

Contents

Education

2-1 Improvement of T2SCHOLA functions	2
2-2 Ensuring the effectiveness of the Course Survey of Study Effectiveness	3
2-3 Improvement of understanding regarding teacher training courses	4
2-4 Improvement of the grading system	5
2-5 Enhanced career support in line with specialization of respective Schools, Departments, and majors	6
2-6 Improvement of course syllabi	6
2-7 Introduction of inter-quarter breaks between 1Q and 2Q, and 3Q and 4Q.....	7
2-8 Assessment of the effects of the education reform	8
2-9 Improvement of Liberal Arts and Basic Science Courses.....	8
2-10 Continuing video streaming of face-to-face classes	9
2-11 Requests for improvement of courses taught in English.....	10

Facilities

3-1 Inviting food trucks to Ishikawadai area, considering lower prices.....	10
3-2 Expansion of seating capacity at Taki Plaza	11
3-3 Review of the Co-op cafeteria menu	11
3-4 Installation of air conditioning in the Sports Arena.....	12
3-5 Placement of outdoor trash bins on campus.....	12

Services

4-1 Simplification of certificate issuance procedures.....	13
4-2 Change to paperless student work reports	13
4-3 Support for introducing Adobe accounts for students.....	14
4-4 Strengthening dissemination of scholarship and job-hunting information.....	14
4-5 Continuing and strengthening currently available study abroad programs.....	15
4-6 Continuing online study abroad opportunities after the pandemic.....	16
4-7 Dissemination of available medical support while studying abroad (at times of concern over COVID-19)	16

Others

5-1 Promotion of disaster drills with pre-drill video briefing	17
5-2 Expanding the installation and use of Work Pods to include Suzukakedai	17
5-3 Making free sanitary pads available	18
5-4 Launching open access courses for high school and university students.....	18

Tokyo Tech's Responses to Student Proposals in the 2022 Student Survey

2-1 Improvement of T2SCHOLA functions

Proposals

1. Add a calendar on the top page of T2SCHOLA (or equivalent learning management system (LMS) for the integrated new university, hereafter "LMS for the new university"), displaying a list of assignments and lecture information by week.
2. Improve the side-menu display of the PC version of T2SCHOLA, as well as the functions detailed in the list of requests.
3. In the inquiry form at the bottom of the home screen of T2SCHOLA, add a description that the form will accept not only operational inquiries but also "requests to T2SCHOLA and bug reports."

Responses

[For item 1]

On T2SCHOLA, a timeline function to display a list of assignments, etc. and a calendar function to display the deadlines are already available. At Tokyo Tech, course classes may not always be held on the same day of the week throughout the term, and there may be class cancellations in some weeks.

However, its academic affairs systems do not retain or manage calendar data (expected classes linked to specific dates and times) including the above irregular schedules. For this reason, it would be difficult to add such a calendar display with lecture information by week. However, regarding the "timetable" (a list of classes per day of the week) as mentioned at the campus meeting, we will consider whether it can be realized with the LMS for the new university.

We will also discuss where to display the timetable, but it may be difficult to place it on the top page due to limitations on the base platform (Moodle).

[For item 2]

In the AY 2023 version of T2SCHOLA, the side menu has been abolished. Our responses to the list of requests are as follows.

- Items completed
 - Lecturers use T2SCHOLA for quizzes, etc. during classes, so a longer session runtime is preferred.
→The runtime setting has been changed.
- Items for which requests have been satisfied (including responses applied to the AY 2023 version)
 - I want a reminder function for assignments (when registering a new assignment, when the deadline is approaching).
⇒ Users can set reminder notifications on the smartphone app for approaching deadlines.
 - I want to receive email notifications whenever information is updated on T2SCHOLA.
⇒ A function to allow each faculty member to set notifications has become available from the AY 2023 version.
 - I cannot easily search for classes I am taking. When I go to "My courses" first and search for courses, the search range should be limited to "My courses."
⇒ The search range cannot be limited to "My courses."
 - I want to turn off notifications for completion of assignment submission.
⇒ You can change the settings.
- Items that need further consideration
 - Displays on the smartphone app are not very user-friendly.
→Behaviors and functions on the smartphone app are based on Moodle standards, so

- modifications may not be possible.
- Items for which no action will be taken
 - Logging in each time is a hassle.
 - ⇒ This issue is related to the authentication platform and operational policies currently in place at Tokyo Tech, so modifications may not be possible at present.
 - ⇒ On the PC version, courses that continue for two or more quarters are displayed only in one of the quarters. For example, a course offered in 1Q through 2Q is displayed only in the 1Q section, and I want the course to be displayed in both quarters.
 - ⇒ Due to the data-linking structure, a course can be linked only to a single quarter on the system at present. However, we will consider whether it can be realized with the LMS for the new university.
 - I want to have Zoom URL links on the page of each class.
 - ⇒ Arrangements for class management can vary and are left to respective lecturers. Not all classes use Zoom, so it would be difficult to integrate it into the whole system.
 - When downloading class materials, I want PDF files to be opened in a new tab as the default setting.
 - ⇒ The setting is made by the lecturer in each case, so it would be difficult to apply a particular setting as the default on the system. In addition, settings such as PDF viewer may vary depending on the user's device.
 - Downloaded materials tend to have garbled Japanese text.
 - ⇒ The situation may depend on the Moodle specifications and the user's device environment, so we may not be able to respond.
 - When there are many classes, screen loading tends to be very slow.
 - ⇒ It would need a drastic change of system operations including deletion of a large volume of past class data. However, we will consider whether it can be realized with the LMS for the new university.
 - I do not want past classes displayed in "My courses."
 - ⇒ As explained earlier, it would need a drastic change of system operations including deletion of a large volume of past class data. However, we will consider whether it can be realized with the LMS for the new university.
 - I want to communicate with lecturers on T2SCHOLA.
 - ⇒ Decisions on setting up a forum, etc. are left to respective lecturers.

