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Science Tokyo's Responses to Student Proposals in the 2024 Student Survey

2-1 Expansion of entrepreneurship courses

Proposals

1. Develop frameworks to promote understanding of various formats in entrepreneurship courses.
2. Improve the visibility of GAs (Graduate Attributes) assigned for entrepreneurship courses in graduate programs.
3. Enhance career development courses in the bachelor's degree program.
4. Expand the credit recognition system for off-campus study.
5. Reinforce problem-based learning in major courses in the bachelor's degree program.

Responses

[For item 1]

Starting with the AY 2028 curriculum, comprehensive courses for entrepreneurship education will be established as 200-level courses.

[For item 2]

As the corresponding courses are provided in each graduate major, schools and designated ICT groups will be asked to cooperate as necessary. As the current GA system is based on the former career development courses, which causes some inconvenience, the GA system itself will be reviewed.

[For item 3]

Since AY 2025, "ENT.C261 Understanding of role models for future career development" has been offered as a 200-level course. Science Tokyo is considering further enhancement as necessary in the future.

[For item 4]

ENT.B211 "Science, Technology, Culture, Society and Innovation 1" has started. In this course, students earn points by completing events pre-approved by the Center for Entrepreneurship Education (Center-certified courses). When they reach 14 points, they earn one credit. Off-campus events are also eligible as long as they are approved in advance.

Other courses are also offered including “ENT.G501 Advanced International Experience 1AB” for master's students, and “ENT.G601 Advanced International Experience 1AB for doctoral course” for doctoral students, and credits are awarded for learning experiences gained abroad. We will consider further expansion as necessary in the future.

[For item 5]

Entrepreneurship courses already incorporate a number of workshops and group work for problem-based learning. Depending on the content, we would like to ask course instructors to introduce problem-based learning in major courses as well.

2-2 To enable students to acquire the skills necessary for taking graduate courses offered in English, establishing a curriculum to enhance English language skills in the bachelor's degree program and improving the curriculum for English language courses

Proposals

1. Incorporate measures to enhance English proficiency into the curriculum including required courses and restricted elective courses in each department. Review the current two-level class system in some required English courses and divide students into more granular proficiency-based classes; establish a support system for students who struggle with English and enable them to proceed with their studies at an appropriate level.
2. Create dedicated textbooks in required English courses. Creating textbooks will ensure consistency of the curriculum and create an environment where all students can steadily improve their English language skills in line with standardized academic goals. The content of the course should be in line with the English language skills that science and engineering students should acquire.

Responses

[For item 1]

Response from Student Division

A specialized working group within the Student Division discussed measures to improve English language skills, including English language learning through coursework in each department. The measures considered are being implemented as appropriate within each

department.

Response from ILA

In the listening and speaking courses in required English courses 3 through 8, classes are currently divided into two levels, advanced and general. In preparation for the new curriculum scheduled for introduction in AY 2028, the implementation of proficiency-based classes is currently under consideration. The Language-Learning Support Service provides consultation for students who struggle with English as needed. We are currently considering various options, such as organizing classes based on proficiency levels and introducing new remedial elective courses.

[For item 2]

Students have different learning characteristics, and the same teaching content and methods do not uniformly have the same effect for all students. Furthermore, language proficiency is a skill composed of diverse elements, not only linguistic knowledge that can be taught uniformly, but also communication abilities, multicultural understanding, and motivation to learn. By ensuring diverse educational content and pedagogical methods, students gain more opportunities to engage with multiple instructors and varied contents, increasing their chances of discovering learning approaches that suit them. Unified textbooks are not being considered at this time as they may limit diversity. However, in the new curriculum, in order to foster global awareness and improve English language proficiency, we are considering defining the items that must be taught in all classes in required English courses each semester and share them among instructors so that students can steadily improve their English proficiency in accordance with unified competencies to be developed.

2-3 Creating an environment where students can easily take classes offered at other campuses

Proposals

1. Expand livestream and HyFlex lecture format for science and engineering lectures in the integrated education program in medicine/dentistry and science/engineering to enable more students to attend a wider range of lectures.
2. Enable working adult students and students enrolled at campuses where the course is not offered to take their desired lectures.

Expansion of livestream and HyFlex format for liberal arts courses and the Institute-wide data science/AI education program.

