

Top Global University Project (Type B) Rikkyo University

1. Outline

【 Name of project 】

Global Liberal Arts Education × Leadership Education × Self-Transformation
- The Evolution of Rikkyo as a World-Class University -

【 Future vision of the university planned in TGU project 】

Rikkyo University's project is titled as "Global Liberal Arts Education × Leadership Education × Self-Transformation - The Evolution of Rikkyo as a World-Class University -." To respond swiftly to the rapid internationalization of society and the needs of a changing world, Rikkyo University will execute its strategic initiatives focusing on three kinds of reforms: Reform of Curriculum, Reform of Students' Awareness, and Reform of Governance. By conducting these reforms, Rikkyo University aspires to become a university equipped with creativity and deployability as well as self-transformational force that could the internationalization of the Japanese universities, while maximizing the mobility of students and faculty members and enhancing the university's competitive advantage and credibility on the global stage.

【 Summary of Project 】

Reform of Curriculum

In the Reform of Curriculum, the University introduces a number of different new programs, including the university-wide "new" leadership program (Global Leadership Program, GLP), Rikkyo University Integrated Undergraduate Programs, the Global Liberal Arts Minor, the Global Liberal Arts Program (GLAP) and the International Cooperative Graduate Programs, and aims to obtain the maximum effectiveness by creating the organic and strategic linkages among the programs.

Reform of Students' Awareness

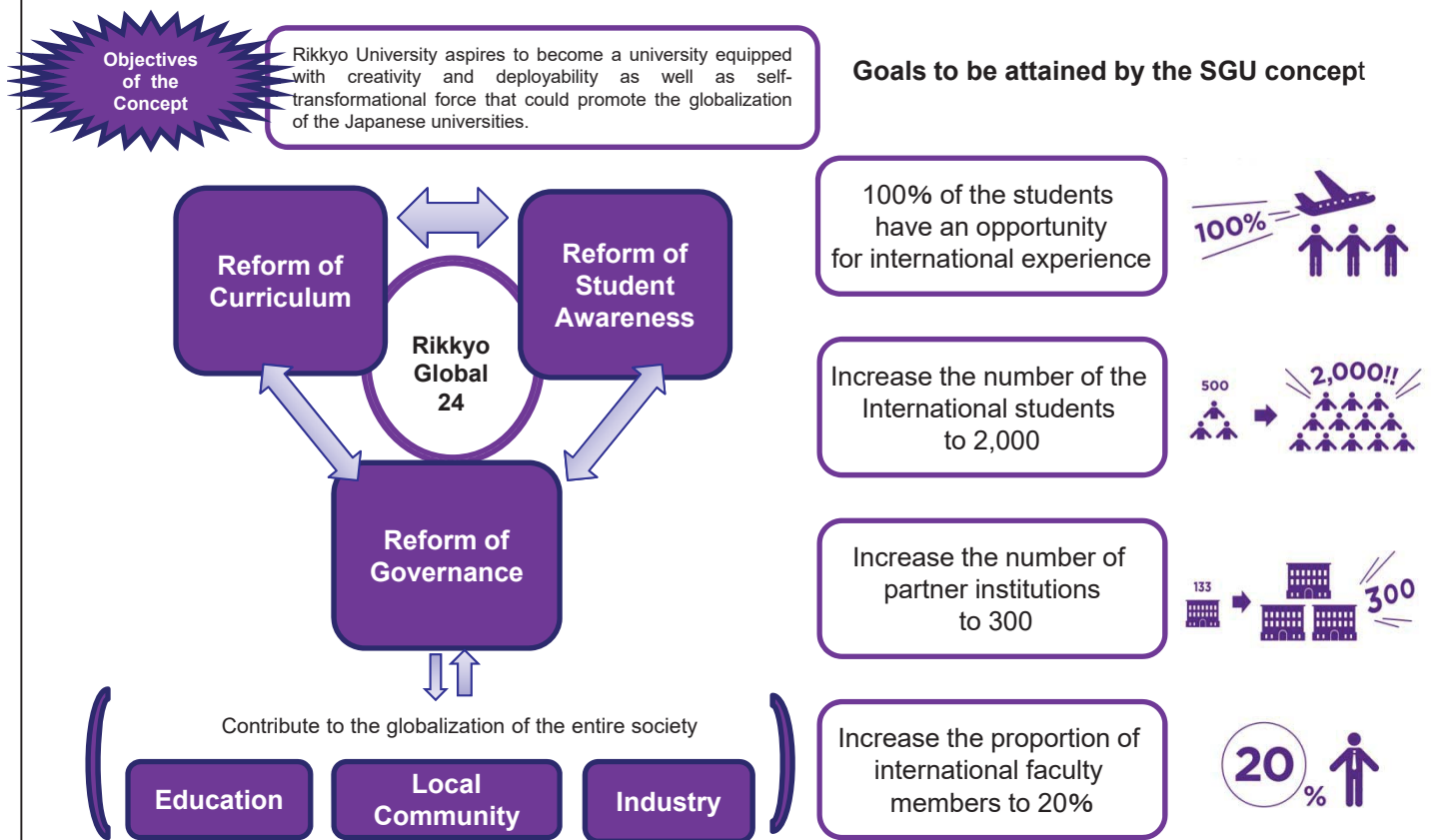
In the Reform of Students' Awareness, the University intends to provide, by utilizing summer programs and the social activities to be hosted at the Global Lounge, the environment where students can acquire independence and expand their worldviews in order to motivate the students to learn about the world and become players in the global community.

Reform of Governance

In the Reform of Governance, Rikkyo University plans to enhance its international credibility by making revisions in its academic system, such as the introduction of a new university-wide course numbering system and the GPA as well as the participation of foreign nationals in its executive meeting. Rikkyo University will also streamline its decision-making process to create the Organization of Global Initiatives by re-organizing some of the existing administrative units.

Rikkyo University will endeavor to achieve goals in its internationalization plan through the three types of reforms outlined in the preceding sections. The specific targets for internationalization before the University's 150th anniversary of foundation in 2024 are listed as follows:

- (1) all students will in principle have an overseas experience before graduation;
- (2) the University will expedite its campus internationalization by increasing the number of international students to 2,000;
- (3) the University will increase the number of overseas partner institutions to 300 in order to facilitate international collaboration further; and,
- (4) the University will raise the percentage of international faculty members to 20% and establish an internationally competitive campus environment. In addition, the university will spearhead the internationalization of Japanese universities and society at large by publicizing the University's Top Global University Project initiatives both in Japan and overseas through the activities such as the hosting of symposia.



【Summary of the 10-year plan】

Summary of the Reforms for the Next 10 years

Rikkyo University will undertake a number of new tasks and projects for the next ten years, focusing on the Reform of Curriculum, the Reform of Students' Awareness, and the Reform of Governance. Especially, in the Reform of Curriculum, the University envisions the Global Liberal Arts Program (GLAP) as the flagship program. The University continues to lead the organizational reform, introducing the establishment of the English-taught courses, the co-development of new academic programs with overseas institutions and the promotion of diversity in student population.