[For item 3]

We would like to keep the explanation as is because, due to the system's specifications and operational policies, we may not be able to respond to every request. However, you can still post a request using the inquiry form. (We cannot guarantee that we will be able to respond to all requests.)

2-2 Ensuring the effectiveness of the Course Survey of Study Effectiveness

Proposals

1. Remove the current restrictions on the viewing of survey results (i.e., privacy settings can only be made by relevant course instructors, only registered students of a course can view the course's results, and viewing is possible only for a set display period).
2. Provide additional reference data when publishing the survey results, such as average scores of similar courses or of other classes of the course.
3. Allow not only students who have completed the course but also those who have given up on the course for some reason to answer the survey.

Responses

[For item 1]

In order to encourage faculty members to disclose survey results, the default setting to display or hide

the results has been changed to “display” from 2Q AY 2023. In addition, we will further discuss an appropriate scope of disclosure, including whether to disclose results to those other than students who are registered for the particular course. The current limitation of the release period is mainly because we cannot guarantee content disclosure in the next academic year and later due to the single-year service contract of the system.

[For item 2]

At present, it is not possible to clearly define similarities between courses, so we cannot link one course to another. We will further discuss whether we can disclose average scores of all classes in the same course.

[For item 3]

The Course Survey of Study Effectiveness is positioned as an opportunity for students to review their learning in the course they have taken. Therefore, only students who have completed the course are eligible.

2-3 Improvement of understanding regarding teacher training courses

Proposals

1. Reconsider the level of difficulty of prerequisite exams and midterm exams for Educational Technology.
2. Provide extra lectures and assignments to those who fail midterm exams.
3. Disclose the results of the course survey to all Tokyo Tech members, grant the right to respond to the course survey to all registered students of the course (regardless of course completion).
 - Disclosing survey results more widely will help improve the content of other lectures, such as this one, where students are at a disadvantage because the content is determined at the discretion of each instructor. It is the lecturers themselves who will make the final decision, but they should also actively make the most of feedback from students.

Responses

[For item 1]

The Ministry of Education, Culture, Sports, Science and Technology (MEXT) sets the target competencies for each of the teacher training courses in its “core curriculum.” Therefore, it is not appropriate to lower the level of difficulty. Sample questions for the prerequisite exams are disclosed throughout the year, and many of the actual questions are selected from them. There will be 20 questions in the exam, from which examinees will select 10.

[For item 2]

Sample questions for the midterm exams are disclosed throughout the year, and students are instructed to use them when preparing for the exam.

[For item 3]

In addition, we will further discuss an appropriate scope of disclosure, including whether to disclose results to those other than students who are registered for the particular course. However, the Course

Survey of Study Effectiveness is positioned as an opportunity for students to review their learning in the course they have taken. Therefore, only students who have completed the course are eligible.

2-4 Improvement of the grading system

Proposals

The first proposal is regarding the assignment of students to laboratories of the School of Life Science and Technology. Introducing a semester-based CAP system is a possible measure that would ensure students have enough time to study. On the other hand, it may interfere with designing flexible learning plans. Therefore, we propose that a maximum number of credits be set per semester while the annual limit remains the same. Setting a limit per semester may allow students more freedom in creating their learning plans. The semester maximum will be set at more than half of the annual limit but should also be a reasonable number.

As for problems concerning the sole use of either GPT or GPA for deciding students' affiliation to laboratories, a possible solution is to use GPA instead of GPT or a combination of GPT and GPA. In addition, when adopting the GPA method, it will be possible to give students certain discretion in taking a wide range of subjects by offering restricted electives.

1. Introduce a semester-based CAP system. In consideration of students who wish to have flexible learning plans, Tokyo Tech should set an upper limit on the number of credits that students can declare per semester, while maintaining the maximum number per year.
2. The decision to assign students to the School of Life Science and Technology laboratories should be made based on GPA. Otherwise, the method of determining students' affiliations solely by GPT should be changed to use both GPA and GPT. If only GPA will be used, a supplemental system should be set up to provide restricted electives from which students can take required subjects.

The second proposal is regarding the evaluation of credits earned at other universities (e.g., members of the Union of Four Universities in Tokyo). The objective of the CAP system is to ensure that students have sufficient time to study and gain a solid understanding of the course contents, and it will be reasonable for credits earned at other universities to be considered. When grading systems of other universities are different from Tokyo Tech's score-based evaluation, correspondence tables can be used to convert grade scales including letter grades to GP scores. If it is difficult to convert grade scales, "pass/fail" grades can be converted to numerical values and counted toward GPT scores.

3. Courses of other universities for which credits are granted should be treated according to the GPT/GPA system. Grade scales of other universities should be converted to GP and counted as such. "Pass/fail" grades should be converted to numerical values and used to calculate GPT scores.

Responses

Response to the recommendation regarding the assigning of students to laboratories of the School of Life Science and Technology

When students' affiliations were determined by GPA, problems arose such as students focusing on ease of achieving scores rather than studying necessary subjects when choosing courses to take, or requesting cancellation of registration for courses when their test scores were not so good.

