

**School Juridical Person International Christian University**  
**AY2020 Business Report**

**[Overview of Business]**

**I. University**

Since its founding in 1953, ICU has followed its commitment to academics, Christianity and internationalism, cultivating graduates who become global leaders through liberal arts education in small classes. In the 21st century, the university will continue to pursue its educational philosophy of cultivating people who serve God and humankind.

The Ministry of Education, Culture, Sports, Science and Technology (MEXT) designated ICU as a Top Global University in recognition for its Developing Global Liberal Arts to Cultivate Trustworthy Global Citizens project (10-year term: 2014-2023). In AY2020, as the seventh year of the project, the implementation plan was steadily in progress. We will continue to advance the project to accomplish our mission in cooperation with other liberal arts colleges around the world.

To further implement our ideal in liberal arts education and promote globalization, we need to optimize the learning environment. To this end, in AY2020 we started the renovation of the University Hall and Science Hall and formulation of a basic plan for the construction of the New Building.

In AY2020, ICU implemented the following activities based on mid- to long-term perspectives in addition to its regular operations, to achieve its founding philosophy.

**1. Substantiating the Educational Environment Based on Christian Ideals**

In AY2020, due to the COVID-19 pandemic, Chapel Hour and Christianity Week were canceled during the Spring term. After the Autumn term, Chapel Hour resumed and began to provide live streaming on the internet. As a result, more faculty and staff participated in the service online, particularly new students' online participations were remarkable. The candle-light service which has been a tradition at ICU, was held online with cooperation from students and related personnel. Many audiences including the alumni expressed their appreciation for being able to take part in the service, regardless of their geographic distance to ICU, which can be considered a silver lining of the public health crisis. In May 2020, the ICU Church played a substantial role in establishing the "ICU Church *Kakekomi* Fundraising" with the cooperation of the Student Services Division, to provide prompt support to students in financial distress.

**2. Improving the Admissions System to Select Students with the Aptitude/Potential for ICU**

In our comprehensive PR efforts after the implementation of the AY2015 CLA (College of Liberal Arts) Admissions Reform, following our medium- to long-term policy for recruiting students aimed to enhance understanding for our CLA Admissions to prospective students, we increased opportunities to contact

students abroad and in Japan, as well as high school teachers with whom we shared perspectives in articulation between high school and university.

In AY2020, although the pandemic restricted our usual in-person activities, we tried to minimize the effect of the lack of opportunities to enhance understanding for ICU among potential applicants by switching to online events and limiting the number of participants in new types of in-person events. It was a year of trials for new measures developed in anticipation of the post-coronavirus era. We intend to plan effective in-person events, as well as make full use of the online format in providing programs streamed live that will differentiate us from our competitor universities. PR activities will be developed to include a new follow-up policy to retain the attention of prospective students who came into contact with us.

The goal is to create a new type of PR activity that includes follow-up activities to retain students who come into contact with the school.

### **(1) General Admissions**

As it was not possible to visit high schools and hold information sessions in various cities during the pandemic as we had used to, Open Campus, college information sessions, information sessions for high school teachers, guidance for college-preparatory schools, and individual consultation sessions, were held online. We also started issuing a new e-mail newsletter for high school teachers. Although the number of applicants dwindled at many universities, we saw only a slight decrease compared to the previous year (1,250 for General Admissions, 91% compared to the previous year). Our current public relations strategy is based on a long-term policy in response to the sharp drop in the 18-year-old population, projected to escalate further from AY2021. We hope to stem the decreasing tide of applicants by expanding the core of those empathizing with our education, through strengthened ties with high schools and other steady efforts to provide information about ICU. Both in-person and online methods will continue to be used to strengthen these measures.

### **(2) *Sogogata Sembatsu* Admissions**

For our new category, IB World School Applicants, we organized a separate information session for high school teachers for applicants from IB World Schools, in addition to continued contact with these schools as part of the PR strategy. By offering an online information session for potential applicants from IB World Schools and other means to provide information about ICU, we had 12 applicants in the first year this category was implemented. We will continue to enhance the application for the “Science” category for exploring the sciences and mathematics which had three applicants, as part of the PR activity for General Admissions with an emphasis on “learning across the arts and sciences,” and the Science Café (science faculty introducing their research) as part of a High School-University Articulation Program, to increase potential science majors in liberal arts education. For *Sogogata Sembatsu*, implemented earlier than other admissions categories, regular events such as the Online Liberal Arts Lounge (ICU students talking about a certain topic) and online individual consultation, were effective in retaining potential applicants. The total number of applicants increased to 215 (102% compared to the previous year).

### **(3) Admissions for Recommendees**

As a result of implementing measures to contact high school teachers to the extent possible during the pandemic through information sessions and e-mail Newsletters, the number of applicants increased to 242 (109% compared to the previous year). We actively approached designated high schools for the Global Challenge Forum (a series of online lectures, each with four classes) and Science Café, implemented as part of the High School-University Articulation Program, for which we had many participants. In the future, we hope that opportunities to communicate the high level of liberal arts education at ICU, such as the events for the High School-University Articulation Program, will lead to securing a stable number of applicants.

As of AY2020, all applications have been handled online. This has further facilitated the application procedures for applicants. Using the same vendor has decreased the burden on those applying for multiple admissions categories, as well as our staff in charge of admissions.

Major PR activities targeting potential applicants supporting the admissions categories mentioned above, revolved around online Open Campus events (twice in the summer, once in spring, three times in key regional cities, with about 3,200 participants) with monthly online events (Liberal Arts Lounge, individual consultations) and Campus Visit Day (reservations required for a limited number of visitors) held regularly, to maximize opportunities to contact potential applicants.

#### **(4) Universal Admissions**

##### **1) April Admissions for Returnees**

The number of applicants was 271 (105 % compared to last year), even though we had an unprecedented increase in recent years. We used the online information sessions effectively for Japanese students living in North America and Asia, etc, holding six sessions in Japanese planned on a schedule facilitating attendance for these students. Our objective is to secure a stable number of applicants, with strengthened recruiting activities targeted at foreign students positively impacting applicants in other categories.

##### **2) English Language Based Admissions (April/September Entry)**

In the document screening to accept students with educational backgrounds overseas, our overseas recruiting activities to provide information about ICU that focused on building trust with college counselors and Japanese language teachers have clearly had a positive impact. Although we were not able to visit local high schools or hold in-person information sessions due to the current health crisis, we held the Open Campus online in English, six online information sessions in English for high school students overseas such as North America, Asia, and Europe, and a demonstration lecture for high school students overseas to experience the bilingual liberal arts education at ICU. We continued to provide information online about ICU to teachers in charge of college counseling at target schools, by means of our English e-mail Newsletters, etc. We were able to secure the highest number of applicants so far for September entry at 452 (120% compared to the previous year), which has been increasing steadily since AY2015. In the fourth year of implementation, the April entry exam had 99 applicants (79% of the previous year). This category has enabled us to recruit students from diverse educational backgrounds.

