

The 13th Meeting of Rikkyo University Advisory Committee Minutes

Date and Time: 17:30-19:30, Monday, March 18, 2024.

Venue: Conference Room, 2nd floor, Tachikawa Memorial Hall

Attendees:

<Advisory Committee Members>

Toichiro SHIRAIISHI (Representative Director, CREATIVE ASSOCIATES LTD.)

Mayumi TANIGUCHI (Visiting Professor, Saga Women's Junior College)

Yuji TSUSHIMA (General Manager / Special Mission, Global Markets Dept, Food Industry Group, Mitsubishi Corporation)

Shinichi BABA, (Deputy Director, Administrative Office, Toshima Ward Residents Council of Social Welfare)

Yukio YANAGISAWA (Headmaster of Kitakamakura Girls' School, Professor Emeritus of the University of Tokyo)

<Rikkyo University>

Renta NISHIHARA (President),

Jun ISHIKAWA (Senior Vice President)

Mao MINOURA (Vice President for Research Advancement)

Kimiyo YAMASHITA (Vice President for Campus and Academic Affairs)

Tetsuo MIZUKAMI (Vice President for Social Engagement)

Hideyuki MATSUI (Vice President for International Advancement)

Keiko NITTA (Dean, President's Office)

<Secretariat>

Yasushi SUGAYA (General Manager, President's Office)

Noriyuki NAKAZATO (Deputy Director, President's Office)

Yasutoshi ITO (Deputy Director, President's Office)

So FUJIEDA (Deputy Director, President's Office)

Kazuhiko ISHIDA (Manager, Educational Reform Section, President's Office)

Keiko GOUDA (Manager, Secretarial Section, President's Office)

Absentee:

<Advisory Board Members

Oussouby SACKO (Director of the Kyoto Seika University Research Organization, Director of the Information Center, and Professor of the Human Environment Design Program)

1. Greetings from the Organizer

President Nishihara made the following remarks on the occasion of the Advisory Committee Meeting.

[President Nishihara]

I would like to thank you for joining us today for the thirteenth meeting of the Advisory Committee. Rikkyo Gakuin celebrates its 150th anniversary this year. In 1874, Bishop Channing Moore Williams, a missionary of the Anglican Church in America, founded Rikkyo School in Tsukiji, Tokyo, and in 1918, the school moved to its current Ikebukuro Campus, where it has grown to the present. This year, we are planning to organize various commemorative events, and we hope to make this a year of great progress for us. To this end, we value this Advisory Committee meeting as a forum where we could receive significant suggestions. Today, I would like to seek your abundant comments on the MEXT Top Global University Project, the new Faculty Plan, promotion of internationalization, and recurrent education, from the perspective of exploring the potential for our evolution.

2. Abstract of Advisory Committee

In the first place, Vice President Ishikawa gave a brief introduction on the members of the Advisory Committee as follows.

[Vice President Ishikawa]

At first, I would like to introduce the members of the Advisory Committee who are present here today. I would like to take this opportunity to inform you that Professor Sacko is not present today for unforeseen reasons, but we will have an opportunity to hear his opinions individually after this meeting.

3. For the Final Evaluation of the MEXT Top Global University Project (TGU)

Vice President Matsui gave the general explanation based on the prepared papers, followed by exchanging opinions with the committee members.

[Member's Comment]

I would like to ask a little more about what you advocate as “university with the ability to transform itself,” which you referred to in your explanation. Do you think you have been able to realize it through this project?

[Vice President Matsui]

In promoting the internationalization of education under the TGU project, all of the existing systems and institutions mainly designed for Japanese students all became matters that needed to be addressed and fine-tuned. From the viewpoint of whether the conventional methods primarily designed for Japanese students should remain as they are, we recognized the need to change the relevant systems, and have been taking action one by one such as in the realms of entrance examination, curriculum, and career development. Through the accumulation of these efforts, I believe that Rikkyo University's capacity for self-improvement has been increasing.

[President Nishihara]

With the understanding of our faculty members, all syllabi became to be written in both English and Japanese. This was one of the major changes of our culture. In the process of making the syllabus bilingual, it is true that there were quite a few who questioned the necessity as well as the situations that required extensive support. Yet at present, it seems accepted as our standard.

[Member's Comment]

Writing syllabus in English itself seems to be some difficulty, but I guess there has been a change in the faculty mindset to the extent that they can now implement it without support.

