

The 10th Meeting of the Rikkyo University Advisory Committee Minutes (Draft)

Date: Wednesday, March 17, 2021 16: 00 to 18: 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, Hakuholdo DY Holdings Inc.; President, the Japan Advertising Agencies Association)

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

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

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

<Rikkyo University>

Yangchoon Kwak (President), Masamichi Nozawa (Senior Vice President), Nobuko Ikeda (Vice President), Satoshi Masutani (Vice President), Yukie Osa (Vice President), Takeshi Ikeda (Dean, President's Office), Kimiyo Yamashita (Dean-elect, President's Office)

<Secretariat>

Kaori Nagano (Deputy Director, President's Office), Noriyuki Nakazato (Deputy Director, President's Office), Yasutoshi Ito (Deputy Director, President's Office), Masaru Nishizaki (Deputy Director, President's Office), Kazuhiko Ishida (Manager, Educational Reform Section), Keiko Goda (Manager, Secretarial Section)

1. Report on Recent Activities

(1) Results of the Entrance Examination for the 2021 Academic Year (AY2021)

President Kwak gave the following explanation about the above based on the materials distributed.

Rikkyo University's entrance examination system can be broadly classified into two categories: special entrance examinations held during the year and general selection examinations based on academic ability in each subject. Since the number of applicants in general selection examinations is discussed in the mass media, I would like to report on the trend of entrance examinations for the general selection examinations of Rikkyo University for AY2021. At Rikkyo University, the general entrance examination and the entrance examination using the common entrance examination are

collectively referred to as the general selection examination.

The total number of applicants for AY2021 general entrance examination and the entrance examination using the common entrance test (hereinafter referred to as the "entrance examination using the common entrance examination") was 65,475 (61,308 in the previous year; an increase of 4,167 or 106.8% of the previous year), an overall increase over the previous year. This was due to an increase in the number of applications per person for both the general entrance examination and the entrance examination using the common examination. The actual number of applicants decreased from the previous year.

The number of applicants for the general entrance examination increased significantly to 44,099 (up 4,282 or 110.8% of the previous year).

The actual number of applicants was 25,070 (25,482 in the previous year, a decrease of 412 or 98.4% of the previous year). The average number of concurrent applications increased from 1.98 to 2.25. We believe the increase in the number of concurrent applications is due to the liberal arts faculties allowing applicants to take the entrance examinations for a maximum of five days (six days for the College of Arts and two days for the College of Science).

Regarding English for the general entrance examination, the number of applicants who used only the English external examination score was 2,295 (5.5%), the number of applicants who used only the English score of the common examination was 9,830 (23.6%), and the number of applicants who used both was 29,469 (70.8%). This means that over three-fourths of the applicants used the scores of external English tests.

The number of applicants for the entrance examination using the common entrance examination decreased slightly to 21,376 (21,491 students in the previous academic year, a decrease of 115 students or 99.5% the previous year). The actual number of applicants was 15,257 (15,958 in the previous year, a decline of 701 or 95.6% of the previous year). The average number of concurrent applications slightly increased from 1.35 to 1.40. Regarding the large decrease of 89.6% versus the previous year for the six-subject type entrance exam, the six-subject type is chosen as a concurrent application target for public universities, but in AY2021, there was a decrease in the number of gap-year students and applicants to public universities in regional areas may not have chosen private universities in the Tokyo metropolitan area as a concurrent application target due to the COVID-19 pandemic.

The number of applicants using the English qualification or certification examination increased significantly to 14,189 (up 8,148 from 6,041 in the previous year), and 66.4% (28.1% in the previous year) of all applicants to the entrance examination using the common entrance examination used this system.