##### **3) EJU (Examination for Japanese University) Based Admissions (April/September Entry)**

For EJU-based admissions in its 4<sup>th</sup> year, information was provided mostly online. We held online information sessions for students studying at domestic Japanese language schools, where we know from past experience that there are students potentially suited to the learning at ICU. We continued to provide information with cooperation from the Graduate School. Students studying at domestic Japanese language schools have decreased due to restrictions in entering Japan during the pandemic; thus, applicants for the April entry exam dropped from 32 last year to 22, and from 9 to 5 for the September entry exam. We will continue to work on increasing the number of applicants by expanding our targets to areas outside the greater Tokyo region and strengthening cooperation in PR activities with the Graduate School.

PR activities for applicants mentioned above to support Universal Admissions continued to focus on recruiting four-year regular students of foreign nationality, based on building trust with college counselors and Japanese language instructors by using various online methods. Online events were targeted at specific regions but streamed to viewers around the world to make full use of its effect.

**[Asia]** We selected target regions in Asia and continued to directly provide college counselors of local and international schools with information about the quality of education offered at ICU. The screening scheme linked with the merit-based scholarship introduced to recruit students from local schools secured three excellent enrollees in AY2021.

In Singapore, we had planned to participate in a joint university information session. However, this event was held online in December in English with Keio University Shonan Fujisawa Campus due to the pandemic, with 130 participants. In Hong Kong, due to difficulties in holding events in the region, we continued to share information regularly about ICU with college counselors at target schools.

**[North America]** Through our continued contract with the liaison office, we focused on the West Coast and Hawaii, and made use of advantages of online PR activities to expand our targets throughout the U.S. Actual examples were participation in joint information sessions (spring and autumn) with several Japanese universities based on advice from the liaison office, to expand the range of applicants. In autumn, we offered *Experience Academic Life at ICU*, a demonstration lecture for those who had shown interest, to provide an idea of the distinct bilingual liberal arts education at ICU. We will continue to coordinate our PR activities with the liaison office and JICUF for a wide range of potential applicants, targeting students of U.S. and U.S.-Japan dual nationality in addition to Japanese students whose parents work in the U.S.

**[Europe]** We focused on international schools (IB World Schools) in cities such as Paris, Amsterdam, London, Frankfurt, and Dusseldorf, to secure opportunities for regular contact with teachers of IB World Schools and college counselors for comprehensive recruiting in cooperation with the IB Teacher Certificate Program.

We had planned a new event to invite college counselors in our target regions (from target schools in Singapore and Hawaii in AY2020 and Hong Kong in AY2021) to our campus for an information session; however, the pandemic forced us to forgo the event. As it was not possible to visit high schools in person

and hold information sessions overseas, we held various online live events throughout the year, organized by ICU or with other universities, including students sharing the ICU experience and demonstration lectures to enhance understanding for ICU. We joined the Japan University Consortium, an association of Japanese universities that holds a monthly online event to attract international students to study in Japan, and participants have reached 500 at the highest number. PR activities will continue to focus on use of online means to broaden the range of applicants and keeping those interested informed about the advantages of studying at ICU. Finding a way to keep participants engaged after these events will be an issue that needs to be resolved.

#### **(5) Articulation Between High School and University**

In dividing areas into geographic blocks, we implemented the following new measures by using online methods, even though we had limited opportunities during the pandemic for demonstration lectures and potential applicants visiting classes as in the past, to enhance more students to apply and enroll at ICU from our PR target regions.

Between December and March, we held the Global Challenge Forum series (four classes each) online in the humanities, social sciences, natural sciences and interdisciplinary field. This was a pilot project initiated in AY2019 for high school students, to secure a smooth transition from secondary to higher education by offering the opportunity to collaborate with diverse people on the students' own initiative. As an attempt to provide an experience in small-sized classes in the liberal arts tradition, we limited the number of participants to about 20-30 students per class. Ninety-one high school students participated not only from the greater Tokyo area, but from all over Japan. It was an opportunity to inspire and provide new interests: we received favorable reviews from teachers from participants' schools.

We also developed a new online program called Science Café, for which our science faculty introduce their research, with the cooperation of our partnership schools in the Articulation between Secondary and Higher Education Project. Through this program, high school students study a wide range of areas in science in the liberal arts curriculum. This year we offered the program in physics, chemistry, biology, and environmental studies, with more than 600 participants. In some schools, students in the entire grade came to participate in the opportunity to understand the meaning of delving into the sciences in the liberal arts curriculum and studying on their own initiative. As with the case of the Global Challenge Forum, we received favorable reviews from high school teachers for the event. We will continue these new projects and expand our targets to high schools abroad in our efforts for articulation between secondary and higher education.

We now have a new partnership school for articulation between high school and university, with a total of eight such schools in AY2020. In addition to our partnership with domestic high schools, we started seeking agreements with international schools. We hope to promote efforts in this area by seeking agreements with local high schools abroad.

### **3. Promoting Academic Reform: College of Liberal Arts (CLA)**

#### **(1) Managing the curriculum**

Based on the structure of the curriculum and course model considered before AY2019 in each major,

we managed the curriculum with enhanced stability and sustainability. In AY2020, in order to continue offering our education with preventive measures against the spread of COVID-19, the mode of instruction was changed as mentioned below in accordance with the social circumstances and the spread of COVID-19.

- Spring Term: We started using a new video/web conference application to continue face-to-face courses. In addition, we made further use of the online learning management system which we had been using for some time, to shift to online instruction in all courses. Courses for which online instruction was not possible, were rescheduled for another term within the academic year.
- Autumn Term: With maximum consideration for preventing the spread of COVID-19, educational effect and student need, large classes in General Education and Foundation Courses were offered online, small- and medium-sized classes took hybrid-mode (offering both face-to-face and online mode for students who wish to take it online) and experiments, practicum and PE exercise courses were offered in person. The online course ratio was approximately 70%, with hybrid and in-person classes at approximately 30%.
- Winter Term: Whereas society gradually gained a degree of calm, there were students abroad who had not been able to enter Japan due to entry restrictions. Some had returned home to stay with families in places other than Tokyo, while others were hesitant to attend class in person due to health concerns. With consideration for these students, we continued our Autumn term measures for instruction, offering 70% online and 30% hybrid and in-person.

## **(2) General Education Courses**

We offered seven Liberal Arts Seminars as planned. These are General Education Courses offered in seminars, limiting the class size to 15 students. Students learn basic skills in literature research and academic writing from interaction with instructors, while cultivating the ability to participate in academic dialogue based on critical thinking. Those taking part had the opportunity for intensive acquisition of academic skills. The instructor was able to take advantage of the characteristics of general education courses by bringing about deep dialogue with students on topics across diverse fields based on readings of various materials.

