

## 2014 Survey: Tokyo Tech's Responses to Student Proposals

### 3-1 Developing students' communication skills

#### Proposal

We would like to see an increase in the number of courses that aim to develop students' communication skills through teaching methods such as active learning, as well as improvements to existing courses.

#### Response

Lectures will be held in an active-learning format by faculty members who have completed relevant training. The Center for Innovative Teaching and Learning was established in 2015 with the aim of improving the overall quality of education at Tokyo Tech. The center focuses on the development of teaching methods that enhance students' communication skills through techniques such as active learning. Faculty members also receive training related to course design that utilizes such methods.

### 3-2 Defining learning objectives

#### Proposal

1. We propose creating a table containing information on each department's curriculum, which maps out all the courses and their relation to one another.
2. We would also like to hold a large-scale thesis research presentation and invite as many first- to third-year undergraduate students as possible, or a presentation at the lecture theater where a selected number of senior students who have shown outstanding performance will present their research to their juniors to showcase what they have studied and learned.

#### Response

1. We are planning to clarify the objectives for each science and engineering course in the study guide, course syllabus, etc. Regarding how courses offered to undergraduate students (in their second year and above) are related, this will be examined by faculty members of major courses by participating in some of the courses offered to first-year undergraduate students, and observing what kind of courses tend to influence the students' major selection.
2. There are already several departments that offer opportunities for senior students to present their graduate research work to their juniors, which are announced on the department's homepage. Students should check with the department to see if they are able

to participate due to seat limitations at the venue.

### 3-3 Public relations for educational programs

#### **Proposal**

We propose producing a pamphlet that lists all the graduate-level educational programs at the Institute, and distributing it at the entrance ceremony. Additionally, the PR staff of each program should promote their research to the students of each laboratory during the application period.

#### **Response**

This information is provided in the Study Guide as well as on the CD-ROM that is distributed at enrollment. Due to budgetary limitations, we cannot create additional pamphlets. Some Graduate Majors provide contact details in the above-mentioned Study Guide and CD-ROM, which can be useful for students. Additionally, several departments have been giving presentations during orientation for newly enrolled students. These provide information on laboratories, research, graduate programs, and more. Other schools and departments are also planning to do the same.

### 3-4 Course evaluation surveys

#### **Proposal**

For a quick and easy way to collect surveys, we propose a fixed time slot on the last day of class during which students can fill in and submit them.

We would also like the survey results for each individual course syllabus published along with OCW.

#### **Response**

For the collection of surveys, we shifted from the previous online format to a hard copy survey in 2015, which is distributed to faculty members before the final class. Whether or not the survey can be completed during the class period will depend on the faculty member and lesson content.

Course surveys are conducted to provide an evaluation of the course and to make improvements for the following academic year. Therefore, we cannot allow students to select courses provided in the current term or quarter. However, how course evaluation surveys can be used or presented to the students is an important topic and will be discussed within the administration.

### 3-5 Improving liberal arts education

#### **Proposal**

1. We propose offering multiple classes for popular courses to allow more students to attend.
2. We propose a facility within the Institute for Liberal Arts (to be established in 2016) where students can submit requests for particular courses to be offered.
3. We propose a system that will consider creating a particular liberal arts course when it has been requested by a certain number of students.
4. We would like teachers of the Confederation of the Four Universities to lecture at each other's universities.

#### **Response**

1. The new liberal arts education was introduced so that students will have a chance to clarify their interests and future career, and register for courses that support their aspirations. Additionally, we are trying to develop shared criteria in setting course levels, which is currently unclear. Through such initiatives, we expect that the problem of uneven dispersal and popularity of particular classes will be addressed.
2. Before 2015, we recruited Student Kickoff Members who were tasked with making proposals regarding Tokyo Tech's liberal arts education. We have not yet decided if and how the Institute for Liberal Arts will incorporate the opinions of students from 2016 with regard to this matter.
3. Students of the Center for Liberal Arts have succeeded in establishing a course under their own initiative in the past. We support these types of initiatives and promote independent learning.
4. The objective of the Confederation of the Four Universities is to provide a learning environment in which students can learn at each other's universities as opposed to asking lecturers to teach at partner institutions. Therefore, if students wish to attend lectures by partner university instructors, they may visit the other universities.

