

The 12th Meeting of Rikkyo University Advisory Committee Minutes

Date and Time: 17:30-19:30, Monday, March 6, 2023,

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

Attendees:

<Advisory Committee Members>

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

Mayumi TANIGUCHI (Visiting Associate Professor, Osaka University of Arts)

Yuji TSUSHIMA (General Manager, Strategy & Planning Office, Global Foods
Division, Food Industry Group, Mitsubishi Corporation)

Shinichi BABA, (Policy and Management Division Counselor, Director of
International Culture Project Promotion Office, Toshima City)

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)

Keiko HAMAZAKI (Vice President for Social Engagement)

Hideyuki MATSUI (Vice President for International Advancement)

Kimiyo YAMASHITA (Dean, President's Office)

<Secretariat>

Yasushi SUGAYA (General Manager, President's Office)

Kaoru 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, President's Office)

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

Absentee:

<Advisory Board Members

Toichiro SHIRAIISHI (Representative Director, CREATIVE ASSOCIATES LTD.)

<Rikkyo University

Koji OISHI (Vice President for Campus and Academic Affairs)

1. Greetings from the organizer

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

[President Nishihara]

As the 22nd president of Rikkyo University, I am undertaking a variety of initiatives as we approach the 150th anniversary of our founding next year in 2024. In this era of many difficult issues, I would like to continue to make improvements in how Rikkyo University can best address the challenges of university education. In this and other ways, Rikkyo University is convening this Advisory Committee to seek advice from a wide range of leading experts in various fields on how the university's teaching and learning should be conducted. This will be the first meeting of the Advisory Committee to be held with the sixth-term members. We look forward to your frank opinions and advice today.

2. Abstract of Advisory Committee

Vice President Ishikawa explained the purpose 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 Mr. Shiraishi was not present today, but we had the opportunity to hear his opinions individually prior to the meeting.

3. Basic Policy for FY2021-FY2024: Rikkyo's 150th Anniversary with ALL Rikkyo

Vice President Ishikawa gave the following explanation based on the prepared papers.

[Vice President Ishikawa]

Rikkyo University has formulated a mid-term plan based on the "Basic Policies for University Development 2021-2024" compiled under the leadership of President Nishihara, and manages all teaching and learning activities of the university in an integrated manner. As the educational philosophy and objectives of Rikkyo, the Item of "II." lists eight elements. All elements are organized based on the founding spirit by its founder, Bishop Williams.

Under the Item of "III.", there are two elements. The first is development of the Rikkyo Learning Style. Rikkyo's education is modeled on Western-style liberal arts colleges, and in extension of this model, the four years of study are divided into three terms, and students are now working to create a system in which they can independently organize their learning in each term. The first policy is to further accelerate this process. The second is vision of establishing a new faculty: in April 2023, we will open College of Sport and Wellness, with an emphasis on not only sports but

also wellness, aiming to embody the educational philosophy of our university. In addition, there is a plan to establish a new faculty at the Ikebukuro campus in the future, with "environment" as its main theme.

There are seven elements in "IV. Educational Development," but here we will introduce "4. Enhancement of Integrated Collaborative Education." In addition to university education, Rikkyo Gakuin (Rikkyo Educational Corporation) has an elementary school, two junior high and high schools, while each school is not positioned as a school affiliated with the university. Rather, while respecting the uniqueness of each school, we value the consistent collaborative relationship between the schools and the university and hope to produce exemplary students who embody the philosophy of Rikkyo University. With this in mind, we have newly established the Office for Rikkyo Integrated Education.

In addition to the above, as shown in the following "V. Vitalization of Research Activities," "VI. Student Support," "VII. Social Engagement," and "VIII. Internationalization," we intend to make the most of the characteristics of Rikkyo.

4. Initiatives based on the three policies

Vice President Ishikawa gave the following explanation based on the prepared papers.

[Vice President Ishikawa]

The university has formulated and implemented three policies, namely the "Diploma Policy," "Curriculum Policy," and "Admission Policy," based on the university's founding spirit and mission. In the "Diploma Policy," the university's mission is stated as "to cultivate character and contribute to the development of culture based on Christianity," and based on this, the philosophy of undergraduate education is to nurture cultivated persons with specialized knowledge as liberal arts specialists. This philosophy is subdivided into a total of nine learning outcomes as shown on the slide p.4, and degrees are awarded to students who have acquired these outcomes.

The "Curriculum Policy," which indicates the concept of the curriculum leading to the awarding of degrees, is organized to integrate formal and extra-curricular education, and is divided into three study phases: "Introductory Phase," "Formative Phase," and "Completion Phase."