We also established a Working Committee for MIS (Math Info Stat) Course, under the auspices of the General Education Committee, in response to the university's policy of strengthening courses in mathematics, science and statistics in the general education curriculum, not as a course for a specific major. The Associate Dean of the CLA in charge of the curriculum chairs this Committee, its members appointed by the Vice President for Academic Affairs from faculty specializing in the humanities, social sciences and natural sciences. The Committee convened eight times this year and concluded that two new courses would be offered as of AY2022 and content of two currently offered courses would be reconsidered to make the most of the liberal arts education we offer across the arts and sciences to cultivate the ability to deal with data science in daily and social life.

## **(3) Language Programs**

### **A. English for Liberal Arts (ELA)**

We started offering a new English course, Basics in Tutoring Academic Writing, with ELA instructors in charge to train graduate-student tutors who assist undergraduates write reports and

theses. The course was offered to graduate and undergraduate students in the spring term. Among those who took the course, an undergraduate student was hired in the Winter term as a Writing Support Desk (WSD) tutor for the first time, to assist underclassmen taking ELA courses. Offering this new course has strengthened ties between the ELA and WSD and enhanced understanding for academic writing among WSD tutors.

#### B. Japanese Language Programs (JLP)

- 1) We shifted the placement test implemented twice annually as of AY2020 online. Students worked on an assignment and then were interviewed during a ten-day test period. The notice for this test was sent to not only new JLP track students, but also ELA track students and graduate students, to accommodate all from various language backgrounds in JLP courses.
- 2) The CEFR (Common European Framework of Reference for Languages) learning goals and our courses were matched and indicated on the course syllabus. We also developed a text for the intermediate level and started use of the trial version as of Autumn term 2020. We continued to consider the content of this trial version with the aim of publication.
- 3) In the “Japanese as a Foreign Language Program,” we offered new courses in the Spring and Winter terms, “Vocabulary and Kanji for Intermediate Learners of Japanese 1 and 2.” Students studying at the intermediate level, as well as those completing the advanced course, took these courses, enabling us to respond to varied needs of our students.
- 4) In the “Japanese for First/Heritage Language Speakers Program,” courses dispersed in the morning and afternoon were integrated into classes in the afternoon, which made it easier for students to take other courses. We also started offering a new intensive course in thesis writing with less class hours, in lieu of the academic writing course.

#### C. World Languages

We offered courses in all nine languages for students to expand their global perspective through the study of languages. In addition to conventional modes of teaching, we introduced videos and online instruction, to accommodate students from various language backgrounds and aptitudes. We also held events outside a classroom, to enhance understanding for communication and diversity, although the effects of the pandemic limited their frequency.

#### (4) Physical Education Program (PE)

We made efficient use of the new Gymnasium, due to the need to secure necessary space for in-person classes on rainy days and to prevent the spread of COVID-19. We continued a stable operation of the new curriculum, in its fourth year of implementation.

#### (5) Courses Offered in English

We continued to focus on the ratio of courses offered in English to substantiate the learning environment for students in all majors with a diverse backgrounds in languages. In AY2020, approximately 33% of the CLA courses were offered in English (excluding courses in ELA, JLP, World Languages, practical training in PE, senior thesis and canceled courses).

#### (6) Collaborative Online International Learning (COIL) Project

In AY2018, MEXT adopted the “Inter-University Exchange Project to Formulate Academic Ties with the United States and Other Countries Utilizing COIL-type Education (international interactive

online educational method).” As part of the above initiative, we cooperated with the Tokyo University of Foreign Studies and Aoyama Gakuin University and received an “A” for the interim appraisal.

We offered eight courses in COIL-type education, achieving the target that the project itself and ICU set. The eight courses we offered are connected with the following universities (academic field of the courses): University of California, Irvine (Education, three courses); University of California, Riverside (Education, one course); University of California, Santa Barbara (Education, one course); and University of California, Davis (Biology, three courses).

On the other hand, due to the effect of COVID-19, exchange among students was limited to an online program with eight participants from those sent to partnership schools, but we implemented other programs for exchange such as the online study tour in the U.S. and Japan, as well as COIL-type courses with faculty from universities other than our partners in the above COIL project.

#### **(7) Promoting Instruction in Writing**

In AY2020, Writing Support Desk and proofreading tutorials were provided online, but more students made use of this service than usual. We substantiated the training program for tutors with help from faculty in the English for Liberal Arts and Japanese Language programs. As of this academic year, undergraduate students who took the new course for academic writing tutoring, have been hired as tutors.

#### **(8) Enhancement of Support for Teaching and Learning**

##### **1) Support for Students**

The poster session for information in majors, which was initiated last year for new students, could not be held due to the pandemic. Instead, we renewed the website for majors to provide information online. We strengthened cooperation between the Academic Planning Service, support in writing, and the Special Needs Students Support Office, to provide meticulous assistance to students who have learning difficulties.

##### **2) Student Surveys**

We posted the analyzed results of the New Student Survey, First Year Survey, Student Engagement Survey, Exit Survey for Graduating Students, and Teaching Effectiveness Survey on our intranet, and the FD Committee considered use of data from the Teaching Effectiveness Survey for not only evaluation about faculty but also for FD and helping students choose courses.

We implemented a questionnaire survey about online classes in the spring term to use the results for the benefit of courses offered in the future and posted requests for improvement from students and projects that received favorable reviews.

##### **3) Improving the Teaching Assistant (TA) System**

We analyzed TA Operation Reports under the new TA System, and shared results with the CTL Management Committee every term. We picked out examples of employing TAs from these reports etc. and held an orientation seminar in making the best use of TAs for faculty and an orientation session for newly hired TAs at the beginning of each term. Training was provided to all TAs twice this year.

##### **4) Strengthening Educational Methods**



With the shift to online instruction, use of the online Learning Management System (LMS), platforms for creating and streaming videos, and the video conferencing system, became more and more frequent. Use of ICT in class also enhanced assistance for those with special needs and other difficulties. Online methods had the additional effect of facilitating invitation of speakers residing overseas.

#### **4. Promoting Academic Reform: Graduate School (GS)**

##### **(1) Stable Management of the 5-year Program**

Stable management of the 5-year Program for a BA and MA was carried out by strengthening the continuity between the CLA and Graduate School in terms of education and research, support for career development, and providing information to undergraduate students. As a result, the number of students enrolled in the GS and candidates for the program in AY2021 was 23 and 37, respectively, a record high since the start of the program in AY2012.

##### **(2) Actual Plans for 3 New Programs**

The “Diplomatic and International Public Service Program,” the “Responsible Global Corporate Executives and Financial Professionals Training Program,” and the “International Baccalaureate (IB) Certification Program,” all of which are launched in AY2019 to nurture practitioners with a liberal arts background, were developed further and produced the graduates as below.

- “Diplomatic and International Public Service Program”: None (currently enrolled for completion)
- “Responsible Global Corporate Executives and Financial Professionals Training Program”: 2 students
- “International Baccalaureate (IB) Certification Program”: 6 students

“Diplomatic and International Public Service Program” involves in the Network on Humanitarian Action (NOHA), which exchanges students among eight European graduate schools, and addresses the university's mission of “developing human resources who will contribute to the establishment of lasting peace.” The NOHA program has worked to further stabilize the number of inbound and outbound students and to expand the curriculum, including the Tohoku Study Tour.

