

The 9th Meeting of the Rikkyo University Advisory Committee Minutes

Date: Monday, March 4, 2020, 16:00 to 18:30

Place: Tachikawa Memorial Hall 2F Conference Room

Attendees:

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

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.)

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

Hitoshi Fujisaki (Managing Director, Nippon Hotel Co., Ltd.; General Manager, The Tokyo Station Hotel)

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

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

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

<Rikkyo University>

Yangchoon Kwak (President), Masamichi Nozawa (Senior Vice President), Hideko Oyama (Vice President), Nobuko Ikeda (Vice President), Satoshi Masutani (Vice President), Yukie Osa (Vice President), Takeshi Ikeda (Dean, President's Office), Kazuhiko Toida (Executive Board Member, School Administrator)

(In attendance) Daisuke Ichinose (Deputy Director of the Center for University Education and Development / Director of Education IR Committee)

<Secretariat>

Yasushi Sugaya (General Manager, President's Office), Yuko Endo (Deputy Director, President's Office), Kaori Nagano (Deputy Director, President's Office), Masaru Nishizaki (Deputy Director, President's Office), Tomohiro Takayama (Manager, Educational Reform Section), Keiko Goda (Manager, Secretarial Section)

(In attendance) Yuki Kotaka (administrative staff, Organization for Global Initiatives), Megumi Higuchi (administrative staff, Organization for Global Initiatives)

1. Responses to the Issues Pointed Out at the Last Advisory Committee

The following report on the subject was made by Senior Vice President Nozawa.

- (1) Enhancing the organization of the alumni association to enhance the sense of solidarity
- (2) Concrete collaborations with alumnus
 - In order to enhance the organization of the alumni association, in addition to a newsletter, which is mailed four times a year, the website, Facebook, and Instagram are utilized as well. Social media posts have been uploaded at a rate of about twice a week, but there are plans to enhance this further.
 - The Career Support Network has been established as an organization for graduates, and specific career support programs are being considered. With regard to the 15th “on-campus OB/OG visits” to take place this year, while the University had previously decided on which companies to ask to participate, this year efforts have been made to select participating companies based on the results of student questionnaires.
 - We set up a section on the website called “Rikkyo Alumnus Work & Life” to introduce graduates who are active in a variety of fields.
- (3) A system for making decisions quickly and with strong leadership.
 - In April 2019, a working group was established for recruiting international students. The working group is advancing reforms with a sense of speed toward the goals set in the Top Global University Creation Support Project, including the entrance examination system, recruitment plans, and curriculum.
- (4) Analysis of the natural strengths of Rikkyo. Public relations strategies.
 - The “Public Relations Strategy Committee” has been launched with the aim of formulating public relations strategies for the University spanning various departments, and has begun to consider 1) public relations strategies and budgets based on the priority items and priorities of domestic public relations, and 2) a fundamental review of the organization with a view to establishing domestic and overseas public relations divisions.

2. Survey on University Academic Achievements: Discussions on Cooperation with Corporate Recruitment Activities

The purpose and background of the discussion were reported on by Senior Vice President Nozawa based on the materials. Next, Associate Professor Ichinose, Deputy Director of the Center for University Education and Development and Director of

Education IR Committee, gave an explanation regarding the learning situation and post-graduation surveys being conducted by the University as a reference in order to grasp students' academic achievements. In addition, Associate Professor Ichinose reported on the results of a survey on the status of learning conducted five times during the period students admitted in the 2016 academic year were enrolled, and a post-graduation survey for all faculties started in the 2019 academic year.

[Purpose and Background]

The Central Education Council's "Grand Design for Higher Education toward 2040" states that "Expanding recruitment activities that utilize the quality of university education and results of academic study are issues that the industry should address", as well as stating that "It is necessary to actively utilize information on visualized university academic achievements in the selection activities, and to actively send a message to students that importance be placed on the academic achievements in universities. In doing so, it is necessary for institutions of higher education and the business community to share a common understanding of the content of academic achievements."

The Keidanren (Japan Business Federation) also discussed university academic achievements.

- (1) When a university provides visualized, multi-faceted information on academic achievements, this should be utilized effectively and to great extent in industry student selection activities ("Recommendations regarding form of future university reforms in Japan (June 19, 2018)").
- (2) It is necessary to visualize what students are and are not learning at the university through the academic portfolios, etc. It should be possible to appeal to companies not only with course histories, but also ingenuity in fieldwork, study and survey methods, etc. In addition to a grade for each subject, displaying relative rankings within the department should also be considered ("Proposals regarding the Future of Employment and University Education (December 4, 2018)").

