



Outline of Our Educational Program

Nurturing "Tourism Innovators" – high-level research and education specialists in the field of Tourism – in response to increasing social needs

At Rikkyo University's Graduate School of Tourism, we are conducting the strategic development of "Tourism Innovators" - human resources who are high-level research and education specialists and who hold doctoral degrees in the field of Tourism studies. Through our program to nurture "Tourism Innovators", we aim to produce two types of professional persons: 1) tourism industry professionals who are able to communicate to society a new vision for and new innovations in tourism; and 2) tourism industry professionals who are able to nurture the above sort of professionals at higher education institutions.

In recent years, with the progression of the aging society, the diversification of value systems, advances in information technologies, and the development of high speed transportation networks, amongst others, tourism today is changing from the once mainstream travel industry-led package tourism to an "individual tourist model" in which the emphasis is on meeting the needs of each individual, through active learning experiences or cultural exchanges, etc. However, domestic specialists in the old model - the tourism industry, travel industry and most tourist destinations - are facing difficulties in coping with this structural change. The reason they are struggling to respond to this structural change is not due to external factors, such as the loss of international competitiveness of the tourism industry or the aging of the human resources at tourist destinations, etc., but, more crucially, is connected to the issue that tourist businesses and tourism planning are still being thought about and conducted along the lines of the old paradigm.

The current stagnation of the tourism industry cannot be overcome simply by business techniques such as marketing or improving management efficiency. There is a need for human resources that can analyze from a longer perspective, and in an inter-disciplinary and scientific manner, the various phenomena occurring in the tourism field and to boldly outline a new paradigm and innovations for society (innovations in tourism) in the face of the structural changes. The sort of human resources that we aim to produce in this graduate program are exactly the individuals for whom there is now a great social demand to nurture today, in order to forge Japan into a tourism nation. The "tourism innovators" we aim to develop are human resources with a high level of research and educational specialist skills, who can lead a tourism "paradigm shift" from the position of research, as distinct from practical business operations, and who are able to create innovations in tourism policy and industries related to the field of tourism.

Outline of the Development Process

Our program to develop "Tourism innovators" to pass on practical education techniques

"Tourism Innovators" need to possess an "overall ability in research" encompassing: 1) the ability to observe scientifically tourism phenomena in the real world; 2) the ability to analyze the issues brought to light as a result of these observations by combining different fields of learning; and 3) the ability to return the profits of their research to society. This program seeks to utilize to the full the benefits of more than 60 years of academic education in tourism studies and 40 years of achievement in post-graduate education, to nurture "tourism innovators" who are human resources with a high level of research and educational specialist skills, possessing an overall ability in research and, from their time as a student, the ability to return the profits of their own research to the tourism industry, through 5 years of consistent and complementary coursework and organizational research guidance. In the doctoral program first stage, students learn the basics about research skills through introductory courses, lectures and project-based learning (PBL) through well-balanced and practical classroom lessons. They also conduct specific field work directed at concrete research targets from among the tourist destinations, local authorities, hotels and resorts with which this graduate program is affiliated. Moreover,