We had planned to accept five students for the Network on Humanitarian Action (NOHA) Program; however, this was canceled due to the effects of COVID-19. We also canceled the recruitment of outbound students.

In the Responsible Global Corporate Executives and Financial Professionals Program, we started offering related courses: Corporate Finance Special Course (4 enrollees) with specialists from rating agencies as guest speakers and Corporate Finance Special Course II (5 enrollees) with specialists from ESG departments at corporations as lecturers.

In the IB Teacher Certification Program, we started promoting the Certificate in Teaching and Learning (CTL) and recruiting students for the Advanced Certificate of Teaching and Learning Research (ACTLR).

##### **(3) Enhancing the Rotary Program and JDS (Japanese Grant Aid for Human Resource Development Scholarship)**

With cooperation from Rotary International, we participated in the Rotary Program that cultivates global leaders who promote peace in the world and resolve conflicts (seven students accepted in AY2020). For the Japanese government-sponsored JDS program, which offers training to young government officials, practitioners, and researchers from mainly Asian countries, we continued to accept master's students (23 accepted in AY2020).

#### **(4) Nurturing Researchers**

We started offering two new courses to cultivate young researchers in the doctoral course: Techniques for Researchers I - Academic Presentations (Winter term, 8 enrollees) and Techniques for Researchers II - Research Grant Writing (Autumn term, 8 enrollees).

### **5. Emphasizing Adherence to the Student Pledge**

With consideration for the spread of COVID-19, both the 2020 April and September Matriculation Ceremonies were held online, during which students pledged their adherence to the Student Pledge. The pandemic had pushed us to shift to a new style of life; however, it also provided an opportunity to reflect on values cited in the Pledge that students and faculty have sworn allegiance to for approximately 70 years since the first matriculation ceremony was held in 1953: to uphold the Universal Declaration of Human Rights, respect the law, and abide by University Regulations and instructions. It gave us the chance to reflect on and think critically about the current situation and remind ourselves of our strong determination to realize the philosophy described in the Pledge whatever the circumstances by thinking outside the box.

We also established a new project to enhance understanding for the Universal Declaration of Human Rights, which forms the core of the Pledge, through the publication of *The Universal Declaration of Human Rights in Three Languages* (Japanese, English and French). Work for the project included translations of books on the Declaration, discussions and special lectures by ICU faculty on human rights.

### **6. Developing the International Education Program**

We expanded exchange and other long-term study abroad programs to meet the needs of our students. By signing academic partnership agreements with two new institutions, Durham University and The University of Manchester in the U.K., we now have 77 partnership universities in 25 countries. In AY2020, nearly all planned study abroad programs, both inbound and outbound, were canceled due to the spread of COVID-19. Since overseas travel became difficult, all Study English Abroad (SEA) Programs scheduled during summer vacation were canceled. For Summer Study Abroad Programs, students took courses that were offered online and the acquired credits were eligible for credit transfer. We implemented flexible measures in the exchange program for outbound and inbound students, with students taking courses in Japan or overseas online, extending or canceling the period of study abroad, in accordance with the situation at our partner institutions and of each individual student. We connected with the Middlebury Institute of International Studies at Monterey (MIIS) online in autumn for a joint information session with their staff about the Accelerated Entry Program. An ICU student was chosen for the new Nonproliferation and Terrorism Studies program added as of AY2021. We enhanced the shift to online systematizations for all study abroad programs, such as application procedures, providing information and advising for study abroad, and also renewed the International Exchange Office Website.

In Language Exchange Programs with our partner institutions, we initiated Language Buddies, for which ICU students studying English and partner institution students studying Japanese are matched for online exchange.

In International Service-Learning, we signed partnership agreements with the University of Cape Town in South Africa and Universidad de San Isidro in Argentina, in addition to our current partners in five countries in Asia (China, the Philippines, Indonesia, Thailand and India). In AY2020, we had planned to send students to eight regions in seven countries with cooperation from universities and organizations in these areas for approximately 30 days during summer vacation; however, this was canceled due to the COVID-19 pandemic.

For Community Service-Learning in Japan, we had planned for programs in collaboration with external organizations such as Nagasaki University; programs sought out by individual students; and, the Japan Summer Service-Learning (JSSL) program jointly held with Middlebury College. Although we canceled the JSSL program, which planned to accept students from overseas, other Community Service-Learning programs were implemented by using online instruction in class and through remote services. In the latter half of AY2020, we sent 31 students to domestic locations for service-learning activities. Collaborative programs with external organizations were implemented within Japan, with Tenryu Village in Nagano Prefecture, Mitaka City, and Nagasaki Foundation for the Promotion of Peace. We also signed a partnership agreement with Ho Technical University in Ghana to strengthen ties for collaboration in service-learning, and established the Common Good Grant Student Project in cooperation with JICUF and the Service-Learning Center to support the local community.

In AY2020, we built a system to strengthen the relationship between Service-Learning and majors. To cultivate understanding for service-learning in all our students and to connect them to the learning in each major on their own initiative, we started offering faculty-led two new courses as of AY2021 for Community Service-Learning (Japan) related to the specialties of our faculty. We will also invite students to take the International Service-Learning courses led by faculty starting AY2022.

## **7. Providing Student Support for Placement**

### **(1) Responding to Varied Hiring Schedules/ Maintaining the Environment and Enhancing Services**

This year, we were forced to review the way we support students in placement from the ground up due to the COVID-19 pandemic. While students could not come to the campus, we had to decide what kind of support was necessary and should be continued. We introduced online methods for both individual (career counseling, etc.) and group (seminars, etc.) support. Despite the slight confusion that resulted in the initial days from the choice and employment of tools, the University's decision to use Zoom officially led to meticulous support from the IT Center. It was an opportunity to hone our skills for online support.

On the other hand, we noticed some cases needing support by communicating in person. We will consider the situation of COVID-19 in taking into account when to ease restrictions.

- 1) Organizing Placement Week (Expanding seminars on corporation research)

At the end of the Spring term (end of June), we had planned to hold the Internship Fair on campus for our students with 19 companies participating; however, this was canceled due to the pandemic. In AY2021, we plan to hold this event as an online seminar around the same time.

2) **Support for Students with Special Needs and International Students**

As was the case in AY2019, we held guidance sessions online. Concerning cooperation with other offices, we were not able to share as much information as we had intended due to the pandemic, being unable to achieve results surpassing that of the previous year.

3) **Supporting Students Seeking to Further Their Education in Graduate Schools**

A good number of alumni studying at graduate schools participated in the online meeting from within Japan and overseas. It was a fruitful session, with participants joining breakout rooms for focused discussions. However, we were not able to start work on our planned new idea for an “information session on campus for other graduate schools.”

