

The 11th Meeting of the Rikkyo University Advisory Committee Minutes

Date: Tuesday, March 15, 2022 17:30 to 19:30

Place: Conducted online (via Zoom)

Attendees:

<Advisory Committee> (In order of the Japanese syllabary, honorifics omitted)

Kazunari Uchida (Professor, Graduate School of Business and Finance, Waseda University; former Chairman Japan, Boston Consulting Group)

Miho Terada (Senior Manager, Creation Department, DX Branding Division, Konica Minolta Inc.)

Junji Narita (Chairman of the Board of Directors, Hakuhodo DY Holdings Inc.; Chairman, the Japan Advertising Agencies Association)

Miki Haruyama (General Manager, Business Partnership Development Division and General Manager, Japan Fleet Business Division, Nissan Motor Co., Ltd.)

Masaki Yoshida (Chairman, Watanabe Entertainment Co., Ltd.)

(Absent) Dr. Sergio Inclán (Former Minister, Ministry of Economy of Mexico in Japan)

<Rikkyo University>

Renta Nishihara (President), Jun Ishikawa (Senior Vice President), Yukie Osa (Vice President), Mao Minoura (Vice President), Kouji Oishi (Vice President), Hideyuki Matsui (Vice President), Kimiyo Yamashita (Dean, President's Office)

<Secretariat>

Yasushi Sugaya (General Manager, President's Office), Kaori Nagano (Deputy Director, 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), Keiko Goda (Manager, Secretarial Section)

1. Greetings from the Organizer

Representing the organizer Rikkyo University, President Renta Nishihara, who was inaugurated in AY2021, opened the meeting with his comments: "I was inaugurated as the 22nd President of Rikkyo University last April. I should have visited each of the members of the Advisory Committee and greeted them personally, but various circumstances have brought us to today, and for that I sincerely apologize. This Advisory Committee is a very important forum for the University, and the University Executive Board must fully respect the comments and suggestions

that we receive today. As such, we would appreciate your candid opinions."

2. Basic Policy on University Management/All Rikkyo/Approaching Rikkyo's 150th Anniversary/(AY2021–AY2024)

President Nishihara and Senior Vice President Ishikawa explained the above, in accordance with the document Basic Policy on University Management/All Rikkyo/Approaching Rikkyo's 150th Anniversary/(AY2021–AY2024) that was distributed to the participants ahead of the meeting.

At first, President Nishihara explained the principle and objective of the Basic Policy on University Management.

II Principle / Objective

1. Founder Channing Moore Williams and our Founding Spirit

Bishop Channing Moore Williams arrived in Nagasaki in 1859 and later moved to Tsukiji, where he created the foundation of Rikkyo Gakuin in 1874. Rikkyo University will celebrate its 150th anniversary in 2024.

The Anglican Church has traditionally understood education not as a tool for missionary work, but as a natural mission to society. The principle is to respond to God's "calling", to create a school of one's own, and to take on the irreplaceable task of teaching there. In this sense, the "mission" of those of us associated with Rikkyo University corresponds to a response to this "calling". I think we should continue to recreate this in each generation. We would like this 150th anniversary to be an opportunity to hear the "calling" of our founder, Channing Moore Williams, as clearly and deeply as possible, with as little unnecessary noise as possible.

2. PRO DEO ET PATRIA: Reconfirming the educational philosophy

PRO DEO ET PATRIA is in a sense a motto that symbolizes Rikkyo University's Founding Spirit. It is said that President Charles Shriver Reifsnider, who made the school's relocation from Tsukiji to Ikebukuro possible, started using it at the University. It is still an excellent expression of the University's founding principle today. The interpretation is "to nurture cultivated persons with specialized knowledge who are capable of 'seeking universal and divine truth' (PRO DEO) and 'create tangible connections with the world, society, and our neighbors' (PRO PATRIA)."

3. About liberal arts: How Rikkyo University defines liberal arts

As you are aware, various universities now use the term liberal arts, and some use it for their department names. However, the understanding of it is a somewhat of a mixed bag. Although the liberal arts have always been important to the University, the question is what they are. In particular, we would like to firmly confirm what the University considers "liberal arts" and share it throughout the University.

The essential goal of education based on "liberal arts" is to enable students to gain "the ability to observe and understand the world" and "the power to change the world" through learning. This is not just liberal arts education or first-year education, but education that allows us to talk about our dreams and give our students a vision. I believe that this means presenting the ideals that people have been searching for throughout human history, but have yet to achieve, as precious values to continue pursuing.

4. A proactive new university model in a post-COVID-19 world

The University has set four levels of activity restrictions in light of the COVID-19 pandemic. In response to the sixth wave of infections, we are currently at Level 2. But if the quasi-state of emergency is lifted next week, we would like to return to Level 1. And from April onward, we would like to develop a structure based on face-to-face classes. At the same time, however, once the pandemic subsides, we would like to develop a variety of classes that combine online with onsite classes, which we have been working on. In this sense, we believe that "box-model" university education itself is being questioned, and the University would like to actively present a new proactive post-COVID-19 university model and a new undergraduate education model.

5. Creating a campus that gathers diverse perspectives: Qualitative shift from diversity to inclusion

While we have reached a certain common understanding of "diversity", we would like to further evolve it to the dimension of "inclusion" in the future. Inclusion refers to a state in which diverse people are not only present, but are involved with each other on an equal footing to form an organic communion, and we would like to move toward such a state. This was proposed at the World Education Forum in 2015. It is in this sense that we set our objectives, and we would like to confirm them at the University.

6. The Rikkyo University Human Dignity Declaration and its meaning

The President publicized this declaration when he first took office last April. We would like you to confirm in the materials is three pillars of this declaration. First, Rikkyo University cultivates character based on Christianity and educates students to cultivate awareness of human dignity. Second, Rikkyo University nurtures people to have the sensitivity and intelligence to communicate and share their academic discoveries and experiences with other people. And third, Rikkyo University takes a firm stance against campus harassment and works to prevent and eliminate all forms of harassment. With this as a basic policy, we hope that this declaration will become a code of conduct for all students, faculty, and staff who make up the University in the future, and that it will also be referred to in various reforms and new developments at the University.