	2013	2016	2019	2023	
Reform of Curriculum	Global Liberal Arts Minor	Developed curricular framework	Enroll 1,000 students(25%)	Enroll 2,000 students(50%)	Enroll 4,000 students(100%)
	Global Liberal Arts Program(GLAP)	Developed curricular framework	Start the program with class size of 20	Expand class size up to 50	Expand class size further up to 100
	International Cooperative Graduate Program	Signed MoU with partners abroad	Start the English-taught program with 30 students	Expand the number of international students	
	Degree programs offered in English	Developed the joint programs in Graduate School of Business	Start the English-taught degree program in undergraduate colleges	Start the English-taught programs in all 13 graduate schools	Start the English-taught programs in all 10 undergraduate colleges
Reform of Students' Awareness	Leadership Education	Expanded leadership programs	Start new extra-curricular programs, led by Division of Student Affairs	Start graduate program in cooperation with partners abroad	Co-develop new programs with universities in Asia
	Overseas programs	Conferred with Oxford University and the University of the South	Introduce "Rikkyo Service Learning"	Start summer program in University of Cambridge	All students have overseas experiences
	Intercultural environment	Established Global Lounge	Start Global Liberal Arts Minor	Open study abroad support offices in all 10 undergraduate colleges	Students contribute to globalization of local communities
Reform of Governance	Leadership of the President	Announced "VISION 2024," strategy toward the 150 th anniversary	Establish University-Wide Liberal Arts Education Council	Utilize the information warehouse in making of the university's policies and strategies	Review the overall project based on performance indicators
	Recruitment of International Staff	Introduce flexible hiring procedure to recruit international faculty and staff members effectively		Hire up to 10 faculty members on tenure track	All administrators experience international services
	Quality assurance of education	Introduce course numbering, GPA system and quarter system		Co-develop quality assurance framework with liberal arts institutions overseas	Build liberal arts consortiums
	Reform of entrance examinations	Accepted International Baccalaureate and English standardized test scores	Start new type of admission for globally-minded candidates	Introduce rolling admission system	Adopt standardized testing of English in entrance exam

Achievement Goals for the Next 10 Years

By completing the aforementioned tasks and projects, Rikkyo University aims to enhance its international credibility over the next ten years. In particular, the University plans to ensure that all students will in principle have an overseas experience before graduation by providing more study abroad options and introducing the more flexible academic calendar such as quarter system.

	2013	2016	2019	2023	
Core Numerical Goals	Study Abroad	20~25% of students	30% of students	50% of students	All students (100%)
	International Students	750 international students	1,000 international students	1,500 international students	2,000 international students
	Overseas Partner Institutions	123 universities	150 universities	210 universities	300 universities
	International Faculty Members	14% of all faculty members	15% of all faculty members	17% of all faculty members	20% of all faculty members

【Featured initiatives (Internationalization, University reform, Education reform)】

Collaborations Based on the Liberal Arts Tradition and the Network of the Colleges and Universities in the Anglican Communion

Rikkyo University was founded by a missionary of the American Episcopal Church and since its foundation the University has maintained an educational philosophy that fosters globally-minded individuals who can support society in an era marked by a rapidly changing global environment, based firmly on global mindedness and a liberal arts in its educational and research activities. Building on its 140-years of tradition, the university plans to advance its internationalization further internationalization by making use of the network with liberal arts universities and the colleges and universities in the Anglican Communion.

In 2014, Rikkyo University opened overseas liaison offices in Seoul, London, and New York in an effort to cultivate new partnerships with local institutions. Starting in 2015, Rikkyo University plans to expand its network in China and the ASEAN through the new educational programs that have been currently under development.

“Rikkyo Global 24” and “VISION2024”

Rikkyo University's Top Global University Project concept, “Global Liberal Arts Education × Leadership Education × Self-Transformation: The Evolution of Rikkyo as a World-Class University,” is based on the University's internationalization strategies outlined in “Rikkyo Global 24,” which was announced in May 2014. In addition, in time for the University's 150th anniversary of foundation, younger generation of Rikkyo's faculty and staff members are currently working to produce “VISION 2024” in order to recapture the University's founding principles from modern perspectives and transmit a powerful message for the future.

2. FY2014 Progress

■ Common indicators and targets

Internationalization

Increase Diversity in Faculty and Staff Members

In the academic year 2014-15, 57.0% of Rikkyo University's faculty members and 9.6% of staff members were reported to be foreign nationals. Especially in the selection of new faculty members, the university as a whole as well as individual colleges and graduate schools have established "The Profile of Faculty Members Desired by the University and the Policy for Forming Faculty Member Organizations" and announced such profile and policy on the University's homepage. The university has started its efforts to meet the target numbers in the near future.

Increase Diversity in Student Body

In the academic year 2014-15, international students represented 3.5% of total student body, and 4.4% of Japanese students had an overseas experience. Regarding the inter-university partnerships that could serve as the basis for student mobility, Rikkyo University signed 15 new partnership agreements with overseas institutions in the same year and the volume of student exchanges is expected to grow in the future. In the academic year 2015-16, several colleges, including Business, Intercultural Communication and Sociology, participated in international conferences such as NAFSA. Rikkyo University has been actively networking with overseas partner institutions and engaging in more international collaborations.

Improve Students' English Language Proficiency

In 2014, 6.1% of students had English proficiency that is the equivalent of TOEIC score of 730, TOEFL iBT score of 79, or IELTS score of 6.0. In the same academic year, Rikkyo University made the existing English Proficiency Advancement Test by using TOEIC free of charge and built the system to assist the students' willful and active participation in English language education. As the result, the number of upperclass students who took the test in December was increased from 909 to 1,649 (the increase of 80%) compared to the previous academic year. Moreover, in the April 2015 testing, 1,898 students (13.9% of students in their second to fourth years), took part in the test. In addition, the College of Business held its 12th commendation ceremony of TOEIC Club 900, the group of the students who scored 900 or above in TOEIC exam, and 33 students received the honor.

University reform

Develop the Skills of Administrators

Starting in 2014, Rikkyo University commenced a new short-term overseas training program for staff members in addition to its previously existing overseas language training. In the overseas training program, administrative staff members first participate in a preparatory course on campus (focusing on office English), then attend an intensive off-campus training program in Japan, and finally visit overseas partner institutions to exchange ideas and opinions with staff members at various departments of host universities, including student affairs, international relations and chief administrative office. In the academic year 2014-15, 10 staff members participated in the overseas training program, and in the academic year 2015-16, 6 administrators are currently receiving the training.

Facilitate Swift Decision-Making

In April 2015, the Organization for Global Initiatives (OGI) was established as a key administrative unit in the University's international advancement in order to make swift decisions on enhancing and implementing international cooperation in education and research as well as student mobility. The OGI incorporates the three existing departments, including International Office, Center for Japanese Language Education, and Center for Global Human Resource Development, and intends to strengthen the coordination among the departments. Furthermore, the Vice President for International Advancement serves as the director of the OGI, and supervises the organization in coordination with university-wide policies. The administrative office of each existing center will be unified under the OGI. The OGI is responsible for the planning of the University Council for International Advancement and also the overall operation of Top Global University Project initiatives as well as tracking of each initiative's progress.