Furthermore, many students took as few courses as possible in order to acquire the minimum number of credits required for graduation. With the adoption of GPT, these problems have significantly improved. However, we recognize that the tendency for students to prioritize earning credits over studying and understanding course content is growing every year. Therefore, the School of Life Science and Technology decided to use “modified GPT” (setting the “total number of credits” to less than or equal to the 2.5-year cap) instead of GPT (= GPA x total number of credits divided by 110) to determine the temporary assignment of students to laboratories, starting with students entering in AY 2022. This is expected to ease competition for credits and encourage students to study abroad and take courses offered by member institutions of the Union of Four Universities in Tokyo.

Responses to suggestions regarding evaluation of credits earned at other universities (members of the Union of Four Universities in Tokyo)

Grading criteria and methods of other universities may differ from those of Tokyo Tech. When students take courses of other universities and acquire credits, a grade for the course will be registered as “approved” at Tokyo Tech. Therefore, it cannot be counted into GPA or GPT.

2-5 Enhanced career support in line with specialization of respective Schools, Departments, and majors

Proposals

As information about career events organized by the Student Success Support Section is now sent to all students, it has become easier for those in bachelor’s programs to access career-related information. On the other hand, sharing of information within the Department or major may not be sufficient regarding job-hunting or starting a business that utilizes a student’s specialization. Therefore, in order to promote dissemination of relevant information to students, we would like to make the following proposals.

1. Career events held at each School, Department, major, etc. will be made available to all affiliated students.
2. Event-related information will be sent to all students in the Department and major by email.

Responses

We will share the above proposals at the information exchange meetings for faculty in charge of career counseling. In addition, we will make efforts to encourage faculty and staff in charge of career counseling to seek ways to disseminate appropriate information to students in any year of study and allow all students to have better access to career events by providing good examples of career events organized by respective Schools, Departments, or majors with details about the event content and how to effectively publicize an event, call for participation, etc.

2-6 Improvement of course syllabi

Proposals

1. Improve the syllabus writing guidelines for faculty.
⇒ Although the purpose of syllabus writing and a writing guide with examples are published, syllabus management may vary among academic units and faculty members, resulting in differences among students regarding attitude in class, complaints about grading, etc. Also, one

reason behind the delayed release of syllabi seems to be that faculty members are too busy to spend sufficient time on syllabus writing. Syllabus descriptions with practical examples, as well as class introduction videos like those available at other universities, can be a great help not only for students, but also for faculty members in that they can quickly provide accurate course information to students. Specifically, improved guidelines must stress the importance of syllabi and the need to release them at least one week prior to the start of course registration, clearly and practically explain grading criteria, and recommend creation of class introduction videos.

2. Enhance management of syllabus publishing.
⇒ For some courses, classes start before the syllabus has been published, and students have to register for courses without fully understanding the course content and grading criteria. By publishing the syllabus at least one week before course registration starts, students can avoid course selection mismatches, which will lead to better learning outcomes. More specifically, the current syllabus management structure must be reconsidered so that faculty members release syllabi at least one week in advance.

Responses

[For item 1]

The syllabus writing guidelines were developed following the drastic curriculum renewal which was part of Tokyo Tech's major education reform in 2016. Since then, we have been using the guidelines for syllabus writing training at events such as the institute-wide professional development sessions for faculty members ("Zengaku FD").

However, as six years have passed since the education reform, syllabus management practices have partly become ineffective. We will ensure that all faculty members are reminded of the importance of effective syllabus publishing through relevant faculty meetings, etc.

[For item 2]

Following the 2016 education reform, Tokyo Tech has introduced a system to assign a faculty member as a syllabus reviewer for each course within the Department or major, who is in charge of checking the syllabus edited by the course instructor.

The syllabus edited by a course instructor on the Web System for Students and Faculty will be checked by the assigned syllabus reviewer, then released to students.

However, the syllabus management structure may not be functioning as originally intended, as explained in item 1 above. We will therefore remind all faculty members to ensure that syllabi are published prior to the start of a new academic year, along with other points regarding the management structure, through relevant faculty meetings, etc.

2-7 Introduction of inter-quarter breaks between 1Q and 2Q, and 3Q and 4Q

Proposals

1. Set up a three-to-four-day "inter-quarter break" spanning a weekend straight after the quarter-end exams of 1Q and 3Q respectively.
⇒ In order to achieve the basic purpose of the quarter system, "to increase learning effectiveness by studying intensively in a short period of time," students must be able to review what they have learned in the previous quarter, identify issues, and prepare for the next quarter. For this reason, we propose the introduction of a three-to-four-day "inter-quarter break" spanning a weekend before a new quarter. Previously, we recommended a break of about one week between quarters in the Student Survey 2020, but the proposal was not accepted because it would greatly shorten the long breaks between semesters, thereby hindering the research and extracurricular activities of faculty and students as well as interfering with study abroad and internship opportunities. As such, we propose a shorter break this time. Although it would still shorten the long breaks, we believe that it will have less of an impact than the previous proposal. In addition, because we actually had

three-to-four-day breaks in AY 2016, we consider this proposal as highly feasible from the viewpoint of satisfying relevant laws and regulations concerning recognition of credits. Specifically, we propose planning course schedules based on the AY 2016 schedule, which included three-to-four-day breaks including Saturdays.

Responses

It is desirable to set summer and other long breaks as long as possible to allow our faculty and students to make the most of them to pursue research and extracurricular activities, as well as study abroad and internship opportunities. Considering the circumstances comprehensively, we do not think it is appropriate to shorten long breaks in exchange for inter-quarter breaks.