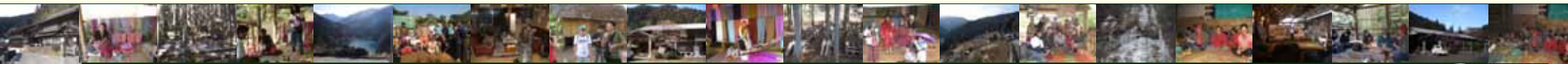
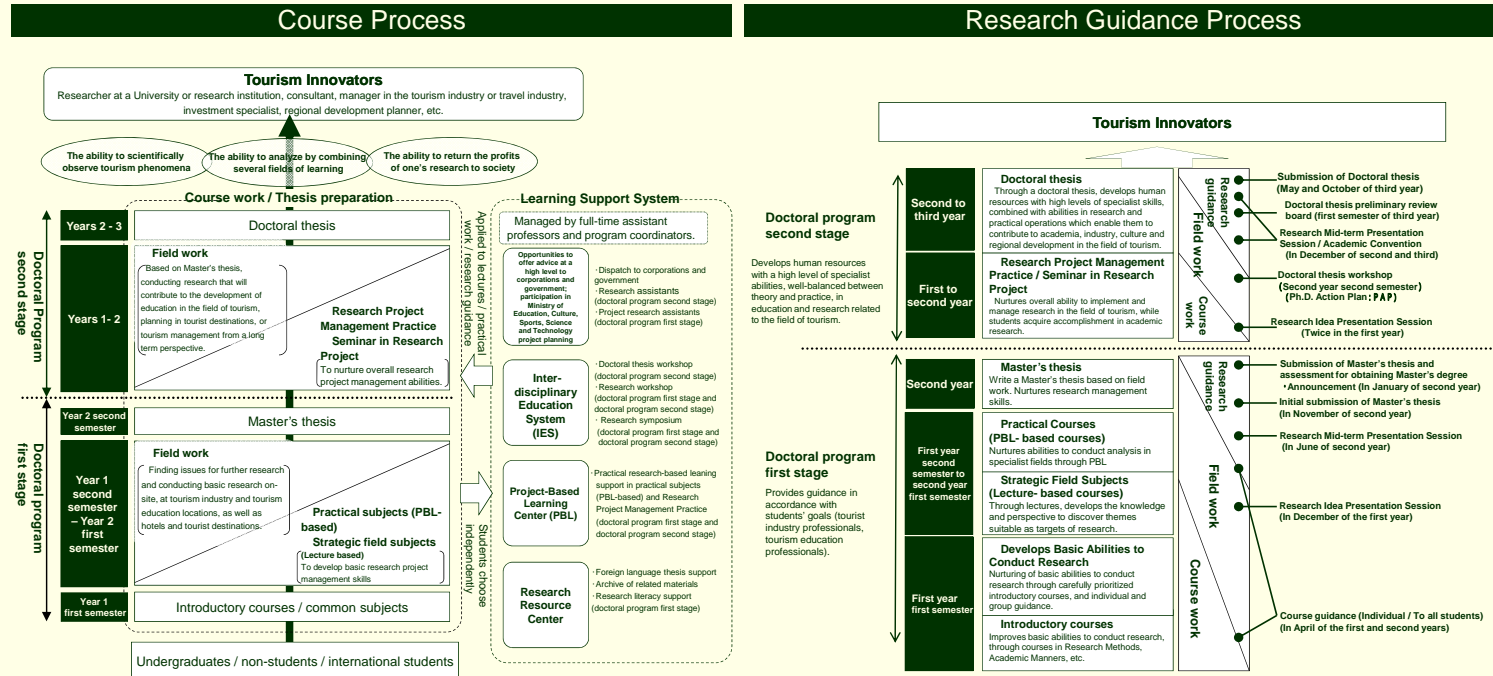
students who so desire are provided the opportunity to make presentations on their research in the most appropriate environment through our "Learning Support System". This aims at the development of "research management abilities" to enable students to accurately manage and implement their research projects through the skills and knowledge gained through their independent learning. Students use these skills to write a Master's thesis which relates to a practical research theme.

In the second stage of the doctoral program, students develop an "overall ability in research", by independently managing the research process from "identifying the problem", "positing a hypothesis / conducting survey research / proving the hypothesis" to "putting into practice based on the new paradigm". This is achieved through even higher levels of fieldwork and research project management practices, in which students are given the opportunity to offer advice at a high level regarding business strategy and policy initiatives, etc. to tourism industry businesses and government, and the opportunity to participate in joint research, etc. with industry at the Open Research Center of the Ministry of Education, Culture, Sports, Science and Technology. Students write a

doctoral thesis that will be able to lead the paradigm shift in tourism, using the basis of the academic research guidance regime that has its foundations in this graduate research program.