Education reform

Improve the Quality of Education and Developing Programs for Independent Learning

Many of Rikkyo University's curricular and extra-curricular programs feature active learning, including the Global Leadership Program (GLP), the Rikkyo Service Learning Program, overseas internships, and the United Nations Youth Volunteer Program. The GLP is consisted of five sequential classes, ranging from GL101 to GL302 for the purpose of enabling students to acquire the type of leadership that can endure in any kind of trying situation. Since 2014, the English-taught GL202 classes started to be offered and the advance-level classes GL301 and GL302 were introduced in 2015 to complete the systematic learning program. In GL301, it is planned to offer the academic program that provides the opportunity with the students to perform their leadership skills abroad. In order to encourage the student's participation in the program, the introduction of the Rikkyo GLP Scholarship has also been planned.

New Admission Procedure for General Entrance Examination

Starting in the academic year 2016-17, the new university-wide admission procedure will be introduced. Instead of the conventional English test, the score of standardized English proficiency tests (such as GTEC CBT, TEAP, TOEFL and IELTS) will be used to evaluate the applicants' English proficiency in the four skill areas of listening, speaking, reading, and writing. The paper tests will be conducted in two subjects. Rikkyo University decided to introduce the new type of admission in 2014 and has been planning the procedure at the moment.



〈Commendation ceremony of the 12th CLUB900 award in College of Business〉



〈Rikkyo Service Learning Program〉

■ University's own indicators and targets

The Number of Contact Hours in an Intercultural Environment per Student

Rikkyo University has introduced a Global Consciousness Index (GCI) as an indicator to measure a student's conscious effort to immerse oneself in an intercultural environment. GCI is projected by calculating the total number of hours the students spend in the University's intercultural facilities per year, including the hours of residency at the international dormitories, the hours spent by the visitors to the Global Lounge as well as the total length of time spent overseas in study abroad programs. In 2014, the average hours spent in an intercultural environment was 68 hours per student. In the same year, Rikkyo University opened the Global Lounge in Ikebukuro and Niiza campuses, and each month the university has hosted various intercultural events such as the World Café and Country Festival. The total number of event participants at the Lounge was 620 people in Ikebukuro and 287 people in Niiza during the academic year 2014-15. The university is now in the process of implementing programs to sponsor various events each month involving students' active participation, such as photo exhibitions or event planning contests.

Response to Suggestions Made by the Advisory Committee with Foreign Nationals

The University decided to propose the solutions to all suggestions made by the Rikkyo University Advisory Committee, which members include the executives of international organizations and multinational companies as well as the consulate officials stationed in Japan by the end of the following academic year. During the academic year 2014-15, the University has offered solutions to all the problems pointed out at the committee meetings in the previous academic year. During the February meeting, the University made a detailed report on its efforts in the areas of internationalization, liberal arts education, and the educational coordination with affiliated schools. The minutes of the committee meetings has been disclosed on the University's homepage in both Japanese and in English.

■ Featured initiatives based on the characteristics of the university

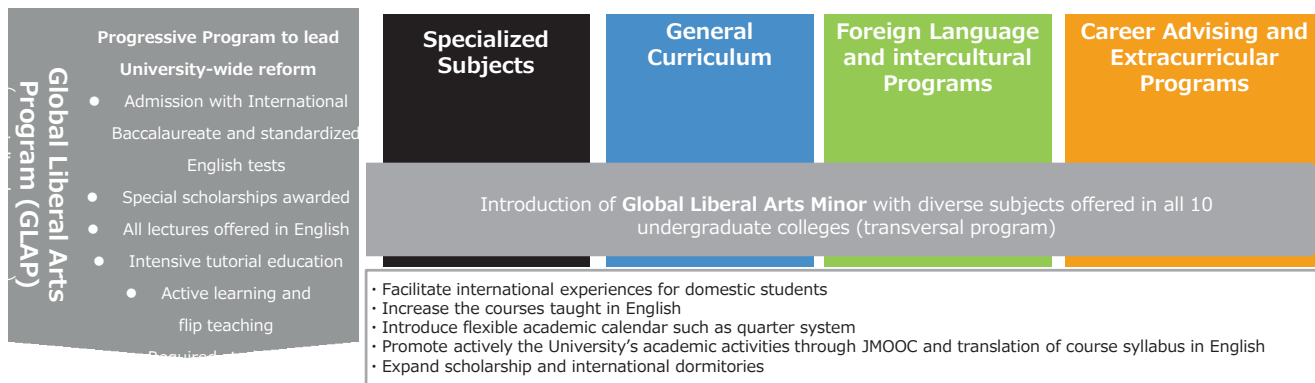
Global Liberal Arts Minor

The main purpose of the Global Liberal Arts Minor, starting in 2016, is to develop the students' ability to study various topics from multiple perspectives in the global context, utilizing the University's rich liberal arts tradition, the experiences in the University-wide Curriculum as well as the diversity of courses offered in the University's ten undergraduate colleges. More specifically, the students learn about the subjects that are inter-connected under a specific theme within diverse areas of study that could lead to the adaptation of specialized knowledge, while they prepare for an overseas study experience which they will pursue afterwards. The Global Liberal Arts Minor offers a group of subjects on the Japanese studies as Category 1, another group of subjects on that focus on acquiring broad variety of knowledge and expertise as well as developing the students' ability to analyze as Category 2, and finally the additional group of language subjects and the English-taught subjects as Category 3. Moreover, overseas experience is regarded as one of the required components and it could count different kinds of unique experiences, including not only the curricular overseas training and study abroad program, but also extra-curricular programs and independent program designed by the students themselves, if approved by advanced screening.

Global Liberal Arts Program (GLAP)

The Global Liberal Arts Program (GLAP) is a new interdisciplinary degree program designed to meet the diverse needs and interests of our students, to promote students diversity, and to realize a cross-college degree program by building on the academic specialties and the characteristics of Rikkyo University's ten undergraduate colleges. Specifically, the GLAP students are not requested to choose a certain major at the time of admission and they enter the University with their major undeclared. In addition, the program enables the students to graduate by taking only English-taught courses and emphasizes the development of the students' intercultural skills by mandating to reside in dormitories with international students and to study abroad. As GLAP is scheduled to start admitting the students in the academic year 2017-18, the University has been working to finalize the curriculum design of the program and to prepare for more active collaboration with overseas partner institutions.

University-wide Educational Reform Based on GLAP and Global Liberal Arts Minor



■ Free description

New Type of Entrance Examination to Select the Candidates for International Programs

Starting in the academic year 2016-17, the College of Intercultural Communications will introduce a Dual Language Pathway, in which the students can complete all the degree requirements using both English and Japanese. Furthermore, the College of Sociology will introduce the International Society Program. Starting in fall of 2017, both colleges plan to utilize the score of standardized English test that can measure four skills as the proof of English proficiency in admission.

More Options for of Overseas Programs to Meet the Needs of Students

In the academic year 2014-15, the College of Economics started an overseas internship program in the Philippines, and in 2015, also started short-term study abroad programs to learn economics in English in United States, United Kingdom, and Australia. Additionally, other colleges have started to offer more options for study abroad programs with different destinations, durations, course contents and objectives, including the Oxford Summer Program proposed by the College of Law and , and the Short-term Asian Immersion Program offered by the College of Business.