7. Governance reforms based on a balance of "total optimization" and "partial optimization"

Governance reform has become an extremely important keyword, taking into account the current trend of the Governance Reform Conference, etc. We would like to ensure not only basic governance, but also proactive as well as defensive governance. In this sense, we would like to consider how we can ensure a flexible governance structure that boldly guarantees the respective freedom of each college and graduate school, rather than the flat and horizontal system that has been used in the past.

8. All Rikkyo/Approaching our 150th Anniversary

Students, faculty, and staff are united in their desire to approach 2024 with the entire University. The University should aim to be a university that is “profoundly unique,” and to achieve this, we would like to maximize the individuality and strong points of each of the Colleges, while forming a single University. We would like to reaffirm our Founding Spirit as we strive to become a globally valuable university. We would like to create a new Rikkyo Model and present it to society, and under such a mission, cultivate the next generation and connect Rikkyo Values to it. With this as our goal, we hope to approach the upcoming 150th anniversary with "All Rikkyo".

Senior Vice President Ishikawa next explained the core policies and other matters.

III Core policies

1. Expand RIKKYO Learning Style

- Advance initiatives towards completing the RIKKYO Learning Style to proactively promote Rikkyo’s unique liberal arts education.
- Evaluate and implement scheme for University-wide leadership education
- Further incorporate RLS by expanding the Rikkyo Global Minor Program, increasing introductory education, and promoting social collaborative education and experiential learning, including Rikkyo Service Learning (RSL).

2. New academic concepts

- Create a new college and graduate school concept to achieve the sustainable development of people capable of pioneering a new age.
- On the Ikebukuro Campus, we will create a new college for fostering the development of people able to contribute to evidence-based social reforms by providing a comprehensive education that combines both science and the humanities. At the Niiza Campus, we will establish a new college for developing people able to contribute to the realization of a wellness-based society
- Continuously review curriculum to create a visual representation of the educational effect.
- Expand on graduate school content for adult learners.

IV Educational Development

1. Develop undergraduate education: State of classes amid the new normal
 - As a new format for university education, we will broadly explore the possibilities of a mixed class structure that effectively combines in-person classes with online classes. Validate various types of course formats as well as evaluate and prepare the necessary systems (including infrastructure).
2. Develop graduate education
 - Fully ascertain the vectors for each graduate school and minor to further distinguish and invigorate each program.
 - Evaluate flexibility for degree programs, participate in fellowships for doctoral students, and evaluate framework for student support.
 - Total optimization to pursue qualitative graduate school enhancements that stimulate graduate school activities.
3. Apply Global Liberal Arts Program (GLAP)
 - Look back on past initiatives to identify matters for evaluation, including curriculum and career planning support.
 - Draft detailed plan to disseminate internally and externally as a single model for liberal arts education.
4. Expand consistent and collaborative education
 - Examine the principles of consistent and collaborative education and link to future developments. Evaluate a framework for better promoting a consistent and collaborative education experience while engaging in meaningful deliberations with the elementary, junior-high, and high schools.
5. Enhance collaborations between universities
 - Confirm relationships with partner universities. Examine the types of educational and research resources we can mutually provide with collaboration partners and evaluate how to distribute those resources to our students, faculty, and staff.
6. Expand and enhance academic support functions
 - Evaluate budget measures and other support for the unique initiatives of each college related to FD/SD workshops, exchange courses, and new operating methods.
 - Gather opinions from a wide range of college and graduate school faculty and staff to evaluate a new model for our library based on changes in society and the needs of the current generation.
7. Other initiatives
 - Confirm results of and issues with established methods, while evaluating assessment methods for academic results.
 - The Rikkyo Second Stage College (RSSC) will engage in curriculum development and

create a sustainable operating structure with the goal of promoting lifelong learning and developing recurrent education that responds to the demands and needs.

- Proceed with university-wide verification work towards the next accreditation evaluation in AY2024.

V Stimulate Research Activities

1. Qualitative improvements in overall academic and research activities

- Develop the environments required to support the creative research activities of individual researchers, establish core research domains, and engage in the school-wide commitment to academic study in flagship research domains and creative academic research.
- Publicize and commercialize creative research results, aggressively support joint research with external research institutions and private companies.

2. Enhance research support systems

- Support the creation of academic knowledge centered on the humanities and social sciences, Rikkyo University's areas of strength.
- Enhance support for the application processes for scientific research grants and other competitive funding.
- Create a framework for supporting research activities by soliciting and aggressively supporting research themes, including academic research combining humanities, sociology, and natural sciences, research related to creative budding domains, and cross-domain research.

3. Promote industry-academic-government collaborations

- Increase support for research based on industry-academic-government collaborations that contribute to the University.
- Establish a platform for providing infrastructure and technical support for broad-based social engagement including external capital procurement through collaborations with corporations and industry-academic-government collaboration for funded research.

VI Student Support

1. Direction of student support

- Support students' independent learning and adopt support content throughout the University.
- Confirm that support is appropriately reaching students, create plans for building a well-balanced support structure. Enhance and expand existing support.

2. Enhance scholarships

- Evaluate the direction of how we enhance our scholarship framework by confirming whether or not we have established the scholarships our students need to account for

dramatic changes in economic and social conditions.

3. Develop student support structure
 - Create a "peer learning bank" as a framework for students to regularly support each other and promote a mutually creative and enriched campus life.
 - Learn from the neuro diversity approach to expand support for students with disabilities.
 - Evaluate model projects that can be applied universally across campus as a health promotion program.
4. Enhance career support
 - Increase Rikkyo's brand image as a university for careers.
 - Strengthen collaborations between colleges to provide career support suited to the characteristics of each college.
 - Enhance detailed support that matches the profiles of each student, including international students and graduate school students.
5. Enhance support for extracurricular activities
 - Implement measures to further invigorate our athletic association in a way that is representative of Rikkyo University values.
 - Improve the Entrance Exam for Athletes, our sports activities promotion fund, and the special visiting instructor system.
 - To revitalize extracurricular activities other than those of the athletic association, we will identify issues related to support for past activities and consider support measures that are appropriate for the new era.