### 3-6 Liberal arts education at Suzukakedai campus

#### **Proposal**

We propose continuing the creation of liberal arts and basic science courses and language courses for students affiliated with laboratories at Suzukakedai campus, even after the education reform. We also propose increasing the number of long-distance learning courses and courses offered via video streaming, as well as improvement in their quality and content.

## **Response**

Currently, liberal arts and basic science courses for undergraduates are only offered at Ookayama, while some at the graduate level are offered at Suzukakedai campus. However, we currently do not plan to offer these courses via video streaming. As for international interaction courses, two Academic Presentation courses are currently available to graduate students at Suzukakedai campus each term, and will continue to be offered after the education reform under a new course name. In addition, special foreign language courses will be offered at Ookayama campus during summer and spring vacation.

### **3-7 Thesis and report supervision**

## **Proposal**

We propose that reports submitted by first-year undergraduates taking liberal arts education courses be returned upon review.

## **Response**

Unfortunately, submitted reports cannot be returned. However, students will receive feedback on their writing through Tokyo Tech Visionary Projects, required liberal arts and basic science courses, in which they will write book reviews and present their ideas and opinions in small groups, as well as through the Liberal Arts Final Report course, to be taken during the third year of undergraduate studies. In addition, Academic Writing is also offered (though limited to first-year undergraduates) as an elective.

### **3-8 Conducting lectures in English**

## **Proposal**

We propose that undergraduate students receive course syllabi in English, as well as course material with technical terms written in both English and Japanese. We also propose increasing the number of undergraduate courses taught in English from the current three percent to ten percent, as well as making some of the courses mandatory.

Under the education reform, all courses at the graduate level are to be taught in English. However, in order for Japanese students to learn relevant terms in Japanese, we suggest that the percentage of graduate courses taught in English be seventy to ninety percent (currently forty percent) — not one hundred percent.

## **Response**

We are planning to increase the number of undergraduate courses taught in English from the current three percent to ten percent, as proposed.

We will also provide course material that covers important technical terms in both English and Japanese as we acknowledge that students will eventually be required to become accustomed to listening, reading, writing and speaking in English.

However, undergraduate courses that are not required courses will continue to be taught primarily in Japanese, as they aim to equip students with a general foundation in science and technology before they engage in their specific research field. Therefore, taking major courses in English will not be a requirement for students.

### 3-9 Increasing support for students studying abroad

#### **Proposal**

We would like to have occasions for students who have studied abroad to share their experiences at “F” seminars or required courses with other students to spark an interest in English or to help build their confidence in acquiring skills. We also propose that Tokyo Tech invite successful graduates with overseas study experience to come and explain how it can broaden one’s horizons and why it is important for their future careers.

#### **Response**

Currently, “My Study Abroad” debriefing sessions are held for each program once every two weeks during class. These sessions are advertised through Mail News reports, electronic bulletin boards, and posters, etc. We also offer lectures on studying abroad during open campus.

However, such sessions are typically attended by students already interested in studying abroad, and we have yet to reach out to students who have not shown any interest. We need to increase our efforts, following the example of some “F” seminar courses, as well as invite graduates with international experience to appeal to these students. This year, we are also planning to have Global Scientists and Engineers Course graduates who are internationally active to give lectures at a symposium.

HUB-ICS is also a good place to learn about and develop an interest in studying abroad as there are many events held there which promote international exchange.

### 3-10 English courses

#### **Proposal**

We propose that Tokyo Tech hold a seminar to describe the content of each English 1 class so students will be able to understand which best suits their needs and interests. For

English 1 classes that have a large number of applicants, students will be chosen at random.

### **Response**

For current English courses 1 to 4, classes are divided based on skill set and thus different course material. In addition, evaluative criteria will not differ significantly among the English classes. This will also apply to required courses offered after 2016.