Responses

[For item 1]

It is recommended that instructors implement online education in lectures under appropriate quality assurance, provided that the educational benefit is equal to or greater than face-to-face lectures, or it offers irreplaceable learning opportunities regardless of location and time compared to face-to-face education. We are also planning to revise our guidelines for online education so that many instructors will consider implementing livestream and HyFlex formats.

[For item 2]

See above.

3-1 Requests regarding Co-op cafeteria prices and menus

Proposals

1. On the Co-op cafeteria menu, increase the number of main dishes other than fried foods and meat so that the main dish is nutritionally balanced.
2. Create several sample meal combinations consisting of a main dish together with rice, miso soup, and small side dishes (priced within the 500- or 700-yen range), and show them using pop-up displays or similar signage in the Co-op cafeteria ordering area.
3. Increase halal, vegan, and vegetarian menu options and clearly indicate the scope of accommodation.

Responses

[For item 1]

Feedback from the Student Survey, the Co-op's Cafeteria User Survey, and the Co-op's Student Life Survey is shared with the University Co-op Group's menu development staff and reflected in the planning of menus.

[For item 2]

Combining a staple food with a main dish, side dishes, and soup allows diners to consume a well-balanced range of nutrients, and this approach is an important principle in the composition of meals offered at the Co-op cafeteria.

Tsubame Terrace offers filling and affordable meals alongside a salad bar that allows customers to freely combine side dishes. At the University Co-op's Second Cafeteria and Suzukakedai Cafeteria, meals are structured so that customers can combine rice, soup, a

main dish, and small side dishes to enjoy a complete meal for around 700 yen.

We will consider the specific content of these sample combinations and how they should be presented going forward.

[For item 3]

Due to the difficulty in tracing ingredients throughout the procurement process and potential concerns arising from differing interpretations regarding vegan requirements, we do not offer vegan options in the cafeteria. Examples of ingredients that are difficult to trace include raw materials used in compost for vegetable production, and whether bone charcoal is used in the sugar-refining process.

We will continue to consult with internal organizations to provide clear details regarding compliance with halal and vegetarian standards and to ensure thorough dissemination of the information. Menu items that are served in accordance with the accommodation standards are marked with a recommendation symbol on the menu cards displayed at the entrance of the cafeteria. Halal- and vegetarian-friendly items may use specially certified ingredients in accordance with the accommodation standards.

As a result, ingredient procurement costs and prices for these items may be higher than those of standard offerings, and depending on the number of items provided, procuring the necessary ingredients may be difficult in some cases. Furthermore, due to limitations in kitchen equipment and space, it may be difficult to offer these menu items from an operational standpoint.

We hope non-Muslims and non-vegetarians will also try our halal- and vegetarian-friendly menu so that we can continue offering these options in the future.

3-2 Re-arrangement of kitchen cars at Ookayama Campus

Proposal

1. Change the location of the kitchen cars currently set up next to the main building to the Ookayama South and North Areas.

Response

[For item 1]

We are discussing with the vendor the possibility of conducting a trial to verify the feasibility of relocating the kitchen cars to the South and North Areas, including adjustments to the number of cars next to the main building.

3-3 Installation of air conditioning in the Sports Arena

Proposals

1. Install spot air conditioners in the Sports Arena.
2. In addition to the installation of blowers in the Sports Arena, the windows above the arena should also be operable by students.
3. Installation of thermal barrier sheets on the ceiling of the Sports Arena.

Responses

[For item 1]

In August 2025, ten spot coolers were installed with the support of the Science Tokyo Fund.

[For item 2]

The catwalk in the Sports Arena is for maintenance use only, and access is restricted to Facilities Department staff and contractors. As the handrails are low and narrow, students are not allowed to enter due to the risk of falling from height. Therefore, no changes will be made to the policy.

[For item 3]

We plan to consult with the Facilities Department on the effectiveness of the installation and construction methods, but there are no plans to implement this in AY 2025. Plans for AY 2026 and beyond are yet to be determined.

3-4 Installation of water dispensers to ensure access to drinking water

Proposal

1. Install water dispensers at places that science and engineering students on Ookayama Campus visit on a daily basis.

Response

[For item 1]

We are consulting with Gakuyukai (Science & Engineering Student Association) regarding the installation of water dispensers and will continue to consider this option.

3-5 Widely communicate information on available free spaces and expand them

Proposals

1. Promote the use of the student lounge at Tsubame Terrace by clearly communicating

that it is a place where students can study while engaging in conversation.