Chiba Institute of Technology, Rikkyo University, Komazawa University, Gakushuin University, and Sophia University were the only universities in the Tokyo metropolitan area that saw an increase

in the number of applicants for AY2021. All other universities saw a decrease in the number of applicants. Chiba Institute of Technology had the largest increase in the number of applicants among all private universities, but this was due to its waiving of examination fees for the entrance examinations using the common examination. Among other universities, Rikkyo had the largest increase in applicants compared to the previous year.

We attribute the increase to the following factors.

- 1) An increase in the number of applicants due to the expansion of the university-wide schedule
- 2) Reduced workload due to the elimination of the English exam on the day of examination.

The low acceptance rates in the College of Arts and the College of Intercultural Communication may indicate that those who are good at English actively chose Rikkyo.

- 3) We publicized the entrance exam reforms early on, and awareness may have penetrated examinees.

Rikkyo ranked first in the Kanto region in "universities whose entrance examination methods suit me", one of the items in Recruit's University Brand Power Survey.

Those could be some of the reasons.

When the COVID-19 pandemic spread, the University was one of the first to offer online classes, and its efforts to support students may have been highly evaluated. In addition to providing "Scholarships for Improving the Learning Environment" of ¥50,000 per student, totaling approximately ¥1 billion, the University expanded the "Emergency Scholarship" to provide support for students who have difficulty in completing their studies. As a result of our efforts to ensure that no one was left behind under the slogan, "Now is exactly the time to keep learning", no student dropped out due to COVID-19.

By region, the percentage of applicants to the University from the Tokyo metropolitan area was 79.9%, up 0.9% from the previous year and the highest in the past five years. The high ratio of applicants from the Tokyo metropolitan area can be considered as one of the reasons for the increase in applicants this time. Considering the possibility that students from regional areas refrained from taking entrance examinations for private universities in the Tokyo metropolitan area, the previous disadvantage of having few students from regional areas could be considered a blessing in disguise.

## (2) Response to COVID-19

Takeshi Ikeda, Dean of the President's Office, gave the following explanation based on the materials.

Regarding classes, the decision was made to conduct classes online ahead of other universities in the spring semester of AY2020, and online classes began simultaneously throughout the University

on April 30, 2020. For the implementation of online classes, licenses for all students, faculty, and staff for online conference systems such as Zoom and Google Meet were purchased, and training opportunities were provided for faculty and staff in charge of courses to ensure smooth class operations. By going online, we were able to offer almost all of our courses. We conducted questionnaires for students in May and July and for faculty in July to identify issues related to online classes and to improve them.

In the fall semester of AY2020, as in the spring semester, online classes were mainly conducted, while laboratory-based courses in the College of Science, seminars in each faculty, and practical training courses required for certification were conducted face-to-face on campus.

In AY2021, required language courses for new students will be taught face-to-face in principle, and courses taken by new second-year students who did not have many opportunities to come to campus in AY2020 will also be taught face-to-face as much as possible, and the University as a whole will conduct both face-to-face and online courses.

Regarding student support in AY2020, we provided the following.

- Distribution of "Scholarships for Improving the Learning Environment"

¥50,000 yen was distributed to all students, excluding those on leave of absence, as "Scholarship for Improving the Learning Environment" to help fund the purchase of equipment necessary for taking online classes.

- Lending of PCs and communication devices, and provision of convenience store printing services

In addition to lending PCs and WiFi routers to students who wish to use them (for a fee), we introduced a service that allows students to print at convenience stores near their homes for free.

- Expansion of "Emergency Scholarship"

Expanded the "Emergency Scholarship" to support students whose family finances have suddenly changed and who are unable to pay their tuition due to the impact of the COVID-19 pandemic.

Regarding university facilities:

- Libraries

As the campus libraries became unavailable, various services available online (e-book service, online journals, online databases, etc.) were expanded. In addition, a mailing service for library books that cannot be accessed online was introduced to focus on maintaining the library functions. In June, the library reopened with a limited number of users on a reservation basis.

- Sports facilities

From August, athletic teams have been allowed to use the campus athletic facilities and have been conducting their activities in compliance with the guidelines for infection prevention.