VII Social collaboration and social contributions

1. Direction of social collaboration and social contributions
 - Strongly recognize that social collaboration and social contributions are also roles to be fulfilled by the university. Proactively engage in initiatives and also widely disseminate information to promote further collaborations
 - Engage in multi-faceted collaborations with various stakeholders, including local municipalities, the Japanese national government, the United Nations, economic and industrial organizations, other universities and educational institutions, private organizations such as NGOs and NPOs.
 - Understanding that contributing to the global environment is one of the duties of a university, use RSL-based education to foster students capable of making contributions to carbon neutral initiatives. Also promote collaborative research with corporations.
2. Strengthen collaborations for SDGs
 - We recognize the SDGs, which emphasize leaving no one behind, as highly relatable to the Rikkyo Founding Spirit. Establish an SDGs promotion structure, including creating

a University-wide network, to promote the 17 goals outlined in the SDGs.

VIII Internationalism: Internationalism programs

- Aggressively pioneer collaborative relationships with other schools to secure study abroad opportunities. In addition to establishing an international exchange dormitory, develop a framework for foreign students to study at Rikkyo University. Promote efforts to increase classes in English for all colleges and curriculum to address the new environment created in a post-COVID-19 world.
- Plan and engage in initiatives to achieve targets by the final year of the TGU program in AY2023.

IX Admissions: Continuously review admissions system

- Through college entrance exams, acquire students who fit our Admissions Policy with consideration given to three elements related to academic ability ((1) Knowledge and skills, (2) Intellect, judgment, expressiveness, and (3) Independence and cooperativeness).
- Promote collaborative education between high school and college for affiliate schools and partner schools and evaluate appropriate admissions systems.

X Public Relations & Branding: Enhance PR

- Aggressively disseminate our mission, vision and activities to further enhance our brand image and recognition of Rikkyo University.
- For entrance examination public relations, incorporate online recruitment events, aggressively conduct PR activities overseas, and improve efficacy measurement.

XI Develop University Management Platform

1. Enhance governance and risk management structure

- Apply the principles of the Governance Code for Private Universities and Colleges to clarify the roles of organizations involved in decision-making and create an operation structure. Strive for appropriate university management by developing education and research as well as by making social contributions in accordance with our Founding Spirit. Engage in information disclosure to enhance the transparency of management.
- Improve our ability to respond to organizational risks and incidents as a matter of increasing importance.

2. Develop academic management and support structure

- Identify issues related to academic management and support systems due to changes in the amount and quality of work. Encourage the Rikkyo Educational Corporation to evaluate the state of administrative functions.
- Collaborate with Rikkyo Educational Corporation to improve personnel and salary structures as well as work environments to provide a rewarding and motivating

experience for all employees.

3. Financial management

- Conduct strategic and systematic financial management to secure the investment capital required for new academic concepts. Specifically, (1) link business plans and budgets, (2) set targets for major financial ratios, (3) evaluate measures to increase subsidies and revenues from contracted operations, and increase non-tuition revenues through collaboration with profitable businesses. (4) Collaborate with the Rikkyo Educational Corporation to secure financial capital for strategic projects.

4. Campus development and maintenance

- For the Ikebukuro Campus, solidify a maintenance plan through 2030 based on the "Basic Campus Development Concept" for improving campus value and renovating/renewing existing buildings.
- For the Niiza Campus, formulate an overall development plan based on uniqueness and characteristics of the campus.
- Organize issues related to Niiza Campus sports facilities and the Fujimi Sports Field and create a development plan.

5. Promote information strategy

- From a university-wide and medium-term perspective, work to improve information infrastructure, transform into an information-based organization, and develop and operate a basic ICT environment that supports university management.
- Draft the "Information Strategy 2.0" by the end of AY2021.

6. Promote 150th anniversary program and contribute to fundraising activities

- Promote commemorative projects in collaboration with Rikkyo Educational Corporation and engage in fundraising activities to achieve the commemorative fundraising target of 5 billion yen. In promoting University projects, gather the wisdom of All Rikkyo, including collaborations with colleges, graduate schools, and departments.

3. Advisory Items (Including Status of Response to Findings)

(1) Response to Post-COVID-19

Vice President Oishi gave an explanation according to the materials. A summary is as follows.

At last year's Advisory Committee meeting, members of the committee made a variety of comments. We will explain what we have been working on regarding them.

We have organized the points raised last year into four major areas.

[Advisory Items]

1. Post-COVID-19, we should prioritize our efforts (including consortium formation).
2. We may boldly pursue a new kind of learning that mixes the physical and the virtual.

3. We would also like to see a response to matters that are difficult to replace online, looking at student life as a whole.
4. There are skills that can only be acquired through direct personal interaction, and it will be necessary to deepen awareness of their educational value.

All of these are very helpful perspectives, and we will explain how we have responded to some of them, including some that could have been considered on a university-wide basis.

[Response Status]

1. A second working group on the use of distance learning was established to recommend the development of model classes.
2. In AY2022, we will begin evaluating the effectiveness of different implementation methods for the university-wide liberal arts subjects and qualification courses offered mainly to small groups of students.
3. Efforts were made to return the entire campus life, including events such as the entrance ceremony, clubs and dining, to normal.
4. Consider promoting communication among students in mixed and hybrid classes

Using the above as a platform, we have been able to examine the issues raised by the Advisory Committee, and at the same time, we have been working to look ahead to the next stage of the Rikkyo Learning Style, which is included in the Basic Policy on University Management.

[Preparation (Rikkyo Learning Style Stage II)]

The schedule is being planned with the hope that by 2027, when the new college to be established at the Niiza campus will reach its completion year, it will be possible to develop Stage II, Rikkyo's unique way of learning, to full specifications.

Through AY2022

- Discussion points and preliminary work in the Executive Board

Through AY2027

- Establish a working group to consolidate university-wide evaluation
- Discussion on redesign of various minors
- Promoting and deepening liberal arts education

From AY2027 onward

- Stage II in full swing, including new colleges

When the academic year switches over, we would like to establish a working group to consolidate the results of the university-wide study and work toward specific tasks.

Although I said after AY2022, there are some specific matters that are being prepared, and I would be happy to present them below and receive your comments.

<Model class>

We believe there are four extremely important things to consider when examining educational

effectiveness.

1. Delivery of classes across two campuses, Ikebukuro and Niiza, the number of students and the educational effect of the classes, and development of the new content.
2. From AY2022, the infrastructure will be improved by introducing Canvas LMS instead of Blackboard (Information Strategy 2.0).
3. Management of the 60-credit limit for graduation requirement courses and request for its relaxation to the Ministry of Education, Culture, Sports, Science and Technology (MEXT), etc. (JAPUC).
4. Visualization of educational effects and learning outcomes through the use of a learning outcome rubric, starting in AY2022.