English 1 is a required course for newly enrolled undergraduates. Because the course is eight weeks, we are concerned that students will feel pressured to choose classes after the seminar. Therefore, by allowing us to appoint students to each class and designing classes that cater to their various interests, we can maintain diversity while satisfying the needs and interests of the various students.

### **3-11 Fairness in course content and evaluation**

#### **Proposal**

We propose that the midterm and final exam be combined in order to align the direction of the courses that students have difficulty choosing, as we proposed in the 2012 “5.4.1 Course evaluation.”

We also propose (1) offering courses that are designed to suit the students’ objectives, (2) providing a syllabus stating the course objective and evaluative criteria for each course, and (3) preparing various courses which allow students to register according to their level and interests.

#### **Response**

Since 2016, we have requested that instructors communicate closely with each other when a course is taught in multiple classes simultaneously to ensure consistency of content.

Moreover, as foreign language courses are small in scale, we expect that they will naturally foster an intimate learning environment in which the classes are developed by both students and faculty members. As such, we do not believe that the unification of the examinations will necessarily foster a favorable learning environment. Satisfaction with courses is thought to be influenced not only by the level and content of the course itself, but also by various factors such as the availability of electives. We are aiming to provide sufficient information, for instance, by improving the content of the course syllabus so that students will be able to choose courses that best suit their needs.

### **3-12 Promoting interaction between laboratories**

#### **Proposal**

In order to promote interaction between various laboratories, we would like to hold joint training camps for departments, research fields, and neighboring laboratories in the same building. Additionally, we propose that it be a requirement for students, in particular doctoral degree students, to present and exchange their research work with neighboring laboratories.

### **Response**

There are already activities in which multiple laboratories participate in collective research presentations or training camps. In addition, although it is not a requirement, there are occasions on which students that are engaged in graduation research exchange their ideas and plans with students of various departments through a shared presentation session.

### **3-13 Ethical guidelines for research in science and technology**

#### **Proposal**

We propose that Tokyo Tech offer classes in research ethics in science and technology, not as liberal arts and education courses, but as fixed courses in the curriculum of the department or field of study.

#### **Response**

We are planning to implement courses in research ethics in science and technology in all degree programs.

### **3-15 Special School Education Research Courses**

#### **Proposal**

Currently, there is little recognition regarding the Special School Education Research Courses. As such, we propose that Tokyo Tech make an effort to (1) understand the extent to which the courses are burdening the students, (2) enhance transparency and publicize detailed information regarding the courses for each Graduate Major in an organized manner, and (3) develop a system in which participating students will be able to provide feedback on the courses.

We also propose that Tokyo Tech pay close attention to the status of special educational programs, provide latest updates, and offer proposals aimed at improving the quality of these courses.

#### **Response**

Special School Education Research Courses have been established to advance and diversify graduate school education, develop an interdisciplinary and mobile educational

facility that is not restricted to conventional research boundaries, and fulfill the objective of Graduate Majors that provides an advanced graduate school degree program to equip students with practical skills.

We ask that students provide feedback to their Academic Supervisors and departments in order for instructors and advisors to understand their needs.

We acknowledge the inevitable burden that courses pose upon students.

Details regarding status, updates, and other proposals are provided in the Learning Guide for Graduate-Level Education.

#### 4-1 Improving communication skills

##### **Proposal**

We understand that we cannot expect all administrative staff to be skilled in all the languages spoken by international students. Therefore, we propose the provision of tablets with translation functions, or manuals that instruct administrative staff on how to provide student services in English.

##### **Response**

Unfortunately, it would be very difficult to prepare a manual to cover all inquiries and students' needs. Tablets with translation functions are currently available at the Student Division office.

#### 4-2 Standardizing administrative staff services

##### **Proposal**

We propose that administrative staff who work at office counters standardize or develop a shared routine for their use of language, replies, and communication in general.

We also propose that administrative staff provide instructions on how students are to make inquiries at office counters.