**(2) Substantiating Support for International and Returnee Students**

In AY2020, while it remained difficult for international students to enter Japan, we built a system to accommodate quarantine measures of the Japanese government to prepare for inbound students. Furthermore, to cope with the ever-changing situation, we cooperated with other universities to share information in solving issues and strengthen ties. Within ICU, all our offices continue to provide information to our international students and take appropriate measures. We have been preparing a system to care for students after they complete the quarantine measure. They will be interviewed by the Health Care Office on entering the campus.

**(3) Reviewing the Scholarship System**

- 1) Due to the health crisis with COVID-19, we laid special emphasis on supporting international students living in Japan. Specifically, as they were sometimes difficult to reach support, we arranged to have them included in the Emergency Support for Students with Financial Hardship caused by COVID-19 along with Japanese students, and provided the same opportunity to receive grants as Japanese students.
- 2) For further effective support for graduate students, financial support arrangements for two terms and three terms were added to that for just one term, with appropriate distribution based on the student's grades at the time of matriculation.
- 3) For students who face financial difficulty continuing their studies from the spread of COVID-19, we made arrangements for their benefit of combining the new government system (grant scholarships and exemption/ reduction of tuition) with ICU scholarships and the Emergency Support for Students with Financial Hardship Caused by COVID-19, aiming to provide as much financial support as possible.

**(4) Freshman Retreat**

Due to the effects of the coronavirus pandemic, the usual overnight retreat was changed to a full-day hybrid (in-person and online) retreat on campus. Lectures on the history of ICU that forms its identity and dialogue with faculty and upper-class students, created an environment where freshmen could feel the ICU culture, a rare opportunity as this class had matriculated amidst the pandemic. In

the questionnaire implemented after the retreat, students expressed their appreciation for holding the retreat despite the situation with COVID-19, which left many of them with a deep impression and appreciation. On the other hand, we received many regrets for not being held the overnight event and strong hopes for it in the future.

## **8. Promoting and Supporting Research**

### **(1) Support in Promoting Research and Effective Management of Research Institutes**

We continued to provide meticulous support in applying for Grants-in-Aid-for Scientific Research (*Kakenhi*). In AY2020, our rate of acceptance was 28.0%(the national average was 27.4%), slightly below that of the preceding year; however, among AY2021 *Kankenhi* applied in autumn AY2020, the acceptance rate for projects that had already achieved results was significantly high at 46.2%. Although research activities were partially restrained due to travel restrictions during the pandemic, active applications continued for *Kakenhi* and other external grants. We also held online information sessions for graduate students concerning the Research Fellowship for Young Scientists of Japan Society for the Promotion of Science, as well as the ICU Postdoctoral Researcher System, and posted information and videos on the intranet portal.

### **(2) Support for Acquiring External Grants (*Kakenhi*, etc.)**

Research institute assistants (RIA) were restricted entry into the campus until the summer due to the spread of the coronavirus and many scheduled events were postponed or canceled. On the other hand, some of the Research Institutes held online symposiums and lectures, for which some attracted more participants than usual due to the advantages of the online format. After the RIAs were allowed entry into the campus in autumn, they have been operating in hybrid form, combining telework and in-person work at the office. We also compiled the Guidelines for RIA Operations with points of attention for RIAs and their work for use in AY2021.

## **9. Appointment and Development of Faculty and Staff**

### **(1) Establishing an Administrative System for Faculty Appointment**

We increased the information shared among administrative departments in charge of faculty appointments than in previous years for close coordination in operations. To enhance smooth recruiting activities from the international community during the pandemic, candidates who could not come to ICU were interviewed and gave their trial lecture online. Various conferences to deliberate qualifications of candidates were also held online, which enabled us to implement the entire hiring process without connecting in person.

### **(2) Support for New Faculty**

We reviewed the FD (Faculty Development) program for new faculty. Combining group training and online content enabled us to provide necessary information to those appointed in April at the appropriate time.

### **(3) Faculty Development**

We held workshops and provided courses for faculty offering courses online, to share various contents. We started the Brown Bag Lunch & Learn, for which faculty gather with their lunch bags

for a casual meeting. This year it was held online seven times, providing an opportunity for exchange among faculty and staff by sharing issues in online instruction with actual cases.

**(4) English Medium Instruction (EMI) for Faculty Whose First Language Is Not English**

The Oxford English Medium Instruction was held online in AY2020, with one faculty member each participating from ICU in September and March. Faculty attending this seminar in the past have formed a community, which has led to peer support in providing online classes.

**(5) Strengthening Academic Advising**

The Associate Director of the Center for Teaching and Learning and Academic Planning Center staff interviewed students struggling in their studies and considered how advisors can support them effectively and the type of help they need. To improve the quality of advising, we have renewed the appointment form so that staff could grasp problems before providing advice, and develop online student information data.

**(6) Institutional Research (IR) Seminars**

We held a joint training session with other universities in analysis methods including benchmarking our performance against the others, for various publicized indices of universities selected for the SGU project and other high-ranking institutions, as well as other methods of analyzing data acquired at ICU.

**(7) Security Training**

To mitigate the risk of security incidents arising with increased online classes and remote work, we held a cybersecurity training session for all our faculty and staff, excluding part-time faculty. We held the session online to make it possible for our diverse staff and faculty to take part in the e-learning seminar: more than 90% attended. We also compiled a Remote Work Information Security Guide for our staff who frequently work with personal information, with a training session on actual principles they need to adhere to befitting the situation at ICU.

**(8) Staff Development Program**

We held a training session for new staff members to acquire basic knowledge about Christianity and finance, as well as a meeting to exchange opinions between those in charge of each division and newcomers appointed in the last few years. We also prepared to introduce a training program that enhances knowledge about universities and higher education, to be implemented in Spring term AY2021.

**10. Integration and Use of University Information**

**(1) Use of Integrated Faculty Data**

The function of the icuMAP (ICU Full-time Faculty Portfolio) was expanded for use in various situations such as review for tenure, review for promotion, and administrative appointments. Both faculty and staff have benefited from this portfolio, by enabling them to reduce some of the paperwork.

**(2) Evaluation Based on Academic Data**

The IR Office supported surveys on the supply and demand situation for scholarships, our original indicators for the SGU Project, posts from our students about ICU on SNS, etc, assisting data-based

analysis and verification to review the status quo and develop new systems.

### **(3) Preparing a System for Effective Use of Information by the IR Committee**

The IR Committee convened twice this year, to report and deliberate on analysis at the IR Office as well as the assistance provided to IR activities in each department, and to compile rules for handling data and sharing information.

## **11. Demonstrating ICU's Strengths to Society (PR, SNS, and ICU website)**

We poured our efforts to provide information about ICU in an appropriate manner to our campus community, students' guarantors, applicants, the media, alumni, donors and various other related personnel. We created new contents for the University Website such as the Four Seasons on Campus and the introduction page of faculty. The number of followers of the official University SNS skyrocketed, resulting from attractive content on our platforms and continued endeavor in posting updates. On Twitter, we went from 417 to 1577 (378% of the previous year). On Facebook, we went from 420 to 1234 (294% of the previous year), and Instagram, 2330 to 3434 (147% of the previous year). As a university, the objective of our SNS accounts lies not in disseminating information to as many unspecified users as possible, but to make sure those genuinely interested in our education keep following us. We will continue to post contents befitting the characteristics of each SNS platform.