- Student cafeterias

The student cafeterias have been closed due to a significant decrease in the number of students visiting the campus throughout the year. They are scheduled to resume operations from AY2021.

- Classrooms

The ventilation system in classrooms is being upgraded in order to resume face-to-face classes on campus in AY2021. In addition, ICT equipment is being installed to enable simultaneous online delivery (or recording) of face-to-face classes.

### <Opinions and Proposals from Committee Members>

- Even if the COVID-19 pandemic is contained, I don't think everything will be back to the way it was before. I have been interacting with Rikkyo students, and apparently the first-year students are anxious and frustrated (about feeling they are not part of the community). In addition, fourth-year students are not able to job hunt as in the past, as interviews are not face-to-face and alumni visits are not possible. In the future, why don't we prioritize and resolve students' complaints?
- At our company, the on-site attendance rate has been around 25% to 30% since last April, and new employees and those who have been transferred to new departments are having a hard time. However, remote work also has its benefits. I think it is also odd to assume that students and faculty must come to the University once the COVID-19 pandemic is under control. If we can create a new way of learning that blends the physical and the virtual, it will be an advantage in attracting overseas students.
- When I asked business school students, they seemed to applaud that "faculty are doing their best to support online learning" because second-year students have experienced face-to-face classes in their first year and have something to compare it to. First-year students, however, have nothing to compare with. After the COVID-19 pandemic is contained, we need to think about how we can increase student satisfaction based on the premise of online learning, how we can provide education to students who have only experienced online learning so far, and how we can supplement this in face-to-face learning. I don't think it will be a prerequisite to return to in-person classes.
- There are some things that cannot be replaced by online. I think everything about student life, including the taste of the cafeteria, club activities, the campus, etc., represents the flavor of Rikkyo. It is important to think about what can be moved to online. I think it would be good to forget for once the discussion of curriculum and talk about "What makes a Rikkyo University student?"
- I think it's very important to come to campus and meet people, and I think places where you can interact with people are important from an educational perspective, so if you just do everything remotely, I don't think university has any value.
- In the past, universities have encouraged students to develop themselves through extracurricular activities, but I think this part will be lacking if everything is totally online. It is important to know

how to supplement this.

## 2. Report on Interim Evaluation of Top Global University Creation Support Project

In conducting the University's interim evaluation on the subject in the Advisory Committee, Vice President Nobuko Ikeda gave the following explanation, based on the materials.

The Top Global University Creation Support Project (hereinafter, TGU) is a program that provides priority support to universities that pursue thorough university reform and internationalization, with the goal of improving the international acceptability and competitiveness of Japanese higher education. Rikkyo was selected as a Type B (globalization-driven) university, which will reform its curriculum, student awareness, and governance to become a university that stands out in the world through global liberal arts x leadership education x and the ability to lead positive changes.

The project started in AY2014 when Rikkyo Global 24 was announced. The 1st interim evaluation by the advisory committee in the end of AY2016 was a B. The Basic Concept for Comprehensive Development and Rikkyo Global Strategy 2.0 were formulated in AY2018 and positioned as a system that can sustain the University's internal momentum. In AY2019, we prepared and published a plan for self-sustainability following the end of the financial support period. This is the second interim evaluation by the advisory committee based on the above.

The result of the second interim evaluation was A (it is judged that it is possible to achieve the project objectives by continuing with the efforts made to date). The points that were highly evaluated were a significant improvement in performance in the fields that require a holistic response, such as the number of registered students in the Rikkyo Minor Program, the adoption of English as a syllabus, and entrance examination reform utilizing external English examinations, etc. The TGU concept based on the Rikkyo Global 24 was positioned as a system that can maintain the driving force within the University as a core strategy "Rikkyo Global Strategy 2.0" in the Basic Concept for Comprehensive Development for AY2018 and beyond, and the establishment of a foundation for promoting the University's governance and concept, such as strengthening the system of the Organization for Global Initiatives.