2. After students are dispersed from Taki Plaza to Tsubame Terrace through information dissemination, the following measures should be taken during the final exam period and approximately one week prior to the start of exams to secure spaces where students can study and talk:

Extend the opening hours of the Tsubame Terrace student lounge.

Expand free-study spaces available for groups by opening additional lecture rooms.

Responses

[For item 1]

We will consider disseminating the information via Slack and webpages for current students.

[For item 2]

We are consulting with Gakuyukai (Science and Engineering Alumni Association) about extending the opening hours of the Tsubame Terrace student lounge during exam periods. In addition, some free study spaces are already available, as described on the webpage below. We will continue to consider whether any existing lecture rooms are suitable for use as free study spaces.

Place to Study on Campus

<https://www.titech.ac.jp/english/student-support/students/facilities/study-room>

3-6 Improving the environment of Tamachi Campus

Proposal

1. Create a free space on Tamachi Campus for self-study and group work.

Response

[For item 1]

Currently, CIC 701 is available for group work and is unlocked on Saturdays while administrative staff are present, and keys can be borrowed from the administrative office on weekdays. To further improve convenience, we are considering switching to electronic locks and changing the layout of the room.

3-7 Extending Co-op opening hours

Proposal

1. Extend the opening hours of the Science Tokyo Univ Co-op Ookayama Bookstore and the Ookayama West Building 5 Shop to 5:30 p.m.

Response

[For item 1]

Although there are currently no plans to extend the opening hours of the Science Tokyo Univ Co-op Ookayama Bookstore due to its large scale and high costs, we are planning to introduce extended opening hours for the Ookayama West Building 5 Shop on a trial basis.

3-8 Disclosure of information and planning measures for the use of the study-room wing of Ookayama Library during the summer

Proposals

1. Disclose detailed information on room temperature and humidity in the study-room wing during the summer via websites and social media.
2. Implement countermeasures for the use of the study-room wing during the summer.

Responses

[For item 1]

In June 2025, temperature and humidity data for the 3rd floor (central area) of the study-room wing covering the period from June to September 2024 was included in the notice “2nd and 3rd Floors to be Closed” published on the Science and Technology Library webpage. We plan to continue disclosing this information in the same way in future academic years.

Reference: <https://www.libra.titech.ac.jp/en/info/news/20250623>

[For item 2]

In July 2025, lighting that produced heat was replaced with LED lighting. To assess current conditions, we are conducting year-round temperature and humidity measurements using data loggers. In addition, and as one of several new measures to maintain comfortable indoor temperatures during the summer, we are working with architects to explore countermeasures for the glass walls.

3-9 Promote collaboration among campus library facilities and integrate lending, return, and retrieval systems

Proposals

1. Promote cooperation between the Liberal Arts Library and Ookayama Library, and between Ochanomizu Library and Ookayama Library, and more proactively disseminate information on books available at Science Tokyo by setting up permanent display areas featuring specialized books, collections, and novels recommended by each library.
2. Provide an integrated library system and lending/return system across libraries at Science Tokyo (Ookayama, Suzukakedai, Ochanomizu, Konodai).

Responses

[For item 1]

To coincide with Ookayama Day in April 2025, Ookayama Library, Konodai Library, and the Liberal Arts Library set up special spaces and displays on the assigned books for the Science Tokyo Visionary Project. We plan to use our websites and social media to communicate the appeal of the four libraries (Ookayama, Suzukakedai, Ochanomizu, and Konodai) in the future.

In October 2025, book request (lending) and return services will begin among the four libraries. If you find any books that catch your interest, you can request them free of charge from your nearest campus library.

[For item 2]

The library system will be integrated in January 2028, enabling seamless searching of the collections across all four libraries (Ookayama, Suzukakedai, Ochanomizu, and Konodai).

We have also increased the number of Japanese-language e-books. These e-books are available Institute-wide and can be accessed from lists posted on the library websites for science & engineering and for medical & dental sciences.