##### **Response**

There is a university-wide effort to improve the quality of service provided to students. One way to achieve this is through Customer Satisfaction Training. This training session is offered every year and is open to all administrative staff, but is made a requirement for personnel who work at counters, as they deal with students on a regular basis (e.g., the Student Division and the Student Support Division). The training offers guidelines on appearance, use of language, and greetings, etc. This training is aimed at developing a more flexible form of student service as opposed to a standardized routine. We ask that



students be clear when making inquiries at office counters.

#### 4-3 Improving office counter services

##### **Proposal**

We propose establishing a general office counter at Tokyo Tech, which should be coordinated with the opening hours of all other office counters.

##### **Response**

We do not currently plan to implement a general office counter, but when there is an inquiry from outside Tokyo Tech, the Student Division will direct the matter to the appropriate department.

#### 4-4 Providing bulletin information in English

##### **Proposal**

We propose that English translations be provided for information sources that are commonly used by international students.

##### **Response**

Mail News, which is also distributed to international students, is provided in both Japanese and English. We recognize the importance of providing online information in the two languages, and we intend to eliminate any gaps that may currently exist. Other notifications, in particular those that are regularly distributed, have been translated, stored, and are being utilized for other opportunities.

Bulletin information that concerns international students will be reviewed based on importance and urgency, and will be issued in both languages.

The learning portfolio system that was introduced after the 2016 education reform is also being prepared in English.

#### 4-5 Improving efficiency of administrative requests and paperwork

##### **Proposal**

We propose that students be able to terminate credit registration via the Web System for Students and Faculty.

##### **Response**

Enabling the termination of credit registration via Web System for Students and Faculty

will be discussed.

#### 4-6 Simplifying the login procedure for Tokyo Tech Portal

##### **Proposal**

We propose holding a discussion between students and the system admin of the Tokyo Tech Portal (Information Infrastructure Division) regarding simplifying the login procedure for the portal site.

##### **Response**

We are well aware of the demand to simplify the login procedure, especially due to the increased use of smartphones. The current login system has been developed to protect personal information stored within the system. Modifying the login procedure would involve not only the system administration and students, but also each department that provides the various web services. In addition to this, simplifying the login procedure would mean lowering the security level, which leaves us vulnerable to serious security threats. Therefore we regret that we cannot comply with this request.

#### 4-7 Web System for Students and Faculty

##### **Proposal**

After the education reform, we propose that the Web System for Students and Faculty include a function that allows students to view their progress in terms of fulfilling graduation or completion requirements.

##### **Response**

Graduation and completion requirements vary depending on the department and Graduate Major, which makes it difficult to create the proposed function. However, we will do what we can to enhance the usability of the system.

#### 4-8 Regarding the Tokyo Tech Mail System

##### **Proposal**

Not all students use commercial email applications to access the email system of Tokyo Tech portal. Therefore, we propose modifying the Tokyo Tech email system so users can browse through emails without needing to zoom in on the inbox. For instance, usability could be enhanced by limiting the function for smartphone users. That should simplify the user interface and improve user experience.

**Response**

We are currently working on a Tokyo Tech email system designed specifically for smartphone users. We will launch the service as soon as the necessary preconditions have been met.

**4-9 Regarding Tokyo Tech Portal****Proposal**

We propose adding a function to Tokyo Tech Portal that enables students to customize the accessibility within the portal site and enhance the general usability. We also propose facilitating student surveys within the portal that periodically compile the needs and interests of the students.

**Response**

We have and will continue to conduct surveys through the Tokyo Tech Portal system that will be used to improve the quality and method of education at Tokyo Tech.

**4-10 OCW and OCW-i****Proposal**

With regard to OCW's course search, we propose that Tokyo Tech enhance usability by categorizing search results by the academic year in which the courses were offered, provide a step-by-step process for publishing lecture material, and provide services that support faculty members with matters relating to copyright when uploading information to OCW.

**Response**

It is true that the search function of OCW, based on Google's search algorithm, has caused confusion among students in the past because old courses were displayed at the top of the search results.