[Vice President Matsui]

It was a lot of hard work to get over it, but it is now well established, with a successful change in our mindset.

[Member's Comment]

If internationalization is promoted by only targeting Japanese students, it might be difficult to create a sense of quickness. In this regard, what do you assume the focal percentage of international students and students with foreign experience for Rikkyo? What is the rationale for this?

[Vice President Matsui]

Our goal for the percentage of international students is to be 10% of the total, and this percentage is assumed to be a bottom line where the atmosphere of learning on campus begins to change. It was set from the perspective of a realistic goal that can be achieved over the 10-year project period, while also satisfying sufficient opportunities for mingle among our students, and the resulting changes in students' perceptions.

[Member's Comment]

As a curriculum reform in TGU, how do you ensure the recognition of Global Liberal Arts Program (GLAP) throughout the university? Its current size with enrollment of 96 students looks relatively a small size in a university of 20,000 students. In my view, for raising awareness of the ongoing curriculum reforms, it is important to make prospective students feel even more attracted to GLAP, which will lead to a certain change in student mindset.

[Vice President Matsui]

There is still work to be done in terms of spreading the essence to the entire 20,000 student body. Meanwhile, there has been steady progress in the establishment of new English courses modeled by the GLAP structure, such as the Global Course that began

in 2022 at College of Law and Politics. We also believe that a certain percentage of students are aware of the existence of English-taught courses and English track program. In order to increase awareness even among high school students, we will continue to visit high schools for public relations.

[Member's Comment]

The success of the graduates is going to be accepted as the greatest advertising signal of evolution. Thus, it becomes much more important to consider how to encourage alumni to disseminate their information in society.

[Vice President Matsui]

We have many graduates who have pursued graduate studies abroad or have found positions in global companies. We would like to provide information that enables prospective students to envision their future, including their career paths after studying at Rikkyo.

[Member's Comment]

At most of the Japanese universities, when students are enrolled in an undergraduate program, they are effectively forced to decide their specialization. Comparatively, the GLAP system is attractive because students study liberal arts in their first and second years and then deepen their specialized studies in their third and fourth years. Are the GLAP students placed in the existing faculty for pursuing their specialization?

[Vice President Matsui]

GLAP is positioned as a degree-seeking program in College of Arts. After studying abroad, GLAP students select their specialization from the three areas of study offered in their third and fourth years without any change of their affiliation.

[Member's Comment]

In future, do you think we may consider a system updating whereby students can select their own theme from all fields of specialization in the various colleges of Rikkyo?

[Vice President Matsui]

While it is hard to predict its outlook, there is no doubt that it is precisely the final desirable figure.

[Member's Comment]

The change in students' mindset should be monitored over a long period of time, taking into consideration the time it takes to fully embed within them. It is important that this change be passed on from the senior students to the younger students, so that those initiatives be properly connected to the next generation. In the meantime, the viewpoint of diversification is becoming more and more important, but was the chemical reaction

between international and Japanese students you mentioned expected from the very beginning?

[Vice President Matsui]

Due to the nature of subsidized project, we are always pressured that certain outcome must be visualized through the 10 year-TGU initiatives. Yet as you have suggested, we would like to continue the process of spreading awareness among students even after the project is over. As for the chemical reactions with international students, the Linkage Program could be one specific example. While this began primarily with the acceptance of young Indonesian government officials and has attracted students from more Asia and Africa, it has successfully and extensively created active interactions with Rikkyo students. Also, even while the undergraduate English track programs has unexpectedly tended to attract more Japanese students with overseas experience than international students, PEACE and NEXUS programs have begun to take initiatives to receive much more students from diverse countries and regions.

[Member's Comment]

It would be good if the globalized initiatives at Rikkyo could be extended to the local community as part of the 150th anniversary efforts. It can lead to create a situation where the local community could support the international students and the program, as well as a situation where international students could be supported for four years.

[President Nishihara]

We think that it is noteworthy that GLAP is supported by cooperative efforts of College of Business, College of Arts, and College of Sociology, with the participation of a diverse faculty members. GLAP is a modern-day embodiment of a boarding school format of the Rikkyo School started in Tsukiji, where it taught eight students the Bible and English. GLAP now has five full-time and three specially-appointed faculty members, and operates with the same solid structure. We are expecting GLAP to lead continuous innovation in Rikkyo even after the completion of the TGU project.