As described above, in this discussion, we would like to ask for opinions on how information on university academic achievements can be effectively utilized in the recruitment process of companies, what information should be included in university, etc., academic achievements, and how to present said information.

[Implementation of Learning Situation and Post-Graduation Surveys]

At Rikkyo University, our aim is to have each student choose to learn according to his or her own vision through their entire four years of study, slowly growing into the person they wish to become through repeated small steps together with self-study and reflection. In order to achieve this, it is necessary to appropriately present students with the four-year goals they have set and the degree of achievement of the small steps leading up to them, by visualizing the results of their studies. It is also necessary to appropriately utilize the results of visualization to improve student guidance and education. In addition, it is important to urge and encourage students to continue to learn up to graduation by regarding each academic achievement as a process of learning and providing appropriate feedback. By doing this, we believe PDCA for student learning can be made to function more practically.

<Opinions and Proposals from Advisory Committee Members>

- Regarding the post-graduation survey questions “How much do you think you learned while you were in school?” and “How useful do you think it is in your current job and life?”, it was surprising that the self-evaluation for learning English was low. The first thing we need to do is take appropriate measures. In addition to a self-evaluation, I would like to see results that objectively evaluate English progress.
- Looking at the data for “Have you ever changed jobs?”, it was found that many graduates of Rikkyo have changed jobs. Companies suffer if someone is hired and then quits in the middle of their employment. I think it would be good if there were a system in which the university could act as a mentor and periodically follow up with graduates, even when they are thinking about changing jobs.
- For third-year university activities, the question “Did you experience any of the following in your third year of university?” appears. However, I think universities should evaluate not only academic studies but also overseas experiences, volunteer activities, and various other experiences. Students may have more sharp or protruding edges, and in order to survive in a society that is undergoing rapid changes, they will need to have a spirit for taking on challenges. It would be a good idea to present this as one of their academic achievements when searching for a job.
- From the perspective of companies, it is good for students to have a variety of personalities. I think that the uniqueness of Rikkyo will come out, and that it won't be buried by other universities. It may not be good for me to say, but I don't think this is something to be proud of. Individuality is a necessity for survival. From that point of view, it is difficult to evaluate the point, as this survey does not show how it compares to other universities. It should be investigated from the viewpoint of differentiation.

- From the viewpoint of “being effectively used in the recruitment processes of companies”, which is the purpose of this discussion, since this study of academic achievements is a self-evaluation, it would be better to refine the study design rather than to hand it over to employers. By cross-tabulating the results of this survey with actual academic achievements, it is expected that individual abilities will be revealed more specifically.
- The survey is weak in terms of differentiation with other universities. Why don't we take this to companies and ask for an objective evaluation of Rikkyo University? I think it would be a good idea to ask companies of various sizes about how graduates of Rikkyo compare to graduates of other universities.
- There was a magazine article comparatively examining universities, and Rikkyo was highly evaluated from the viewpoint of “internationality”. It is extremely important to establish external benchmarks, and it is also important to confirm Rikkyo’s position and recognize where our strengths lie.
- Looking at the “Points that seem superior compared to other universities” question on this survey, there are descriptions that are truly typical of Rikkyo. Answers like “Many people are not self-centered, but are accepting of others”, “I can play the role of connecting people”, and “Rather than just doing a task given to me, I find tasks and make progress on my own” are just like Rikkyo students. These traits will be extremely important in the times ahead. In an era where there are no answers, these people will play an increasingly important role. While it differs depending on the industry, when it comes to employment, companies used to say that they wanted the captain of an athletic association, but now they say they want a dormitory manager. People different from those who are charismatic will be needed in the future. It may not be flashy, but that is a strength and merit of Rikkyo University.
- Although the survey is a self-evaluation of academic achievement, Rikkyo University students and graduates tend to underestimate themselves and may be humble. On the other hand, the desire to win over other universities is also important. It is necessary to have an attitude to take on the challenges in whichever field you choose and shine, and I think the university needs a system to inspire those feelings.
- In terms of how to incorporate academic accomplishment into the recruitment process, it isn't too difficult to judge the results of science departments, but liberal arts departments are a great challenge. The current hiring of new graduates is basically a process of aptitude tests and interviews, and official transcripts are the only way to measure their academic achievement. What companies are looking for in liberal arts students isn't necessarily their grades. Why not define the core competencies that we

want students to have and show them as results?

- Based on my experience in many interviews, undergraduate departments have a number of special names, and they are difficult to understand because they are difficult to explain. It is necessary to create a system in which students can present their academic achievements resulting from attending university, training them to make presentations by punctuating academic discussions and important, concise points in an easy-to-understand manner.