This matter was addressed in 2016 by adding an archival function to OCW that categorizes information and displays the course syllabus according to the academic year in which it was offered.

There are currently two systems in OCW. The first system, "OCW," is open to all Tokyo Tech students as well as the general public. "OCW-I," on the other hand, is intended specifically for students who are currently taking a course, and provides necessary information such as class cancellations, etc. Course material will be distributed among these two systems accordingly. Material for many courses could not be provided on the course

syllabus due to copyright. However, all courses after 2016 will be required to offer a syllabus. As a result, a course syllabus with more detailed information will be made available to the general public, not just the students taking courses.

#### 4-11 Use of web systems by international students

##### **Proposal**

We propose that the Institute provide international students with English manuals for OCW-i, hold seminars that explain how to use the various web services provided by Tokyo Tech, and create a consultation center where international students can go for assistance regarding the use of various web services.

##### **Response**

We will see what we can do with regard to creating an English manual for OCW-i.

Staff at the Student Division offer support to international students regarding web services such as the Web System for Students and Faculty.

#### 4-12 SSL-VPN

##### **Proposal**

We propose creating a troubleshooting center where students who experience issues with SSL-VPN can diagnose problems by answering several questions, which are then reported to the system admin.

##### **Response**

With regard to SSL-VPN's compatibility with operating systems and various browsers, we are updating the system to enable access for as many users as possible. Currently, the Tokyo Tech IT service desk serves as a troubleshooting center for issues relating to SSL-VPN. As such, please report all problems to them.

#### 4-13 Class cancellation due to natural disasters

##### **Proposal**

We propose that Tokyo Tech fix a time to distribute information regarding class cancellations due to disasters.

##### **Response**

We post information on the Tokyo Tech homepage as soon as weather warnings are

issued, so students can check before commuting to Tokyo Tech. This was announced via email to students and faculty members on October 2014.

#### 4-14 Evacuation routes and instructions

##### **Proposal**

We propose that faculty provide evacuation instructions during the first class.

##### **Response**

Information and instructions regarding evacuation can be found at classroom entrances, as well as on Tokyo Tech's homepage. Please note that evacuation routes and instructions vary according to the location of the classroom. This, in addition to other information received on the first day, may be difficult to remember. Therefore, students are encouraged to point out and share the information located at classroom entrances with each other, as well as the following link.

<http://www.titech.ac.jp/enrolled/facilities/rooms/index.html>

#### 4-15 Evacuation routes and danger spots

##### **Proposal**

We propose installing signs that indicate evacuation routes, as well as a briefing during disaster drills that informs students of danger spots and how and when these locations can become hazardous.

##### **Response**

Evacuation routes vary according to the situation and nature of the disaster. Please follow the instructions of the emergency evacuation team.

As for danger spots, we will continue to locate these potentially hazardous areas and indicate them using colored tape.

#### 4-16 Distributing response manuals in case of major earthquakes

##### **Proposal**

We propose that disaster response manuals be placed in accessible areas, such as in front of the main building, during disaster drills. Additionally, since it is likely that this manual may be overlooked if distributed along with many other documents during matriculation, we propose it be distributed during the Guidance for Newly Enrolled Students.

## **Response**

The manual is distributed to newly enrolled undergraduate students during general orientation. It is true that disaster response manuals can get mixed up with other documents, but this is inevitable as opportunities to distribute material to students are limited. We have also placed the manual in front of the Student Division counter, hallways of lecture halls, and other accessible locations.

### 4-20 Opening up laboratories

## **Proposal**

We propose that Tokyo Tech make an effort to open up the closed culture of its laboratories by leaving laboratory doors open or installing glass walls, for example.

## **Response**

Glass doors are now being used in new and renovated facilities.

### 4-21 Cleaning up ginkgo nuts

## **Proposal**

We propose that Tokyo Tech follow the example of Kawasaki City and their action plan to clear up ginkgo nuts.

## **Response**

Fallen ginkgo nuts are collected by cleaning staff every day. This is not an easy task, as weather conditions can make it difficult. Kawasaki City is a very difficult example to follow, as their plan was made possible by substantial funding. We are planning, however, to reduce the problem by pruning the trees.