On the other hand, the large gap between the numerical targets and the degree of achievement, such as the language proficiency of students, the number of regular international students, and the number of Japanese students who have studied abroad were pointed out.

Future initiatives for ex-post evaluation include attracting excellent international degree-seeking undergraduate students through the promotion of the NEXUS and PEACE programs, and building a new form of international exchange through the development of online educational programs as well as a system for awarding credits for students' overseas experiences.

Future priorities are to establish a scheme to increase the number of graduate courses that can be completed in English, to establish an entrance examination scheme to attract excellent international

degree-seeking graduate students, to expand the number of undergraduate courses that can be completed in English, to establish career planning support mainly targeting international students, and to develop effective public relations overseas (including cultivating partner institutions). These must be coordinated with teaching, admissions, public relations, and career advising, and policies and strategies with continuity and consistency are important. In addition, strong governance and leadership at the University are essential.

### <Opinions and Proposals from Committee Members>

The following opinions were exchanged after receiving the explanation from Vice President Nobuko Ikeda.

- Are public relations activities being conducted overseas? It is very important for universities in the future to attract international students. I think public relations for Asia is particularly important. We may be able to help, such as providing information.

- We are implementing PR strategically targeting secondary education overseas. We have already started promoting Rikkyo to overseas high school students and teachers, but I think we need to strategically combine publicity targeted to high schools with mass media publicity for each region.

- The University needs to both be aware of what it needs to do and where it needs to involve students in and motivate them to make efforts. I believe Vietnam and Indonesia in particular will be important targets. In addition, it is necessary to promote studying abroad, not only to the students but their families as well. Is this the perception that we are lagging in this regard?

- As for public relations overseas, Rikkyo is aware that it is far behind. The opinions of parents are very important in attracting the best students from overseas. It is necessary to conduct public relations activities with an eye to parents.

- Are you considering Africa as a target for international exchange? In the investment world, countries with populations over 100 million such as Vietnam, Indonesia, India, and Nigeria are very important. In Africa, I think Nigeria could be a target for international exchange.

- We are already doing PR in Vietnam and Indonesia. A PR strategy is challenging in India, but India and the Philippines are prime targets for courses that can be completed in English. I think it would be very interesting to target the Middle East from an economic standpoint, and Africa considering the Hakone Ekiden.

- It is difficult to send students to Nigeria because of safety concerns, but I believe it is possible to accept students from there. Nigerians are known to be very aggressive and are the opposite of Rikkyo students. I think it is very important for them to meet such people.

- The other day, Professor Chizuko Ueno of the University of Tokyo said that in today's

environment, where online learning has become widespread, you can study anywhere. Even if universities create a virtual study abroad system, there are concerns about how many students will take advantage of it. Students who have the intention to study abroad will act on their own even if a university does not do anything. The degree we can support such students is important.

Connections can be made with various universities online. Rather than being overly constrained by Rikkyo's own programs, it would be better to establish an inter-university consortium and invest jointly.

Students feel that the amount of assignments has increased greatly since they went online, and they don't feel as if they are really learning anything despite being tied to the University.

I think we should make a bold review of our mid-term strategy in response to COVID-19.

→ I think what has been pointed out is extremely important. It is an undeniable fact that it is now possible to take classes from various universities around the world without being restricted by location. Progressive universities are beginning to lay the groundwork for their own institutions. Even if you simply change the language of a Japanese university class to English and expand it overseas, the overseas university will not recognize it as a credit. It is necessary to adapt the class design and syllabi to international standards, and to deploy those that meet international standards overseas. I believe such activities are necessary at Rikkyo as well.