In conjunction with the Open Campus events held in regional areas other than Tokyo, we had planned for our incoming President to talk to student guarantors and alumni in each region to enhance understanding for ICU and also improve the presence of the University in regional areas. However, this was canceled as the Open Campus events were switched to online delivery. Instead, as an alternative solution, we created new contents for the Website, the President and the Chair of the Board of Trustees engaging in dialogue with renowned figures from a variety of fields. A competitive bid for the publication of *The ICU* was implemented, with content and production companies sorted out for the coming academic year.

To strengthen the system to provide information in large-scale disasters, we reviewed the operation system of the website server so that we could use multiple information channels to provide information when a crisis occurs, just as accurately and promptly as we usually do.

## **12. Optimizing the ICU Environment for Liberal Arts**

### **(1) Establishing a Management System for Student Dormitories and Enhancing Their Community Activities**

Due to the effects of the pandemic, we were not able to hold dormitory events that include the participation of students not residing in the dormitories. However, a Web seminar for dormitory residents was held with an external lecturer to enhance awareness for the spread of COVID-19. In the questionnaire implemented after the seminar, 95% of responders said the informative lecture had changed their understanding of COVID-19.

As we prioritized the prevention of the spread of COVID-19, there was a limit to the extent we could implement disaster prevention drills or activities; however, in AY2020, we compiled an evacuation route map for each dormitory, and inspected broadcasting equipment in case of

emergencies.

**(2) Business Continuation Plan (BCP) for Information Infrastructure**

We transferred the backup of critical data from the virtual infrastructure to cloud, to secure business continuity during disasters. In AY2020 we introduced VPN etc. for pandemic measures to prepare an ICT environment that enables use of systems available at ICU off and on campus when students, faculty and staff cannot come to the University.

**(3) Preparing the Environment for Use of ICT**

As of new students entering ICU in AY2020, PCs are required from matriculation. We promoted the learning environment using ICT by offering a PC lending service for students, so that their use would not be limited to PC classrooms. In addition to the AY2018-19 strengthening of the wireless LAN network in all classrooms, in AY2020, we reinforced the virtual infrastructure, renewed the firewall and increased internet connections, to enhance the environment for use of high-level ICT.

**(4) Campus Facility Development Plan and Maintenance of University Facilities**

- 1) The future-oriented Facility Development Plan (considering the New Building, East Wing of Diffendorfer Memorial Hall, Science Hall, University Hall, etc.) has been deliberated for past years. The New Building was determined to be constructed, and we have held regular meetings with Nippon Sekkei Inc. and Kengo Kuma & Associates to discuss the basic design and detail design, including the relocation of science and research functions, and the installation of large classrooms and student lounges. The contractor was determined in February 2021. The construction of the New Building is scheduled to begin in April 2021 to be completed in November 2022. Meanwhile, for the East Wing of the Diffendorfer Memorial Hall, regular design meetings were held with W. M Vories & Company Architects Ichiryusha to discuss air conditioning renewal work, repair of deteriorated parts, installation of a new elevator, replacement of lighting fixtures, renovation of the auditorium and stage, and exterior wall renovation. The contractor was determined in January 2021. Construction of the East Wing of the Diffendorfer Memorial Hall is scheduled to begin in April 2021 to be completed in November 2021.
- 2) In addition to the above development plan, the seismic reinforcement of the Science Hall and the renovation of the central restroom of the University Hall (all-gender restroom) were implemented.
- 3) In AY2020, air conditioning renovation work will be carried out in the Library, Hachiro Yuasa Memorial Museum, Alumni House, Global House, and the four old dormitories, and the plan is in progress for individual air conditioning system.
- 4) A construction plan for campus housing for faculty and staff (2 buildings of 6 households each) is also in progress to start its use in AY2021; construction began at the end of November 2020 to be completed at the end of July 2021.

**13. Promoting Wholesome Finances and Balancing the Budget**

**(1) Balancing the University's "Education & Research" Budget by AY2020**

The "University Education and Research Budget" (for education and research) and "Board of



Trustees Budget” (for endowment management and facilities development) that we implemented since AY2014 as a framework to manage accounting, were abolished. As of AY2019, these were integrated and managed comprehensively. Based on the average real investment return from the endowment in the last decade, we calculated the amount to be transferred, and compiled the budget based on this amount. In AY2020, we continued to follow this policy. However, the pandemic forced us to spend unexpected budgets in shifting to online classes, acquiring equipment for this measure and other costs, establishing an emergency scholarship and implementing coronavirus prevention measures. To accommodate these extra expenses, we asked for donations and acquired grants, as well as adjusted expenses for the whole university, which enabled us to maintain the budget planned under the aforementioned policy.

## **(2) Activation of Donations and Creating New Plans for Advancement**

In addition to existing donations for mainly scholarships, we established the Emergency Support for Students with Financial Hardship Caused by COVID-19 in May. The active campaign resulted in more than JPY 82 million in donations, surpassing our target by a wide mark. For campus facility development, we started fundraisings for “Renovation of the East Wing of the Diffendorfer Memorial Hall” and for “Construction of the New Educational Facility Maintaining Educational Facilities (New Building),” and prepared criteria for naming rights and donor recognition. It will be important to keep up PR activities for corporations in the development of the educational facilities, thus we are proceeding to create the necessary tools to actively partake in the donation drive next year.

The campaign for small-amount donations that would effectively draw the interest of those who have yet to donate to ICU and become one of our “Friends,” was postponed for the following year due to the implementation of the COVID-19 Emergency Support Fund. Outcomes for all our donations are reported to the public through our Website, to strengthen ties with alumni, donors and student guarantors residing around the globe.

## **II. ICU High School**

In the ICU High School (ICUHS), a new Head of School and Assistant Head of School (Director of the Returning Students Education Center) assumed office in AY2020. The mission of ICUHS remains to be passing on the tradition in making progressive efforts in education to enhance mutual understanding between returnees and those from the Japanese education system as well as the liberal school culture, and integrating these values into a global educational program after the completion of the period of designation as a Super Global High School (SGH). In addition, the review of the new curriculum in accordance with the revision of the National Curriculum Standards for High Schools has begun to show results. Just when we were about to embark on an effort to boldly tackle issues, we faced a global crisis with the spread of COVID-19. Amidst anxiety and confusion, we faced difficulties steering our educational activities in the right direction. We prioritized the safety of our students, teachers and staff, continuing our education through trial and error while supporting and encouraging students to grow every day. With God’s protection and guidance, we are truly appreciative of the devoted work of our teachers and staff. In preparation for the change of the other Assistant

Head of School at the beginning of the AY2021, we have taken all possible measures for a smooth transition within the administration.