Rikkyo University's Graduate School of Tourism, as a pioneering graduate school that confers doctorates in the field of tourism, has developed and put into practice its own unique method of nurturing the desired human resources. In recent years, many top executive human resources, who play a major role in hotel management consulting or the planning division of the Ministry for Tourism in a foreign country after obtaining their Ph.D. are emerging in great numbers, and include as many as half of the practical administrators of tourism industry, tourism-related government administration and educational institutions, etc. at listed companies in the travel industry and hotel industry, local authorities which have a tourism strategy, and higher educational institutions that have programs in tourism-related education, etc. This is different from obtaining an MBA qualification in tourism management from a management graduate school,

and is a sign of the unmistakably growing need for and interest of industry in the education provided by Rikkyo University's Graduate School of Tourism, which seeks to develop the abilities to research the paradigm shift that is already occurring in reality in the tourism industry from a scientific perspective. This program seeks to respond to the sorts of social expectations that are being made of it through the strategic development of "tourism innovators" and to further improve the education it is able to provide.





Curriculum Reform to Initial Year Education

Background

The Graduate School of Tourism at Rikkyo University began as part of the Graduate School of Sociology's Applied Sociology Department in the first half of the 1970s. Later, in 1998, the first and second stages of the doctoral program were established and, as the Graduate School of Tourism, the school began to offer an education program upon completion of which Master's (Tourism studies) and Ph.D. degrees (Tourism studies) could be conferred.

The biggest change that occurred upon the school becoming the Graduate School of Tourism was that there was an increase in the number of students arriving from other backgrounds: there was an increase in students enrolling from other departments, after completing undergraduate courses in subjects other than tourism or even sociology, and an increase in non-students (working people, etc.) and international students. The main issues that faced the school immediately before implementing the Graduate School Educational Reform Program, were how to provide education in the basic skills needed for tourism studies and how to provide graduate level education to students who lacked a background in social science research, and the need to find a resolution to these issues was becoming increasingly urgent. Not least because, at the time, it was very rare for a student to have their doctoral degree conferred upon completion of the second stage of the doctoral program, and most students required more than 4 years after the completion of the doctoral program to have their doctoral degree conferred. At the same time, there were occasionally students in the first stage of the doctoral program who required 3 years in order to have their Master's degree conferred.



Goals and Principles

Therefore, it was decided to implement the Graduate School Educational Reform Program, and systematically reconfigure the curriculum, in order to nurture basic research abilities in students. As the basic principles, the following were adopted: 1) to nurture research abilities to enable students to write their Master's and Ph.D. thesis firmly based on sound knowledge of methodology obtained from a systematic study of research methodology; and 2) to nurture an awareness of research as an undertaking, and the ability to comprehensively manage the process of research in its entirety, from identifying a research topic, planning, implementing research and reporting on the results of one's research. In both the first and second stages of the doctoral program, the level of the students' knowledge about research methodology and research management abilities of the students were to be improved in parallel with the students' finalization of their choice of research topic in the initial year of each stage of the program, in order to make it possible for the students themselves to be able to accurately assess and predict the sort of research that they might be able to realistically complete within the period of the first and second stage of the doctoral program respectively.

The Current Situation of Changes to the Curriculum

1. The Introduction of Initial Year Education

Regarding the principle described in 1), the first year of the first stage of the doctoral program was designated as the "Initial Year", and the process of education was systematized, with emphasis being placed on providing education through lectures, seminars and practical learning, etc. rather than on research guidance as such, so that students would gradually learn increasingly specialist research methodology. In the same way, in the second stage of the doctoral program, it was decided that regular research workshops should be held in which students could make presentations of their research. Professors other than the students' supervising professor would be in attendance at these workshops, so that rather than students continuing with their research in isolation, they would be given the opportunity to share the issues and methods of their research with the other members of the Graduate School of Tourism and receive advice on individual aspects of their research as they work towards the completion of their doctoral thesis, also enabling them to be able to predict the time and amount of work still required to complete their research.