Then, the "Admission Policy" clearly states what Rikkyo seeks in its applicants, and presents a total of 13 different admission methods consisting of "General Entrance Exam," "Admissions based on self-referral," and "Admission following recommendation by high schools."

In addition, as a mechanism to make these three policies function well, we are focusing on the Rikkyo Learning Style introduced earlier and the visualization of learning outcomes.

5. Discussion

Vice President Ishikawa stated that he would be grateful for comments particularly

from the perspectives of “diversity and gender,” “internationalization of universities,” and “social engagement” when exchanging opinions with the committee members.

(1) Toward a Campus with Diverse Values: Diversity and Gender

[Vice President Ishikawa]

In the future, we would like to evolve the concept of diversity to the dimension of inclusion, while keeping it as the default for campus development. The role of an institution of higher education is to be a place where diverse people with diverse values can come together and create new value. To this end, we will work to provide diverse and flexible educational programs that respond to new literacies. Here, we would like to ask for your opinions on what kind of conditions and contents we should set. In addition, in view of the current situation in Japan, what should we keep in mind in terms of diversity and gender perspectives that are required of universities? We would like to hear your opinions on what we should keep in mind in terms of the system, educational content, and mindset of employees, as well as the diversity of people involved in universities, including students, employees, and other stakeholders.

(2) Internationalization

[Vice President Matsui]

Through the MEXT TGU project, Rikkyo has quantitatively and qualitatively expanded the number of international students it accepts and sends to study abroad, and has been promoting the shift to English in the delivery of classes on campus. We are confident that these efforts have to some extent established the foundations for the internationalization of the university, but as the next step, we believe it is important to consider what is expected of Rikkyo in order to produce internationally active human resources, and to implement specific measures to meet these expectations. We believe it is important to consider what is expected of universities in order to produce internationally active human resources and to implement specific initiatives to meet these expectations. We would very much like to hear your opinions and suggestions on this matter.

(3) Social Engagement

[Vice President Hamazaki]

We would like to hear your opinions on what social contributions are expected of Rikkyo University, with a view to the local community, the economic community, and even the international community. We would also like your suggestions for social cooperation projects and programs that Rikkyo is currently implementing, as well as for new projects that we should aim for. In particular, we would like to know what kind of role universities are expected to play in cooperation with local communities, businesses, and industries in the future, and in particular, if you have any suggestions

for us, a private university located in an urban area, as to what kind of role you expect us to play.

Based on the above, the following discussion took place between each committee member and the Rikkyo attendees.

[Member's Comment]

I would like to ask about the relationship between the liberal arts and professional education. The term "liberal arts" gives the image of education that relates to humanity in general. On the other hand, it can be understood that specialization seems to be positioned differently from the liberal arts. From today's papers, it appears that the emphasis in Rikkyo University's education is placed more on humanity-oriented.

[President Nishihara]

Thank you for your important question. Although it partly overlaps with what the Vice President Ishikawa just explained, "nurturing cultivated persons with specialized knowledge" has been a longstanding key phrase of Rikkyo University. In this sense, the enhancement of expertise is of course one of the most important goals of education at Rikkyo, and from April 2023, the university's undergraduate education system will consist of 11 colleges. Liberal arts education is the common foundation of our education, regardless of college and department. We are proud that this combination of knowledge and thinking is the hallmark of Rikkyo's education. Recently, faculty members and students naturally tend to focus on expertise, but in addition to this, we would like to develop a common perspective that can be acquired horizontally. Rikkyo University is a medium-sized university with a student population of approximately 20,000, and although it would be difficult to achieve what I have just described on this scale in general terms, we have been consistently working on this as the "Rikkyo Learning Style." Currently, we are exploring the possibility of further development in this second stage of this.

[Member's Comment]

I have long been involved in education at the junior high, high school, university, and graduate school stages, including the Harvard School of Public Health, the University of Tokyo, and Kaisei Junior and Senior High Schools. How to connect liberal arts and professional education? We believe that this can be seen as a problem of connecting education at each stage of education. For example, "science" in junior and high school and "chemical engineering" in college are not connected as they are. It is important to find ways to connect what students have learned up to high school to their specialized studies at university. Specifically, it is an image in which faculty members with extensive educational experience play an advisory role and tailor-made, so to speak, the students' academic plans. In the United States, this is the practice: first-year students decide which area to major in, second-year students decide how to combine majors and

minors, third-year students concentrate on majors, and fourth-year students think about what to do after graduation, and so on. The large number of courses offered in the curriculum and the blurring of the line between arts and sciences are related to this. Although it requires competent faculty members, we believe that this perspective is important when implementing good liberal arts education.