Formation of the Rikkyo Local Community Council

Since 2014, Rikkyo University has been planning on the project titled "Ikebukuro: A City of Freedom and Culture" in cooperation with Toshima Ward and the Tokyo Metropolitan Theatre as well as local companies and business owners in the neighborhood. To lead future internationalization efforts within the local community, the University is planning the formation of the Rikkyo Local Community Council based on the collaboration made through the initial project.

3. FY2015 Progress

■ Common indicators and targets

Internationalization

○ Development of New Short-term Study Abroad Programs

Rikkyo University has become capable of providing a wide variety of study abroad experiences suited for the diverse needs of the students in term of schedule, locations, purpose as well as contents, due to the fact that each college and department has been actively developing new programs. In the academic year 2015, College of Economics launched new programs for its students to learn economics in English at multiple locations, including United Kingdom, Australia and Philippines, with the total participation of 41 students. International Office also started a new short-term English language program in Australia with the total participation of 27 students. Furthermore, Organization for Global Initiatives (OGI) has hired four Education and Research Coordinators for the purpose of assisting the administration of study abroad programs operated by each college and the newly hired coordinators have been able to streamline the operation of study abroad programs effectively by organizing the activities such as information sessions, pre-departure orientations and re-entry meetings. In the academic year 2015, the total number of the participants in international programs has been increased to more than 1,000 students, combining both curricular and extra-curricular programs.



New Study Abroad Program in Philippines



Global Festa

○ Enhanced Publicity and Global PR Efforts in Foreign Languages

In order to strengthen the university's publicity in foreign languages, Rikkyo University has established the new system that consolidates the official English translation of the university terms and thus assures the transmission of the accurate information to the global community. With the introduction of "English Translation Search Engine" in the academic year 2015, a new organization was formed to take responsibility to maintain and manage the English translation glossary. The new committee, "Committee for Advancing English Translation and Managing University Glossary," has been periodically maintaining and revising the English translation glossary since then. As a result, it enabled the appropriate description of the university's activities in its global PR materials, such as Rikkyo Global 24 footage and pamphlets, and made it possible to conduct the effective promotion in international conferences such as NAFSA, as well as in visits to potential partner institutions overseas and in PR efforts led by overseas liaison offices (Seoul, London and New York). The university signed 20 new agreement with partner institutions overseas in the academic year 2015.

○ Global Festa

The university held an event called "Global Festa" in September 2015 in order to promote its study abroad programs to the students. The event featured several activities, including a panel discussion between alumni and current students who experienced study abroad and the information sessions on the university's various study abroad programs. The event attracted the total participation of 101 students. Moreover, the Global Lounges on both Ikebukuro and Niiza campuses have organized intercultural events on regular basis, including the presentations on world cultures by international students as well as discussion sessions with the visiting students from overseas partner institutions, and provided the opportunities for the Rikkyo students to expand their cultural horizons. The Global Lounge events attracted the total participation of 1,951 students throughout the academic year.

University reform

○ Formulation of Mid-term Plan "RIKKYO VISION 2024"

The university formulated its mid-term plan, "RIKKYO VISION 2024," to envision the university's future in time for its 150th anniversary of foundation in 2024 and announced it in October 2015. During the formulation process, many younger and seasoned faculty and staff members played a pivotal role. They gather ideas from current students and alumni, integrated various directions and opinions and finally proposed the three major values, including "(1) Lead for Learning," "(2) Lead for Globalization," and "(3) Lead for Future," as well as concrete action plans. The University's globalization strategic plan, "Rikkyo Global 24," has been positioned to be included in this mid-term plan.



Logotype of "RIKKYO VISION 2024"

○ Organizational Reinforcement for Advancing Globalization

The university established Organization for Global Initiatives (OGI) in April 2015. The OGI's director post is taken by Vice-president for International Advancement and the vice-president has been serving as the chief responsible officer for globalization and organizing the Council for International Advancement, a university-wide meeting to be held once a month. By the formation of OGI and Council for International Advancement, the university is now capable to discuss, examine and execute its globalization plans swiftly and concretely.

Education reform

○ Introduction of New Entrance Examination System

In the entrance examination for the academic year 2016, the university introduced a new examination classification that utilizes the English proficiency certification and standardized test scores, which evaluates the four basic skills, including listening, speaking, reading and writing. College of Intercultural Communication and College of Sociology adopted "Special Entrance Examination for Internationalized Programs." In addition, the university also created a separate category, "Global Type," in its university-wide entrance examination and received 422 applications in total.

○ Introduction of "RIKKYO Learning Style"

Starting in the newly admitted class of the academic year 2016, a new learning system, "RIKKYO Learning Style (RLS)" will be applied. RLS is a newly created style of learning that assists the students to envision their future self and conduct the chosen studies steadily and autonomously to actualize their goals by completing the three developmental phases of "Introduction Phase," "Development Phase," and "Completion Phase." It places a particular emphasis on the intensive first-year education, "Rikkyo First-term Program." The careful examination for the introduction of the new curriculum took place during the academic year 2015 and its preparation has been already completed.

■ University's own indicators and targets

○ Survey for International Students to Measure "Globalization Impact Scale"

The university sets its Original Performance Indicator 8 as "Globalization Impact Scale" by using the percentage of retailers and services that provide assistance in English within the vicinity of Ikebukuro and Niiza campuses. In the academic year 2015, in order to prepare such index and specify the areas and types of services to be included in the research, the university conducted a survey among the international students who reside in international dormitories to identify the type of retailers that they regularly visit and sorts of problems they encounter.

○ Increase of Newly Admitted International Students Who Applied Overseas and Actually Completed Admission Procedure (Entrance Examination Accessibility)

The university has already introduced the entrance examination for international students and given admission to the students who live overseas to ease the logistical burden of overseas applicants. Starting in the entrance examination for the academic year 2015, the on-line application system was launched to make it even more convenient for international applicants. As a result, the total number of international applicants has been increased to 439, adding 123 students more compared to the previous academic year. Furthermore, two of the new graduate programs that start admitting international students in the academic year 2016, TESOL-J Program of the Graduate School of Intercultural Communication (already started the admission in April) and the International Cooperative Graduate Program (due to start the admission in September), established the whole admission procedure (from entrance exam to admission paperwork) that can be completed overseas and already completed the entrance examination during the academic year 2015.

■ Featured initiatives based on the characteristics of the university

○ Updates on the Preparation for Global Liberal Arts Program (GLAP)

To prepare for the opening of GLAP scheduled in April 2017, the university has been examining and developing the policies pertaining to curriculum development, entrance examination, new partnerships with overseas institution for required study abroad component, and scholarship funds. Based on the long tradition of Rikkyo University's liberal arts education, GLAP provides the comprehensively packaged academic program, including the liberal arts education conducted in English in small-sized classes, the required study abroad to overseas liberal arts institutions starting in fall semester of second year, and the in-depth specialized education, chosen from the three options of "Humanities," "Citizenship," and "Business," after the students' return to campus. The admitted students are required to live in dormitories with international students for a year and half between their entrance to the university and the departure to study abroad. In the academic year 2016, GLAP Preparatory Office is established and the university continues its efforts to start the admission of the students in the academic year 2017.