→ After listening to the opinions of each of the committee members, I think that Japanese universities are standing at a major crossroads. Our education has become one of cramming in knowledge in a broad-based manner. It is important for our students find out how to contribute to society after acquiring specialized knowledge in a particular area, and unless we shift to knowledge-applied education, we will not be able to compete with foreign universities. What can be done online is only a transfer of knowledge. Rikkyo has claimed that both formal and non-formal education is education, and that this is universal education. Learning and thinking through various experiences are extremely important for human development. It is important for universities in the future to make students realize what skills and abilities they have by applying the knowledge they have learned. We need to successfully integrate online and offline into a post-COVID university education. I strongly feel that a university that allows students to apply what they have learned and connect it to their own growth and use it as a source of sustenance for the future, and a university that simply crams in knowledge, will have different positions in society.

- Waseda talks about winning and losing versus Keio, but that is not so important. It is all about what kind of students you want to accept and how you want to raise them.

Even Waseda does not attract students studying abroad from famous overseas universities. Viewed from the US and Europe, Waseda is also probably a second choice.

I think it is more fruitful to establish Rikkyo as the placing for learning X.

At Waseda, there used to be a lot of discussion about improving the campus, school buildings,



curriculum, etc. However, it is now possible for excellent students to enter famous foreign universities like MIT, so they cannot win on the same playing field. If we aim to be in the same place as prominent overseas universities, we will sink into oblivion.

- I think there are many things that can only be learned through "real" interactions. "Virtual" opens up a world of possibilities, and I'm sure that overseas students find it meaningful to learn while experiencing Japanese culture. If we don't think about what will expand the possibilities, the University will lose its value of existence.

- What is a university?

- Regarding the gap between the SGU target and the actual situation, what is the action plan for achieving the target and what is the status of implementation of that plan?

→ An action plan was created for the Basic Concept for Comprehensive Development and Rikkyo Global Strategy 2.0 and progress is being tracked. The interim evaluation was based on metrics for AY2019, so there was a large gap, but we have made steady progress since then. We also recognize that some metrics will increase in AY2022 and AY2023, while others, such as the extension of students' language proficiency, will require us to rebuild schemes.

### 3. Three policies and educational reform based on them

Senior Vice President Nozawa and Manager, Educational Reform Section, President's Office Ishida gave the following explanation based on the materials.

Based on laws, regulations, and guidelines, the University has formulated a policy for awarding degrees, a policy for organizing curricula, and a policy for enrollment (collectively referred to as the "three policies"). The policies outline the basic concepts for each of the following: the qualities and abilities that students should acquire to be awarded a degree, the systematic organization of educational courses to cultivate these qualities and abilities, and the nature of entrance examinations to enroll students who are suitable to receive such education. This clarifies and socializes the basic policy on education of Rikkyo inside and outside the University, and also serves as a key element of the PDCA cycle for constant educational reform. Each faculty has also formulated three policies to promote PDCA for educational improvement while ensuring university-wide consistency.

Based on the above, we would like to hear your opinions on the following three items.

#### (1) Establishment of common learning outcomes for the entire University

In the past, each faculty of the University defined the academic outcomes required for the awarding of degrees, and curricula and enrollment of students were organized in accordance with these requirements. Yet from the perspective of quality assurance and institutional responsibility at the university-wide level as well as at the level of each faculty, it has been a challenge to clarify the

academic outcomes to be acquired by those who will be awarded a "a bachelor's degree from Rikkyo University".

In response to this, the University has decided to revise its degree conferment policy this academic year by setting the following nine learning outcomes on a university-wide basis. These are based on educational objectives and other higher-level philosophies set forth in the Rikkyo University's founding principles and University Regulation as well as the learning outcomes already set by each faculty. Based on the above, we will further promote the visualization of learning outcomes as well as the development of a system for proactive improvement of academic learning by students.

