate themselves with a laboratory from the third year onward if they wish.

Responses

[About students participating in laboratory activities from the second year onward]

Because second-year students have just joined their departments, we want them to first focus on acquiring basic knowledge in their fields of specialization by taking courses, particularly 200-level courses. Before getting into laboratory activities, it is essential for students to go through laboratory/experiment courses to learn basic research methods

and acquire basic safety management knowledge. This is why the research opportunity courses that give students lab experience are offered as 300-level courses for third-year students.

[About allowing students to affiliate themselves with laboratories from the third year]
Students are generally affiliated with laboratories during their fourth year, at the beginning of their independent research project (IRP), and each department sets its own requirements for when they begin their IRP. Taking specialized courses up to the 300 level before joining a lab confirms that they have acquired sufficient knowledge, education, language skills and other communication skills to carry out their research. This ensures that students who have just joined laboratories can smoothly start their research activities and helps ensure that laboratory operations remain safe.

However, students that are particularly enthusiastic about research and want enter a doctoral degree program have the option of applying for the B2D scheme. Registering for B2D allows you to begin research during the second semester of your second-year bachelor's degree program and choose your preferred laboratory earlier than usual. We encourage you to take up this challenge.

We received opinions stating that the third year is the more appropriate time for laboratory affiliation and others saying that the fourth year is more appropriate. As such, our understanding is that you are proposing the establishment of a system that allows those who wish to belong to a laboratory from the third year to do so. Laboratory affiliation is determined based on rules each department sets rather than according to university-wide rules. Most departments prioritize students' choice of preferred laboratory, and affiliation is determined by student grades to ensure fairness. Lab capacity is also limited.

For these reasons, we believe that each department should discuss the matter to determine whether to establish a system that allows interested students to join a laboratory in their third year. This takes each department's particular circumstances into account.

2-3 Establishing a system to enable viewing of degree theses

Proposals

3. Since doctoral dissertations are already published in the Tokyo Tech Research Repository (T2R2), the full text or abstracts of bachelor's and master's theses — which are currently only examined by each department — should also be published in the T2R2.
4. The titles of doctoral dissertations and master's theses should be posted not only within

the campus but also publicly on the university's website, the website of each graduate major, and so on.

Responses

- The Degree Regulations require the publication of doctoral dissertations as a way to guarantee the quality of doctoral dissertations, which serve as proof of a researcher's ability to conduct independent research. This is part of a system that allows universities to mutually guarantee the quality of doctoral dissertations related to the degrees they award. Tokyo Tech already publishes doctoral dissertations on the T2R2.
- We do not assume that bachelor's theses on independent research projects, as well as master's theses, are to be published.

2-4 Correcting grade gaps between courses

Proposals

1. You should publish frequency distribution tables and various statistics (mean, standard deviations, etc.) of anonymized grades on the OpenCourseWare (OCW) website internally.
2. The results of course evaluation surveys should be posted internally on OCW along with the syllabi.

Responses

[Publication of grade distribution information on OCW]

Our response to similar proposals in Student Survey 2018 remains unchanged. We believe that student performance evaluations should be absolute evaluations. We are concerned that disclosing grade distributions may lead to, among other things, instructors assessing student performance using relative measures. We also fear that it may persuade students to select less-demanding courses. We therefore believe it is difficult to disclose this information at this stage.

[Course Survey of Study Effectiveness posted on OCW].

We will carefully consider the results of the Course Survey of Study Effectiveness, including the details and method of their disclosure.

2-5 Introduction of holidays between quarters

Proposal

You should introduce weeklong holidays after the first and third quarters.

Response

- If conducting face-to-face classes next academic year and beyond is determined to be problematic due to the pandemic, grading based on term-end assignments such as reports may continue. We believe that is one reason for this proposal. We have been discussing the ideal format for post-pandemic classes at Tokyo Tech. We think that in-person classes will be the foundation for our education, supplemented by online sessions. We believe the current format will end, and that in-person exams for grading will return after the pandemic. This may solve part of the problem.

This is the premise our response is based on. As mentioned at the campus meeting, the Standards for the Establishment of Universities stipulate that classes should be conducted over periods of 15 weeks per semester.