2-8 Assessment of the effects of the education reform

Proposals

1. Tokyo Tech should examine the effects of the education reform implemented in 2016 and publish its results.
⇒ We recommend that Tokyo Tech publish a report of the related survey mentioned by the Student Division at the campus meeting and disseminate it both inside and outside the Institute. We also recommend that Tokyo Tech analyze outcomes of alumni surveys from the viewpoint of what effects the education reform has had over the years and publish the results. Publishing and disseminating the reports is essential for ensuring students' opinions and views are reflected in Institute management, and will enhance communication with students. We strongly request that the effects of the education reform be assessed and published, which will enhance active and constructive discussions between students and the Institute.

Responses

We have completed the assessment of the effects the education reform has brought about over the past six years based on surveys conducted by the Office of Education, and are currently preparing to publish a report on the Institute's website sometime around the fall of this academic year.

2-9 Improvement of Liberal Arts and Basic Science Courses

Proposals

1. Improve Humanities and Social Science Course curriculum.
It was expressed at the campus meeting that Tokyo Tech is planning to launch new courses that meet the needs of students and improve courses based on the results of course evaluation surveys. We propose that Tokyo Tech review courses every year and cancel or create courses as necessary. We also recommend that Tokyo Tech publish a report on course improvement efforts so that students can see the progress being made.

Responses

In order to review and assess the outcomes of liberal arts education (e.g., Liberal Arts Key Courses offered by the Institute for Liberal Arts) which started in AY 2016 as part of the education reform, Tokyo Tech has conducted annual surveys and interviews. Management groups and faculty members in charge of courses have made the following improvements.

- We state the importance of liberal arts education in syllabi and class materials, and explain what competencies students will acquire in liberal arts courses and how they relate to research activities in science and engineering fields.
(Tokyo Tech Visionary Project, Liberal Arts Final Report, Leadership Workshop)
- Courses are designed in a way to balance topics that focus on broadening perspectives and

- topics related to science and engineering subjects, based on which lecturers are appointed. (Tokyo Tech Visionary Project)
- Course contents intended to help students develop both academic knowledge and communication skills necessary for collaborative work have been enhanced. (Leadership Workshop, Path-Breaking Liberal Arts Courses, Advanced Liberal Arts Courses, Cross-Border Liberal Arts Courses)
- Score distribution for 100-level courses has been adjusted. (Humanities and Social Science Courses)

As a consequence of these improvements, liberal arts courses have been increasingly more highly evaluated every year. However, we are aware that there are some who feel that liberal arts education is not meaningful. We will continue our efforts to improve courses, and disseminate information so that the aims of Tokyo Tech's liberal arts curriculum are better understood.

In addition, we will be able to respond to requests for more liberal arts course options in the doctoral program starting next academic year. New courses for "Liberal Arts and STEM" subjects will be launched, offering students opportunities to participate in discussions dealing with the forefront of cross-disciplinary research.

We have been engaged in collecting opinions and planning improvements to courses, and will now consider publishing a survey report.

2-10 Continuation of video streaming of face-to-face classes

Proposals

Due to the COVID-19 pandemic, we were forced to completely shift to online classes instead of conventional face-to-face instruction. Some education can only be delivered through face-to-face classes, but one benefit of online options is that they have allowed students to review class content more easily due to the increased number of recorded classes available for streaming. There are hurdles to providing video streaming of face-to-face classes, in terms of availability of equipment and operation of classes. However, we would like to make the following two recommendations.

1. Increase video streaming of face-to-face classes for certain courses with a particularly high demand, such as lecture-based or English language courses.
2. Develop an environment where equipment for recording classes can be rented out.

Responses

[For item 1]

As part of post-pandemic practices, we are now focusing on face-to-face instruction. The fact that students can go back to lecture content with video streaming may discourage them from concentrating on face-to-face lectures as well as they would otherwise, which may have a negative impact. For this reason, although there are pros and cons, face-to-face instruction will remain the fundamental form of education at Tokyo Tech, and we do not plan to increase video streaming of face-to-face classes. For details, please refer to the following notification available on the Tokyo Tech Office of Education website.

"New Options for Education after COVID-19: Implementation of Online Teaching and Learning"
<https://www.eduplan.titech.ac.jp/disclose/pagelink-purpose-pagelast/aftercorona-e/>

[For item 2]

In relation to item 1, we plan to introduce more HyFlex lecture rooms to the extent allowed by the budget, and we will need to discuss it carefully. Please also note that increasing the number of such lecture rooms involves purchasing and managing recording equipment, in addition to training personnel to actually operate it, which will be costly and time-consuming.

2-11 Requests for improvement of courses taught in English

Proposals

Many students expressed dissatisfaction and anxiety about major courses in graduate programs being taught in English. As globalization progresses further, it is increasingly important to develop English proficiency. We recommend the following measures to ease students' anxiety about their own English ability and that of their instructors.

1. Include questions in the course evaluation survey that ask about the clarity of the instructor's teaching and English proficiency, and make it mandatory for instructors whose English proficiency is evaluated as very low to participate in English language training sessions.
2. Use technical terms in English in undergraduate major course materials, and take other measures to help undergraduate students prepare for courses in graduate programs that may be taught in English.
3. In order to make it easier for students to choose courses appropriate for their English proficiency level, the syllabus should include information regarding the language such as "language in classes," "language for class materials," and "language for group work."

Responses

[For item 1]

We have created a better environment to encourage instructors to attend English training sessions and promote course improvement, by increasing the number of the sessions and taking other measures. In addition, we offer a variety of training programs, including learner-centered pedagogical methods for courses taught in English.

In order to promote improvement of courses offered in English, we will review and update the content of the Course Survey of Study Effectiveness.

[For item 2]

A working group has been set up under the Office of Education to consider English education in the undergraduate program.