[Vice President Matsui]

Answering to the comment from Mr. Baba, I think it would be ideal if the accomplishments of internationalization to date could next be linked to the local community.

[Member's Comment]

High school students seem broadly divided into two groups: those with an image of their future career, and those who do not yet know what to do. For the latter student group, GLAP could be a very good environment because they can choose a specialty from a wide range of liberal arts studies and they can discuss their future goal and plan with faculty members who have expertise in the field. I feel that GLAP has great potential

in this regard and this type of program is much more needed in Japan.

[Member's Comment]

As for changing students' mindset, I am a little concerned that the core students who appear in international programs such as Global Lounge are fixed. What do you consider how you could involve more ordinary students who are not interested in internationalization? Also, as a globalized university, Rikkyo should improve the gender balance more and more as soon as possible. In addition, it appears that it is difficult to achieve the goal in the performance indicators in terms of staff English language proficiency. In that sense, I would like to suggest Rikkyo promote faculty and staff capacity building more than ever. Furthermore, regarding the number of students who have studied abroad, it would be good if specific numbers of those who may not afford and give up studying abroad due to financial burdens could be added to explain the latest trend of study abroad programs. If there are some factors to discourage students other than the mindset issue, the required measures to be taken will be different.

[Vice President Matsui]

The phenomenon of the fixed lineup of active students is existing undoubtedly as you have pointed out. We assume that students can be divided into three main groups. In short, there is a group with high interest and a group with no interest at all, each about 15%, and in between there is a sizeable volume zone group. We believe that it is important to continue to approach this mass segment. For instance, in the process of offering courses in foreign languages, we prepared a certain number of introductory courses. It is necessary to create continuously a mechanism to overcome the initial hurdle for students who do not have a high level of English proficiency. As for the issue of gender balance you pointed out, the ratio of female students in Rikkyo is overwhelmingly higher in internationalization situations, and we need to be constantly aware of this in various aspects. Furthermore, to address financial issues when sending students abroad, we are focusing on developing programs in the Asian region that could be designed as relatively inexpensive formats, in addition to expanding scholarships, and we would like to explore this in more details in the future.

[President Nishihara]

With regard to ensuring gender balance, in the first place there is a low percentage of female faculty members in academia as a whole. We are more aware of this, and Rikkyo is in the process of working to resolve various imbalances, aiming to diversify its human resources including the gender balance issue.

4. Discussion

(1) New Faculty Plan (College of Environmental Studies [title tentative])

Vice President Ishikawa gave a general explanation based on the prepared papers, followed by exchanging opinions with the committee members.

[Member's Comment]

Will the new college be a completely newly established, not a reorganization of existing colleges and departments? Why is Rikkyo University establishing a new college with the theme of “environment” nowadays, and where did this passion come from?

[Vice President Ishikawa]

In establishing this new college, there is no existing college and department to serve as its platform. The reason why “environment” was selected as the theme of the new college is based on three main considerations. First, it is highly compatible with the founding spirit of Rikkyo. Also, environmental issues will continue to be an enduring theme and challenge for the human beings in global society, and we wanted to tackle this issue proactively. In addition, as a new form of liberal arts education, we thought that “environment” would be an appropriate theme to approach in order to develop an undergraduate education that integrates humanities and sciences.

[Member's Comment]

One of the concepts you presented here is “cultivating the ability to connect (*Tsunagu*).” This sounds excellent, but in addition to this, the keyword “spinning (*Tsumugu*)” could be added. I believe that the word “spinning(*Tsumugu*)” is more than just the nuance of connecting, but also includes the meaning of creating some new value.

[Vice President Ishikawa]

The field of environmental studies itself is extremely interdisciplinary, and the idea of creating new value by linking these individual activities together is extremely crucial. “Spinning (*Tsumugu*)” is a word that expresses this perfectly, and I think it is a very important keyword for us. I would like to express my gratitude.

[Member's Comment]

When the Graduate School of Frontier Sciences was newly established at the University of Tokyo, I moved from Harvard University to take charge of the curriculum in the field of environmental studies. At that time, I was concerned that the broad meaning of “environment” might make it difficult to see the unity and commonality of the faculties. As for the new college, it is important to determine what kind of human resources will make up the faculty from the viewpoint of synthesizing knowledge. The key point is what kind of common ground can be found and shared among the faculty members. In this sense, the recruitment of the faculty members will be an extremely important task.