<Searches for the truth>

1. Liberal arts education 2. Expertise

<Establishes oneself>

3. Ability to understand and develop oneself 4. Ability to establish career prospects

<Coexists with others>

5. Attitude to understand others 6. Expressive ability 7. Leadership 8. Internationality 9. Social practical ability

In light of the above, we would like to hear your frank opinions about the abilities (knowledge and skills, ability to think critically, judge, and express oneself, initiative, diversity, and collaboration, etc.) that our students should have to be active in society in the future.

(2) Full introduction of private-sector English qualification or certification examinations in the general selection examinations for AY2021

The University started a new English education curriculum in AY2020 with the aim of developing global leaders with practical English language skills. In response to this, to further promote the enrollment of students who are willing to learn the four skills of English (reading, listening, speaking, and writing), the University has abolished its own English examinations with the exception of a few, and fully adopted private-sector English qualification or certification examinations from the entrance examinations for AY2021. For the College of Arts only, in addition to the above, one day is set aside for the examination of the University's original English questions.

We are aware that there are pros and cons to the use of private-sector English qualification or certification examinations in entrance examinations., However, we would like to hear your frank opinions on how you evaluate the introduction of the above entrance examination system.

(3) Four English skills and admissions policy

Although it is stated that the Admissions Policy should be expressed in relation to post-enrollment education, it is also true that there are various opinions as to whether all students should acquire the four skills equally. In addition, in the current Admissions Policy, some faculties do not mention

"English" etc. We would like to hear your frank opinions on the extent to which each of our students should have the four English skills to play an active role in society, and how we can devise descriptions of the four English skills (uniform expressions for the entire university, expressions specific to each faculty, etc.) to make our Admissions Policy easier to understand for stakeholders outside the University.

### <Opinions and Proposals from Committee Members>

Following the explanation by Senior Vice President Nozawa and Manager, Educational Reform Section, President's Office Ishida, the following discussions were held.

- As my second daughter had just finished her college entrance exams, I thought about the four English skills with her. The adoption of English external examinations has the advantage that the examinees can prepare early. In addition, universities can indicate their requirements. Isn't this a win-win situation for both the examinees and the University? If the proficiency of the examinees matches the level required by the University, it is good because they will be able to enroll with their level already confirmed. My daughter started her English test preparation early, so she only applied to schools where she could use the results. Since students can choose their target schools early on, I think the burden on applicants has decreased. With more and more high schools pushing for external English examinations, I think Rikkyo made a good choice.
- As for the question of how much each of the four English skills should be prepared to play an active role in society, I believe that English is just a tool, the same as Japanese language skills. It also depends on the major, and what is required of varies from person to person, such as the ability to present and exchange opinions when writing an academic paper and presenting it in a global setting. It's not so much about what level students are at in reading and writing, but more about making sure they know how to use those tools to express themselves and how to pursue their studies.
  - There were some negative opinions within the University when the external English exams were introduced, but it was beneficial to both the examinees and the University because it meant that they could prepare early and those who had reached a certain level would be admitted. We believe this trend will continue to grow. I was reassured by your valuable input.
- Looking at the results of the web survey, some people seem to think that not all people use the four English skills, but I think English can also expand our possibilities in life. Personally, I had to study English due to the fact that my employer now foreign-owned, and thanks to that, I am now able to go on business trips and work overseas. Also, if you can't speak English, you can't conduct business at a higher level, and if you can speak English, you may be entrusted with an important position. From this perspective, the active use of the four skills is a very good thing, and I think it is a good characteristic of Rikkyo.

Some people think that it is important to be able to read academic books in English as long as you are in academia, but in the business world, it is debating skills that are required. I think this is similar to Japanese communication skills. I think it would be good if students could choose the skills they need to acquire after entering the school, according to their own career path.

- It is impossible to train students to acquire all abilities. Personally, I think it's better to prioritize. I believe that supplementing abilities other than those traditionally thought to be possessed by Rikkyo alumni will lead to fostering the distinctive features of the University.
- To what extent are the students' guidelines and awareness of the nine policies understood by the students?