[For item 3]

As a general rule, English is used for both classroom instruction and course materials when courses are offered in English. We think that overly detailed descriptions will make the syllabus too complicated and less clear. In order to keep the syllabus concise and easy to understand, we do not currently plan to add more items, including those related to the language used in courses.

3-1 Inviting food trucks to Ishikawadai area, considering lower prices

Proposals

1. Reopen trials for inviting food trucks to the Ishikawadai area for those based in the Ishikawadai and Ookayama South areas.
⇒A test run was conducted in July 2022, when face-to-face classes were increasing but the proportion of online instruction remained high overall. Now that there are no restrictions on coming to campus, the situation is very different. Therefore, it would be worth trying again while ensuring adequate advertising of the food truck plan, and verifying whether it will be profitable.
2. Conduct a survey to assess the needs of students including acceptable price ranges.
While many students complain about high prices, we see soaring costs of ingredients in general, which must be a significant burden for those running food trucks. As such, conducting a survey of students will help Tokyo Tech understand their needs and reconsider how food trucks should be positioned as on-campus services.

Responses

Upon discussion with the food truck coordinator, we have decided to conduct a trial as below.

[For item 1]

- Recruitment of food trucks for Ishikawadai will be conducted separately from those already operating near the Main Building on Ookayama campus.
- Make arrangements so that menu options on each day of the week are not in competition with those offered near the Main Building, allowing a wider choice for customers.
- The trial(s) will commence in April or October, as there will be more students and other people on campus at the beginning of a semester or a quarter.

[For item 2]

Considering the soaring procurement costs for ingredients and sundries these days, setting food prices at around 600 yen, or even 700 yen, will be difficult for many food truck businesses. Instead, food trucks currently operating on our campuses are kindly providing exclusive offers in order to lower the burden on students as much as possible (special menu for the campus, special prices for students, extra rice for free, etc.). We appreciate your understanding on this.

3-2 Expansion of seating capacity at Taki Plaza

Proposals

1. Make it known that it is possible to sit on the grand staircase connecting the first and second basement floors. In addition, to encourage people to sit on the grand staircase, place floor cushions (zabuton), etc. in front of the staircase for anyone to use freely.
⇒ The fact that the grand staircase in Taki Plaza can be used for seating does not seem to be common knowledge among students. In addition, students who may feel uncomfortable about sitting directly on the floor can be encouraged to use the floor cushions. Maximizing use of the grand staircase will increase seating capacity and help fulfill Taki Plaza's core purpose as a place for interaction among students.
2. Install a large table for 6 to 8 persons on the second basement floor.
⇒ Large tables can accommodate groups of people and individuals can sit alone without hesitation.

Responses

[For item 1]

We are considering placing floor cushions that can be used by anyone, which will also indicate that the staircase can be used as a sitting space. The decision will be made taking into account the extent of congestion at and usage of Taki Plaza following the opening of "Tsubame Terrace," a new cafeteria on the second floor of West Building 5 on October 2.

[For item 2]

There is not enough space to locate an extra table on the B2 floor. For single seating, benches and round tables are available near the limestone rocks in the back. Users can rearrange benches as necessary and use the space freely.

3-3 Review of the Co-op cafeteria menu

Proposals

1. Add Tokyo Tech original dishes (value meals with large portions) to the cafeteria menu.
2. Increase the size of rice bowl (donburi) toppings.
3. Make efforts to reflect student feedback regarding menu improvement (for particular dishes, etc.)

by regularly conducting surveys and introducing opinion boxes.

⇒ For deciding original dishes, we recommend gathering opinions from students through a survey. Involving students in the implementation and tabulation of surveys may be an idea.

If price hikes are unavoidable, we would like to insist on an increase in the volume of rice bowl ingredients so that the higher prices are more readily accepted.

Regarding item 1 in particular, while we understand that there are many social and financial hurdles for Co-op operators, including the impact of COVID-19 and soaring prices, we still need to ask for consideration to support the everyday lives of students.

Responses

In addition to regular meals, the cafeteria provides seasonal dishes four times a year, and the monthly fairs (nine times per year excluding vacation months, such as the World Food Fair in October and the Hokkaido Fair in November) in an effort to keep customers interested.

[For item 1 and 3]

We definitely welcome the active involvement of students in developing Tokyo Tech original dishes. Regarding opinion boxes, we will discuss improving the current “Voice Box” system to collect feedback on cafeteria operations in order to make it more user-friendly.

[For item 2]

The cafeteria typically uses precooked ingredients and it may be difficult to simply increase the size of dishes.

3-4 Installation of air conditioning in the Sports Arena

Proposals

1. Install spot air conditioners in the Sports Arena.
⇒ We propose installing coolers for particular spots, which are relatively inexpensive compared to air conditioning for the entire space. While commonly used spot air conditioners are considered unsuitable for large spaces such as gymnasiums, products such as the bazooka type are actually intended for this purpose and seem highly effective against heat despite their low cost, as explained in our analysis. If there are concerns about cost effectiveness, we may be able to consider lower-cost options first such as leasing the required equipment.

Responses

As a result of consultation with the Facilities Department and our review of several installation options, we are now considering installing spot air conditioning as recommended, which seems suitable in terms of effectiveness and budget constraints. We are expecting an on-site examination by a product provider, and will ask for an installation proposal and estimate so that we can secure the budget.

3-5 Placement of outdoor trash bins on campus

Proposals

1. Install large trash bins in outdoor areas on campus.
⇒ Reintroducing once-removed trash bins in outdoor areas would improve convenience and prevent littering. Also, large-capacity bins can help avoid problems such as overflowing trash. Introducing transparent or bird-proof bins may be another effective way to keep the campus clean and safe.