<Campus life: Restoration of daily routes>

The following initiatives were undertaken.

1. Secured face-to-face classes under with-COVID-19. In particular, university landing through first-year courses (RFTP).
2. Provide support for efforts to keep the student cafeteria open and create a new dining environment (Student Affairs Division).
3. In April 2021, an entrance ceremony for second-year students was held with due consideration for students' mental health.
4. The President's message to students (guarantors) was issued, and he maintained a student-first stance.

<Communication among students>

The following initiatives were undertaken to promote communication among students and peer support, which is typical of the University.

1. Continued collaboration in practical training, exercises, and actual work, with due attention to infection prevention measures.
2. We are assuring the activities of student groups in human rights and harassment and supporting students with disabilities.
3. With-COVID-19, the penetration of new lifestyles in the post-COVID-19 world (regular broadcasting initiatives).

(2) Responding to Internationalization

Vice President Matsui gave an explanation according to the materials. A summary is as follows.

1. Internationalism operations in AY2021
 - We will carry out various internationalism operations in accordance with the Basic Policy on University Management, as explained earlier by the Senior Vice President.
 - Core internationalism projects are set as the four work items in the medium-term plan.

- (1) Top Global University Project (TGU Project)
 - Activities in the 8th year of the MEXT-subsidized project
- (2) Project for strengthening the Top Global University Project capabilities
 - Formation of The ACE, an internationalism consortium of universities
- (3) Rikkyo Study Project (RSP)
 - Preparations for the NEXUS/PEACE program opening in AY2022
- (4) Forum project to promote internationalism of universities
 - Promoting new international exchanges such as online overseas programs
- Crisis management (response in light of COVID-19 and overseas situations)
- Set targets for each academic year from AY2022 onward, and work systematically to achieve them.

As described above, we will manage a wide variety of internationalism operations in an integrated manner to achieve both total and partial optimization.

2. Response to the Advisory Committee's recommendations for AY2021
 - Vietnam and Indonesia are particularly important targets. It is necessary to appeal to the families of international students, etc.
 - We signed recommendation agreements with six renowned Indonesian universities for double degree programs in multiple graduate schools.
 - In the NEXUS Program, we signed recommendation agreements with high schools in Vietnam and Indonesia.
 - Information sessions on PEACE and NEXUS were held for parents of students in various countries.
 - Are you considering Africa as a target for overseas exchange?
 - Through JICA's international student service program, several graduate schools have accepted international students from around the world, including nine African countries.
 - The "virtual" opens up a world of possibilities, and there is much that can only be learned through real interaction.
 - We are reaffirming the value of real interactions and seeking to maximize the feasibility of student travel.
 - We sent 104 students abroad after confirming the safety of the destination, arranging for vaccinations, and postponing the timing of travel decisions.
 - Focused on revitalizing overseas exchanges through online study abroad
3. TGU AY2021 Progress Report

<Initiatives that produced results in AY2021>

 - 1) Full introduction of English qualification or certification examination to measure the

four English language skills in general entrance examinations.

- From the AY2021 entrance exam, the University will abolish its own English examination for the general entrance examination and fully introduce an English qualification examination.
- Currently, external examinations are used for all admissions in principle.
- English curriculum transformation and expansion of subjects

2) Increased enrollment in the Rikkyo Minor Program

- "Global Leadership," a minor in Rikkyo GLP subjects in "Discipline Course" based on each college's area of specialization, "International Cooperation" for learning international cooperation in English, and "Experience Opportunities in Japan for International Students" for international students including internships in Japan will continue to be offered.
- As of the end of February 2022, there were 13,736 registered participants and 111 completed (including those expected to complete).

3) Global Liberal Arts Program (GLAP) produces its first graduates

- The first 18 students admitted in AY2017 graduated in March 2021
- In the fourth year, students took a Final Year Seminar and wrote a Graduation Paper to formulate their systematic learning in their respective fields after returning from study abroad.
- 15 students in the second cohort are scheduled to graduate at the end of AY2021.

4) Development of international cooperative graduate programs and establishment of a new course (MSDA)

- In addition to the MPMA course, which is in its sixth year, a new course (MSDA) for this program was established in the Graduate School of Social Design Studies in September 2021.
- Entrance exam held in May 2021; 10 students enrolled in the MPMA course and 7 enrolled in MSDA course from September 2021

5) Support for accepting international students

- Although it has been extremely difficult to accept students from overseas partner universities due to immigration restrictions, as of October 2021, 730 students, including regular international students, are enrolled at Rikkyo.
- Continuing to hold exchange events between domestic students and overseas students who wish to study abroad through the use of online tool and to ensure international exchange opportunities.

4. Project for strengthening the Top Global University Project capabilities

Selected for the MEXT's 2021 Inter-University Exchange Project *Rikkyo is the only

private university in Japan selected.

(1) Purpose

- (1) Realization of high quality education with international acceptability
- (2) Strengthening the global development capability of Japanese university education

(2) Program overview

Projects to support universities in developing and implementing educational exchange programs that transcend differences in higher education systems in different regions

<Asia Consortium of Four Universities: The ACE>

(1) Program objectives

Based on liberal arts education, the program aims to develop human resources who can think and act on solutions to problems in contemporary Asia and international society through collaboration with students and local people in the Asian cultural sphere, which is rich in commonality and diversity, transcending academic disciplines and geographical boundaries. Through this human resource development initiative, we will ensure quality assurance with international acceptability and improve student mobility.

(2) Participating universities

Rikkyo University, Beijing University, Seoul National University, and National University of Singapore

(3) Program overview

- (1) Development of Cubic Curriculum
- (2) Establishment of an international joint minor, Asian Liberal and Interdisciplinary Studies (ALIS)
- (3) Establishment of a four-university joint system

<Rikkyo University ACE Program>

Image of global talent to be cultivated

- = Global leaders equipped with core skills who can co-create the future
- * Core skills (6Cs): Critical thinking, Collaboration, Communication, Consortium, Challenge, Cosmopolitan

(1) Program content < Conducted by the University under The ACE >

An educational program (conducted entirely in English) that cultivates the abilities necessary to think about and act on solutions to problems in contemporary Asia and the international community.