[Vice President Ishikawa]

As you have indicated, we recognize that it is essential to have an organization of faculty members who can share the core concepts of the college. Once again, we would like to proceed with this point in mind.

[Member's Comment]

When talking with students at recruitment interviews, it is felt that many students wish to be involved in work related to sustainability. In this sense, we believe that there are a considerable number of high school students who want to study the environment at university, and the new college is likely to attract a great deal of attention. One point I would like to ask is the focal level of specialized education that you intend to develop within undergraduate program. The “ability to connect” discussed earlier is also a universally required skill, in a sense. On the other hand, for example, when trying to discuss carbon neutrality, there is naturally nothing better than having a lot of expertise. What level of expertise do you expect students in the new college to acquire?

[Vice President Ishikawa]

I am struggling to set the level of specialized education in the new college. If possible, we would like students to enter graduate school to pursue advanced expertise. To this end, we would like to create an undergraduate curriculum of its study in the third and fourth year compatible with graduate school admission. We hope that students who graduate from the undergraduate program and enter society might only have a certain level of expertise, but will develop their sufficient ability to connect with a wide range of people through their involvement in the environmental field.

[President Nishihara]

In both GLAP and the new college, we do not intend to establish a graduate school program, but rather to specialize in liberal arts education. We would like to develop their education in a tailor-made manner, with a variety of career paths in mind. As for graduate school entrance, in a sense it is challenging to say, but we would like to actively encourage students to enter graduate schools, even those outside of Rikkyo.

[Member's Comment]

Indeed, it is not uncommon for students to study undergraduate and graduate (master's and doctoral) programs at different universities. In this sense, you may consider collaborating with another graduate schools. For example, Rikkyo students could be sent to the affiliated graduate schools with which they are collaborating to receive supervision in preparing their thesis.

[Member's Comment]

Toshima City has an excellent reputation for managing its garbage disposal. It is the only municipality in Tokyo that has all the necessary infrastructure for waste disposal routes, including cleaning plants. I have personally been dispatched to China, Thailand, and Bangladesh as an environmental engineer, and I came to realize that the level of Tokyo's technology in this area is world-class. In the new college, I hope that you will consider collaborating with Toshima City Office on themes related to waste disposal. It

would also be a great opportunity to hear the voices of officials involved in actual public policy work. In addition, environmental issues are closely related to economic cost issues and related industries, and learning about the global situation of environmental issues through human relations and an understanding of the reality in the venous industry would be in line with the concept of the new college.

[Member's Comment]

I cannot give you specific opinions on the content of the new curriculum, but I would like to ask you about the career paths you envision for the new college students after graduation. As was explained earlier, we believe that proactive companies in environmental issues are one of the pillars of the employment opportunities expected. Probably in the future, social contribution (environmental issues) will be included as a legally mandatory item in securities reports in Japan. If the vision of the new college can be aligned with such a trend, its social credibility will be further enhanced.

[Member's Comment]

Environmental issues are changing drastically, and social demands to industries are also changing on a daily basis. In accordance with this trend, companies are developing diverse approaches to environmental issues from various angles. Nowadays students are highly interested in learning in cooperation with society, including through corporate activities. Therefore, I believe that paying attention to social engagement in the new curriculum will be effective in broadening the range of career choices.

[Vice President Ishikawa]

We have received valuable comments from each member. We would like to take today's comments into consideration as we move forward with our plan to establish the college.

(2) Internationalization (ACE Program) and Recurrent Education

Vice President Ishikawa explained that he would like to deal with the two topics of "Internationalization" and "Recurrent Education" together. Vice President Matsui and Vice President Mizukami then provided explanations based on the materials. Following this, the committee members and the University attendees exchanged opinions.

[Member's Comment]

ACE program's focus on collaboration with Asian countries is very significant. Since there is no time difference between Asian countries, the program can be effectively deployed online as well as in person. When I worked at the University of Tokyo, we once conducted joint courses with an Asian university via Skype. Even just by interacting online, the students' mindset changed dramatically. This is one effective approach in the sense that considerable things can be done without having to travel to study abroad. As for recurrent education, Harvard University has an extension school that also offers master's level courses. Of course, credits earned there count for other master's degree

programs. The school serves as a “gateway” for those who are hesitant to enroll in graduate school abruptly. As job-based employment is expected to become the mainstream in Japan in the future, this type of recurrent education is likely to attract even more attention.

