

The 6th Meeting of Rikkyo University Advisory Committee Minutes

Date: Friday, March 10, 2016, 2:00 PM to 5:00 PM

Place: Tachikawa Hall 2F Conference Room

Attendees:

(Committee)

Ryozo Hayashi (Professor, Meiji University; Director, Meiji Institute for Global Affairs;
Visiting Professor, University of Tokyo)

Junko Sasaki (President, Sartorius Japan K.K. and Sartorius Stedim Japan K.K.)

Tomiyasu Nakamura (Special Assistant to the Chairman, Japan External Trade Organization
(JETRO))

Masahiko Ichiriki (President, Kahoku Shimpo)

Sergio Inclan (Minister, Embassy of Mexico in Japan)

(Member not in attendance)

Sakie T. Fukushima (President and Representative Director, G&S Global Advisors Inc.)

(Rikkyo University)

Tomoya Yoshioka (President)

Noriyoshi Shiraishi (Supervising Vice-President)

Mutsumi Kato (Vice-President)

Hisashi Harada (Vice-President)

Kazunori Yamaguchi (Vice-President)

Hideyuki Matsui (Chief of Staff)

(Secretariat)

Shinichi Kanasashi (Chief of Staff Secretariat Director and Planning Director)

Mamoru Koakutsu (Deputy Chief of Staff)

Mami Tashiro (Manager, Secretarial Section)

Masanobu Sato (Manager, Educational Reform Section)

So Fujieda (Assistant to President)

Kaori Nagano (Manager, Public Relations Section)

Yuki Kotaka (Staff, Organization for Global Initiatives)

Megumi Higuchi (Staff, Organization for Global Initiatives)

1. Responses to the 4th Committee's Recommendations

Vice President Shiraishi reported the corresponding status to the recommendations in the previous year's Committee as follows:

(1) Challenges in International Advancement

- 1) Developing programs for helping students to gain efficacies for global issues
 - Launched "Understanding International Affairs" by Visiting Professor and Journalist Akira Ikegami as part of the university-wide liberal arts subjects in FY2016.
 - Launched the "Program for Developing Human Resources for International Cooperation" with Rikkyo University, Meiji University and International University of Japan.
- 2) Developing mutual support systems (such as a student body system) among students for academic work and daily life
 - Carried out related practices in the College of Business BLP and university-wide GLP SA system.
 - Start a dormitory life system at GLAP for all students in FY2017.
- 3) Promoting the admission of students who are willing to learn on their own at GLAP
 - Carried out the unique selection through an Entrance Exam for International Courses.
- 4) Constructing support networks for people who work actively with the international community, such as business and diplomacy
 - Launched the Rikkyo Global and Local Career Support Network (GLC).

(2) General Challenges

- 1) Producing self-reliant and innovative human resources by promoting Rikkyo Learning Style.
 - A new e-portfolio system will launch in FY2017 with the aim of constructing a system that allows students themselves to set four-year and semester goals and continue to learn on their own toward such goals from admission to graduation.
- 2) Developing publicity campaigns to discover the real voices of Rikkyo students
 - Completed the university's official website renewal in March 2017.
 - Posted the photos and comments of students on the new website, featuring student real voices (i.e. reasons for choosing colleges and how they feel after admission, etc.)
- 3) Promoting the diversity of the members of the university and its administration
 - Currently, we have one female college dean among our teaching staff. As well we have ten female managers of the forty five administrative managers.

- Will continue to implement specific measures as our mid-term challenges.
- 4) Further increasing the presence of the College of Tourism as the Japanese government aims to be a tourism-oriented nation
- Making applications for supporting members of the World Tourism Organization (UNWTO).
 - Organize Tourism-Related University Consortium (provisional title) and hold discussions.
- 5) Building systems for sharing information about the progress of the Vision, Action Plan and feedback
- Sharing information about the progress through the Rikkyo Vision Promotion Committee, etc.
- 6) Promoting the Rikuzentakata Satellite Plan
- Rikuzentakata Satellite will be opened on April 25, 2017.
 - A commemorative lecture was given as a pre-event by Visiting Professor and Journalist Akira Ikegami on February 25, 2017.

2. The RIKKYO VISION 2024 and the University Action Plan for FY2017

President Yoshioka reported mainly on the progress of the Action Plan for the three Values of RIKKYO VISION 2024.