(2) Program features

- Liberal arts education
- Advanced interdisciplinary education that transcends both the boundaries between

academic disciplines and geographical boundaries.

- Diverse collaboration with students and local people studying in Asian cultures rich in commonality and diversity

(3) Participating colleges

GLAP, College of Intercultural Communication, and the College of Business participated (starting with a total of 6 students)

<ACE Program cycle (1st cohort)>

(1) Spring Semester 2022: Chinese and Korean Level Up @ Rikkyo

- Orientation
- Application, etc.
- Language training

(2) Fall Semester 2022: Half Term Study Abroad (English) @ Partner Universities 1

Example: Seoul National University

(3) Winter Intensive Program

(4) Spring Semester 2023: Half Term Study Abroad (English) @ Partner Universities

2

Example: National University of Singapore

(5) Summer Intensive Program

(6) 2023 Fall semester: Overseas online course 1 @ Rikkyo

Example: Peking University

(7) Around February 2024

2023 Fall semester: Foreign language examination

Program completion

5. Rikkyo Study Project (RSP)

(1) NEXUS (NEXT generation for Unity & Solidarity) Program [September enrollment]

- Eight Colleges of Literature, Intercultural Communication, Economics, Business, Sociology, Law, Community and Human Services, and Contemporary Psychology accept up to 60 students a year.
- Students are required to have Japanese language proficiency (JLPT N3 or equivalent) as a general guideline. After entering the program, they will take a half-year intensive Japanese language course and then study in the existing undergraduate curriculum (classes are taught in Japanese).

(2) PEACE Program (enrollment in September and April)

- Independent entrance examinations (document screening using globally consistent or national/state curriculum scores) were conducted.
- Up to 28 students per year in the English track run by the Intercultural

Communication/Law/Global Liberal Arts Program are accepted.

- High English proficiency is a prerequisite for application, regardless of Japanese proficiency at the time of entrance examination.

○ Inquiries: PEACE/NEXUS about 80 in total

○ Applications: PEACE 17 / NEXUS 4

○ Successful candidates (projected)

PEACE: 2 Law 1 Intercultural Communication 2 GLAP

NEXUS: 1 Business 2 Economics 1 Sociology

6. Various online-supported programs: Ensuring global learning is not interrupted

<In AY2020 and AY2021, we achieved various forms of international exchange online.>

1) International exchange events between international students and domestic students

We held a World Café where domestic students can talk with international students in a foreign language, Japanese cultural workshops such as Tanabata Festival and Fukuwarai (Japanese pin the tail on the donkey) with international students in the Short-Term Japanese Language Program, and other international exchange social events to discuss culture.

2) Exchange event between Rikkyo University and students from overseas partner institutions

We held exchange events for students from Rikkyo University and overseas partner institutions to learn about each other's cultures, Rikkyo University + Japanese culture introduction events for students from several overseas partner institutions including time to interact with Rikkyo students, Christmas events that were held face-to-face before COVID-19, etc.

3) Overseas internships

We conducted a program in which students can remotely connect with overseas companies and experience a part of local operations while staying in Japan.

4) Rikuzentakata Project

To implement a program to address issues related to earthquake reconstruction, we conducted online contact with university students in the United States, Hong Kong, and Singapore together with citizens of Rikuzentakata City.

We will uncover the benefits of using online technology and develop new international exchanges in the post-COVID-19 world.

7. Crisis management

<Response to COVID-19>

(1) Maximizing opportunities for outbound exchange

- We established criteria for overseas travel permission based on the Ministry of

Foreign Affairs of Japan's Overseas Travel Safety Information Levels

- 104 vaccinated students travelled overseas.
- We formulated a flexible short-term language training program that avoids crowding.

(2) Reinforcement of acceptance system

- We set up a system to secure hotels and transportation during the quarantine period for the purpose of quickly and safely accepting international students.

<Crisis response including the Russia-Ukraine conflict>

- Our crisis management system manages safety information for international students. In the event of an emergency at the international student's residence, alert information and safety confirmation are sent to students and shared with University representatives.
- Our crisis management system provides individual contact, alerts, and instructions from the college implementing the program and the International Office.

(3) Public Relations Strategy and Branding

Senior Vice President Ishikawa gave an explanation according to the materials. A summary is as follows.

1. Public relations strategy for AY2021

[Basic Policy on University Management] Public relations and branding

We will further enhance recognition and brand image by actively disseminating the University's mission, vision, and activities.

[Program plan]

Even under the social situation of COVID-19, we will promote PR activities suitable for the new normal, focusing on priority projects and the 150th anniversary of the founding of Rikkyo Gakuin, to enhance the sense of trust in Rikkyo and improve the brand.

We aim to strengthen linkages between admissions and brand public relations to stably attract applicants and enhance brand power.

2. Activities

1) Structure

We established regular meetings between admissions (Admissions Office) and public relations staff reporting to the Senior Vice President.

2) Admissions Office (PR for entrance exams)

We strengthened recruiting PR focused on high school teachers and examinees by selecting media and producing creative advertising with an awareness of priority areas for admissions public relations.

- (1) Publicized the entrance examination system for AY2022 (especially the use of English external examinations)
 - (2) Disseminated results of the AY2021 entrance examination and the utilization rate of the English external exam.
 - (3) PR targeted the upper tier of students, including those from rural areas
 - (4) Raised awareness among high school teachers
- 3) Public Relations Section
- Develop PR activities for society in general that will improve the image of Rikkyo (the following are focus items)
- (1) Communication by the new President (Vision + 150th Anniversary)
 - (2) Education and entrance examination transformation (opening of new college)
 - (3) Promotion of international advancement (start of notification of new entrance examinations for recruiting international students)
 - (4) Career ("Rikkyo is for Careers") PR
3. Specific Public Relations Activities
- 1) Admissions Office (PR for entrance exams)
 - (1) Publicized Rikkyo's progressive entrance examination transformation (use of English external examinations)
Targeted direct marketing to students who took the EIKEN test, which is highly relevant to the new entrance exam, but did not indicate Rikkyo among their schools of choice.
 - (2) Recruitment and publicity for excellent examinees (including those in rural areas)
In June, a joint YouTube live-stream explaining the 2022 university entrance examinations of three universities (Aoyama Gakuin University, Meiji University, and Rikkyo University) was held. Over 1,100 people viewed it. Open Campus was held as a hybrid event of in-person and online formats. This attracted over 18,000 participants. College recruiting events were held for the first time in Shizuoka, Matsumoto, Nagoya, Kobe, and Niigata.
 - (3) PR activities aimed at increasing awareness among high school teachers
An information session for high school teachers was held online in June. As a result of enhanced advance notice, 288 attended the event, more than at rival Meiji University.
 - 2) Public Relations Section
 - (1) Communication by the new President: Through the University's PR magazine, website, and local newspapers
 - (2) Educational and entrance exam reforms: Production of English curriculum video;

promotion of the establishment of the College of Sport and Wellness

(3) Promotion of international advancement: Content production and SNS advertising to appeal to global expansion capabilities