Responses

We removed the outdoor bins to prevent damage from crows, acts of terrorism and other threats, and the irresponsible disposal of trash and littering (trash was often brought in from outside the campus). In particular, irresponsible disposal was the most serious problem, and garbage collectors were unable to take away trash because dog walkers had put dog waste in the bin, trash was not properly sorted, and so on. Local residents are also allowed on campus, unlike other universities. For this reason, it is impossible to inform all campus users of the rules, and it is therefore difficult to reintroduce outdoor trash bins. (We can remind people to abide by the rules, but it is expected that some would still not do so, which may lead to a deterioration of the campus environment.)

4-1 Simplification of certificate issuance procedures

Proposals

1. We propose improving the machine-based issuance of printed certificates to allow doctoral students to obtain transcripts and completion certificates for their master's degrees.
⇒The current automated certificate issuance machines are not able to issue transcripts and completion certificates for those enrolling in doctoral programs, so we propose updating them.
2. Since PDF-based issuance of documents is already available for individual requests, we suggest considering the introduction of an online issuance system if demand increases, due to an uptick in applications for overseas graduate schools for example.

Responses

[For item 1]

Because the transcripts of students who have completed doctoral or master's programs include the title of the dissertation displayed as image data, and also the fact that data for doctoral and master's programs cannot be linked, the current automated issuance machines are not capable of handling such requests. However, we would like to discuss this issue further in the future.

[For item 2]

Official certificates issued by Tokyo Tech are in principle original documents printed on anti-counterfeiting paper, except for cases in which certificates in PDF format are requested by those living abroad. We do not plan to introduce an online issuance system for the time being but will consider this as a future issue.

4-2 Change to paperless student work reports

Proposals

1. We propose the introduction of online processing for student work reports.
⇒According to the response from the Labor Relations Office of the Human Resources Division, it will be difficult to shift to online management of students' work hours for the time being as this issue is closely related to the work management system of the new integrated university. Therefore, we would like to propose an Institute-wide temporary arrangement until the integration to allow submission of the current work report via email or Slack.
⇒In addition, we request that the management of student work be incorporated into the online attendance management system promptly after the integration.

Responses

Currently, Tokyo Tech and TMDU are working together to understand each other's current personnel structure and attendance management system, and are discussing system development and operation for the new university. We will consider the feasibility of handling the management of student work on

the system, paying attention to issues such as multiple faculty members being assigned as approvers of a student's work report, as well as how to prevent cheating.

Regarding a temporary arrangement to accept submission via email, etc., we plan to discuss this with relevant sections.

4-3 Support for introducing Adobe accounts for students

Proposals

1. Introduce an Adobe Creative Cloud (CC) license package for students.
⇒ First ascertain the number of students who wish to install Adobe CC on their own PCs. Next, if there are a large number of students wishing to participate in the plan, suggest forming a volunteer student body to represent them.
* The representative student body will work proactively toward introducing the license package as the coordinator between the relevant sections of Tokyo Tech and students, and will be in charge of organizing participants, considering countermeasures against unauthorized use, how to distribute licenses, etc.

Responses

Measures to be taken:

A minimum of 30 students are required to purchase an Adobe CC license package. Therefore, we first need to ascertain how many students wish to purchase the license (each student must pay a fee), and if there are enough, we will conduct a small-scale trial so that we can identify issues before proceeding to full-scale implementation.

Implementation method:

1. Preparation is in progress to conduct a Slack survey to assess the number of interested students. Since the proportion of Slack account holders among students is not yet high enough, the survey announcement will be made through various means, including Institute-wide email notifications (全学通知). Survey responses via email will also be accepted.
2. Based on the results, the license package will be introduced initially as a test run targeting a small number of those wishing to purchase it (approximately 40 students). While the test run will be announced through Institute-wide notifications as well, it is assumed that Slack will be used due to its reliable identity verification as financial transactions are involved.

4-4 Strengthening dissemination of scholarship and job-hunting information

Proposals

1. Strengthen efforts to publicize and raise awareness of distribution channels already in place (websites, consultation services at respective Schools and Departments, etc.).
⇒ Use Slack to reach out to students across the Institute by setting up separate channels such as "master's_scholarships" and "doctoral_information_for_job-seekers" and allowing anyone interested to join.
2. (Career Support Services of the Student Success Support Section) Increase opportunities for job-seekers to communicate with senior students.
⇒ The Career Support Services section organized a two-day exchange event named "Summer Break Career Guidance (meet senior students and learn the path to job offers)" in September 2022. Consider increasing the number of such events to encourage sharing of career information among students ahead of job-hunting season, and advertise those events through senior students who have received job offers.
Note: Some senior students are willing to pass on their job-hunting experiences to their juniors. Such input from seniors with the same or similar backgrounds will be extremely helpful.

Responses

[For item 1]

- We have considered ways to disseminate scholarship information using Slack. On Slack, a Tokyo Tech News channel for all current students (#rss-全学サイト-在学生向け-all) has become available from October, and announcements for current students posted on the Tokyo Tech website (<https://www.titech.ac.jp/english/students/news>) will be automatically displayed on the channel as well (excluding messages viewable only with Tokyo Tech network access). The dual channels of announcements for students will make scholarship information more accessible.
- Regarding useful information for job-seekers, we have enhanced efforts to deliver information through various means: Tokyo Tech websites, posters and other information provided to relevant faculty members in charge of career counseling at Schools and Departments, posters and digital signage on campus, and a new Slack channel dedicated to career information.

[For item 2]

- We are providing an increasing number of guidance and counseling events to promote communication between job-seekers and senior students who have received job offers, including study sessions to deepen understanding of industries, Career Guidance Fall 2023, the “K-find” corporate research fair, and sessions in which students can ask questions about job-hunting.