[Member's Comment]

I worked for a trading company for a long time. I once attended a three-day intensive program on the theme of liberal arts as part of my company's training program. The content of the program was to read classics in the fields of the bible, philosophy and history. It was an experience for me to feel and deepen my own understanding of the background and underlying ideas of what was written in these books through dialogues with the lecturers and other participants. At a trading company, I had been working for decades while solely honing my expertise, but I realized the importance of thinking about questions without answers like this. I felt that this could be connected to what we call liberal arts education. There is no end to it, and perhaps liberal arts education is something to be learned over a lifetime. I felt that it is important to have a good balance of liberal arts elements in each of the three study periods of Rikkyo Learning Style.

[Member's Comment]

I have 15 years of teaching experience at Osaka International University. Based on this experience, I think it is important to establish a place where students can receive a liberal arts education at any time. In other countries, it is possible to relearn at any time, but in Japan, universities are positioned as places where students at 18 years old can attend. Liberal arts education, by its very nature, is valuable in that a person can return to study whenever he or she wants to throughout his or her life, and that it can accommodate people of diverse backgrounds, not only in terms of age, but also in terms of race and other factors. In other words, it may be said that liberal arts and diversity are inseparable in the sense that the student's place itself functions as a space for learning. Specifically, we would like to see discussions that will lead to a more developed rethinking of existing systems such as credited auditing. In addition, I thought it was wonderful that the President's phrase "the essence lies in the seeming futility" was used in the paper. There is a tendency for so-called "useful" studies to be valued, but it is also the role of a university education to make students realize that what is considered "useless" can actually enrich their lives. In this sense, the liberal arts may not be useful to the world at first glance, but I hope that Rikkyo University will take the initiative in communicating these ideas.

[Member's Comment]

I myself experienced the presidency of Kyoto Seika University, and the pillar I established at that time was the liberal arts. I believe that we are now in an

environment where we can lose sight of ourselves if we are not aware of what we are doing. I believe that the liberal arts play a role as a tool to help us think about how we should live our lives in the group. We believe that university studies should be aligned with the process of refining one's expertise and the process of refining one's humanity, but we felt that it is not easy to gain understanding of the latter in particular, as it can be time-consuming. In fact, even in the stage before entering university, there seems to be a self-imposed stipulation that it is a preparatory stage for learning a half-specialty. While there are not a few students who cannot properly introduce themselves after entering university, the reality is that they would have already reached graduation if they wanted to educate themselves properly in areas different from their expertise. In this sense, education that is conscious of the so-called "liberal arts" from early childhood should be considered in the future. In terms of university education, the connection between high school and university will also be an important issue in the future.

[Member's Comment]

I speak from the perspective of a local government official. Local governments have more opportunities to connect directly with local residents than the national and prefectural governments. Employees gain experience and expertise in various fields such as environment, welfare, education, culture, urban planning, and disasters. At the same time, they work daily on all kinds of local issues that cannot be answered by specialized knowledge alone. As the material indicates, it is important in our work to learn about matters that "have essence in seeming futility" at universities, and we would like to focus on students who study liberal arts. In government, efforts from a cross-organizational perspective can be effective in resolving local issues. I feel a sense of hope in President Nishihara's desire to create a cross-functional skewer, like a common perspective to be acquired by all.

[Vice President Ishikawa]

I would appreciate your input on diversity as well.

[Member's Comment]

In recent years, the concept of Diversity Equity & Inclusion (DE&I) has been gaining ground with regard to diversity. The "E" was added to the "D&I" to mean "Equity." "Equity" is often translated as *Heiko* or *Kohei* in Japanese and I would like to introduce importance of this concept here. For example, reasonable accommodation for disabled persons and equalization of various opportunities may appear to be moving toward equality, but "Equity" requires equality of outcome. For example, the Convention on the Elimination of All Forms of Discrimination against Women calls for equality of results, but this is based on the idea that equalization of opportunity itself does not have sufficient meaning because male and female have different starting lines. Male have a hard time realizing this. Metaphorically speaking, they think that automatic doors naturally open for everyone. However, the reality is not so. For some people, automatic

doors may not open. It is important to imagine this and to be able to imagine it. I would also like to ask you to think about the possibility that female faculty and staff are forced to work harder at universities. In order to consider the liberal arts, it is important to deepen our understanding of these vulnerable groups that are not visible. Thus, diversity is a story of redistribution of resources. Naturally, there will be times when conflicts arise between the parties involved. The meaning of facing “DE&I” is how to systematically overcome such conflicts based on the premise that they exist. It would be a form of global citizenship to understand each other even if we do not agree with each other, and to recognize the dignity of the other even if we do not like each other. In addition, I do not think that today's explanation included the capacity building of staff. Staff members, along with students and faculty, are important players in the university. It is important for a liberal arts education to be embodied in the university that staff members have a background in liberal arts and DE&I when performing their duties.