Reference for Science and Engineering: E-book list

https://sfx.usaco.co.jp/isct/azbook?param_current_view_value=detail¶m_perform_value=ebook&use=rem_j&lang=eng

Reference for Medical and Dental Sciences: Title list of electronic resources

<https://bl3bd7tc7s.search.serialssolutions.com/ejp/?libHash=BL3BD7TC7S#/?language=en-US&titleType=ALL>

4-1 Reinforcement of harassment training program for all members of science and engineering departments

Proposals

1. Make it mandatory for faculty, staff, and students, especially those in science and engineering, to attend Institute-wide harassment training.
2. Provide multiple on-demand video lectures, each followed by randomly generated confirmation tests. Establish a system under which participants are recognized as having completed the harassment training upon achieving a perfect score on the confirmation tests.
3. In the harassment training, also focus on how to prevent further harm when you encounter a situation involving harassment.
4. Conduct an anonymous survey every few years to assess the current situation and update the content of the harassment training.

Responses

[For item 1]

At the former TMDU, harassment training was mandatory for all faculty and staff (optional for students), and confirmation tests and questionnaires were conducted after watching the video, with the results used as a reference for future training. We are considering the possibility of implementing these measures throughout Science Tokyo, including science and engineering. We will incorporate recommendations in the proposal as a reference on what to include in the training content.

[For item 2]

See above.

[For item 3]

See above.

4-2 Current status of study abroad and proposal for its promotion

Proposals

1. Implementation of measures to reduce the financial burden associated with studying abroad:
 - (a) Increase existing grant-type scholarships or establish new ones
 - (b) Provide flexible support in response to the weak yen and inflation
 - (c) Provide more comprehensive information on study abroad expenses and

scholarships

2. Implementation of measures to overcome barriers due to language skills:
 - (a) Establish classes specializing in English conversation and practical, everyday English
 - (b) Provide programs and opportunities to improve language skills
 - (c) Provide specific standards of language proficiency required for study abroad
3. Implementation of measures to improve inadequate information dissemination:
 - (a) Provide detailed information on study abroad programs and procedures
 - (b) Hold events to share study abroad experiences and success stories
4. Implementation of measures to enhance the flexibility of study abroad programs:
 - (a) Enhance short-term study abroad programs
 - (b) Consider credit transfer and extension of the enrollment period
 - (c) Organize flexible curricula
 - (d) Increase new programs

Responses

[For item 1]

Among scholarships related to study abroad, grant-based scholarships can be broadly classified into the following two types:

1. Provided from funds established through donations to Science Tokyo
2. Provided from JASSO and other national programs

For 1, we will continue to request increased funding from the Institute. Currently, donation-funded scholarships are offered. We will continue to make requests for ongoing support.

For 2, after years of requests for increased funding, levels were finally raised in AY 2025. For example, the JASSO scholarship for travel to Europe increased from 80,000 yen to 110,000 yen per month.

The following is additional information on scholarships that do not require study abroad (Financial Aid Group).

Although we have been requesting increased support from the Science Tokyo Fund, this remains difficult as the fund operates on donations. However, a new scholarship (Spirax Sarco Scholarship) has been established as a conditional award for undergraduate students planning to advance to a graduate program in AY 2026. Students apply during their fourth year, and the scholarship is awarded only if they enroll in a graduate program. A new

scholarship is also expected to be established for students enrolled in AY 2026.

In addition, widely available JASSO loan-based scholarships include Type I (interest-free) and Type II (interest-bearing), with Type II in particular being available to students from a broader range of household income levels.

Even though Type II scholarships are interest-bearing, they offer advantages such as significantly lower interest rates than other loans and the flexibility to stop borrowing before the end of the scholarship program. In fact, some senior students actually applied for the JASSO Loan Scholarship early to secure funds for study abroad while searching for more advantageous scholarships.

[For item 2]

We understand that classes specializing in English conversation and everyday English are offered by the Foreign Languages Section of the Institute for Liberal Arts, along with comprehensive classes for study abroad preparation and English exam preparation. Students are also encouraged to participate in the English Café and other activities offered by the Foreign Languages Section to improve basic English conversation skills.

Regarding language development programs, the Institute offers the

short-term language learning mainly at English-speaking universities. Despite the weak yen and rising prices, the number of applicants has been increasing in recent years, and the programs have been well received by students. Participation requires the following English proficiency scores: TOEIC 500, TOEFL ITP 470, TOEFL iBT 51, IELTS 5.5, and EF SET B1. Each course has different language proficiency requirements for participation, and we provide specific criteria.

[For item 3]

Please refer to the Guide to Study Abroad for Science & Engineering Students of Science Tokyo and the webpages below for more information on study abroad procedures.