2. Developing A "Total Ability in Research"

The development of comprehensive research management and operation abilities, as described in 2), was designated as the main task and issue for the Graduate School of Tourism. Therefore, a system was devised and implemented which would allow students to think about the research process as a single undertaking, or flow - from selecting a research topic, obtaining the results of research, to reporting back on the results of research - and to learn the methods of organizational joint management of research.

- Developing Basic Abilities in Comprehensive Research Management and Operation in the First Stage of the Doctoral Program

Aim: To enable graduate students to learn and confirm that they have the necessary basic research methodology knowledge and skills; to identify a research topic, devise a plan of research to be performed using an appropriate methodology, and break it into tasks for implementation; and to learn management and operation methodology for reporting back on the results of research and managing the reporting environment.

a) Combination of Lecture-based Courses and Project Based Learning Courses Learning research methodology ("Basic Research Methods in Tourism Studies" and "Tourism Research Methodology")

Learning in concrete terms how to select and fix upon a topic for research, and how to proceed with and implement research as a joint effort ("Tourism Research Project (a) / (b)")

b) Holding of Workshops and Research Groups Planned and organized by students as an extra-curricula activity (assisted by program coordinators)

- Developing Applied Abilities in Comprehensive Research Management and Operation in the Second Stage of the Doctoral Program

Aim: With the results of various research on tourism at its core, students learn about the selection of research topics, the operation of research organizations and the methodology and management of research processes in affiliation with other research organizations and policy research organizations, etc.

a) Implemented as a joint undertaking with Rikkyo Amusement Research Center (Usually known as "RARC 2005 - 2009")

Supported the holding of the RARC Series of International Seminars "Retracing Modern Tourism Seminar", and planned and operated the International Student Poster Session, entitled the "Different Traditions of Tourism Studies in Asia", which was held simultaneously with this seminar.

b) Mastering the planning and operation and management of research for international cooperation and regional cooperation

Cooperated with the Japan International Cooperation Agency (JICA)'s "Practical Tourism Development Project in the East- West Corridor, Laos, 2009, Counterpart training."

Facilities / Equipment

Inter-disciplinary Education System Center

The Inter-disciplinary Education System Center (IES center) was established with the aim of enabling students, professors and program coordinators to combine to jointly plan and implement "research workshops" and "research symposiums" and to support preparations for "doctoral thesis workshops", at which several professors provide guidance to individual students. Provides a place for autonomous learning so that workshops and symposiums can operate smoothly and graduate students can conduct effective preparations for presentations and actual presentations.

Facilities at the IES Center

Capture board, projector, digital video camera, podium, pointer, stopwatch, IC recorder, ring book-binding machine, desktop PCs.



Project-Based Learning Center

Project-based learning will go on to play an important role in nurturing the basis for total abilities in research and research management abilities, since it develops the ability to discover issues to be addressed through group work in the classroom and in field work, and the ability to fuse knowledge across academic disciplines to produce solutions to problems and, in turn, explain these solutions to society. At the Project-based Learning Center, related materials and PBL texts are provided for the course on "Strategic Field Subjects / Practical Subjects" in the first stage of the doctoral program and for "Research Management Project Practice" in the second stage of the doctoral program, while coordination with the real operations of corporations and local authorities that are the target of field work is conducted to create a realistic and practical learning environment.



Field Station

Field Stations are established with the aim of conducting innovation research to contribute to the development of tourism education, such as through seeking to establish the collaboration of regions and organizations with industry while conducting survey research, discovering issues to be addressed, and devising plans for tourist destinations, etc. A Field Station was established in the Otaki district of Chichibu City in Saitama Prefecture, as an important base for field work, which is considered to be one of the crucial aspects of this program of study. In 2008 and 2009, the "Tourism Study Research Methods" course of the first stage of the doctoral program was experimentally conducted here. Through lectures conducted outside (regarding how to investigate outdoors using geographical methodology), students were provided with the opportunity to learn basic methodologies for field work. This Field Station was closed in March 2010, having completed its initial goals.