- Capabilities and competencies should be described on two axes. With companies, both recruitment evaluations and annual evaluations are carried out on these dual axes +α, so I would like to apply this to student hiring activities.

3. Interim Evaluation of Top Global University Creation Support Project

In conducting our own interim evaluation on the subject in the Advisory Committee, Vice President Nobuko Ikeda gave the following explanation, based on the materials, regarding our efforts and progress with the Top Global University Creation Support Project (hereinafter, TGU).

- (1) About the TGU project
- (2) Objective of the Advisory Committee's interim evaluation
- (3) Results of the first interim evaluation
- (4) Rikkyo's activities and progress regarding the TGU project (Including responses to items pointed out in the first interim evaluation)

<<Reform of curriculum>>

- ◆ Rikkyo Minor Program
- ◆ Global Liberal Arts Program
- ◆ International Cooperative Graduate Programs
- ◆ Reform of English curriculum

<<Reform of student awareness>>

- ◆ Send students overseas (number of partner universities, number of programs, percentage of students who have studied abroad)
- ◆ Accept various international students (expanding short-term programs, curriculum and entrance exam reforms aimed at accepting excellent international degree-seeking students)

<<Reform of governance>>

- ◆ Formulation of medium- and long-term plans ("Rikkyo Global Strategy 2.0" [Basic Concept for Comprehensive Development])

- ◆ Prompt decision making by the Global Initiatives Meeting (organization)
- ◆ Entrance examination reform (Full introduction of entrance examinations utilizing English qualification or certification examinations to evaluate the four skills)
- ◆ Quality assurance of education (English numbering and syllabi implementation)
- ◆ Initiatives for self-mobilization after government support period ends (Coordination with medium- and long-term university plans)
- ◆ Diversification and sophistication of faculty and staff (Percentage of foreign nationals and those who have obtained international degrees/have foreign language proficiencies)

<Opinions and Proposals from Advisory Committee Members>

- It would be great if we could more clearly identify the specific human resources that will be produced after achieving each KPI, such as increasing the number of foreign students and increasing the number of classes in English, as well as clarifying the characteristics of Rikkyo University's efforts.

- Looking at the overall evaluation results, it is conceivable that there will be disadvantages due to the size of the university. Especially at large universities, there are many students who have not yet established an interest in a particular field of study at the time of admission. In addition to their own major, the "Rikkyo Minor Program" combines English with the system of another field, giving the impression that, from the student's point of view, the hurdles are quite high. In order to improve the number of registered students, it is important to devise ways to lower the hurdles so that students can work with interest, such as by creating video content that introduces Japan in English, and so that students will want to work with enthusiasm. In addition, there is a consensus that "Global = English", but there is a global double standard regarding the economy right now between the U.S. and China. How about creating a curriculum that covers not only English-speaking countries, but also a broader range of fields, including "Asia".

- First and foremost, there is certainly a need for students to become "human resources active on a global scale". It is necessary to carefully analyze the circumstances and needs of students in order to improve the number of students enrolled in the Rikkyo Minor Program. It is necessary to clarify the benefits of the Rikkyo Minor Program for students, as a course that helps them to becoming a person who can play an active role in global business.

- The theme of the Rikkyo Minor Program should be designed so that it brings out the

unique characteristics of the university. For example, it may be possible to evaluate what students have learned from their own experiences, such as “sightseeing”, by setting themes and organizing them systematically.

- There is no doubt that an external English exam is recognized as an international standard and is an index that can be evaluated appropriately. As a feature of the university, I would like to see us actively communicate our relationship with curriculum reform and continue our efforts.

- It is important to create mechanisms to motivate students to take action based on their own motivations and needs. If you spend enough time in any one area, you can become an expert, falling in the top 1% regarding knowledge. I think it would be better to think of the Rikkyo Minor Program as something that will help students develop their specialty and individuality in order to exponentially increase that expertise, becoming the top 1% of the top 1%.

- Rikkyo University has long had a system in which students can expand their knowledge in various fields thanks to the low barriers between its departments. The Rikkyo Minor Program reconstructs that philosophy.

- Ikebukuro, where the university is located, is in a period of change and has great potential. I would like to see the university actively take advantage of this potential.

4. Conclusion by the President

President Kwak concluded and closed the meeting by saying, “This meeting, we received opinions from two perspectives: ‘Reflecting academic achievements in corporate recruitment activities’ and the ‘Interim report on the Top Global University Creation Support Project’. We received insights and ideas that we as members of the university would not have been able consider on our own. I would like to make an effort to make use of these in university management, our curriculum, and more. I would like to report the results of these undertakings at the next meeting of the Advisory Committee.

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