As of AY2020, Tokyo Tech has counted 7 100-minute class sessions (50-minute period x 2) as one credit, and 14 100-minute class sessions as 2 credits. While the use of 100-minute classes has reduced the number of class sessions, total class hours per credit have not decreased. Meanwhile, reducing the number of class sessions any further is difficult for legal reasons.

The introduction of 100-minute classes has several objectives. One of the most important is to secure long vacations, such as summer vacation, so that students and faculty can pursue research, extracurriculars, study abroad, internships and other activities. From a holistic perspective, we do not believe it is appropriate to shorten long holidays — even by three or four days on either side — to make room for quarter holidays.

2-6 Undergraduate minors

Proposals

1. You should establish a system that allows undergraduate students to take undergraduate minors similar to the graduate minors currently offered primarily to master's degree students.
2. You should recognize programs such as the Global Scientists and Engineers Course (GSEC) and Confederation of the Four Universities Multidisciplinary Program as undergraduate minors and issue certificates to those who complete them.

Responses

- In the educational reform we started in AY2016, we chose not to establish undergraduate minors in the bachelor's program because we wanted students to thoroughly acquire knowledge in their own specialized fields along with liberal arts skills through wedge-shaped education, and also because of CAP system constraints.

However, we plan to discuss establishing undergraduate minors over the long term as a way to provide students with learning opportunities beyond receiving a degree. This will include opportunities to acquire a wide range of knowledge and skills outside of their field of specialization from an early stage. We expect that students will increase their mastery of their field of study and create additional strengths by taking on new fields.

- Please note that the graduate minors our graduate programs offer require students to earn 16-20 credits. To be worthy of issuing certificates of completion, a minor program must require that students acquire some minimum level of basic knowledge of a subject outside their major field of study. Careful consideration must therefore be given to setting credit requirements.

GSEC was established as an educational curriculum specializing in global mindset training. The Confederation of the Four Universities Multidisciplinary Program was established as a joint program with four other universities. Both are independent programs that issue completion certificates. As such, we believe it is more appropriate to maintain the individuality of these programs for the time being rather than to incorporate them into Tokyo Tech undergraduate minors.

2-7 Introduction of a registered auditing system for online classes

Proposals

1. You should assess the demand for auditing by conducting a survey that asks how many students audited in-person courses before the pandemic, and which courses they audited.
2. You should conduct a survey of faculty members on why they do not allow auditing or distribute course materials, and create a system that allows auditing of all courses — except those to which the abovementioned reasons apply — including online classes.

Response

The courses that make up the curriculum of each degree program are offered on the assumption that students will register for and earn credits for taking them. With that in

mind, we do not currently envision introducing another official system — separate from the course registration system — for auditing courses or obtaining course materials for purposes other than earning course credits. We will, however, carefully consider issues regarding online courses, including the legal concerns about the provision of materials for online classes (e.g., the public transmission of copyrighted works for conducting classes) over the long term.

2-8 Raising the English-language proficiency level of faculty members

Proposals

1. You should conduct training in English-language speaking skills (including public speaking) for all faculty, regardless of nationality.
2. You should introduce a program to assess the English-language proficiency levels of Japanese teachers and improve their English-language skills based on that assessment.
3. You should consider the English-language proficiency of potential faculty during the hiring process.
4. You should promote the hiring of more foreign faculty.
5. You should consider the compatibility between TAs and faculty.

Responses

We have been expanding the number of courses taught in English and holding annual seminars for faculty members to help them improve their ability to teach in English. The seminars are customized for Tokyo Tech and divided into two different difficulty levels according to the faculty members' English-language proficiency. In addition to these annual seminars organized by the Center for Innovative Teaching and Learning (CITL), we have planned and implemented individual seminars as requested by each department. Faculty who took the seminars commented that what they learned would help them conduct better classes.

We will continue to encourage more faculty to actively participate in such seminars. We will also be planning and implementing seminars with better content that enhance our faculty members' ability to conduct classes in English.

2-9 Proactive use of class aids, guidelines and translation software in class

Proposal

1. You should encourage teachers to create English-language “cheat sheets” (reference sheets). This is something that could be left to TAs.
2. You need to create and distribute guidelines to instructors teaching classes in languages other than their mother tongue, outlining how to structure their classes and what tools are available. You need to better support teachers who teach in

languages other than their mother tongue, since most of them probably have little experience doing so.