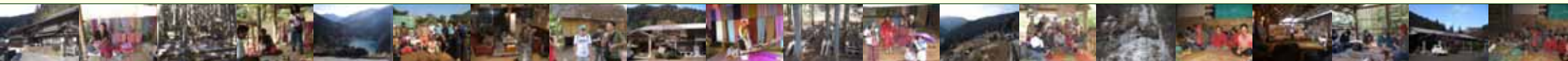


Research Resource Center

Various types of research related resources are provided, such as an archive facility on research related resources, a database on corporate information on tourism-related companies, and a foreign language support system with information on translation services for academic papers, etc.

Facilities of the Research Resource Center

Doctoral theses and Master's theses that were written in the Graduate School of Tourism; basic texts and specialist works related to tourism education; statistical documents regarding the tourism industry, tourist behavior and related to tourist behavior; back numbers of magazines related to the tourism industry and tourist behavior; map and picture documents and resources.





Inter-disciplinary Education System

Research Workshops

At the Rikkyo University Graduate School of Tourism, we have been conducting the "Doctoral Thesis Application Promotion Project" since the academic year of 2005, with the aim of providing support, on behalf of the Graduate School as a whole, for both students in the second stage of the doctoral program who are seeking to obtain their doctoral degrees and for their supervising professors. From the viewpoint that it is better to provide highly specific advice from a wide variety of perspectives regarding very academic research in tourism studies, the professors at the Graduate School of Tourism are endeavoring to provide substantial research guidance as a group, and as a result, the number of doctoral degrees conferred has been increasing. We are continuing to conduct similar programs in recognition of this success and the beneficial content in this program of study.

In addition, we have also made preparations for a system for students to be able to create the opportunity themselves to hold lively discussions about their own research with other students by pro-actively presenting their research to each other.

In the period that this program was held during 2008 and 2009, research workshops were held on 5 or 6 occasions, and students, primarily those in the second stage of the doctoral program, presented their research and held lively discussions. Moreover, in 2009, students organized and held research workshops, and the regime for professors and program coordinators to offer support to students was shown to have been firmly established. Due to the change in the regime for operating research workshops, students participated increasingly actively and succeeded in creating a space for students to assess and offer criticism of each others' research.



Record of Activities

2007 Academic Year
 ·Workshop with Laos National University (March 11 – 17, 2008)

2008 Academic Year
 ·Doctoral Thesis Workshop (July 15, 2008)
 ·1st Research Workshop (July 15, 2008)
 ·Doctoral Thesis Workshop (October 7, 2008)
 ·2nd Research Workshop (October 7, 2008)
 ·3rd Research Workshop (October 21, 2008)
 ·Research Symposium "Field work Education and Tourism Studies" (November 29, 2008)
 ·4th Research Workshop (December 9, 2008)
 ·5th Research Workshop (December 17, 2008)

2009 Academic Year
 ·Doctoral Thesis Workshop (April 26, 2009)
 ·1st Research Workshop (May 2, 2009)
 ·2nd Research Workshop (May 16, 2009)
 ·3rd Research Workshop (June 21, 2009)
 ·4th Research Workshop (September 29, 2009)
 ·5th Research Workshop (October 20, 2009)
 ·Doctoral Thesis Workshop (November 17, 2009)
 ·6th Research Workshop (December 2, 2009)

International Research Exchanges

In this program, we consider the internationalization of the Graduate School of Tourism and the creation of a career path to be among our basic tasks for implementation. In particular, with regard to internationalization, we are promoting the conduct of research surveys overseas and the public presentation of the results of research in the English language, and have created a regime to support such activities.

In the 2009 academic year, we were involved in two major international research exchange events. In September, three students from the Graduate School of Tourism participated in the Japan International Cooperation Agency's (JICA) "Practical Tourism Development Project in the East- West Corridor, Laos, 2009, Counterpart Training." The participating students presented their own research and exchanged opinions with other participants regarding themes relating to the development of tourism in Laos. In October, two students from the second stage of the doctoral program participated as Research Assistants (RAs) in the international seminar hosted by Rikkyo Amusement Research Center (RARC), "Strange Days: Tourism with No Tourists." Moreover, an operating committee was established mainly of students in the second stage of the doctoral program, and an International Student Poster Session was held. On this occasion, research students from foreign educational institutions (in Korea, Taiwan, China and Malaysia) were invited and international research exchange was promoted. These sorts of events and activities were able to produce significant results from the point of view of seeking to develop students' independent abilities to manage research and research related activities.