[Member's Comment]

When I was in charge of the university president, I announced the Diversity Promotion Declaration. At that time, I was keenly aware that there were people who were suffering even in the majority. I felt that there was a situation in which students, faculty, and staff had different “norms” but were forced to agree with each other, and I wondered if there was any way to change this. In addition, as part of the diversity promotion, we abolished the counter for international students. When a counter is created for international students, what happens is that only the person in charge of that window will think about international students. It is better for faculty and staff to have equal opportunities to deal with all students. We believe it is necessary to intentionally create such an environment. There is the concept of “unconscious bias,” and it is important to raise awareness of diversity from the perspective of changing the consciousness of the majority, and how to make diversity a part of everyday life. Moreover, in order to raise students' awareness, a strategic department directly under the president was established, albeit on a temporary basis, and efforts were made to change the visible hard environment, such as restrooms and school cafeteria, to one that is conscious of diversity. I still hope that the university will become a place where people are allowed to be who they want to be by understanding that there are people with various backgrounds and ways of thinking.

[Member's Comment]

I would like to comment on the internationalization of universities. I have had the experience of working overseas in two locations in the United States and in Jakarta. What I felt there was that people of different races and cultures coexist with diverse ideas in both countries, whereas the Japanese people tend to think rather in the same way. In this case, I think the important thing for an international person is to have the ability and humanity to tolerate diversity, treat it with respect, and bring it together. Of course, fluency in English is a plus, but I think it is important to develop the ability to

recognize, respect, and tolerate differences that exist between people before that. I strongly felt this when I participated in a several-week program at a graduate school overseas, where I learned together with people of various nationalities and had many opportunities for discussion, and I experienced that ideas were coalesced from diverse opinions. In the United States, where the entire society is full of diversity, interactive discussions are held, and I thought this approach was very helpful. From this point of view, I believe that universities will be expected to play a significant role in the future as Japanese society moves toward a more diversity-aware society. I hope that Rikkyo University will be a university that attracts diversity.

[Member's Comment]

Regarding the internationalization of universities, there is a perception that the reason why American universities give rich scholarships to international students from abroad is part of American security. The idea is that if international students can have a fulfilling study abroad experience and have a sense of their own success in their studies there, they should not turn their guns on the United States. This is one aspect of the mission of American universities: in 2013, two students from Central Asia (Chechnya) were suspected in the Boston Marathon bombings. This incident was a shocker for the university community. At any rate, it is necessary to consider the future of accepting foreign students in Japan from the perspective of Japan's security. Of course, the same applies to domestic students as well, but we hope to see an education that allows students to see what studying at a university means to their own lives and to feel that their lives are based on their studies at Rikkyo University. I want students to be able to go beyond "knowing," and to be able to talk to others about what kind of foundation what they "know" is for their lives, and to be able to express it. I believe this is the liberal arts.

[Member's Comment]

In Toshima Ward, the entire town is diversity itself. There are many foreign communities and glimpses of diverse forms of inclusion. We have also begun to promote in-depth diversity with the theme of unconscious bias. We hope that various venues in the district will be utilized as a field of learning for university students.

[Member's Comment]

My first homestay in Japan was with a family in Toshima Ward. Three Malians, including myself, were taken care of. The host family was not fluent in any foreign language, but they were very hospitable. I felt that there was a general mood in Japan at that time. I would like to express my gratitude for my relationship with Toshima Ward, which has gradually expanded its goals and the scale of its achievements since the government announced its plan to accept 100,000 foreign students in 1983. At the same time, however, I think it is necessary to reconsider whether society as a whole is keeping pace with this plan. I think it is important for universities to be deeply involved in this discussion.

[Member's Comment]

I would like to comment a little more on unconscious bias. People often assume that they are not discriminating against anyone. However, when considering diversity, it is important to realize that “I may have discriminated against someone,” and I believe that the ability to realize this is a liberal art. I think this is what it means to see things from a pluralistic and multifaceted viewpoint. I often use the metaphor of a cell phone to explain this. When you hold up your cell phone, the appearance of the cell phone as seen from the other side and the appearance of the cell phone as seen from here are completely different. Isn't the liberal arts an attitude of sharing a multifaceted way of seeing things by spinning this “cell phone” around and around with the person you are talking to?