The University of the South (the U.S.)
(One of partner institutions for GLAP students)

○ Start of the International Cooperative Graduate Program

As the intellectual contribution to global society by human recourse development, the International Cooperative Graduate Program, which could be entirely completed in English, starts to admit the international students, mainly from Indonesia in September 2016. In the academic year 2015, Master of International Business (MIB) program at the Graduate School of Business opened a new academic specialization called Master of Public Management and Administration (MPMA) and the university examined and prepared the concrete plan for the program curriculum and entrance examination. Moreover, the university signed new partnership agreements with four national universities in Indonesia and now cooperates with the total of six Indonesian institutions of higher education. When the university received a visit of the student groups from partner institutions, the university staff introduced the program curriculum to the visiting students. The entrance examination was conducted during the academic year 2015 and three prospective students are scheduled to be admitted in 2016 at this time.



A visit of the student groups from
Indonesian partner institutions

○ Start of Additional New Academic Programs (TESOL-J, Dual Language Pathway and Global Citizenship Program)

Since a number of new academic programs, including TESOL-J program in Graduate School of Intercultural Communication, Dual Language Pathway program in College of Intercultural Communication and Global Citizenship Program in College of Sociology, are scheduled to be inaugurated in the academic year 2016, the development of curriculums and entrance examination system took place during the academic year 2015. Through these new programs, it is expected that the number of courses to be taught in English will be increased. In addition, "Special Entrance Examination for Internationalized Programs," which utilizes the English standardized test results that examine the four basic skills, was newly introduced in the academic year 2015.

■ Free Description

○ Installment of "Prayer Room"

As part of enhancing the environment for admitting more international students, "Prayer Room" was installed in Ikebukuro campus. Though the Room is chiefly designed to suit the needs of Muslim students, it serves as a multi-cultural spiritual space without adhering to any specific religious affiliation. The opening ceremony of the Room was held in April 2016 and the students have been utilizing the facility since then. At the same time, the university cafeteria started to provide Halal instant noodle on campus.



Prayer Room

○ Continuation of Overseas Training Program for Administrative Staff and Its Follow-up Initiatives

Overseas Training Program for Administrative Staff was started in the academic year 2014 and the university continued to hold the program in the academic year 2015 with six staff members. After having taken the pre-departure on-campus training (business English) and the intensive off-campus training, the participants visited the university's partner institutions in United Kingdom as well as the university's London Liaison Office and met with the relevant staff members of the host sites. In addition, based on the proposal made by the participants in the previous year, the Kendo workshop for international students was held and the total of 21 students took part in the workshop. The event was completed in cooperation with the kendo team of the university's athletic association and provided an cross-cultural learning opportunity for the team members who rarely have a chance to study abroad. Starting in the academic year 2016, the past participants will be joining the international student recruitment activities such as Japan Study Abroad Fair and thus the participants could continue their involvement with the university's globalization efforts.

4. FY2016 Progress

■ Common indicators and targets

Internationalization

● Short-term Intensive Japanese Program

Rikkyo University inaugurated the short-term intensive Japanese program in academic year 2016 and received a total of 17 students from the University's partner and prospective partner institutions overseas in the summer (June 2016) and winter (January 2017) intakes. In addition to the student exchange for one semester or whole academic year, the intensive program now offers a new scheme for admitting international students into short-term programs. During the preparation for the program, Niiza campus administration made a number of arrangements in order to welcome the short-term students, including the introduction of bi-lingual menus in student cafeterias and signs around the campus (English and Japanese). Moreover, the program also provided opportunities for domestic students to interact with visiting international students through intercultural programs, including cultural workshops co-organized with student organizations on tea ceremony, flower arrangement and traditional Japanese archery (*kyudo*), as well as working with volunteer student interpreters of RiCoLaS (Rikkyo Community Language Service), organized by the College of Intercultural Communication.



Students enrolled in the short-term intensive Japanese program

● Establishment of Overseas Liaison Offices in China and ASEAN region

The University established additional overseas liaison offices in 2 locations - Shanghai, China (January 2017) and Jakarta, Indonesia (March 2017) - in order to develop overseas study and training programs and network with local organizations in the respective regions. The University now operates 5 overseas offices worldwide, in addition to Seoul (Korea), London (United Kingdom) and New York (United States).

Due to the networking coordinated by the overseas offices, the University has signed a total of 43 new inter-university and inter-departmental partnership agreements during the academic year 2016. With the opening of the 2 new locations, the University is anticipated to diversify its overseas study options and further develop additional partnership agreements through the effective and efficient promotion of the University in overseas markets, utilizing the connections and resources provided by each liaison office.



Opening ceremony for the Rikkyo ASEAN office

University reform

● Establishment of the Medium and Long-Term Strategic Plan "Rikkyo Vision 2024" Advancement Committee and the Actualization of the Action Plans

In order to advance the University's medium and long-term strategic plan "Rikkyo Vision 2024," formulated in the academic year 2015, "Rikkyo Vision 2024" Advancement Committee was formed in academic year 2016. By establishing the Committee, the University now has the administrative system to oversee the advancement of the entire plan and actualize the 9 action plans described in Vision 2024. As part of the action plans, the University created the "Rikkyo Global/Local Network for Career Support" with the participation of 24 alumni members to formalize the system and discuss career support services for students from global and local perspectives.

● Participation of Administrative Staff Members in Recruitment Fair for Prospective International Students

The University decided to call for the participation of administrative staff members in international student recruitment fairs, held both in Japan and overseas, for the purpose of engaging many staff members with international affairs and advance each staff member's competency, regardless of the actual areas of responsibility within the university. The 10 staff members from various offices (except for those regularly involved in work related to international affairs) received pre-event training and took part in the international recruitment fairs to speak directly with prospective international students about the University. As staff members from diverse departments engage with international students, it is expected that each staff member will gain experience dealing with the practical issues relating to the globalization of the University and the support system for accepting international students.



Study in Japan Fair by JASSO

● Mid-term Evaluation Conducted by the Advisory Board for Globalization

The advisory board meeting was held in March 2017 and, at the meeting, the board members conducted the mid-term evaluation of the University's Top Global University concept and the progress review of the related projects. While the board members concluded that the University's overall globalization plan has been proceeding smoothly, they made the recommendations to consider the following 4 aspects for further advancement of reforms: 1) Careful assistance and sharing of good examples with the students in the inaugurating class of the Global Liberal Arts Program (GLAP); 2) Creation of opportunities for local students to develop their sense of identity as a Japanese citizen and enhance their understanding of Japanese culture by utilizing the Global Liberal Arts Minor subjects; 3) Further reforms to actualize the overall diversification on campus; and 4) Reforms featuring the characteristics of Rikkyo's traditional liberal arts education.

Education reform

● Introduction of the Rikkyo Learning Style

Starting with the first-year students in academic year 2016, the "Rikkyo Learning Style" (Rikkyo University Integrated Undergraduate Programs) was introduced as the new system of learning for undergraduate students. In "Rikkyo Learning Style," the undergraduate curriculum is divided into 3 phases, including "Introduction Phase," "Formation Phase," and "Completion Phase". Such an approach allows each student to structure their learning so as to be able to work autonomously towards her/his own objectives. For the first-year students in 2016, the intensive first-year education program (the Rikkyo First-term Program) was provided as the core of "Introduction Phase". This program was effective in helping students acquire an appropriate mindset for academic study, as well as basic academic knowledge and skills.