Record of Activities

2007 Academic Year
 ·Guest Lecture
 "Regarding Responsible Tourism in Malaysia."
 Dr. Vikneswaran Nair (Taylor's University College, Malaysia).
 (January 8, 2008)

2008 Academic Year
 ·Support regarding the public presentation of research results at international conferences in English.

2009 Academic Year
 · Participated in the training program: "Practical Tourism Development Project in the East- West Corridor, Laos, 2009, Counterpart Training," (September 29 to October 2, 2009).
 ·Supported the holding of the international seminar, "Strange Days: Tourism with No Tourists" (hosted by RARC) (October 29 and 30, 2009)
 ·Held the International Student Poster Session: "Different Traditions of Tourism Studies in Asia," (October 30, 2009).

·Guest Lecture
 "Innovation in tourism destination management in the UK – new challenges."
 Dr. Stephen E. Little (Centre for Innovation Knowledge and Enterprise, The Open University Business School, UK).
 (November 23, 2009)

Fieldwork

Regional Collaboration

In this program, the importance of field work is emphasized from the point of view that, "by conducting field work in Japan and overseas related to their Master's thesis and Doctoral thesis, students can systematically gain the opportunity to improve their level of specialist knowledge while coming into contact with actual society, which in turn enables them to develop the ability to outline innovations regarding tourism to society." This means that field work is not only conducted in the field station mentioned earlier, but also through proceeding with research into tourism by coordinating and collaborating with people involved in the tourism industry and the actual specialists who are actively working in regional areas.

In the 2008 academic year, we conducted various sorts of survey research targeting the Otaki area of Chichibu City in Saitama Prefecture, where the field station of the Graduate School of Tourism is located. With the support of program coordinators, students independently proceeded with their survey research and wrote reports on their results. It was found that this was an excellent opportunity not only for students to gain skills in conducting field work, but also to improve their abilities in managing the process of research in its entirety. In the 2009 academic year, students participated in a project to promote settlement and a survey investigation of settlements in Soni village in Nara Prefecture, and also learned more about the actual practical experience of conducting fieldwork through conducting field work at the ski slopes in the Nozawa Onsen Village Hot Spring Resort in Nagano Prefecture, and in Korea.



Record of Activities

2007 Academic Year
 ·Preliminary Field Investigation in Chichibu City, Saitama Prefecture
 (March 28 and 29, 2008)

2008 Academic Year
 ·Field work studies in Chichibu City, Saitama Prefecture (July 5 and 6, 2008)
 ·Field work studies in Chichibu City, Saitama Prefecture (October 12 to 14, 2008)
 ·Field work studies in Chichibu City, Saitama Prefecture (November 15 and 16, 2008)
 ·Field work studies in Chichibu City, Saitama Prefecture (December 2, 2008)
 ·Field work studies in Chichibu City, Saitama Prefecture (February 4 and 5, 2009)
 ·Field work studies in Chichibu City, Saitama Prefecture (February 24 to 26, 2009)

2009 Academic Year
 ·Field work studies in Chichibu City, Saitama Prefecture (July 4 and 5, 2009)
 ·Field work studies in Soni village in Nara Prefecture (October 13 and 14, 2009)
 ·Field work studies in Nozawa Onsen Village Hot Spring Resort in Nagano Prefecture (November 24 and 25, 2009)
 ·Field work studies in Korea (December 11 to 16, 2009)

Collaboration with Other Universities

As part of internationalization of the Graduate School of Tourism aimed for by this program, we are conducting field work overseas. In terms of conducting field work overseas, at the same time as promoting actual research activities overseas, we are also seeking to collaborate with other universities, within Japan and overseas. In the 2007 and 2008 academic years, we conducted practical field work in Chiang Mai Prefecture and Mae Hong Son Prefecture, northern Thailand. In this practical field work, we invited researchers from the Community Based Tourism Institute at Chiang Mai University and held a workshop on tourism and indigenous people. In the 2009 academic year, we conducted field work in Vietnam.