4-5 Continuing and strengthening currently available study abroad programs

Proposals

1. Strengthen and continue scholarship programs for studying abroad
⇒ We propose continuing and strengthening the current scholarship programs in order to alleviate the financial concerns that almost half of the students in every grade cited as a major barrier to studying abroad. It should be noted that more than 30% of survey respondents positively evaluated the currently available study abroad programs. We recommend that the currently available programs will be continued in strengthened forms without limiting the scope of eligible students by course, etc.
2. Continue and strengthen the Global Science and Engineering Course
⇒ Among the hurdles faced by students wanting to study abroad, "lack of confidence in foreign language fluency" was the most common, and "lack of information" was cited by nearly 12% of respondents. Based on the results, we propose continuing and strengthening the Global Science and Engineering Course. A higher proportion and a greater number of undergraduate students positively evaluated the course compared to students in higher degree programs, indicating that the study abroad events targeting students in a particular study year or degree program seem to be working as intended.
3. Continue and strengthen the Study Abroad Support Services
⇒ We recommend that the current study abroad support services be continued in a strengthened form in order to respond to the "lack of information" cited by nearly 12% of respondents. Considering that a higher proportion of undergraduate students selected “lack of information” compared to master’s or doctoral students, the support services should be improved to put more focus on undergraduate students.
4. Continue and strengthen study abroad events
⇒ We propose continuing and strengthening the current study abroad event framework. Existing study abroad events are highly evaluated by a specific segment of respondents who have study abroad experience (third-year master's students, doctoral students), indicating that these events can encourage students to consider studying abroad. Furthermore, we believe that this will help overcome the "lack of information" cited by respondents.

Responses

[For item 1]

We will make efforts to seek more scholarships from external sources such as JASSO and private foundations, and continue efforts to secure donations to the Tokyo Tech Fund and continue to use it for study abroad scholarships.

[For item 2]

From AY 2024, the Global Education Section of the Center for Entrepreneurship Education plans to strengthen activities of the Global Scientists and Engineers Course.

[For item 3]

As we shift to post-pandemic practices, Study Abroad Support Services have been flexibly offered in person or via Zoom, and the number of support services offered has exceeded pre-pandemic levels. Consultation other than face-to-face meetings is also well received by students, and we would like to continue to offer that option.

[For item 4]

As we shift to post-pandemic practices, we have become able to hold face-to-face study abroad events. The study abroad fair in AY 2023 was held as a hybrid face-to-face and online event. We would like to seek ways to make similar events as accessible as possible for students, through a combination of face-to-face and online modes, etc. We are making efforts to advertise our study abroad fairs widely. We accept online participation of high school students and others.

4-6 Continuing online study abroad opportunities after the pandemic

Proposals

1. We propose continuing online study abroad programs after the pandemic.
⇒As travel restrictions were put in place due to COVID-19, an online option was introduced in AY 2020 to supplement conventional on-site study. However, we learned through the campus meeting held with the International Student Exchange Division that Tokyo Tech may practically end the online option in AY 2023, and return to the norm of traveling to study abroad as practiced before the pandemic (as of February 2023).
Although the online option was a temporary arrangement during the pandemic, we propose keeping it available because it will likely help overcome two particular issues pointed out by a significant proportion of respondents (financial burden: 49%, anxiety about living abroad: 33%).

Responses

We would like to continue discussions on whether we can make the most of the advantages of online study abroad in the future by assessing the educational outcomes that we have observed during the past several years. For example, experiencing online international exchanges may encourage students to consider studying abroad in person.

4-7 Dissemination of available medical support while studying abroad (at times of concern over COVID-19)

Proposals

1. We propose ensuring dissemination of information regarding the medical and health support services available for those studying abroad, especially when COVID-19 concerns remain.
⇒Through the campus meeting with the International Student Exchange Division, we have learned that a variety of adequate medical services are available for those studying abroad via Tokyo Tech

(as of February 2023). As more Tokyo Tech students become aware that such support is available, it will help encourage an increasing number of students to participate in study abroad programs.

Responses

Tokyo Tech requires students expecting to study abroad to participate in a safety orientation for life overseas, in which available medical and health support services are explained, including risk management services contracted by Tokyo Tech. In addition to this, we plan to make the available support more widely known among students by ensuring it is explained during the orientation and briefing of respective study abroad programs. For prospective study abroad students, we will also ensure to provide sufficient information regarding available medical support services when publicizing study abroad and in related counseling.

5-1 Promotion of disaster drills with pre-drill video briefing

Proposals

1. We propose promoting the importance of disaster drills before they take place. Specifically, we suggest creating an introductory video.
⇒The video content may include: the importance of performing disaster drills, details of the annual drills in AY 2022, the meaning and advantages in participating in disaster drills, among others. We also recommend seeking opinions and feedback from the members of the Tokyo Tech VG, a student volunteer group regularly providing assistance in the drills, or students who are interested in joining drill promotion activities, so that we can get ideas to improve the drills from the viewpoint of students.

Responses

We are considering promoting this year's disaster drills by making or using a briefing video mainly targeting international students. Discussion is underway whether to create a PowerPoint slideshow or equivalent, or utilize videos used by outside parties.