● Establishment of the New Educational Programs (Dual Language Pathway, TESOL-J and Global Citizenship Program)

The University commenced multiple new educational programs in academic year 2016. In the College of Intercultural Communication, the "Dual Language Pathway (DLP)" program was started with 14 students. This program allows the students to earn the sufficient number of credits for graduation by only taking courses offered in English. The DLP students, in principle, are expected to study abroad for one academic year starting from the fall semester of the second year. In addition, the TESOL-J program in the Graduate School of Intercultural Communication and Global Citizenship Program in the College of Sociology were also started.

■ University's own indicators and targets

● Increase in the Use of External Standardized English Tests for Entrance Examination

The "Global Format," which utilizes the score of external standardized English tests that evaluate the four key competencies, was newly introduced in the entrance examination for academic year 2016. The test result for academic year 2017 shows that the Format attracted a total of 1,397 applicants, which is 3.7 times the number of the previous academic year (the number of the Global Format applicants was 374 for academic year 2016). By recognizing such a trend, the University decided to include the result of standardized English tests as part of the requirements for admission by recommendation from partner schools and affiliated schools.

● Introduction of the On-line Enrollment Procedure System

An on-line application and enrollment system was introduced from the entrance examination for academic year 2017. The new system streamlined the procedure for applicants and made it easier for overseas applicants to submit their applications. While such a system was already available in the entrance examination for international students for academic year 2015, it attracted the largest number of international applications, with 857 applicants in the entrance examination for academic year 2017, as compared to 652 applications for academic year 2016.

■ Featured initiatives based on the characteristics of the university

● Preparation for the Global Liberal Arts Program (GLAP)

The University opened the Global Liberal Arts Program Preparatory Office in academic year 2016. The Office was responsible for preparation before the opening of the Program in academic year 2017, including the revision of university regulations, the formulation of academic policies (including admission, curricular and diploma policies), the development of the program curriculum, a new dormitory (Rikkyo Global House), a new scholarship program and the relevant rules and regulations. In addition, with the active promotion of the program targeted at the designated high schools of "Super Global High School" program administered by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan, schools offering International Baccalaureate and other international schools, the Program attracted a total of 113 applications for a little over 10 spots in two entrance examinations conducted in November 2016 and February 2017.

Furthermore, the University invited a faculty member from Trinity College (United States), a renowned liberal arts college and one of Rikkyo's exchange partners for the GLAP. The invited professor taught the intensive summer course for 5 days. 17 students, mostly consisting of first and second-year students, were enrolled in the intensive course and it provided an opportunity that was beneficial for the preparation of the GLAP. Moreover, during the annual recruitment event called Open Campus, part of the intensive course was open to visiting high school students to audit and such an experience inspired some of the students to consider applying for the GLAP. It is planned that the University will continue to offer the intensive course in the next academic year and beyond. Since the course was open to the students in all of the existing undergraduate colleges, it could possibly bring the impact of liberal arts education in English to the university-wide level.



Intensive summer course by the invited professor from Trinity College

● Admission of the Students in International Cooperative Graduate Program

Based on inter-university partnership agreements with 6 leading universities in Indonesia, in September 2016 the University accepted 3 international students from Indonesia as the first incoming class of the double-degree program, which is the principal cooperation scheme of the International Cooperative Graduate Program.

The International Cooperative Graduate Program is the degree program that offers Master's degree in Public Management and Administration (MPMA) and can be completed entirely with courses offered in English. In the process of promoting the program, it was confirmed that a few other emerging nations, in addition to the original target nation of Indonesia, show interest in the program. Thus, the University decided to expand the targets for the program and include the regular applicants in the entrance examination for Fall 2017 admission and started to accept the applications. In addition, with the opening of the ASEAN liaison office, an efficient administrative system is now in place for the recruitment of the second incoming class, communication with partner institutions and the collection of information on the scholarships offered by local governments and the latest trends within the region in sending the students overseas.



New students and faculty members of the International Cooperative Graduate Program

■ Free description

● The First Annual Super Global High School (SGH) Student Research Presentation Contest

The University has strengthened its cooperation with the designated schools of the "Super Global High School" Program in order to recruit prospective students who have qualifications that are in line with the University's globalization advancement policy. In academic year 2015, the University held "SGH Designated Schools-University Collaborative Research Seminar" which targeted teachers of the SGH-designated schools, offering workshops and information sessions. During the meeting, the teachers requested the University to organize an event to feature student presentations. Hence, in cooperation with Kwasei Gakuin University, which had already organized a similar event in the past, the University held "Super Global High School (SGH) Student Research Presentation Contest," which was targeted at 39 SGH-designated schools in Kanto, Koushin'etsu and Shizuoka regions.

On the day of the Contest, approximately 140 students from 13 schools participated and conducted presentations and/or poster sessions either in English or Japanese. 8 faculty members from the University took part in the event as judges. By having hosted the event on campus, the University was given an opportunity to gain insight into the changing reality of high school education today and also how the University should evaluate each applicant's qualities such as problem-solving skills, cooperativeness and creativity in order to actualize the multi-dimensional admission process. Such comprehension gained by hosting of the event is expected to play a larger role not only in the designing of educational programs and the entrance examination system, but also in the development of the rubric for the GLAP. Lastly, the event also offered the chance for the high school students to experience the type of education and learning offered at the University through the comments and questions given by the University's faculty members and students.



Presentation session



Poster session

5. FY2017 Progress

■ Common indicators and targets

Internationalization

○ Expansion of International Cooperative Graduate Program

In September 2017, Rikkyo University (RU) accepted nine international students from Indonesia as the second group for the double-degree program, which is the principal scheme of this program. RU also accepted another group of three international students through the scheme of PHRDP (Professional Human Resource Development Project) by Indonesian government, the scholarship program by local governments, and regular admission by RU. RU's ASEAN liaison office, which was established in March 2017, communicated with partner institutions, gathering the latest information so that RU may be able to recruit students from Indonesia through collaboration with the local partner institutions.

○ Strengthened Collaboration with Indonesia

RU has strengthened its collaboration with Padjadjaran University (PU), one of RU's partnership institutions. RU accepted approximately 80 students from PU in July 2017 and January 2018, conducting one-week seminar, in which they learned business, Japanese culture, and business manner. RU also accepted 30 students from PU in September 2017, organizing the event of cultural exchange, where they performed Indonesian folk music instruments RU's students performed "Wadaiko," or Japanese drum. This event attracted the audience of approximately 100 students, which contributed to reinforce the cultural bridge between RU and PU.



International Cooperative Graduate Program

○ Continuing efforts toward Rikuzentakata Project

RU has been conducting the PBL (Project-based Learning) collaborative field work at Rikuzentakata, Iwate Prefecture in conjunction with Stanford University (SU) since 2015. In September 2017, based at "Rikuzentakata Global Campus," RU's 11 students and SU's seven students worked on the project to promote Rikuzentakata and made a presentation for the Mayor of Rikuzentakata. Thus far, a total of 53 students from both RU and SU have participated in this project.