[Member’s Comment]

I found ACE program very interesting. In the entertainment business, Korea and Southeast Asia now lead the industry. Even in this industry, Japan’s former position has relatively declined, and now Japan listens to production companies in China and Korea. In this sense, Japan’s position has been completely reversed. From a different perspective, however, it seems that the barriers between countries and regions, especially in East Asia, are becoming lower. In this sense, it can be said that an environment for exchange is being created in which East Asian students can connect with each other more than ever before. I believe that the Asian exchanges built up by Rikkyo through ACE program have become Rikkyo’s uniqueness and strength. Rikkyo has deep ties with the entertainment industry, and I think this is a good opportunity for Rikkyo to take advantage of this. I hope that Rikkyo will continue to actively promote the program.

[Member’s Comment]

I would like to ask how participating students in ACE program actually feel about the program. Regarding recurrent students, I would like to ask how opportunities to interact with younger students are set up and what you think of the importance of such opportunities.

[Vice President Matsui]

ACE Program has several types of programs. First, its main focus is on exchange programs. Seoul National University, Peking University, and the National University of Singapore all have liberal arts colleges, and in any case, the knowledge of the students at each university is extremely broad. Therefore, the Rikkyo students were simply overwhelmed at first. However, we often hear that by persistently participating in discussions and striving to acquire academic knowledge, they are able to strongly feel the growth in their abilities as individuals. In addition, since the short-term intensive programs held during the summer and winter bring together students from four universities, relationships are quickly formed, and the diversity of values and opinions, as well as understanding of each country's culture and history, is quickly enhanced. As mentioned by Mr. Shiraishi, there is no doubt that the relationships formed in East Asia are a great asset for students in any cases.

[Vice President Mizukami]

As the recurrent program, Rikkyo Second Stage College (RSSC) has developed courses in which RSSC students in and younger students in each college study together based

on the philosophy of “multi-generational learning,” and we intend to expand the number of such courses in the future.

[President Nishihara]

As Vice President Mizukami has just explained, RSSC students are taking courses in the university-wide curriculum under the key concept of “multi-generational learning.” This is of course meaningful for RSSC students, but their voracious learning attitude is also very stimulating for younger students. I am currently the executive director of the Japan Association of Private Universities and Colleges, and I would like to introduce our initiatives as an example of what universities should be in future.

[Member’s Comment]

Regarding ACE program, I felt that it would be good to focus on the field of welfare in future. In recent years, people from East Asia have come to Japan to learn about Japanese welfare, as China, Vietnam, and the rest of Asia as a whole are moving toward an aging society. In Thailand, they are trying to introduce the Japanese system of community comprehensive support. Toshima City is particularly advanced in this field as well, receiving many training programs from abroad. As there is such an active movement locally around Rikkyo, various collaborations would be possible. Regarding recurrent activities, we have noticed that recent seniors are very active in local community everywhere. So, I think that recurrent training is an area that will be in great demand in future, and I hope that you will promote it further.

[Member’s Comment]

I think ACE program is an amazing initiative. It is extremely important to be able to speak one’s mind to others with different values and cultural backgrounds, and I thought excellence of ACE Program lies in its focus on nurturing this ability. It is also interesting that ACE program takes Asia as its field of study. As a member of Asia, learning about the Asian mentality is extremely meaningful for us in terms of future trends in international society.

6. Summary of Discussion

[President Nishihara]

I would like to express my sincere appreciation for your attendance at this Advisory Committee Meeting today and for your valuable comments. As I mentioned at the last Advisory Committee Meeting, all of the comments from each member are extremely insightful, and if it were possible, I would like the faculty members of each department to hear them as well. Today, I have asked for your opinions on the following initiatives that Rikkyo University is particularly interested in focusing on: the MEXT Top Global University Project, New Faculty Concept, Internationalization (ACE Program), and Recurrent Education. In our daily search for the ideal form of each initiative, we received extremely suggestive opinions today, including keywords such as “tailor-made education,”

“spinning (*Tsumugu*),” “collaboration with corporations, local governments, and the community,” and “promotion of interaction with Asia.” We intend to reflect these ideas in our future efforts. Again, we would like to thank all of you very much for your participation today.

(End)