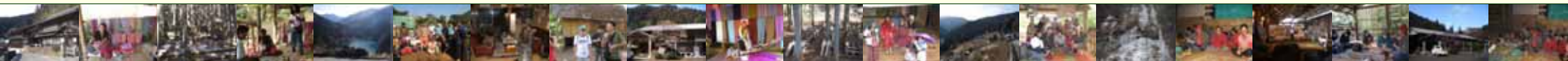


Record of Activities

2007 Academic Year
 ·Trial Implementation of Field work studies in Thailand (January 28 to February 5, 2008)

2008 Academic Year
 ·Field work studies in Thailand (January 25 to February 2, 2009)

2009 Academic Year
 ·Field work studies in Vietnam (January 21 to 25, 2010)





International Accreditation

Obtaining International Accreditation

One of our goals in implementing the Graduate School Education Reform Project on this occasion is to obtain international accreditation for our tourism education program.

Especially since we have many international students studying at Rikkyo University Graduate School of Tourism, obtaining international accreditation for the Graduate School of Tourism as an educational institution would be a natural method of increasing the international respectability and status of the Master's degree (in Tourism studies) and Ph.D. degree (in Tourism studies) conferred by this school.

Background

Education based on tourism studies is often referred to as "tourism education" but in fact this comprises of basically two large areas: 1) the nurturing of researchers to conduct "tourism study" or survey research into the movement of people since the emergence of the proto tourism industry in pre-modern society; and 2) "tourism and hospitality research" or research into tourism management, which is research conducted into corporate management of the modern tourist industry, as comprised of the lodging industry, travel industry or passenger transport industry, or into policy to promote these. Internationally, there are more educational institutions teaching the latter, 2), than there are those seeking to develop high level professionals according to the former definition, 1). In such a situation, the latter, 2), tends to be seen as a sort of applied field of management studies within higher education institutions.

Moreover, there is, in fact, a third aspect to tourism education: 3) hotel schools and tour guide schools, which exist as part of the field of professional education, and which teach subjects from technical education to business management, along with aspects of the various traditions of culture that exist as background to this.

The Current Situation regarding International Accreditation for Tourism Education

Regarding the aspects of 2) and 3) outlined above, the international standardization of education is making great progress. In recent years, there has been a clear international trend for educational institutions to gain accreditation from their respective national higher education authority (in the case of Japan, this is awarded by the Japan University Accreditation Association), and furthermore, to gain international accreditation in the field of business management from an organization such as the Association to Advance Collegiate Schools of Business (AACSB), the Association of MBAs (AMBA), the European Quality Improvement System (EQUIS), or the United Nations Global Compact (UNGC), etc. However, with regards to 2) and 3), universities and graduate schools whose main educational content or focus is professional education or training, tend to seek to obtain TedQual program accreditation, which is awarded by the UNWTO Themis Foundation, the educational organization of the United Nations World Tourism Organization (UNWTO), and known as UNWTO TedQual Certification. In Asia, this trend can be especially strongly seen in China and Korea.

On the other hand, among universities and graduate schools whose focus corresponds to the category 1), while there is a somewhat less strong tendency to seek to obtain international accreditation, there is certainly a trend to cooperate with the survey research operations of the WTO and the United Nations Educational, Scientific and Cultural Organization (UNESCO), and to seek to develop their own unique educational research projects. The tendency is for such universities and graduate schools to focus their activities on the three areas of conducting a graduate school education program, publishing books and articles, and hosting international conferences; while those worthy of accreditation will consider the participation of publishing companies and hosts of international conferences.