(4) Career: Advertisements in business and industrial newspapers under the catchphrase "Rikkyo is for Careers". Youtube Live for high school students and companies hosted by the Career Center, and the establishment of the "Career Design" subject in all curricula.

4. Outcomes: Admissions trend and brand image ranking

1) Admissions trend for AY2022

Total number of applicants was 62,646 (65,475 in the previous year; a decrease of 2,829 or 95.7% of the previous year)

2) Recruit's University Brand Power Survey 2021 (targets high school seniors)

Degree of interest in applying 4th overall (4th last year)

1st among girls (3rd last year)

3rd in the humanities (4th last year)

3) Daigaku Tsushin's University Rankings by College Guidance Faculty 2021

Good response to COVID-19 2nd (first time to be surveyed)

Takes good care of me 15th (18th last year)

Strong ability to transform 4th (10th last year)

4) Nikkei BP's University Brand Image Survey 2021-222

Overall ranking of employed persons: 16th, 60.0 points (12th last year, 62.1 points)

5. Topics

Implementation of risk management public relations training on March 1 and March 7

6. Issues

(1) Diversity of applicants

In terms of the breakdown of applicants, the number of female applicants and applicants from the Tokyo area has been increasing every year, so ensuring diversity is an issue.

(2) General public and local recognition

As for brand strength, we recognize this as a challenge, as we have observed a decline in recognition in society in general, especially among the business people and adult males.

Both applicants and brand PR staff recognize that gaining local recognition and attracting a diverse applicant pool is an ongoing challenge.

(3) PR for new college

In the current academic year, publicity for the new College of Sport and Wellness

started later than originally planned, so effective PR rollout in a short period of time is an issue.

For both issues, the University hopes to further strengthen cooperation between admissions and brand PR to roll out effective PR activities.

4. Questions and comments from Committee members

The Committee members made the following comments and questions in response to the explanation of Basic Policy on University Management/All Rikkyo/Approaching Rikkyo's 150th Anniversary/(AY2021–AY2024) and the consultation items in 3. (1) – (3).

(Opinion 1)

I think the overall progress is excellent. Regarding the response to post-COVID-19, the classes are above all teacher-driven, but it would be a plus if the Rikkyo culture, including its students, were viewed in relative terms. In job searching, students have so far at least known the offline world and dealt with it separately from online. Yet now it is finally time for students who started their campus life in the pandemic to start their job searching. In that sense, it would be nice if you could capture a little more of campus life outside of classes, or rather, life and interaction, including at the margins, in the essence of what a university is. For example, the post-COVID-19 student cafeteria could include the perspective that interaction in the cafeteria is a part of character building.

On another point, I feel that Rikkyo University's ability to communicate has increased over the past few years, partly due to the large number of alumni in the mass media. However, it would be good if there is more energy to send out information spontaneously including more video on the website, for example. For lack of a better word, I feel that it is too neatly organized and that a little more raw energy and transmission power could be expected. If students could also produce videos and other forms of live information that they transmit themselves, including issues such as the splitting of two campuses, this would be a more powerful force. I believe that sports and English are also very well known in the world, so I would like to ask you to please communicate such points.

(Opinion 2)

There are so many different ideas being shared, and I think their content is getting very good and exciting to hear. However, as the ideas are getting richer, there was one point that was concerning to me. I felt that it would be easier to convey the message if there were more personas from the perspective of students, such as the kind of students Rikkyo University wants to send out into society, or in other words, the kind of future students Rikkyo University wants to attract. If Rikkyo University can create personas of the kind of graduates it wants to contribute to society or the kind of students it wants to see studying here, and organize what

applications the measures we are considering now will have at that time, it will be easier to convey what we are thinking about here to the world.

Also, on the subject of COVID-19, our company, like the University, is struggling with what to do about post-COVID-19, but one thing we can say is that some things are be far better by remote. For example, it is very unfortunate that I cannot see you all in person today, but the presentation materials are very easy to read, and in a way, I can concentrate on the meeting. While there are some areas where remote is better in terms of hardware, it is also a good idea to organize brainstorming into technical issues so that it is better to do it face to face. In addition, that being said, our university days are defined by the personal contact had when gathering together. Adults tend think young people are used to online interaction and don't like physicality and are shy. But I thought it might be a good idea to consider what one's university days should be like.

(Opinion 3)

I heard about the PR strategy, and I think the image of Rikkyo's colleges and graduate schools has improved considerably. I sense this is especially true in urban areas. The PR strategy is to focus on the Chukyo and Tokai regions. However, when I met with the Chairperson of Rikkyo Educational Corporation before, he asked the advertising agency if they could develop an image strategy that would be directed at a nationwide audience. Until hearing so today, I did not have the impression that Rikkyo was not well known in society in general or in the local community in particular. I had the impression that there were quite a few students from Hokkaido in the north to Okinawa in the south. Does this mean that the trend is the same at other universities? Although there is an image of many regional universities coming to the fore, Rikkyo University has the image of being a national institution.

Also, I have heard that entrance exam and school public relations have not been integrated in the past. But now that they are working together, I hope that a sense of unity will help to expand the image of Rikkyo to students and the general public. I have more opportunities to come into contact with Rikkyo University than ever before, whether in the economic press or in the general media. I have been reading every issue of *The Quarterly Rikkyo* since I started receiving it. It is full of substance. In particular, the latest issue covered the awarding of the Order of Cultural Merit to baseball legend and Rikkyo alumnus Shigeo Nagashima. He was photographed with Chairperson of Rikkyo Educational Corporation and I think this will bring a sense of familiarity from those who have seen such stories. I believe that students' image of the University has also improved.