○ Expansion of reciprocal exchange programs and partner institutions

In 2017, RU sent a record high of 1,300 students overseas (increase by 100 compared to 2016). Furthermore, RU increased the number of its partner institutions to 190, while accepting a record high of 1,183 international students from 52 countries and areas in 2017. RU offered enriched and globalized academic environment, where the students may learn with the people having diverse values and cultural background on and off campus.

○ Joining AALAU (Alliance of Asian Liberal Arts Universities)

In 2017, RU joined the Alliance of Asian Liberal Arts Universities as one of official founding members. The first conference of AALAU was held in November 2017 with representatives of 19 universities from Asia. Its vision, objective, and future goals were discussed.

University reform

○ Introduction of "RIKKYO Award for Excellence in Teaching"

"RIKKYO Award for Excellence in Teaching" was introduced in 2017 as a system to recognize the achievement of faculty members who produced good educational achievements, being creative in educational contents and methods. RU's Selection Committee awarded 34 faculty members based on the recommendation from each College and Graduate School. Such good practices are being shared throughout RU among faculty and staff.

○ Continuation of "Overseas Training Program for Administrative Staff"

Overseas Training Program for Administrative Staff, which has been conducted since 2014, was held in 2017. Six administrative staff participated in this program. After going through intensive off-campus training at International University of Japan, they went to the United States and visited Montana State University and Columbia University, having meetings with faculty and staff.



Overseas Training Program for Administrative Staff

○ Introduction of e-Portfolio system

In April 2017, RU introduced its e-Portfolio system for all undergraduate students. The system allows them to accumulate their academic achievement as well as curricular and ex-curricular activities. This system also allows them to reflect on their academic goals and progress.

○ Renewal of RU English website

In March 2018, RU renewed its English website. The renewal was thoroughly done, and more information became available in English, which contributed to enhance overseas publicity.

Education reform

○ Expansion of external standardized tests of English for entrance exam

In order to accept more students who are proficient in English, RU began to accept the External Standardized Tests of English (ESTE) that evaluates four key competencies for entrance exam in 2016. For admission in 2018, RU began to use its test scores for the "Admission accepting the score of National Center Test for University Admissions". RU received a total of 2,675 applicants (record high) for "Global Type" in General Admission, which was introduced in 2016. Also the university admission quota for the admissions using ESTE scores turned out to be a record high of 901 students and 17 times compared to 2013.

○ RSL-Project Planning launched

In 2017, RSL (Rikkyo Service Learning) Center began to offer its new curricular program, "RSL-Project Planning" so that the students may study in nine fields in and out of Japan. Seven students participated in the program and studied social entrepreneurship in Indonesia.

■ University's own indicators and targets

○ TOEIC CLUB 900

The number of Japanese students with a high score of over 900 on TOEIC have been increasing due to RU's utilization of the external standardized test scores of English for entrance exam. Also more students are motivated to study abroad. 239 students scored over 900 on TOEIC in 2017 (increase by 89 compared to 2016). RU plans to conduct language education reform, where the students may continuously learn and improve English.

○ More administrative staff capable of handling international affairs

As the number of international students and faculty members is increasing, there are more situations for administrative staff to deal with them in English. As a result of RU's efforts to offer a number of opportunities for them to go overseas including "Study Abroad Fair" and "Personnel Training," the number of such staff who have been overseas and versed in international affairs increased by 193, which is two times compared to 2014. Thus, RU's foundation for global personnel training was reinforced.

■ Featured initiatives based on the characteristics of the university

○ GLAP (Global Liberal Arts Program) launched

In 2017, RU officially launched an English-taught degree program, GLAP, having accepted 23 students.

Classes: GLAP offers liberal arts subjects fully in English, providing "Tutorial" with a maximum of five students per class so that they may acquire fundamental academic skills. Detailed guidance was given and ideal global academic environment was set up.

Dormitory: In April 2017, RU provided a new dormitory, "Rikkyo Global House" for Japanese and international residents, where GLAP students as well as exchange students are accommodated.

Overseas Partner Institutions: GLAP students are required to study abroad for one academic year at partner institutions (e.g. Liberal Arts College). In 2017, nine overseas institutions signed the agreement to partner with RU.



GLAP

○ Global Liberal Arts Minor launched

RU began its course registration for Global Liberal Arts Minor in 2017 for 4,687 students who were admitted in 2016. 181 students among those students registered to enroll either "Arts & Science Course" or "Language & Culture Course." In 2018, RU will provide another course, "Discipline Course," (based on each College's specialization) under which there are two themes, "Teaching Japanese as a Foreign Language Course" and "Data Science". RU aims to provide more "Discipline Course" offered by each College and expand the minors for more students.

■ Free description

○ Second Annual Contest of Super Global High School (SGH) Student Research Presentations

In December 2017, RU held the "Second Annual Contest of SGH Student Research Presentations" for 39 designated schools in the Kanto, Koshinetsu, and Shizuoka Regions selected by MEXT. RU strengthened its ties with them to recruit prospective students who are qualified and motivated to study at RU. 250 students from 19 schools showed up and conducted presentations and poster sessions either in English or Japanese. RU's 10 faculty members and graduate students were present and reviewed their performance.



SGH Student Research Presentations

○ More students participating in "Global Festa"

RU held its cultural event, "Global Festa" in May and October 2017 to promote the opportunities to study abroad. Approximately 1,500 students showed up at the event and the number of the participants increased significantly compared to previous years. Global Festa in May was particularly designed for the first year students, which contributed to motivate them to consider study abroad at an early stage of their campus life.

○ Establishment of "Rikuzentakata Global Campus"

In April 2017, RU and Iwate University (IU) jointly established "Rikuzentakata Global Campus (RTGC)" in Rikuzentakata, Iwate Prefecture. RTGC plans to be utilized as the "hub" of place for exchange with local people, students, and researchers from Japan as well as overseas. RU organized a variety of programs related to reconstruction from the natural disasters including earthquake and tsunami as well as international cooperation.

○ Promotion of globalization to local community through short-term intensive Japanese program

RU has been conducting the short-term intensive Japanese program for international exchange students since 2016. In 2017, RU began to provide the "home visit" program for them, which is a part of regional collaboration under the cooperation of the City of Niiza. In this program, they visited Japanese family for one day and experienced daily life with them, which contributed to promote globalization to local community.

6. FY2018 Progress

■ Common indicators and targets

Internationalization

○ Development of International Cooperative Graduate Program

In September 2018, Rikkyo University (RU) accepted 13 international students from Indonesia as the third group through the scheme of International Cooperative Graduate Program. Since the program started in September 2016, RU has accepted a total of 35 international students from Indonesia, Vietnam, Nepal, Zambia and Benin. Most of the graduates went back to their home countries to go back to work again at the government, and they made a further contribution to their countries' development, having gained their expertise. RU's ASEAN liaison office works closely with RU's partner institutions in Indonesia to recruit students from Indonesia. Furthermore, RU accepted totally 72 students from Padjadjaran University, one of RU's partners in Indonesia, in July 2018 and January 2019, while conducting a one-week seminar in RU, where they studied business and Japanese language. Those activities have strengthened us to form a solid collaboration each other.