Direction for the Future

As a result of conducting survey research, it became clear that the nature of the Graduate School of Tourism at Rikkyo University, in terms of the content of the education provided, was closer to the style of developing researchers as outlined in 1), than to 2) or 3) when compared to the international situation described above. We embarked upon the project to reform the education offered at the Graduate School of Tourism with a view to obtaining international accreditation, but as a result, came to the realization that no appropriate accrediting body is in existence. In the future, then, it is likely that the most important direction will be for us to seek further collaboration with other universities and graduate schools that correspond to the category of educational institutions seeking to develop researchers, as described in 1). Already, the Graduate School of Tourism is conducting international seminars in collaboration with other universities and graduate schools which are seeking to develop researchers in other countries, as part of the project organized by the Rikkyo Amusement Research Center, which has received the support of the government's "Private Universities' Education and Research Improvement Promotion Special Assistance Fund". In the future, too, we intend to use these seminars, etc. as clues in seeking to continue our efforts to obtain international recognition for our education and research programs.

Publicizing Information

Holding of Orientation Sessions

We hold orientation sessions regarding the content and operation of this program, the courses of the program, the role of the Learning Support System, programs provided, etc. In the 2009 academic year, briefing sessions were held on 5 occasions, and the contents and results of this program were publicized both within and outside Rikkyo University.

The Results of this Program

Applicants for this Graduate School of Tourism

Since this program was established in the 2008 academic year, the number of applicants for the first stage of the doctoral program, as well as the number of persons accepted to the program, have been increasing. This shows that there is growing recognition of our principle of developing "Tourism Innovators" and increasing interest in this goal.

2007 Academic Year
 Number of persons who examined for the first stage of the doctoral program: 26 (Of whom 10 accepted).

2008 Academic Year
 Number of persons who examined for the first stage of the doctoral program: 19 (Of whom 12 accepted).

2009 Academic Year
 Number of persons who examined for the first stage of the doctoral program: 35 (Of whom 16 accepted).

2010 Academic Year
 Number of persons who examined for the first stage of the doctoral program: 25 (Of whom 10 accepted).

Producing "Tourism Innovators"

Since the establishment of this program, students who have completed the first stage of the doctoral program and the second stage of the doctoral program (and had the respective degrees conferred) have gone on to be active as "Tourism Innovators" in the following fields. At the same time, 3 persons who worked for this program as program coordinators have gone on to become professors in higher education institutions.

Main fields of activity for persons completing their studies in this Graduate School of Tourism
Doctoral Degree Holders:
 University professors in subjects relating to tourism studies; researchers in research organizations; working for government institutions, etc.
Master's Degree Holders:
 University professors; high school teachers; consultants; working for government tourist institutions; working in publishing / editing; working in the IT industry; working for other sorts of corporations, etc.

Results of the 2008 Academic Year

1. Persons who became professionals in the tourism industry able to outline innovations for tourism to society
 - Persons who completed the first stage of the doctoral program and found employment with tourism related institutions or corporations: 3 persons
 - Persons who completed the second stage of the doctoral program (with or without obtaining their Ph.D. degree) and found employment with tourism related institutions or corporations: 1 person
2. Persons who became tourism education professionals responsible for nurturing human resources in higher education institutions
 - Persons who completed the second stage of the doctoral program (with or without obtaining their Ph.D. degree) and found employment with higher education institutions (universities): 2 persons (of whom, those who had obtained a Ph.D. degree: 2 persons).

Public Announcement of Activities on the Graduate School of Tourism's Homepage / Web Magazine

We make public announcements regarding the content and operation of this program, the courses provided in this program, the role of the Learning Support System, and the programs provided, etc. on the homepage of the Graduate School of Tourism. Moreover, on March 6, 2009, we issued a web magazine on behalf of the Committee to Promote the Rikkyo University Graduate School of Tourism's Graduate School Educational Reform Program's "Strategic Development of 'Tourism Innovators.'"
 URL: <http://www.rikkyo.ac.jp/tourism/initiative/gp/index.html>