<https://www.titech.ac.jp/english/international-student-exchange/students/abroad/procedures>

<https://www.titech.ac.jp/international-student-exchange/pdf/06560788b42c15c9d2827eb95d0ee5f9.pdf> (Japanese only)

We also offer study abroad counseling on the B1 floor of Taki Plaza, so please feel free to contact us for more information.

For major events, we hold a study abroad fair at Taki Plaza in April and an online study abroad event in October. We also hold information sessions and events to share study

abroad experiences from time to time.

[For item 4]

We recognize that credit transfer, extension of the enrollment period, and curriculum structure can be barriers to study abroad. However, it is difficult to give a uniform answer to this question, as it depends on the curriculum of each department and graduate major. As discussions on post-integration curricula are underway, we would like to request schools and departments to give some consideration to these issues at an appropriate time.

In addition, while it is difficult to expand short-term study abroad programs or add new ones, the number of participants in existing short-term programs including the **TASTE short-term language learning** and seasonal programs at partner institutions has increased by 20% over the previous academic year. Even without adding new programs, existing programs continue to grow in popularity. That said, new programs continue to be developed, for example at the Center for Entrepreneurship Education.

4-3 Expanded application of authorized absence system

Proposals

1. Expand application of the authorized absence system to prevent the spread of infectious diseases.
2. Expand application of the authorized absence system to cover the following cases:
 - (1) Sickness and physical/mental disorders (high fever, chronic illness, injury, hospitalization, and mental health issues)
 - (2) Family circumstances (nursing care and hospitalization of a family member)
 - (3) Participation in events related to educational or research activities at the Institute (academic conferences and top-level student club competitions)
 - (4) Socially unavoidable activities (job hunting, scholarship interviews, and coming-of-age ceremony)
3. Enable online submission of authorized absence requests.

Responses

[For item 1]

We are aware that the authorized absence system operates differently between science & engineering and medical & dental sciences. We plan to revise the “Institute of Science Tokyo Guidelines on Authorized Absence” to ensure uniform operation across the Institute.

[For item 2]

Regarding (1), as mentioned above, we plan to revise the regulations in order to remedy the current situation in which operations differ from those of medical and dental sciences.

We believe that (2) through (4) do not fall under the purpose of the authorized absence system, which is to “prevent the spread of infectious diseases” and “when the absence is due to reasons not attributable to the individual and it is extremely difficult to avoid the absence.” However, even in the case of an absence that does not qualify as an authorized absence, the regulations allow special consideration to be given at the discretion of the course instructors, such as not treating the absence as a normal absence (Article 8, Paragraph 2 of the Institute of Science Tokyo Guidelines on Authorized Absence).

[For item 3]

Because the authorized absence system can significantly impact grading, eligibility for the authorized absence must be verified based on the content of the Request for Authorized Absence and the accompanying documentation. Furthermore, while timely handling is required under the authorized absence system, there are concerns that digitization may make it difficult to respond immediately to errors or incomplete documentation. However, we will explore measures to streamline any procedures that appear unnecessarily cumbersome, including the preparation of the Request for Authorized Absence.

4-4 Improvement of education-related system

Proposals

1. Hire RAs for internal information systems to develop a Slack platform that incorporates opinions from students.
2. Improve the top page and the search function of OCW. Syllabus content should be made easier for students to understand through orientation videos, etc.
3. Provide information on classrooms and start times of lectures on T2SCHOLA.

Responses

[For item 1]

We will review the proposal. Please note that we pre-opened Slack AI on September 18, 2025. Summary functions for channels and threads, and AI huddle minutes are available.

(Reference: Pre-opening Slack AI, Japanese only)

<https://science-tokyo.enterprise.slack.com/docs/T01ABJG6R0X/F09CXKWEAJX>

For more information on new Slack/Box features and tips from the Information Infrastructure Division, please visit #st-slackbox-guidance 虎の巻-情報基盤課 (Japanese only). If you have any comments about the use of Slack, please post them to #help-学生 slack-情報基盤課.

[For item 2]

In AY 2025, the science and engineering syllabus transitioned from OCW to Science Tokyo Syllabus. System performance has been improved, and the default search setting has been changed to Course Title in response to previous proposals.

We will also share specific proposals with faculty, such as providing videos, and will consider ways to make syllabus content more easily understood.

Furthermore, we will continue thorough communication with faculty members regarding the publication of syllabi prior to the start of classes.