## **1. Education**

### **(1) Measures for Curriculum Reform**

We had held Curriculum Committee meetings 21 times to date following the revision of the National Curriculum Standards to be implemented according to each grade as of AY2022. At the end of the AY2019, we were able to arrive at a consensus on an outline of the new curriculum, and thus, in AY2020 we started deliberation on compulsory elective credits in the graduation requirement for third-year students, and the class levels of each subject, number of classes, and course offering in second foreign languages. We have also started deliberation on the content of the “Cross Project” to reflect the global knowledge and educational methods we acquired during our designation for the SGH project in the classes such as “Period for Integrated Studies” under the new curriculum.

### **(2) Enhancement of Global Learning Programs**

The COVID-19 pandemic forced us to cancel all overseas and domestic study tours; however, through the network established for past tours and using ICT, students took the initiative to create opportunities for international exchange and learning global issues (online lecture by a Student Global Leadership Institute instructor, online events related to Ethiopia Study Tour). At the school-wide presentation sessions (GLP Day) in November, the results of students’ learning demonstrated its unprecedented width, ranging from workshops with international peers, live streaming of chemistry experiments, face mask making, and to a project regarding music. They also participated in external online programs and activities with the local community. We also organized workshops where international graduate students studying at ICU were invited as lecturers. The SGH Memorial Lecture was streamed online. A collaborative online international learning (COIL) project was held in Spanish class, as well as an online English Speech Contest using videos. We accepted international student through the AFS Asia *Kakehashi* Scholarship in Japan and supported those who seek study abroad opportunities through exchange programs.

### **(3) Strengthening the College Guidance System**

For the first graduating class after the revision in nationwide university admissions reform by MEXT, we amassed information on the Common Test for University Admissions and external English language examinations, consulted with the ICU Admissions Center, and shared information with teachers in charge of each grade to provide information to students and their parents through online college info sessions and the publication of the newsletter regarding career and university guidance.

We were not able to hold the annual in-person information sessions by high-ranking universities; however, we provided information to our students about online information sessions for each university. Since participation in open campus events was limited, we assigned first-year and second-year students to conduct “research on university departments and divisions” (investigative learning). In conducting “Gatherings with ICUHS Graduates,” we invited alumni studying at universities abroad and at domestic public and private universities to speak in person to our students twice. For those seeking higher education overseas, our College Advisors (positions held by native

English-speaking teachers of the Department of Foreign Languages) provided support to individual students. Regarding the articulation between high school and university, we exchange information with ICU and shared the information with our students. For the parents, we held an online information session.

The Department of Career and University Guidance promoted the wide use of Google Forms adopted for requesting necessary documents and letters of recommendation when applying to specific universities, departments or divisions and universities abroad.

**(4) Enhancement and Promotion of the ICT Environment**

In the 7th year of the substantiation of the ICT environment, we had planned to promote further use of the G-Suite platform among teachers and students. The rapid spread of online instruction led to honing our skills in online education. On the day we determined to switch to online classes at the beginning of AY2020, we established a technical support team to assure continuity in learning by introducing Google Classroom to new students, with video lectures on how to use the app, trouble shooting, and compiling the *Guidelines for Online Classes*, etc.

**(5) Library Management**

In the Spring term, we provided information on our online database including those newly introduced for the benefit of students studying at home. We also started purchasing e-books. Many students opted to check books out from the library by postal mail. In the Autumn term, we were able to purchase books, organize a book fair and library lecture, in accordance with school events including those organized on the students' own initiative. These activities and articles they wrote for the Library Newsletter enhanced proactive learning.

**(6) Dormitory Management Structure**

The management structure comprised of the external outsourcing system of the dormitory services initiated in AY2017 and the new Dormitory Committee with teachers among its members, is functioning smoothly. In April 2020, we hired two new couples of dorm parents. In September, the renovation of the dormitories was completed. We now have five dormitories: all are double rooms. We have announced a raise in the dormitory entrance and boarding fees after AY2021; however, residents approximate the capacity. For the COVID-19 pandemic, we established infection prevention measures within the dormitories, and informed them to all dormitory students. To mitigate the burden on dormitory students and their guarantors and to maintain their learning environment, we allowed residents to stay in the dormitories during the online learning period and weekends on a trial basis. The dormitory information sessions usually held in-person on the day when the results of entrance examination are announced, were held online.

**(7) Cooperation with the Alumni Association**

We are in the process of strengthening our ties with the Alumni Association and establishing a cooperative structure in our drive for donations etc. The High School Fundraising Committee was separated from the Fundraising Committee of the Judicial Person, with two Alumni Association executives as new members of the Committee to further substantiate activities. To enhance the move for donations, ICUHS delivered a message in the *Alumni Newsletter* published every autumn, and also sent a *Donation Request for Support*. We are working on connecting globally active alumni

with our current students (Global Study Network) through ICUHS Website.

## **(8) Measures Against the Spread of COVID-19**

Prioritizing the safety of our students, teachers and staff, we secured the opportunity for learning with the following measures. We established our infection prevention measures with advice from our School Physician in accordance with the MEXT *Infection Control Manuals and Guidelines* and *Q&A for Reopening Schools for Educational Activities* and provided the information to our students, teachers and staff. We cooperated with municipal Health Centers when a person related to ICUHS tested positive for COVID-19, with maximum concern for his/her rights and privacy to prevent the spread of the disease within the school.

**[Spring Term]** Upon request from the Japanese government, the school closed from March 2 through spring vacation. Following this period, we started the new academic year with the online mode of instruction amidst the spread of the pandemic. The Matriculation Ceremony etc. was postponed to September. After the Emergency Declaration issued on April 8, online instruction continued until June 1. During this period, we conducted classes online as scheduled, without any delay in learning plans. Teachers and staff were also recommended to stay home, to restrict the number of people in the high school. For students who lacked the necessary tools for online study, ICUHS lent out Chromebooks and Wi-Fi mobile routers. In addition, class teachers, the school nurse and counselor formed a support team to provide care online. When the commuting to school (back to school) resumed on June 2, we started with alternating attendance and implemented thorough infection prevention measures on the school grounds. During the Spring term, a class hour was shortened to 40 minutes, while students continued the staggered commute to avoid crowding. The term closed eight days after the scheduled date.

**[Autumn Term]** We tried to return gradually to school life as usual. From the Autumn term onwards, a class hour was shortened to 45 minutes, and the staggered commute continued. New styles of school events were created one after another with innovative ideas from the students, such as The Fes Day held online, and the Christmas Candle Tree Gathering in the courtyard.

**[Winter Term]** Between January 14 and February 13, the rapid spread of COVID-19 forced us to shift to online instruction to protect students' safety and continue our education. It was an opportunity for students and teachers to hone their online skills. In March, the Field Trip to Okinawa for third-year students, which had been postponed twice, was implemented safely with strict infection prevention measures. The Commencement was also held in the University Chapel while attendance is limited to teachers and the graduating class only, with live streaming for the parents.