Also, students want answers right away. They immediately want answers to “what is the connection” between what we are discussing now and what we are discussing. In a liberal arts education, I would like you to always continue to give students the “margin” to experience what they do not understand and to think for themselves. I would like universities to be a place where students are allowed to “think for themselves,” so to speak. I believe that Rikkyo University, like GLAP, is a university that provides an environment where people can face and think together in a small-group space. I hope that you will continue to value such an attitude.

[Member's Comment]

I think that the relationship between universities and society is becoming more and more difficult in many ways with regard to social cooperation and contribution. In Japan, whether it is internships or volunteer programs, the debate inevitably turns to who should manage the program and how, and as a result, I feel that there is a strong tendency to formalize the program. I would like to see social cooperation that is substantive, that is, that includes room for students to think about their future lives through opportunities to be in contact with the real world. I think that Rikkyo University's efforts in Tohoku and other programs are well-developed, and I think it would be good if they could be more creative in terms of target regions and methods.

[Member's Comment]

The majority of students at Japanese universities are between the ages of 18 and 22, but it is necessary to examine whether this is desirable or not. We believe that flexible admission, curriculum, and diploma policies that allow students to move back and forth between the university and society regardless of age will become important in the future. Regarding admission, Harvard University, for example, has a system that allows students to defer admission for one year. Regarding curriculum, it seems to me that the enhancement and strengthening of April and September admissions and the quarter system will continue to be important issues for Japanese universities in the future. In Japan, classes are segmented into many types and numbers, but it would be good if they

could be made more flexible so that students could study fewer and more intensively in one semester/quarter and use another semester/quarter to gain various experiences outside the university.

[Member's Comment]

The quarter system has been partially introduced at Kyoto Seika University, where I work, but there are a number of related issues that will require major changes to the system before it can be expanded to a larger scale, which will not be easy to achieve. A deferred enrollment system was also introduced as part of the response to the spread of the new coronavirus, but due to problems with capacity management and other issues, it will be difficult to implement this system in earnest. These issues are extremely important for the future of Japanese universities, and we hope that the MEXT will take the initiative to address them.

[Member's Comment]

Harvard University has been able to do so without any government regulation. In short, in the U.S., universities are often left to their own discretion as long as they can properly clear accreditation.

[Member's Comment]

I would like to comment on one point regarding social cooperation. Rikkyo University does not seem to have a problem with this, but there seem to be cases where student volunteers are targeted for securing labor, which often leads to a hotbed of harassment. I would like to request that such points be taken into consideration in future social cooperation.

[Member's Comment]

In addition to promoting "public-private partnerships," Toshima Ward is also working on "private-public partnerships," which are promoted by companies and organizations with the support of the government. We hope that Rikkyo University will play a coordinating role in creating new value for the city, and we look forward to a wide range of partnerships with Rikkyo University in various forms.

[Vice President Hamazaki]

The people of Toshima Ward have always provided opportunities for many students, including those in our School of Business Administration, to engage in activities, and it has become an important learning field for us. We would like to take this opportunity to thank them.

[Vice President Ishikawa]

I would like to express my sincere appreciation to each of the committee members for their extremely thought-provoking comments. Due to time constraints, I would like to

close the exchange of views now. I hope that we can continue this discussion at the dinner party to follow.

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. I am pleased that each and every one of your opinions was of such depth and profundity that we could not have received better hints and keywords for our future management. Today's content was so fulfilling that I would like to hold a symposium with these members. I would like to express my sincere gratitude. As many of you have pointed out, the concept of liberal arts is difficult to understand, and although the members of Rikkyo recognize its importance, we have not yet reached the point of fully sharing a common definition. As a large university, it is easy for us to drift into the idea of mass management. As a shared value that runs through all of the comments received today, I was reminded of the importance of dealing with students and carefully creating a handmade environment for them. I think this is the most important point that Rikkyo University should pursue. In addition, regarding the connection between high school and university, I would like to encourage each school to discuss how education should be connected to university studies in the future as part of Rikkyo Gakuin's integrated education. Regarding diversity, I am humbled by the important suggestions regarding the concept of DI&E. With regard to internationalization and social engagement, in addition to what Rikkyo has been working on, we were able to grasp the image of clearly organizing the role of university from a larger perspective and constructing a future policy. You are also correct in pointing out that there are issues to be reformed in each of the three policies regarding the creation of a diverse campus. Thank you very much for your time today.

(End)