### 5-1 Increasing free space areas

## **Proposal**

We propose a trial extension to the opening hours of Refresh Rooms and free-space areas. Additionally, we propose introducing a system for students to see, in real time, which classrooms are open for free use.

## **Response**

We have had many issues with extended opening hours for free-space areas. Therefore,

we find this proposal difficult to implement unless students can show that they can responsibly self-manage the facilities.

## 5-2 Providing nap rooms

### Proposal

We propose providing nap rooms or permitting napping in free spaces between 10:00 and 22:00.

We would also like Co-op shops to sell pillows, so that students may take naps at their desks.

### Response

We understand that some laboratories have nap rooms. However, we feel that students should manage their time accordingly to get a sufficient amount of sleep at home, and can therefore not agree to facilitating nap rooms.

## 5-3 Improving cafeteria services

### Proposal

We propose inviting catering services, as well as the installation of Office Glico Systems (food vending machines), in Suzukakedai and Ishikawadai laboratories.

### Response

At the Ishikawadai campus, the Co-op shop sells lunch in the Ishikawadai Bldg.1 3 Fl. However, Tokyo Tech has not introduced the Office Glico System on any of its campuses. Please provide your proposal in detail in order for it be discussed by the administration and its feasibility assessed.

Additionally, as Ishikawadai only sells lunch lunchboxes, we are considering installing a mini-shop on campus as part of the welfare and benefit policy.

As for Suzukakedai, we are not considering expanding the services currently provided by the Co-op.

## 5-4 Improving the Wi-Fi network

### Proposal

Even within large facilities (e.g., Main Bldg., West Bldg. 3), Wi-Fi access is often unreliable or inaccessible. As access to Wi-Fi on campus is essential for learning, as well as for student life in general, we propose installing additional network access points to improve

wireless network connectivity.

Moreover, we propose introducing a system where students are able to provide feedback on areas where the wireless network is unreliable or inaccessible. We propose creating an advertisement or installing a dedicated web page on the titech-pubnet (i.e., Report network connectivity issues), that allows students to provide feedback on any connectivity issues they encounter on campus.

## **Response**

We will continue to discuss how to improve connectivity, especially in public spaces. As for the proposal, please inquire to the General Administration Group, Student Division for connectivity issues in classrooms, and the Student Support Division for other locations. When you contact the office, please be very specific where you encountered the connectivity issue.

Additional information can be found below.

(On-campus wireless network)

<http://www.noc.titech.ac.jp/wlan/index.shtml>

## 5-5 Bookshop

### **Proposal**

We propose a trial expansion of the Co-op bookshop by moving and/or downscaling the current snack and food vending section. We propose displaying items that are not usually seen in the library (e.g., novels, magazines).

### **Response**

We will discuss this particular proposal in accordance with the relocation of Co-op services on Ookayama campus. One location that we have in mind is the Communication Lounge (No.1 cafeteria, 2 Fl). However, this is not a decision to be made solely by Co-op. It must be decided within the framework of Tokyo Tech's welfare and benefit policy.

## 5-6 Bicycle parking spaces

### **Proposal**

We propose conducting a survey to ask students where they feel more parking spaces are necessary, as well as where they feel parking spaces are over-abundant. Additionally, as we understand that it is not feasible for Tokyo Tech to provide parking spaces that are fully equipped with roofs, we instead propose Co-op sell seat covers for bicycles.



## **Response**

There are currently enough parking spaces for all registered bicycles. Therefore, it appears that students are parking in unauthorized spaces around campus.

As bicycles are generally considered as a means to commute (not for getting around campus), it is difficult to construct parking spaces around the building entrance.

## **5-8 Using campus facilities at night**

### **Proposal**

Until the study areas within Refresh Rooms and the library are expanded, we request permission to use unused classrooms as an alternative study space at night. We would also like to request an extension to the period of use for students (not just clubs).