5-2 Expanding the installation and use of Work Pods to include Suzukakedai

Proposals

1. Install a "Work Pod" (soundproof booth for online interviews) at Suzukakedai Campus
⇒The booth may be located at the library or the attached career counseling room.
2. Allow wider use of Work Pods at Ookayama Campus, which are currently only used for online job interviews. The private booth can be used for research and educational activities that involve speaking out loud during off-peak times.
⇒As part of post-pandemic practices, the proportion of online interviews may change. We can assess the recent frequency of use by month, and accept use for educational activities at quieter times.
3. Allow use on weekends
⇒As this proposal may be less feasible than the others, based on feedback at the campus meeting, please prioritize item 1 and 2.

Responses

[For item 1]

Suzukakedai Library already has several individual spaces that can be used for job-hunting. As such, we do not plan to install Work Pods at the campus.

Reference URL: https://www.libra.titech.ac.jp/en/guide/members/seminar_room

[For item 2]

According to the information you provided with examples from other university websites, the University of Tokyo and Shinshu University have four private booths respectively. On the other hand, Tokyo Tech only has two Work Pod booths. Job-hunting season in general has become longer recently, and we want to avoid situations where the booths are occupied for other uses when students want to use them for job interviews. Therefore, we do not plan to expand the use of the booths to activities other than job hunting.

[For item 3]

As mentioned at the campus meeting, we do not plan to open the booths on Saturdays and Sundays in order to avoid potential problems in the absence of faculty and staff members.

5-3 Making free sanitary pads available

Proposals

1. Provide free sanitary pads in women's restrooms in major facilities across campuses.
⇒Sanitary pads should be available on Ookayama Campus, including Midorigaoka and Ishikawadai areas, as well as Suzukakedai and Tamachi Campuses. In particular, Suzukakedai Campus has a relatively higher proportion of female students, so the provision of sanitary pads is an urgent priority.
⇒To increase access to sanitary products, we should create an environment where those in need can receive them directly without having to go through someone else.

Responses

As part of Tokyo Tech's student support services, the Student Support Division will begin providing sanitary pads throughout the year at some extracurricular-activity facilities, etc. from October 2023.

As a result of two separate one-month trials, in December 2022 and May 2023, we have confirmed that there is a great need from students for sanitary products. In addition, this was also proposed in the Recommendations from Tokyo Tech Student Survey 2022 (Proposal 5-3). The Student Support Division is committed to providing sanitary pads throughout the year as essentials just like toilet paper and hand soap. The Division will also gather opinions regarding other basic needs and D&I initiatives, and work with the Diversity Promotion Office to examine whether to expand to Institute-wide initiatives.

1. Target locations

Ookayama Campus:

- Taki Plaza: female restrooms on the 2nd and B2 floors, accessible toilets on the 1st floor
- The new West Building 5: female restrooms and accessible toilets on the 2nd floor (cafeteria)
- Sports Center: female restrooms on the B1 floor

Suzukakedai Campus:

- H1 & H2 Bldgs. (Suzukake Hall): female restrooms on the 1st and 2nd floors, accessible toilets

2. Service overview

As many free sanitary pads as needed will be available from dispensers in toilet stalls.

5-4 Launching open access courses for high school and university students

Proposals

1. Hold weekly open lectures for high school and university students, hosted by respective Schools in

rotation.

- The target audience will be high school and university students in principle, but local residents and members of the general public will also be allowed to audit the courses.
 - The lectures will be designed at a level suitable for first- or second-year undergraduate students. They should interest high school students but should be slightly more challenging than their school curriculum, and provide a basic outline for university students if the subject is new to them. For the general public, the lectures should be designed to be understandable with some basic knowledge, providing them with an opportunity to hear about specialized cutting-edge research.
 - Each lecture may be held for about one hour on a weekday evening (around 5:00 p.m. on Fridays may be convenient, as practiced at the University of Tokyo), using the 70th Anniversary Auditorium or other venues. The open lectures will be hosted by faculty members from the seven Schools at Tokyo Tech, including the Institute for Liberal Arts, assigned on a weekly rotating schedule.
 - The lecturers will focus on explaining the basic knowledge and the cutting-edge topics of their respective research fields, specific research activities of the lecturer, etc. The integration of Tokyo Tech and TMDU is scheduled for FY 2024, following which some open lectures may be hosted by faculty from TMDU. We believe that this initiative will be an important opportunity to promote exchanges of students from the two universities and to deepen their understanding of each other's fields.
 - Tokyo Tech is home to a number of faculty members conducting cutting-edge research, which is one of our strengths. Through the open access courses, studies by such researchers will be widely recognized by people outside of Tokyo Tech at a time when social endorsement is becoming essential for university initiatives. By targeting high school students, the courses are expected to help build connections and strengthen communication between outstanding prospective students and faculty members, which may inspire new ideas as well.
2. Consolidate information on open lectures which is currently scattered across the Tokyo Tech website, and encourage and strengthen PR activities.
- As a preliminary step for the open lectures proposed in item 1, ask individuals in charge of current open lectures held by respective laboratories and faculty to share lecture information with sections in charge of the website, such as the Public Relations Division, so that the information will be available on the website ahead of time in order to attract high school and Tokyo Tech students, as well as local residents and the general public. Make it so that information on all open lectures at Tokyo Tech can be viewed on a single web page.

Responses

[For item 1]

We will consider the suggestion.

[For item 2]

Since it is difficult for a single responsible section to manage all the information on public lectures held at the Institute, we have asked each department organizing lectures to post upcoming information to the website's event calendar page by themselves. On the Tokyo Tech website, there are the following dedicated pages for current students as well as for high school students and prospective students:

- Announcements for current students
- Event calendar page for current students
- Announcements for high school and prospective students
- Event calendar page for high school and prospective students

On the other hand, it seems that not all relevant events are covered, so we will consider measures to promote the posting of event information in the future, so that the website will provide all lecture information at a glance.