[For item 3]

Since modifying the dashboard timetable to display additional information would incur costs (lecture room information in particular would require a major modification), we will leave this as an issue for future review. Until then, please refer to other sources including Science Tokyo webpages.

4-5 Establish a consultation service for new students using Slack

Proposal

1. Set up a limited-time consultation service for new students, transfer students, and international students using Slack workflows, and disclose consultation details.

Response

[For item 1]

Currently, we have dedicated channels for Slack and Box, which are essential tools for student life. We are promoting the use of Slack workflows for various purposes through on-campus information sessions and case studies. There are existing systems for student support, including Student Life Coaches and Peer Supporters. We will consider expanding our Slack consultation service, taking into account its role alongside existing systems and leveraging the insights we have gained to date.

Reference:

Slack/Box help channels

Channel name: #help-学生 slack-情報基盤課

<https://science-tokyo.enterprise.slack.com/archives/C07CDCSPW4F>

Channel name: #help-学生 box-情報基盤課

<https://science-tokyo.enterprise.slack.com/archives/C07CDCULK7Z>

4-6 Increased participation in disaster drills

Proposals

1. Enhance awareness of disaster drills in terms of both methods and content used for announcements.
2. Schedule disaster drills at times convenient for students to attend, and ensure that it is known across the Institute that everyone must participate.
3. Promote awareness of emergency food distribution and explore more appealing incentives for students to participate.
4. Raise students' disaster awareness beyond drills.

Responses

[For item 1]

Based on feedback from the campus meeting, we implemented the following new notification methods for the AY 2025 disaster drills, in addition to the methods used in previous years (Slack notifications, website announcements, and poster displays).

- Creating eye-catching posters
- Using pop-up displays in the Co-op cafeteria
- Distributing flyers to all laboratories
- Requesting neighboring municipalities to distribute information using local circular notices

Next year, to further promote participation, we will consider distributing flyers near the Main Gate and selecting locations for individual drills that are easier for participants to access.

[For item 2]

As in previous years, the drills will be held on Wednesday afternoon, when there are no classes. In 2026, the drills are scheduled to be held on Wednesday, November 11.

[For item 3]

Based on feedback from the campus meeting, in addition to the annual emergency food

distribution, we distributed free coupons for small side dishes usable at the Co-op cafeteria in AY 2025. Next year, we will review the coupon content.

[For item 4]

In addition to disaster drills, activities to raise students' awareness of disaster prevention are already underway. For example, the Visionary Project under GSEP incorporates disaster prevention education sessions to prevent international students, who have limited opportunities for such education, from falling into vulnerable situations. In addition, the Institute for Liberal Arts holds disaster prevention workshops where students learn together about disaster prevention in Japanese, English, and easy Japanese.

The working group will discuss specific course content (e.g., setting up a session in the Visionary Project to hear directly from disaster victims) after gathering feedback from students.

5-1 Make DE&I lectures mandatory

Proposals

1. Regularly provide DE&I courses, as it has been a topic in the Visionary Project since AY 2025.
2. Consider including DE&I courses as electives in 200- and 300-level courses.

Responses

[For item 1]

We consider this an important issue and plan to continue addressing it on an ongoing basis.

[For item 2]

The Institute for Liberal Arts offers courses on DE&I as 100- and 400-level Humanities and Social Science Courses. We are currently considering establishing them as 200- and 300-level courses, including securing instructors and budget allocation.

5-2 Establishing relaxing room open to a broader range of students

Proposals

1. Collect a wide range of opinions from across campus on women-only relaxing rooms.
2. Establish new relaxing rooms available for men.

Responses

[For item 1]

We have been working to establish women's resting rooms to address women-specific needs, including temporary rest due to pregnancy, nursing, menstruation, or gynecological diseases and conditions, as well as for breastfeeding and expressing breast milk. Please understand that the women-only relaxing room currently located on Ookayama Campus was established through a donation project for environmental improvements by the then Tokyo Institute of Technology Fund and was created based on the wishes of donors.

However, the relaxing rooms mentioned in the proposal are set up and managed by each department, and the Diversity and Inclusion Division does not have full visibility into all of them. We would therefore like to share details of the proposal with each department.

We have also been conducting a survey of each department regarding resting rooms and related needs. We plan to provide support based on the results of the survey.

[For item 2]

In addition to the five rooms already in place, one new men's resting room was established in August 2025 based on the feedback from the Student Survey, and one existing women's resting room was made gender-free.