### **Response**

We cannot agree to students using vacant classrooms at night. First, it is not feasible to install more security systems such as those seen in the library. Secondly, it is difficult to oversee how classrooms are actually being used at night.

## **5-10 Using Suzukakedai's sports facilities**

### **Proposal**

We propose the use (with lighting) of the tennis courts at night.

We request that Tokyo Tech continue to supervise students who display questionable manners (e.g., leaving garbage behind), as well as requiring them to obey reservation rules. We ask students to reflect upon their manners and strictly abide by the rules of use.

We also request that Tokyo Tech consider introducing an online reservation system. User authentication can be processed through the student ID card, PIN, and matrix code. This security layer will limit accessibility to Tokyo Tech students.

### **Response**

The use of Suzukakedai's tennis courts at night is offered to faculty staff, and we have also considered opening the courts to students. However, permitting students to use the tennis courts at night requires careful consideration, especially with regard to obligation (court management) and responsibility. Currently, the only option for students to use the courts at night is to make reservations with the approval and physical presence of faculty during reservation.

As for manners, we distribute a checklist (e.g., using court brushes after use, not leaving garbage behind) that is to be submitted after use. Despite this agreement, some students

have left behind garbage and old tennis balls. Such conduct requires us to closely monitor students' use of the tennis courts.

Internet reservation systems not only require system development and management, but also require securing budgetary allowances, which is very difficult. Careful consideration and measures need to be taken regarding potential issues (e.g., issuing duplicate accounts, account lending). As long as there is no practical way to identify system violations and directly issue warnings to the violators, the installation of the proposed system cannot be developed.

### 5-11 Increasing convenience store business hours

#### **Proposal**

We propose extending the business hours of the Seven-Eleven on the Ookayama campus.

#### **Response**

According to Seven-Eleven, they cannot extend their business hours on Saturday nor open the store on Sunday, as there are not enough customers.

### 5-12 Sports facilities at Ookayama

#### **Proposal**

We propose extending the opening hours of the training center and the Ookayama campus tennis courts. Currently, the tennis courts are open only during summer vacation, but students would like to be able to use them during holidays and long term recess.

#### **Response**

Extending the opening hours of the training center requires additional management costs, which is not currently feasible.

Regarding the use of the tennis courts, we must keep our current schedule in order to maintain safety standards, and would prefer not to disrupt the practice time of the soft tennis club, upon which the schedule is based. In addition, because the tennis courts are in a quiet residential area, we are particularly concerned with the manners of students, as we have seen irresponsible conduct in the past. Without a practical way to manage this concern, we cannot allow access to students other than during summer vacation.

### 5-13 Relocating smoking areas

## **Proposal**

Many students would like to see the smoking areas relocated but are not sure where to make such requests. Therefore, we propose the creation of a system that enables such requests to be made to Student Division and Student Support Division staff.

Also, it is important that students know details of the safety and hygiene committee of each building and how the aforementioned requests can be communicated to the committee members.

## **Response**

Regarding smoking areas, there is a contact information section available on the General Safety Management Center website.

Students can also communicate their requests via the website, which will be delivered to the appropriate building manager in charge of installing, removing, and relocating smoking areas. The request will be communicated to the safety and hygiene committee upon approval of the building manager.

Homepage (Japanese): <http://www.gsmc.titech.ac.jp/>

喫煙について (Regarding smoking) --> Contact Information

## **5-14 Installing soundproof rooms**

### **Proposal**

We propose constructing soundproof rooms in buildings or areas where music practice takes place. We understand that the use of the music practice room in West Bldg. 8 is restricted due to events, but we also propose that outdoor practice during test periods be banned as many students are trying to study.

### **Response**

Although the construction of soundproof rooms is not easy due to space and funding requirements, we will see what can be done.

However, we cannot ban outdoor music practice as it limits the student's practice time and thus his/her progress.

## **5-15 Extending opening hours of the library**

### **Proposal**

We propose extending the opening hours of the library to 8:45 to 23:00 during the

midterm/final exam period (approximately ten days before the exams) since students tend to use the library more frequently during these times.