3. Purchase licenses for translation software so they can be used in class.

Response

CITL provides support for improving faculty members' ability to teach in English. Some teachers use the *300 Classroom English Expressions for University Faculty* e-book, which Tokyo Tech purchased and set up for them to use, on their PCs or tablets. Please note that how classes are conducted is basically left to the discretion of the instructor.

2-10 Promoting opportunities to take proficiency tests for languages other than English

Proposals

1. You should give students with high scores in language courses opportunities to take language proficiency exams to boost their motivation for further study and to enhance future study abroad experiences. In particular, studying in Europe often requires a certificate of language proficiency in the language of the country you are planning to study in, so you should assist them in obtaining such certificates.
2. You should offer a class for international students that prepares them for the Japanese-Language Proficiency Test (JLPT).
3. You should provide international students with the opportunity to take the JLPT free of charge.
4. You should create a system to support students with high scores in language courses to study in countries where the language is spoken, to do internships in those countries, etc.

Responses

- Students registered in GSEC courses have opportunities to take English-language tests and access an online English-language conversation program, and many students want to take advantage of such opportunities. Although we currently use a lottery system, we'd like to increase such opportunities as much as possible. We are also providing new opportunities to improve English-language skills, such as our tandem language exchange program with MIT and conversation sessions with students from partner universities through online training.
- The Foreign Language Advisory Center in the Foreign Language Section of the Institute for Liberal Arts offers consultations on proficiency exams of the respective languages in study abroad destinations. It also supports students who are planning to study abroad by offering intensive courses in Spanish, German, Chinese, Russian and French, as well as seminar courses in each language aimed at preparing students for study abroad.

- There are no classes to prepare students for the JLPT, but there are briefing sessions, reference books to read, and mock tests planned.
- Currently, students are required to take the JLPT at their own expense.
- The TASTE short-term language study abroad program also offers German-, French- and Chinese-language training programs so that students can develop their language skills beyond English. We also have many partner universities outside of the English-speaking world, allowing students with high scores in language courses to choose a destination where they can use their language skills.

3-1 Securing eating space for people who bring their own lunches

Proposals

1. You should create a space in the cafeteria where students can bring their own lunches and eat outside of the busy lunch hours. You should also take measures such as making students aware of the costs involved in disposing of garbage to ensure that they take their garbage home.
2. You should make it known that classrooms can be used as places to eat lunch.
3. You should allow students to take dishes out of the cafeteria to classrooms where food can be eaten.

Responses

- It is possible to open the cafeteria hall to those who bring their own lunches outside of congested hours as long as certain rules are in place and properly observed.
- Considering the COVID-19 pandemic, we will try to let students know that they can eat lunch in classrooms. When doing so, we will also inform students of the rules regarding the use of classrooms for this purpose, including garbage disposal. We ask that all students follow these rules when eating lunch in classrooms.
- As for taking dishes out of the cafeteria, the University Co-op Cafeteria currently offers takeout (served in disposable containers), so please use those. Eating food inside or taking it out must be clearly distinguished, however, since the consumption tax differs. Please understand that allowing dishes to be taken out of the cafeteria may cause new problems such as dishes being lost, not returned properly, etc.

3-2 Places for activities such as unofficial student groups

Proposals

1. You should make lecture rooms available for activities.
2. You should consider adding more venues for activities.

Responses

- Student use of lecture rooms is limited to use by official student organizations. As such, unofficial student groups are not permitted to use them. There are several

reasons why we cannot provide space for the activities of unofficial student groups. One is that they have no faculty advisors, so it is unclear who is responsible for the groups' activities. Second, many have members from outside of Tokyo Tech. Third, such groups could be a front for cult religions. Finally, if the group is unofficial, it is difficult for Tokyo Tech to handle matters responsibly when problems such as accidents and incidents resulting from their activities occur.

- Outdoor sports facilities, gymnasiums, etc. can be freely reserved from the 26th of the previous month, so please use the slots available. In addition, any student groups — including unofficial ones — are allowed to make priority reservations of facilities if they are participating in major events held only a few times a year and their participation is approved, so please submit your event proposal to us first.