Furthermore, as each university must increasingly promote itself to foreign students from Vietnam, Indonesia, and Southeast Asia who are coming to Japan to study, it would be good to include the various initiatives currently being implemented in PR activities. The ACE

Program, which is being undertaken jointly with Seoul National University, Peking University, and the National University of Singapore, may increase the level of interest in Rikkyo University if it is made more accessible and various people are exposed to it. I believe that the good image will be communicated at companies as well.

I was personally impressed by what you said today, and I was impressed by how great and good the situation is. I believe that the school will continue to become more and more wonderful. In addition, the 150th anniversary project of greatest interest is the participation in the finals of the Hakone Ekiden race. I believe that these areas are becoming more and more familiar to us, and I hope that you will all help to make them more exciting.

(Opinion 4)

I can see the broad focus on branding. I myself feel that Rikkyo University is becoming more and more visible in my daily life. One thing I thought I should tell you is that branding is about building fans and strengthening engagement with stakeholders. And among the targets to be strengthened, students, alumni and parents are very important. If they really like Rikkyo, they will become ambassadors and we should take advantage of them. If we do this, they will transmit the various advantages of Rikkyo University in various everyday situations, such as over meals and the like even they are not prompted to do so. Therefore, we should definitely create such a mechanism. In the business world as well, branding is now more internal than external. At this point in time, it is still mainly in Europe and the U.S., and is not so common in Japanese companies, but it would be good to work on how much to make employees captivated and how much to engage them internally. You also mentioned that you are having a hard time in the rural areas, but I think that the students from the rural areas like Rikkyo because they have some kind of connection with Rikkyo. It would be good to get them to talk about Rikkyo at their alma mater when they return home from Tokyo. And if we can create a video or other kit that they can use for a presentation when they return home, and if possible, offer incentives, it would be at least somewhat, and for some people, very effective promotion for the alma mater of students from the countryside. For example, if such a student served as student body president at his/her alma mater, it is assumed that he/she has a certain amount of influence over teachers and juniors and so forth. So I would like you to create such a mechanism. The key point is what needs to be done internally. It is not only for the outside world, but also how much we can engage our own community. Since we have killer content such as the 150th anniversary project and the Hakone Ekiden project, I thought we could use them to increase the number of fans among our community and then work on increasing the intensity of those fans.

Another point that caught my attention in the first half of your explanation was that there is a university-wide discussion on how to learn post-COVID-19. I would like to ask about the fact

that there are model classes and that they will be programmed next year. By model classes, do you mean that you are experimenting with some of them? I thought that since there is a Department of Education and Department of Body Expression and Cinematic Arts, which provides an environment where it is easy to engage in seminars, industry-academia collaboration, and other advanced teaching methods. I hope that you will make the most of this. In addition, students will be more interested in the trial and error approach to new trials and will generate many new ideas. Again, in the context of business, IT and DX companies are doing a lot of experiments and making a lot of errors, running with it and moving on to the next option when it turns out to be different. This process could be done in universities. Since failure leads to learning, it would be good to engage students and have the students take the initiative. Rikkyo is rich with this kind of environment, so I hope you will work on it. It's not that we can't release the program because we can't program it properly. In business, there are methods such as PoC and DevOps, so can't we recruit students who want to conduct certain trials? Going back to branding, then they will be commenting and disseminating that this school is doing such interesting things. It would be good if Rikkyo could deliberately engage in activities that would make people believe that Rikkyo is a university capable of such things. And I am very happy to hear about the consortium of four Asian universities that it has finally be achieved. Being able to join hands with a prestigious university to exchange students was something I had dreamed of in my own campus life, wondering when such a day would come, and I am so glad that it did.

(Opinion 5)

It may sound a bit rude to say it, but I feel it is looking like a strategy now. When we first met, it was awash with a lot of issues, but now that I have heard it, I can see it very clearly as a strategy. Therefore, I think the next phase will be how to put this into practice. It may not be as easy as we would like in this day and age, but my impression is that we have entered a stage where our fundamentals are being tested. I thought it was very good that the strategy has been streamlined.

There is talk of crossing school sites to accommodate post-COVID-19, and hybrid and high-flex accommodations that include Ikebukuro and Niiza, or home and offsite, but if we are going to try all kinds of things, this is a very good opportunity for trial and error. In both the strategy execution stage and the system, the traditional approach is called the waterfall approach, in which time is used to plan and strategize, then an execution plan is made and implemented, and finally a proper evaluation and feedback loop is performed, just like a waterfall flowing from top to bottom. Some companies spend a year or two doing it, and I think universities do as well, but it is not fashionable right now to do so. The agile development for systems is an iterative development process where feedback loop is

performed at micro level and then as the whole. The same is true for the development of systems for strategic implementation, but in schools, there is a reluctance to change conventional practices and methods. I believe that this is a good time to change these practices. And it would be wonderful if we could use this to our advantage and create new things through continuous trial and error with something appearing from a place one wouldn't expect.

The emphasis is on internationalism. I think that internationalism is a very good area for Rikkyo, as is the case with all universities, in terms of its original parent organization and image. This includes initiatives at TGU. I really would have liked to hear more about that. For example, what kind of teachers, what kind of places, what kind of subjects, other schools, etc. Although some information was given, I would have liked to hear more about them. The reason for this is that Waseda University, where I am employed, is by far the strongest in China. After graduating from the University of Tokyo and completing graduate school at Keio, I came to Waseda without knowing anything about it. I was surprised to learn that few people in China know about Keio and that Waseda is more powerful and famous than the University of Tokyo. I just want to say that even if Rikkyo goes to China in the future, it will be difficult with pioneers like Waseda University. However, if there are no prominent Japanese universities in Vietnam, Indonesia, or Africa, as you mentioned, if we work steadily from now on, there is a very good chance that in 10 to 20 years, Rikkyo will be synonymous with Vietnam or with Africa. Of course, it may be very small in terms of numbers, but if there is something that sticks out, it could be a breakthrough that could really raise the image of internationalism.