We have requested additional men's resting rooms from the Office of Campus Infrastructure, but new requests are currently not being accepted due to space constraints. For this reason, we are currently conducting a departmental survey to determine whether the space currently managed by each department can be converted into a resting room and to assess the need for such conversion. We plan to provide support based on the results of the survey. We will continue to request additional resting rooms when new requests are accepted again.

Separately, the relaxing rooms mentioned in the proposal are set up and managed by each department, and the Diversity and Inclusion Division does not have full visibility into all of them. As such, we would like to disseminate details of the proposal to each department.

5-3 Clarifying admission reform goals

Proposals

1. Set and disclose specific targets for increasing the proportion of female students and reducing gender disparities by setting a female-only quota.
2. Consider the female-only quota as a special measure and create and publish a roadmap toward achieving the targets.

Responses

[For item 1]

In AY 2024, the proportion of female students increased following the introduction of a female-only quota for comprehensive/recommendation-based selection for four schools (excluding the School of Science and the School of Engineering). In AY 2025, a female-only quota was introduced for comprehensive/recommendation-based selection across all schools, including the School of Science and the School of Engineering, resulting in a further increase.

Percentage of female enrollees before and after implementation of the female-only quota:

AY 2023 (Before implementation): 10.7%

AY 2024 (First year after the implementation): 15.3%

AY 2025 (Second year after the implementation): 22.0%

We do not plan to disclose target figures or other information.

[For item 2]

After the implementation of the female-only quota, it is planned to abolish the measure once the proportion of female students reaches a certain level. As it is difficult to make projections at this stage, we will treat the roadmap as a matter for future consideration.

6-1 Continued use of “Suzukake”

Proposal

1. Consider keeping the name “Suzukake” as much as possible for campus facilities and events even after the change in campus name from Suzukakedai Campus to Yokohama Campus.

Response

[For item 1]

Facilities that retain the name “Suzukake”

- Suzukakedai Library
If the name is changed to “Yokohama Library,” there is a risk of confusion with existing libraries (including Yokohama City Library). By contrast, there are no neighboring public or university libraries that bear the name “Suzukakedai,” so “Suzukakedai Library” will remain unchanged.
- Suzukake Hall, Suzukakedai House
Changing these names may also raise concerns regarding potential confusion with external facilities. Furthermore, these names are widely recognized and valued among faculty and staff on Suzukakedai Campus, and that should be respected. From this

perspective, these facilities will continue to use the name “Suzukake.”

Events that retain the name “Suzukake”

- Suzukake Science Day

Suzukake Festival, which began in 1979, was renamed Suzukake Science Day in 2019 and has been held annually in May. Even after the campus name change, it has been decided that the event will continue to be held as “Suzukake Science Day,” in recognition of its longstanding traditions.

Other

- Suzukake Pond

For the retention basin located at the center of the campus, an Institute-wide naming campaign was held from April to May 2025. As a result, the name “Suzukake Pond” was selected, reflecting both the desire to preserve the term “Suzukake,” which remains widely recognized by local residents even after the campus name change, and respect for the tradition built over time.

6-2 Establish opportunities for dialogue with executive members of the Institute

Proposals

1. Hold Town Hall Meetings for students as well.
2. Along with adopting formats other than Q&A, adjust the participant scope and themes to enable more students to participate.
3. Enable all interested students to participate by surveying demand for preferred time slots and venues and holding multiple sessions.

Responses

[For item 1]

Town Hall Meetings for students were held at the Ookayama, Yushima, and Suzukakedai campuses. The meetings will continue to be held going forward.

[For item 2]

To increase student engagement, a pre-meeting survey was conducted to collect questions in advance, and a post-meeting survey was also conducted to help improve future sessions.

Town Hall Meetings featured diverse themes, from initiatives related to the Universities for International Research Excellence program to student life topics, offering a platform for a lively exchange of ideas.

In particular, at the session held at Ookayama Campus, Mr. Koji Murofushi, a gold medalist

at the Athens Olympics and a Science Tokyo vice president, joined as a special guest. The enthusiastic Q&A session with students made the event a great success. We plan to continue exploring the possibility of implementing a variety of initiatives in the future.

[For item 3]

The meetings were held across three campuses so that many students could participate. In addition, the schedule was adjusted to avoid overlapping with summer vacation periods, classes, and club activities as much as possible. We plan to continue examining whether the same format can be maintained going forward.