3-3 Improvement of smoking area environments and promotion of campus smoking bans

Proposals

1. You should proactively disseminate information about improvements to the smoking area environment (e.g., their gradual reduction and renovation, consideration of installing partitions or individual smoking booths) to all students, faculty and staff via the official Tokyo Tech website, social media accounts, etc. as part of the transition to a smoke-free environment.
2. To discourage people from taking up smoking and get current smokers to stop, you should inform all students, faculty and staff of the importance of not smoking, and introduce programs that encourage quitting (e.g., smoking cessation apps, guidance by occupational physicians at the Health Support Center) to smokers.

Responses

- World No Tobacco Day (May 31) and No Tobacco Week (May 31 to June 6) posters as well as nonsmoking promotion posters are displayed throughout the campus to promote awareness of the importance of not smoking.
- We also presented Tokyo Tech's "Roadmap for Preventing Passive Smoking (Toward a Campus-Wide Smoking Ban)" to students, faculty and staff to inform them of the measures we are taking to prevent passive smoking.
- At orientations for new students, we explain to them that they should not get into the habit of smoking. We also post information on smoking cessation counseling services and smoking cessation outpatient clinics in each smoking area.
- We put on nonsmoking promotion seminars (but are currently not doing so due to the COVID-19 pandemic).

4-1 Personalization of the Tokyo Tech Mail News

Proposal

1. You should set the language for *Tokyo Tech Mail News* to display only the language a student has registered in the Web System for Students and Faculty.

Response

The Web System for Students and Faculty is equipped to send emails in Japanese to students using the system in Japanese and in English to students using the system in English. In principle, however, we send emails intended for all students in both Japanese and English. As such, we will continue to send *Tokyo Tech Mail News* in both Japanese and English.

4-2 Inconveniences in Tokyo Tech Portal and possible solutions

Proposals

1. You should extend the idle timeout time in Tokyo Tech Portal because it is too short.
2. You should investigate the reason for the Tokyo Tech Portal's many login problems.

Responses

[Regarding Proposal 1]

- The idle timeout time is significant from the perspective of ensuring information security, so it cannot be extended without careful consideration. We are planning to provide a web app that disables the idle timeout in the post-login menu of the Tokyo Tech Portal. As long as this web app is running, idle timeout will be disabled. Please note, however, that use of the app will be at your own risk.

In addition, for information security reasons this app is designed for use only while the user is connected to the campus network. When using the Tokyo Tech Portal off-campus, you can continue to use portal services even if the portal times out as long you maintain access to the service you want to use (depends on the timeout setting of each service).

We would appreciate your understanding and cooperation.

[Regarding Proposal 2]

- Please contact the IT Service Desk (helpdesk@gsic.titech.ac.jp) with your specific situation and information. Please note that the IT Service Desk may not be able to discover the cause of the problem, since there is a great deal of information they may not know, such as about your personal device or network. Also, please understand that the IT Service team is small in number, so it sometimes takes a little time to respond to questions.

Also, in light of the many comments from students about the portal login, etc., we are planning to replace the current one-time password (OTP) with a time-based OTP that uses a mobile app. This will improve the convenience of logging in to the Tokyo

Tech Portal while also ensuring a higher level of security.

There have been requests also from faculty and staff to change the Tokyo Tech Portal's post-login menu display. As a result of our deliberations, we have decided to make the following revisions:

- ① Put the most frequently used menus on top
- ② Change the grouping according to the service
- ③ Consider the differences in menu display according to a card type of the Tokyo Institute of Technology's IC cards
- ④ Introduce a dynamic menu (menu display by sliding window protocol)

4-3 OCW convenience improvements

Proposals

1. You should renovate the Tokyo Tech OCW top page, including revising the images.
2. You should improve the UI and performance of the search function. You should set "Course Search" as the default and make "Site Search" and "Faculty Search" advanced settings.

Response

While it is technically possible to renovate the Tokyo Tech OCW top page, it would entail some cost. We will therefore need to consider a number of factors, including cost-effectiveness, before deciding on a course of action for this matter.