In connection with what I have said so far, I have told you before that strategy is to discard. What we don't do is very important. Furthermore, if it is difficult for a school of your scale to do the same as the University of Tokyo, Keio, and Waseda. So you will have to do a little more work on skewing the allocation of expenses and resources to see where you can stick out. I think that diversity & inclusion and internationalism are areas that Rikkyo should focus on.

We believe that alumni are the best asset for any school. If we assume there are far more alumni than currently enrolled students, how can we get the alumni to have more attachment to Rikkyo? It would be great if we could engage alumni a little more, so that all alumni have their own heroes, or alumni could talk about what Rikkyo is doing and who is doing what, and so on. It would be wonderful if we could make alumni become a family, and perhaps the alumni network would be very powerful, considering the history of your school.

(Question 1: Regarding AI and data science initiatives)

In previous meetings of this committee, we have heard that you will focus on artificial

intelligence and data science, but you have not touched on those aspects today. Does it mean that you have suspended those? Or are they proceeding low-key?

(Response 1)

The Graduate School of Artificial Intelligence and Science was established in AY2020, and we are happy to report it still attracts many applicants. MEXT is moving in this direction, and we also recognize that data science is an important field for the future of our society. We are also planning to incorporate into the Rikkyo Learning Style Stage II, which was explained earlier, and explore how all students can learn data science. In this way, we are moving forward without any signs of slowing down.

(Opinions received following Response 1)

In that case, that's fine. As I said earlier, it is a shame to have a strategy but not to be able to implement it, so I hope you will continue these initiatives.

(Response 2)

With regard to the Graduate School of Artificial Intelligence and Science, the Doctoral Program will be established, and the entire University will promote it. Sophia University has also recently announced a policy to make data science compulsory for all students, and we at Rikkyo would like to make data science a tool that all students must learn, just as we do with English. This is one of the key points in Rikkyo Learning Style Stage II. The term liberal arts includes all of the natural sciences, social sciences, and humanities. The natural science field until now has only been discussed simply in terms of not being good with numbers. At the University, STEM disciplines are not currently compulsory in this sense. However, since data science skills will always be needed, whether in the humanities or the social sciences, we would like to move closer to making it a compulsory as a form of language. Another initiative is still in the planning stage, but due to MEXT regulations, it was not possible to establish new faculties and increase capacity within the 23 wards of Tokyo. When Rikkyo Jogakuin (St. Margaret's) Junior College was closed, the capacity was transferred to the Ikebukuro Campus. In response, a new college will be established at the Ikebukuro Campus in the future. One of the keywords we are considering is "fusion of arts and sciences," and we hope to make a big push in this area in the future.

(Opinions received following Response 2)

Doesn't Rikkyo have a strong affinity for liberal arts? While making good use of this, it is easy to express a different color than, for example, Tokyo Institute of Technology or Hitotsubashi University, which are distinguished by their specializations, or the University of Tokyo, which can do anything.

(Question 2: Regarding the website)

The initial notice was that we should have a look at the website, so I browsed it for about 30 minutes. I assume that you are designing who is the target audience, what kind of experience you want them to have in the website, and where you want to take them at the end, and what you want them to become. Is the department that manages the website analyzing data on the number of visitors that come into the site?

(Response)

The Public Relations Section manages the website. The main target audience is examinees. When the website was redesigned in 2017, the primary objective was to encourage people outside of the university, mainly examinees, to choose Rikkyo University. As such, we may not be as detailed in our analysis as a typical company, but we do track the number of visits to our top page and the pages we focus on over time. After about four years since the renewal, we have done things such as restructuring the featured pages that did not increase the number of accesses as much as originally intended.

(Opinions received in response)

It is important to have them look around the website and see if they found what they wanted to see or got what they wanted at the end of the visit. I am sure that other universities are also taking desperate measures to attract examinees, so I thought it would be a good idea to study the competition and design a journey that would help students get to know and truly love Rikkyo, even if only a little bit.

5. Conclusion

The meeting concluded with wrap up comments from President Nishihara: "I would like to thank everyone for their valuable opinions and suggestions. I was impressed once again by the many important keywords that were extremely helpful. We realized that there are areas that we are not aware of, or that we think we are doing, but that are not highlighted.

If I may add a few words about the Hakone Ekiden project, the results for AY2021 show that the Rikkyo placed 16th in the 98th qualifiers, up 12 spots from the previous time. At finals held in the 2022 New Year, Shunsuke Saito, a fourth-year student, ran the third leg of the outbound route as the leader of the Kanto Region University Student United Team. We spoke about alumni, and one area of alumni interest is the ekiden. We are always asked about the status of the ekiden project at every district gathering. We would like to continue to focus on this as one of our important content and projects.

It is also very important to increase the number of Rikkyo fans, to increase the number of legacy students, and to make alumni proud of having graduated from Rikkyo. I am very happy to see that some people are now saying that they are happy and proud to be a Rikkyo graduate via

surveys on SNS and other channels. We would like to expand such word-of-mouth and, as I thought I understood from your comments earlier, we already have alumni talking about Rikkyo in their hometowns. But I would like to immediately consider implementing the suggestion of a marketing kit that would allow students to return to their hometowns and talk about their love of Rikkyo at their alma mater. It was a valuable opinion that internals are more important than externals.

Regarding the four Asian universities' collaboration, Seoul National University, Peking University, and the National University of Singapore are essentially partners that the University of Tokyo would partner with in Japan. So this is a very groundbreaking project for Rikkyo. We would like to proceed properly, although it will be a bit burdensome, and we would like to use it for PR and branding.

There were many important points, such as data science and engaging alumni. In particular, I agreed with the point that Vietnam and Africa are important for internationalism, where not many Japanese universities have yet set foot. I also consider Africa to be a very important field. Fortunately, the Anglican Church, which founded Rikkyo University, has a network in various African countries, which I hope we can utilize and highlight. We also received the keywords 'what to decide not to do' and 'where to stick out'. Certainly for us, we are not good at discussing what not to do. However, we do not want to end up with a menu of many things we want to do, and then wonder what we could have done in the end. In this sense, we would like to make a proper selection and strategic decision as to where and where not to stick out.

Finally, I would like to thank the committee members once again for serving on the Advisory Committee for two terms (four years) beginning in AY2018. We would like to provide the professors with feedback on the various comments and suggestions we received today, so please continue to support us."

End