## **2. Publicity and Student Recruitment Activities**

- (1) The new Assistant Head of School (Director of the Returning Students Education Center) appointed to lead domestic and overseas PR activity about our distinct mission in defending world peace and human rights as well as to disseminate our unique standpoint that aims primarily at accepting returnee students, was overwhelmed with measures to prevent the spread of COVID-19.

The focus was on how best to provide reassuring information to international and returnee students and their parents, and to act with flexibility.

- (2) In our domestic PR activities, we held a total of 11 online school tours and information sessions (2125 families participated), as well as eight joint online information sessions (1228 families participated). Students, the Student Council, alumni, dorm members and teachers made videos for the online tours and information sessions, which were adjusted for streaming in each session. We invited questions prior to and during these sessions, with answers provided during the program. This was highly popular with viewers, as it kept them engaged in the live Q & A. We were able to stream these videos to students around the world. In October, the Campus Walk Hour was held twice. While reservations were necessary, 344 persons (172 pairs) participated.
- (3) All our overseas information sessions and others organized by the Japan Overseas Educational Services were canceled. Among joint information sessions we participate in every year at various places in Tokyo, 13 were canceled. School tours for prospective applicants held every year at ICUHS were also canceled.
- (4) Measures to implement the entrance examination successfully this year included, all interviews conducted online (September transfer student exam, December returnee recommendee exam, and January document screening for students living overseas), limiting the number of students in the exam classroom, and abolishing the parents' waiting room (General Admissions in February). Returnee applicants were allowed to attach documents to emails. These flexible measures led to a significant increase in the number of applicants for the returnee exam. In General Admissions, applicants decreased further due to the continuing reaction to the unanticipated large increase two years ago and the pandemic restrictions cast on our domestic PR recruiting activities.

### **3. Financial Plan and Facility Development**

- (1) As we were not able to carry out our usual activities due to the pandemic, we acquired the instruments necessary for online instruction and preventing infection, and rented other equipment for flexible and appropriate implementation of our budget and financial management.
- (2) With the completion of the dormitory renovation project, we were able to improve housing for students. The project enabled us to offer double rooms, which made it easier to continue management of the dormitories during the pandemic.
- (3) The High School Fundraising Committee convened to deliberate on future activities for donations. Receiving many donations from parents/guarantors of current students and alumni, as well as current and retired faculty and staff at the end of 2020, ICUHS was deeply grateful for the generous support.

### **4. Building Emergency Management Systems**

- (1) Evacuation training drills were held twice for the whole school based on the assumption that a disaster occurred during class and extra-curricular activities.
- (2) We compiled a "Guideline for Harassment Prevention" to enhance awareness among our teachers and staff.

- (3) To enhance student awareness and knowledge in information literacy, morals and security, we implemented instruction in these areas at the time of matriculation and when online instruction started, for each grade and by the Department of Student Affairs. In addition, instruction for these areas was provided in subject-based education such as home economics.

### **III. School Juridical Person**

#### **1. Basic Framework for Maintaining Wholesome Finances in the School Juridical Person**

The financial structure at ICU, which supplements the deficit in the Education and Research Budget arising from education offered in small classes with management gains of the Endowment, demands that we decide on the amount transferred to the budget in an orderly manner to sustain a wholesome budget in the medium to long term for the School Juridical Person (University and the High School). For the time being, the amount transferred from the Endowment will be capped at the real investment return (ten-year average return from the Endowment minus the growth rate of the consumer price index) of the market balance value of the Endowment. To secure wholesome finances, it will be vital to maintain the remaining balance of the Endowment. Thus, our target will be to achieve a balance not in business activity but in our funds, reflecting the balance of capital expenditure and cash flow from financial activities. In AY2020, we continued to compile a budget for renovating and building facilities for the University and High School with this transferred amount from the Endowment which enabled us to sustain a balanced budget.

#### **2. Consideration for Funding in Renovating and Building Facilities**

The aforementioned basic framework stabilizes the amount transferred from the Endowment; however, since capital expenditure (mostly large-scale renovations) is expected to fluctuate widely, we compiled a Medium-term Financial Plan including loans based on our future renovation and construction plans, to stabilize the fluctuation in capital expenditure. Funding for these facilities will continue to be acquired with loans from external organizations such as the Promotion and Mutual Aid Corporation for Private Schools of Japan and commercial banks. In AY2020, we secured funding for seismic reinforcement work in the Science Hall, renovation of the University Hall restrooms, and renewal of air-conditioning facilities in the Library, Alumni House, Hachiro Yuasa Memorial Museum, Global House and other old dormitories, by acquiring loans from the Promotion and Mutual Aid Corporation for Private Schools of Japan and commercial banks, with a long repayment period of 20 to 30 years, to secure fairness among beneficiaries, who are generations of students, of the renovated and built facilities.

#### **3. Management Principles for the 60th Anniversary Commemoration Fund**

Endowment such as the 60th Anniversary Commemoration Fund is used to gain returns in the long term to support the small-class education at ICU, as well as allocated for investment in accordance with our transfer plan under the risk control system for the school budget. We continued to allocate funds to short-term (transfer within five years), medium-term (transfer from six to ten years), and long-term (no transfer plan within ten years) investment slots, and diversified and segmentalized investments as much as possible into a wide range of low-risk, moderate-risk, and high-risk financial instruments. The moderate- to high-risk instruments were

diversified in small segments with transfer capped at this asset allocation target. Short-term assets were mostly invested in low-risk hedge funds; medium-term assets, in moderate-risk hedge funds, private placement real estate, and alternative investments such as private debt; and, long-term assets, mostly in stocks (including private equity).

#### **4. Promoting the Project for Conserving the Natural Environment on Campus**

To conserve and maintain nature on campus (University and the High School), especially the greenery, we promoted the Campus Natural Environmental Conservation Project initiated in AY2018 by implementing the following in AY2020.

- (1) We established the Committee for Conserving Natural Environment on Campus (five committee members, consisting of the Board of Trustees, faculty, etc.) to make proposals to the Managing Trustee for Financial Affairs, based on advice from specialists, when compiling various effective and efficient annual and medium-term measures for conserving and maintaining the natural environment on campus.
- (2) We promoted the *Sakura* Replanting Project, for which we cut and planted six cherry trees along McLean Avenue, and removed parts of trees affected by witch's brooms (deformity found in woody plants caused by pathogens) as well as withered and broken branches, for their healthy growth and to secure safety.

We also investigated the damage from red-necked longhorn (*Aromia bungii*) in the Kanto region, and confirmed that our cherry trees on McLean Avenue were not affected.

- (3) As of summer 2019, we had observed withering Japanese oak trees on campus. We confirmed the extent of the damage and invited a specialist for advice on measures. We decided to cut withered oak trees near buildings and pathways for safety reasons as they were likely to fall in the near future, and compiled a felling plan. We also cut the dangerous withered trees near the campus housing in construction and the residences for which large-scale renovations were carried out.
- (4) To maintain and improve the natural scenery on campus, we planted cherry trees near the front gate of the High School and also cut and trimmed tall trees in front of the University Chapel and the plum trees in the lawn area in front of the University Hall.