### **Response**

We are planning to change the opening hours of the library due to the introduction of the quarter system. We will take into consideration Tokyo Tech's yearly schedule, the number of library visitors, and budget.

### **5-16 Adjustment of library air conditioning**

#### **Proposal**

We would like a more enthusiastic effort to maintain a comfortable study environment in the library, such as installing thermal insulation in walls and fans/stoves on each floor.

#### **Response**

We have acted on this request by adjusting the temperature of each floor according to the weather conditions, placing fans on the second floor, etc. We will continue to pay close attention to temperature and conditions in the library.

### **5-17 Library collection**

#### **Proposal**

We would like to propose that the library continue to prioritize the provision of academic material such as academic journals that will aid in students' research.

#### **Response**

We have been advertising popular books and bestsellers through displays and exhibitions to attract the attention of students. We would appreciate any feedback from students regarding what kind of advertising would be effective.

We will strive to maintain our reputation as a world-class research institution by balancing digital scholarly data, like electronic journals, with the maintenance of learning material (mainly books).

### **5-18 Book return box**

#### **Proposal**

We understand that installing a book return box anytime soon would be difficult since we are not aware of the issues we may encounter. Therefore, we would like to propose the trial

installation of a book return box in the Ishikawadai area and Midorigaoka area.

### **Response**

We will continue to discuss this inquiry while taking into consideration the associated management and funding aspects.

### **5-19 Improving cell phone reception in the library**

#### **Proposal**

We propose that Tokyo Tech make an effort to stabilize the cellular reception inside the library and lower-level/basement floors as well as install routers to prepare for future disasters.

#### **Response**

We also acknowledge the need to improve the reception in the basement, particularly from a safety and disaster prevention perspective. We will conduct necessary investigations to address this issue.

### **5-20 Making the cafeteria food healthier**

#### **Proposal**

We propose changing the layout of the food items around the cash register, so that it's easier for students to take vegetable plates and other small dishes, while also providing detailed information regarding the items.

#### **Response**

We will consider changing the layout (the cold menu section in particular) in order to promote small dishes. We are already promoting small dishes and healthy eating habits, and will continue to so.

### **5-21 Indicating allergenic substances on cafeteria menus**

#### **Proposal**

We request that seasonal menus, in addition to regular food menus, list all food allergens contained in the dishes.

#### **Response**

The cafeteria, which is a member of the University Co-op Union, operates under the

system of the Tokyo Business Association of University Cooperatives, and as such generally provides information on the ingredients, dishes, and prices for “common menus.” Common menus are required to display allergenic substances on their price cards and POP menus.

Additionally, universities and union members are able to create their own menus according to the needs of its users/consumers. However, the ingredients will be shared across the union members (universities). This is an important standard in order to maintain the safety of the food. For original menus developed at each university, there is no system in place that requires the indication of allergenic substances.

This also applies to seasonal menus, which are only offered by some Co-op university cafeterias. The current system similarly does not require seasonal menus to indicate allergenic substances on their menus, price cards, POP menus, etc.

#### 5-22 Improving the lunch menu in the cafeteria

##### **Proposal**

We propose the creation of new lunchtime dishes that can still be enjoyed even after going cold, and using ingredients that pose a lower risk of food poisoning. In addition, we also propose selling small portions of dishes such as salads, as well as new types of lunchboxes such as Makunouchi-bento, which include a variety of sides.

##### **Response**

Unfortunately we are not able to comply with this request, as developing new menus is extremely difficult given the Institute’s current limitations and may require new business partners and even fully renovating the kitchen areas. This request has been noted, and will be considered as a future topic of discussion.

#### 5-23 Improving the halal menu in the cafeteria

##### **Proposal**

We propose that Tokyo Tech expand the halal menu.

##### **Response**

Currently, halal menus are available at Cafeteria No.2 and the Suzukakedai cafeteria. Due to current resource limitations, it is difficult to drastically renew or expand the halal menu. We must also note that this condition is not likely to change in the foreseeable future.