As for the search functions, it would be difficult to modify the existing general-purpose search engine. We will therefore need to consider a number of factors, including cost-effectiveness, before deciding on a course of action for this matter.

4-4 Upgrading the Web System for Students and Faculty

Proposals

1. You should upgrade the Web System for Students and Faculty server to enhance the online environment. To reduce congestion when grade-viewing demands are high, you should also take measures such as disclosing grades by student number, by department, and by specialized courses or liberal arts courses.
2. You should change the maintenance time for the Web System for Students and Faculty.

Responses

- When upgrading the system server, our first priority is to replace aging hardware. We will consider upgrading the server according to what the budget allows during the next renewal period. We will also consider operational approaches to reducing

the load on the server when viewing grades, etc.

- In April 2021, the maintenance time of the Web System for Students and Faculty was changed so that the system would be available before classes start. Under the current operational framework — and due to the need for data migrations, human error checking and so on — it is not possible to make the system available any earlier in the day as requested.

4-5 Improving the way student groups use to reserve facilities

Proposals

1. You should make sure that all student groups know (by making the fact constantly visible on the reservation site) that there's a penalty for reserving facilities they will not end up using, and that some groups have actually been found in violation and penalized.
2. Rather than using complete first-come, first-served reservations, you should pool reservation applications for a certain period of time and then use a lottery or other means to determine which groups are granted the use of the facility, as necessary.
3. You should set fixed slots (time and facility used) for groups that use facilities on a regular basis to encourage other groups to use the facilities on different dates.

Responses

The method of reserving extracurricular activity facilities has been improved to some extent; starting in June of this year, facilities could be reserved online. As such, we would like you to assess whether this new system alleviates the problem.

However, please understand that reservations by official student clubs and groups are naturally given priority over those made by unofficial student groups and individuals due to the frequency of the formers' extracurricular activities and other factors.

In addition, we do not impose penalties on student groups that do not use extracurricular activity facilities they have reserved. We do ask, however, that groups immediately release the facilities so that other groups can use them.

4-6 Request for functional improvements to T2SCHOLA

Proposals

1. You should grant T2SCHOLA administrative privileges to TAs.
2. Teachers who will be using T2SCHOLA in their classes should ask for student feedback on possible improvements and new functions they would like to see in T2SCHOLA.

Response

The matter of T2SCHOLA administrative privileges for TA is under consideration.

4-7 Development of Tokyo Tech official apps

Proposals

You should create an official Tokyo Tech app that has following functions:

1. Automatic login function for the Tokyo Tech Portal
2. Portal functions such as viewing timetables, class cancellation and makeup class information, syllabi, university announcements, etc.
3. E-learning features of T2SCHOLA, or links to T2SCHOLA

Response

There are no plans to develop an official Tokyo Tech app at this time. Starting in AY2022, syllabus information will be available on T2SCHOLA.

4-8 Establishing a unified online lost-and-found system

Proposals

1. You should make managing lost-and-found items possible online.
2. You should introduce a website that allows Tokyo Tech students as well as faculty, staff and outsiders to search for and view lost-and-found items at Tokyo Tech.

Response

In response to the Student Survey Proposal, we formed a team in May to establish an online lost-and-found system. Because each campus has handled lost-and-found items differently, centralizing the system requires creating guidelines. We are (as of June 30) preparing these guidelines by consulting with the police from a legal perspective. Once the guidelines are prepared, we plan to make a dedicated lost-and-found page on the Tokyo Tech website. We are currently discussing matters with the Public Relations Division about where and how to post lost-and-found information on the site. Once preparations are complete, we will notify students, faculty and staff and launch the new system by the end of this fiscal year.

4-9 Establishing a website with information on training facilities, etc.

Proposals

1. You should make it easier to use training facilities by establishing a new information aggregation site that provides more detailed information about the facilities and how to use them.
2. You should provide a way of accessing information from the student point of view (to reduce the processes required to access information by providing a list of information in the shallowest possible layer of the website).