We have about 100 employees who graduated from Rikkyo, and I think they are excellent. In particular, I feel that their teamwork skills and ability to accomplish things with others are superior to those of alumni of other universities. In regional areas, this might be called pandering though. I think they have the skills to collaborate and cooperate with others. I feel they can listen to people's opinions and can collaborate with customers. In other words, you could say they show cooperation and diversity. I think these qualities are needed in the world going forward.

→ Nine items were set for the first time this year. These will be spread to students in the future. This was set by the entire University, but each department will create its own goals based on this, such as the College of Business taking a particularly strong leadership role.

- How will the nine learning outcomes be measured and how will they be fed back to students?

→ Specifically, we will use a rubric, which is a table of evaluation criteria consisting of perspectives and scales to show students' level of attainment of learning outcomes. Students will make self-assessments based on this. This is then evaluated by the faculty and fed back to the students. This will be done annually and changes tracked over time. Each faculty member will oversee about 20 students.

- Of the nine learning outcomes, there are five items in the "coexists with others" section. Does it have the largest number of items because it is being emphasized?

→ As a result of intensively picking up key words from Rikkyo University's founding principles, educational objectives, and the degree conferment policies of each faculty, these nine items were selected as the most appropriate for setting as common learning outcomes for the entire University. After discussing how to categorize them, we divided them into three categories: "searches for the truth", "establishes oneself", and "coexists with others", with five items remaining in "coexists with others". Put differently, Rikkyo University has conducted educational activities in various forms over its history of almost 150 years, and when I put this into words, I think that the area of coexistence with others has been very important and has remained as a keyword. Rather than simply dividing them into three categories, the many items in coexistence with others was classified as Rikkyo University's way of thinking.

- The image of Rikkyo alumni is that they "coexist with others". In addition, it would be good to have the perspective of "inclusion". I envision them understanding and accepting others, and then discussing as a team what to do about it.
- I think "coexists with others" is befitting of Rikkyo. It's not a matter of good or bad, but a characteristic of the University that is important. However, from the perspective of being able to compete on a global scale, that may not be enough.

Japanese people are not good at negotiation and self-assertion. How can we supplement that?

Whether Rikkyo cultivates such people or not will be a key point in fostering globally-minded persons.

→ Private universities are built on their founding principles. St. Paul's School, Tokyo was established 147 years ago following Christian-based education. Channing Moore Williams, the founder of the school, taught the Bible and English studies. One of the main pillars of the Bible was to teach what it meant to live life through an understanding of the Bible, rather than to preach Christianity. Liberal arts education began from the perspective of what was needed to teach this. English studies is the concept of coexistence and co-prosperity with people who have different values from one's own through the understanding of others and different cultures by using English as a communication tool or by learning about the history, culture and traditions of countries and regions where English is the mother tongue while learning English. The significance of Rikkyo University's existence will be called into question if it does not embody the visualization of the nine learning outcomes mentioned earlier from the perspective of how to incorporate lifestyles and cross-cultural understanding into words. This is the significance of studying at Rikkyo University, and it is our idea to produce talent who can walk confidently and proudly in the era of 100-year lifespans by learning specialized knowledge on top of the common understanding that is shared by all faculties.

#### 4. Conclusion

The meeting ended with concluding comments from President Kwak: "I feel that the opinions of the Advisory Committee members, based on their deep knowledge and rich experience in society, will be very useful for the future of education and research at Rikkyo University. We would like to think about how we can incorporate the opinions we have received into Rikkyo University, institutionalize them, and take concrete action. I feel that through each Advisory Committee meeting, we are able to confirm the social existence of Rikkyo University and its position as an educational institution that fosters human resources that can contribute to society. I would like to continue to nurture human resources who can play an active role not only in Japan but also in the world, and I would like to utilize the opinions I have received today for Rikkyo University to continue to shine brightly in the future and to position the significance of Rikkyo University's existence."

End