○ Collaboration with overseas institutions for Rikuzentakata Project

RU has been conducting a PBL (Project-based Learning) collaborative field work in Rikuzentakata, Iwate Prefecture, where participants learn "Reconstruction from Earthquake and Tsunami", in conjunction with Stanford University since 2015. In 2018, another RU's partner, the University of Hong Kong joined this program, and a total of 22 students from three universities worked together for this project. In addition, National University of Singapore will participate in this program in 2019. Through this PBL program, RU provides our students an opportunity to collaborate with the students from overseas. This is such a valuable opportunity for young people from overseas to learn how to recover and reconstruct from the loss by the earthquake and tsunami.



Rikuzentakata Project

○ Expansion of study abroad programs and strengthening management system for overseas emergency

In 2018, RU sent a record high of 1,400 students overseas through a variety of study abroad programs organized by RU (increase by 100 compared to 2017). With the increase in number of students who participated in study abroad programs, RU introduced the security services for overseas emergency throughout the university in 2018 to ensure students' safety and strengthen the RU's crisis management system.

○ Collaborative Agreement with Chinese Academic Network

In 2018, RU signed the collaborative agreement with Chinese Academic Network and became an official member, which gives RU an access to recruit qualified Chinese students for undergraduate programs. 60 prestigious high schools in Shanghai area offering their courses in Japanese join this network, and through this network, RU may be able to build a relationship with the members and enhance RU's publicity to Shanghai area.

University reform

○ Reinforcement of international student's acceptance system

In 2018, RU accepted a record high of 1,284 international students. In order to deal with the increase in number throughout the university, RU reinforced the system to accept international students, improving the system of registration for international students and their placement in each academic department. In 2018, RU conducted eight short-term intensive programs, accepting 210 international students. RU reformed the system to provide them official student status, setting up the system of processing the fees to be allocated for each academic department, which becomes an incentive to continue accepting international students in RU's all academic departments.

○ Continuation of "Overseas Training Program for Administrative Staff"

Overseas Training Program for Administrative Staff was held in 2018, in which six staff members participated. After going through intensive off-campus training at International University of Japan, they traveled to the United States, visiting RU's partners, Kent State University and Columbia University for one week. They had a productive meeting with faculty and staff.

○ Creation of film to recruit prospective international students

In 2018, RU created and uploaded film for prospective international students to promote RU and campus location through the English Website.

○ International Symposium related to Regular International Students

In January 2019, RU hosted international symposium on the theme of accepting regular international students. RU presented our strategic plans and issues to accept more international students. Guest speakers from China, Vietnam, Indonesia, and Russia introduced their own country's educational system of Japanese language education, their high school student's interest in studying abroad in Japan and issues when they study in Japan, where all the participants had a chance to discuss the topics. RU, through this symposium, promoted RU's good practices and support services for international students to the participants from Japan and overseas, also sharing updated information of studying in Japan with all participants.



Training Program for Administrative staff



International Symposium

Education reform

○ Expansion of external standardized tests of English for entrance exam

In order to accept more students who are proficient in English, RU began to accept the External Standardized Tests of English (ESTE) that evaluates four key competencies for entrance exam in 2016. For admission in 2018, RU began to use its test scores for the "Admission accepting the score of National Center Test for University Admissions", RU received a total of 4,900 applicants for the entrance exam in 2018. Also RU received 2,061 applicants for "Global Type" in General Admission in 2018. The total number of admission quota by the entrance exam using its test score turned out to be 1,503.

■ University's own indicators and targets

○ Global competency in education

"Global competency in education" is RU's own standard based on the total number of transferred credits between RU and partner institutions from Japan and overseas. RU intends to expand the total number to enhance Global competency in education, promoting further student's exchange programs with partner institutions overseas. The total number did increase to 6,573 credits in 2018 through the expansion of the partner institutions overseas (note: 4,000 credits in 2014).

○ Enhanced global awareness

"Enhancement of global awareness" is RU's own standard based on the total annual number of cross-cultural experience hours for each student at RU. In 2018, RU held two Global Weeks to promote study abroad, attracting more than 4,000 students to participate in the events. In addition, far more students participate in a number of cross-cultural events regularly held as well as study abroad programs. This indicates the enhancement of global awareness among RU's students. The total number in 2014 was 68 hours and jumped to 110 hours in 2018.

■ Featured initiatives based on the characteristics of the university

○ GLAP (Global Liberal Arts Program)

RU officially launched an English-taught undergraduate program, Global Liberal Arts Program (GLAP), accepted 19 students as a second group for the program in 2018, conducted the following:

Study abroad to partner institutions:

GLAP students are required to study abroad for one academic year at partner institutions (e.g. Liberal Arts College). In fall 2018, 16 GLAP students left for their destination to study abroad.

Meet Up Session:

In April 2018, GLAP program offered two-day orientation program for freshman, "Meet Up Session," so that they may get to know each other well and prepare better for GLAP. This program was held to enhance GLAP student's motivation and also to learn basis for liberal arts as well as effective presentation skills using E-portfolio.

Classes:

GLAP offers a number of global liberal arts subjects and summer intensive courses taught by Visiting Professor from Trinity University in the United States, GLAP's partner institution. This educational opportunity has become available to all RU's students.

Strengthened publicity:

RU regularly uploaded the information of GLAP's curriculum and students' report describing their campus life in Japanese and English through the GLAP official Facebook.

○ Global Liberal Arts Minor

RU began its course registration for Global Liberal Arts Minor in 2017 for all undergraduate students, who have been admitted in 2016. 541 students among those students registered to enroll either "Arts & Science Course; Eight themes" or "Language & Culture Course; Eight themes." In 2018, RU started to offer another course, "Discipline Course," (based on each College's specialization) under which there are two themes, "Teaching Japanese as a Foreign Language Course" and "Data Science". RU aims to provide more "Discipline Course" offered by each College and expand the minor options for more students. RU reconstructed to improve the registration timing as well as its system in order to expand the number of enrollments for the minors. RU continues to establish new courses in order to further increase the number of Global Liberal Arts Minor's enrollment.

■ Free description

○ Third Annual Contest of Super Global High School (SGH) Student Research Presentations

In December 2018, RU held the "Third Annual Contest of SGH Student Research Presentations" for 39 designated schools in the Kanto, Koshinetsu, and Shizuoka Regions selected by MEXT. RU strengthened its ties with them to recruit prospective students who are qualified and motivated to study at RU. 350 students from 21 schools showed up and conducted presentations and poster sessions either in English or Japanese. RU's 12 faculty members and graduate students were present and reviewed their performance.

○ Rikuzentakata Global Campus

In April 2017, RU and Iwate University (IU) jointly established "Rikuzentakata Global Campus (RTGC)" Rikuzentakata, Iwate Prefecture. RU organized a variety of symposium and student's programs related to reconstruction from the natural disasters including earthquake and tsunami as well as international cooperation. In March 2019, RU organized the symposium related SDGs at RTGC and provided the opportunity to think about sustainable development goals in global and local levels with the participants.



GLAP Meet Up Session



SGH student's poster session



Rikuzentakata Global Campus