Response

We answered a similar proposal by reducing the layers between the top page to the list of extracurricular activities facilities guide on the website. That information is here:

Tokyo Tech Website Homepage / Current Students / Facilities / Extracurricular Activities Facilities

4-10 Creating a system to check the credits required for graduation or completion

Proposal

1. You should create a system that allows students to easily check the credits required for graduation/completion.

Response

- Bachelors students can already check the department affiliation requirements and independent research project application and graduation requirements on the Web System for Students and Faculty. You can also check the items with ☉ and ○ marks in the appendix table for your department's degree program as listed in the Study Guide on the Web System for Students and Faculty.

Please note that each department has its own rules regarding graduation requirements. For example, some departments require basic science and technology courses as a graduation requirement. Since it is difficult to incorporate all of these individual rules into the Web System for Students and Faculty, we posted the following note on the system: "Requirements differ depending on the department. Please review the rules your department specifies in the Study Guide of the academic year you were admitted."

Further, as explained at the time of admission, the most accurate source of information on the bachelor's degree program is the Study Guide, which is based on the Institute Regulations and the Tokyo Institute of Technology Rules on Undergraduate Study. Even if the Web System for Students and Faculty were equipped with a function to check graduation requirements, in the end you will still need to review the Study Guide. In addition, the department makes the final decision on graduation, etc., so you may have to check with your academic advisor or the chair of your department.

- As for the graduate degree courses, we are planning to implement a system to show how many credits students have earned in relation to the requirements for completion of the course on the Web System for Students and Faculty, just as we did for the bachelor's course. However, graduate degree programs include courses that permit the transfer of credits, so students will need to check their completion requirements themselves based on the Study Guide. Since the graduate major you are affiliated with determines graduate course completion, you will also need to check with your supervisor and the graduate major.

4-11 Increasing the collection of e-books and promoting their use

Proposals

1. You should increase the size of the e-book collection.
2. You should tell more students about the existence of the e-book collection.
3. You should take measures to persuade students to use e-books.

Responses

We have been promoting the introduction of foreign e-books for several years. Since last academic year, we have also been focusing on buying domestic e-books. As of the end of March 2021, Tokyo Tech offers 30,999 e-books (1,099 domestic books and 29,900 foreign books). This academic year, we will continue to give priority to the purchase of e-books for use in classes and titles recommended by faculty members. We will also conduct e-book trials of overseas publishers.

As for publicizing e-books, we post announcements on the official Tokyo Tech website and the library website as well as on Facebook, Twitter, and the *Tokyo Tech Mail News*. For your convenience, these e-books are also available on the Tokyo Institute of Technology E-Journal and E-Book List on the library website and through the library catalogue search. We would be grateful if you could suggest any other effective means for informing our students.

4-12 Continuing and expanding the books-by-mail service

Proposals

1. You should continue the books-by-mail service even after the COVID-19 pandemic.
2. You should establish a permanent system that allows students to pick up books they have reserved at the Tamachi Campus.

Responses

- In light of the ongoing COVID-19 pandemic, we continue to offer the books-by-mail service during AY2021. We have also made changes to the service to make it more flexible.
- The books-by-mail service is currently available to students, faculty and staff at the Tamachi Campus. We will consider surveying the demand for the service you have proposed.

Reference

“【To Tokyo Tech Members】 Books-by-mail service: FY2021”

<https://www.libra.titech.ac.jp/info/news/20210331>

4-13 Adding payment methods at the University Co-op store

Proposal

1. You should introduce QR code-based payment services such as PayPay and LINE Pay at the University Co-op stores and cafeteria.

Response

The National Federation of University Co-operative Associations does not offer the systems required to accept payments through QR code-based payment services such as PayPay and LINE Pay. For the Tokyo Tech University Co-op store to offer these services on its own would entail additional accounting costs due to the need to manually match revenue and deposits as well as paying and listing handling charges. Due to the difficult business situation the COVID-19 pandemic has caused, we cannot afford to incur new costs, and therefore cannot consider this proposal. The University Co-op store accepts credit cards, cafeteria passes, public transport IC cards (PASMO, etc.), contactless payment, iD, and QUICPay. Please use these payment methods.

4-14 Paperless study abroad procedures

Proposal

1. You should introduce electronic approval systems. In particular, you should introduce electronic signatures to eliminate conventional personal seals.

Response

An online system for study abroad procedures, including an electronic approval function, will be run on a test basis from around the fall/winter of AY2021 before becoming fully operational from April AY2022.