(1) Value 01: Lead for Learning

1) University-wide promotion of service learning

- The Rikkyo Service Learning (RSL) Center and the Section of Service Learning, Student Volunteering, and Community Engagement were launched in FY2016. We instituted two types of subjects—Rikkyo Service Learning lecture subjects and practice-oriented subjects. Through lecture subjects, students will learn themes that are considered to be important for Rikkyo Service Learning, such as how to learn in university, citizenship, collaboration with others, solutions to public issues, political participation and NPO management, in terms of both theory and practice. Through practice-oriented subjects, students will enter the actual fields both at home and abroad and deepen their academic studies by associating their experiences in each theme with their knowledge and theories.
- We will institute a new course called “RSL Project Planning” (active learning subject) in FY2017.

2) Preparation for the launch of Rikkyo Minor Program Discipline Course

- In addition to specialized studies at college, students choose another theme based on their own interests and focuses and learn comprehensively. They successfully carry out overseas experiences.

- Registration will start for “Arts & Science Course” and “Language & Culture” in FY2017.
- For “Discipline Course,” preparation is being made toward launching “Japanese Education” and “Data Science.”

(2) Value 02: Lead for Globalization

1) Expanding the dispatch of students abroad and the acceptance of students from abroad

- We dispatched 921 students in FY2014, 1,014 students in FY2015 and about 1,100 students in FY2016 abroad.
- We accepted 649 foreign students as of May 2014, 708 foreign students as of May 2015 and 851 foreign students as of May 2016.

2) Concluding agreements with 300 universities as overseas partner institutions and introducing four English skill examinations

- We concluded new exchange agreements with 20 overseas universities in FY2015 and 36 overseas universities in FY2016. As of October 20 in 2016, we had 165 partner institutions (concluded agreements with 185 overseas universities).
- We introduced four English skill examinations to the Entrance Exam for International Courses and the global model of general entrance examinations (all departments). We will also add designated schools and related schools to the recommendation requirements.

3) Launching Global Liberal Arts Program (GLAP)

- This is a program for small-class liberal arts education, learning at overseas liberal arts colleges from the second-year fall semester required for all students and choosing from among Humanities, Citizenship and Business as specialized education after returning for in-depth learning. The program will launch in FY2017. About twenty students will join.

(3) Value 03: Lead for the Future

1) Change of bachelor course education

- We introduced RIKKYO Learning Style to students who joined in April 2016. We will start to use the new “Rikkyo Time,” an e-portfolio system that supports RIKKYO Learning Style in FY2017.

2) Construct the Rikkyo Global and Local Career Support Network (GLC)

- We launched the Rikkyo Global and Local Career Support Network (GLC) in May 2016 and held the first meeting. This network consists of 24 graduates (12 males and 12 females) in their 30s to 40s who perform well in a variety of business areas.

3) Promoting the Tokyo Olympic and Paralympic Games project

- We decided to use our campus as a camp site for the Brazilian Olympic team.
- The indoor swimming pool was designated as an event-specific national training center enhancement facility. We also decided to allow the Japanese Para-Swimming Federation to use our facility.
- We will start preparations for recruiting for Olympic Games volunteers and urban volunteers.

3. Challenges in FY2017 and beyond [area-general issues] [proposals from Advisory Committee members]

- It is important to promote initiatives by expanding networks with eminent people as well in promoting Rikkyo University Rikuzentakata Satellite.
- It is important to consider specific measures for encouraging students to use “New Rikkyo Time,” a new e-portfolio system more actively.
- It is important to continuously hold events and produce events based on the use of IT media to further raise quantitative results regarding the international advancement of Rikkyo campuses.
- While we have succeeded in producing good results in terms of international advancement, such as increase in the number of international students, it is important not only to continue this but also to clarify specific issues and goals regarding qualitative results and take action for them.

4. Interim evaluation of support for building super-global universities

The Advisory Committee conducted an interim evaluation of the initiatives implemented for Rikkyo University’s support project for building super-global universities from 2014 to 2016 and their progress. Prior to holding an Advisory Committee meeting, each Committee member received explanations on the progress of the project from the university and continued to exchange opinions according to the comments that had been presented in advance. The advance explanations are as follows:

The progress of the entire plan for the support project of building super-global universities

(1) Curriculum reform

- April 2016: RIKKYO Learning Style was introduced.
- April 2016: Rikkyo Minor Program was launched.
- April 2016: TESOL-J, Dual Language Pathway and International Community Course were launched.
- September 2016: An international collaboration graduate school program (linkage program) was launched.
- April 2017: Global Liberal Arts Program (GLAP) will be launched.
- June 2016 and January 2017: A short-term Japanese program was implemented.

(2) Reform of students awareness

- Actively developing overseas dispatching programs
- Increasing the number of partner schools
- Creating international exchange opportunities by creating a global lounge
- Holding events for promoting study abroad, including “Global Festa”

(3) Governance reform

- April 2015: Organization for Global Initiatives was created.
- April 2014: An overseas office was set up.
- 2016: General examination global model was introduced. (The utilization of four English skills qualification and certification examination)
- 2016: Fall examination “Entrance Exam for International Courses” was introduced.
- 2015: The online application for foreign student entrance examinations was introduced.
- 2014: An overseas training course for young staff was introduced.
- 2016: Participants in the overseas training course participated in overseas fairs, etc.

(4) Other initiatives

- Holding events in collaboration with Super Global High Schools
- Setting up a Prayer Room

5. Proposals for a support project for building super-global universities from each Advisory Committee member

(1) Curriculum reform (GLAP, Linkage Program and short-term Japanese program, etc.)

- GLAP, RIKKYO Learning Style (Rikkyo University Integrated Undergraduate Programs) and university-wide development of leadership education, especially bachelor courses, are being implemented according to elaborate plans.
- Because each program has just launched, it is difficult to have a full evaluation so far. However, because GLAP in particular is a leading small-class English liberal arts program, it is important to provide first-year students with detailed instructions and career support after graduation.
- For GLAP, securing diversity should be considered, such as increasing the percentage of foreign students.
- For GLAP, it is worth considering its design as a career education institute, focusing on strengthening its connections with professional graduate schools.
- For an international collaboration graduate school program (Linkage Program), it is expected to be more effective to consider collaborations with local companies as well as partner institutions and foreign governments.

- For the Linkage Program, it is worth considering the introduction of courses related to legal development for which there is demand in emerging economies.

(2) Reform of students' awareness (dispatching students abroad and accepting foreign students, etc.)

- For Japanese students to be dispatched to foreign countries and attracting students from abroad, systems for facilitating identity development as Japanese and an understanding of Japanese language, culture, corporate customs, etc. should be planned within the curriculum. In this respect, Rikkyo Minor Program, which includes Japanese studies, is a well-thought out program.
- One purpose of overseas programs is to boost students' self-reliance and provide "shocks" that are absent from their own experiences and sense of values as early as possible. In this regard, it is also necessary to develop programs focusing on Asia, Latin America and Africa as well as Western countries.
- Mindset is a key factor. It is important to create opportunities for students who had overseas experiences and realized things to learn after returning to Japan.
- Creating opportunities for sharing the experiences of students who experienced overseas studies. Presenting role models, including careers after graduation. It is necessary to devise an idea for inducing students to embrace their dreams and internal motivations.
- For the goal of making all students experience overseas studies before graduation, it is necessary to consider how to raise awareness and create opportunities from the stages before entering the university by making full use of the advantages of integrated collaborative education provided at combined continuous schools from elementary school, junior high school, high school and university.
- With an increase in the number of dispatching students to foreign countries, it is a good idea to secure safety and exchange information in collaboration with Japanese embassies abroad, etc.
- Alumni networks that include graduated foreign students should be utilized.

(3) Governance reform (reorganization, overseas office and entrance examination reform, etc.)

- It is necessary to consider a system for the university-wide utilization of the outcomes of leading programs, including GLAP.
- It is necessary to consider proper financial management to realize independent programs even after the end of the support period for supplementary projects.
- It is a good idea to build networks among overseas offices and have opportunities to share issues and effective initiatives.

- Further diversity should be secured for students, faculty and staff. There is a tipping point where minorities will become the norm. There is some room for selecting human resources with some level of compelling power, such as gender, age and race, and boosting reforms.
- In a situation where the number of domestic high school students is decreasing and it is becoming increasingly difficult to secure excellent students, collaboration with Super Global High Schools (SGH) is an important initiative.
- With an increase in the number of foreign students, it is necessary to strengthen the system for accepting foreign students so that individual general affairs offices can support students in English.
- It is also important to carry out reforms from the perspective of diversity as well as international advancement.

(4) Comprehensive evaluation

Our vision and entire plan are progressing smoothly. It is necessary to continue our initiatives with a strong focus on the following four points.

- 1) For Global Liberal Arts Program (GLAP), a pillar of Rikkyo's curriculum reform, it is important to share successful experiences among first-year students with a focus on attending overseas graduate schools. Detailed instructions should be carried out.
- 2) For students' awareness, it is necessary to boost students to be dispatched abroad and foreign students to develop a sufficient understanding of Japanese identity, Japanese language and culture, etc. Curriculums, including the Rikkyo Minor Program, etc. should be developed.
- 3) For realizing diversity, it is important to carry out reforms with a focus on a tipping point to establish governance and the culture of having all students study abroad. It is necessary to select proper human resources and implement initiatives for boosting reforms.
- 4) Reforms focusing on liberal arts education, which is a Rikkyo University tradition, as well as initiatives for international advancement, should be promoted.