

## **School Juridical Person International Christian University AY2021 Business Report**

### **[UNIVERSITY]**

Since its founding in 1953, ICU has upheld its commitment to academics, Christianity, and internationalism, cultivating graduates who become global leaders through liberal arts education in small classes. Its educational philosophy is to foster people who serve God and humankind.

The Ministry of Education, Culture, Sports, Science and Technology (MEXT) selected ICU as a Top Global University with the adoption of the “Developing Global Liberal Arts to Cultivate Trustworthy Global Citizens project” as the University’s initiative (10-year term: 2014-2023). In AY2021, the eighth year of the project, the implementation plan was steadily in progress.

In AY2021, based on mid- to long-term perspectives, ICU conducted the following activities in addition to its regular operations for further development and to achieve its founding philosophy.

### **I. EDUCATIONAL GOALS & PLANS**

#### **1. Global development of liberal arts education that cultivates comprehensive knowledge supported by specialization**

- 1) Underlining the position of mathematical and information sciences within the framework of liberal arts  
In the area of mathematical sciences, information, and statistics, preparations for three new courses and two existing courses proceeded smoothly, exceeding the initially planned number of courses.
- 2) Enhancement of the curriculum of the General Education (GE) Courses  
Regarding general education emphasized at liberal arts universities around the world, the ICU General Education Courses Guidelines that clarify the significance and positioning of the GE courses, cautionary notes, and procedures for setting up new or changing courses were formulated and posted on the University’s portal site for reference at all times. The Associate Dean, College of Liberal Arts (in charge of Curriculum) explained the guidelines at the Faculty Retreat, an annual seminar where full-time faculty members learn and discuss academic issues, to further deepen the faculty’s understanding.
- 3) Enrichment of Service-Learning programs
  - As for International Service-Learning programs, we canceled all overseas travels in AY2021 due to the COVID-19 pandemic and carried out some programs online. ICU concluded a new agreement with Dari K Co., Ltd. (a company dealing in the import of Indonesian cacao beans and its production and sales in Japan), aiming to send out students starting in AY2022.
  - Community Service-Learning (Japan) gathered 47 participants, a larger number than in previous years, and they worked in the fields of education, agriculture, environment, etc. The University also concluded a new agreement with Akita International University.
  - We carried out the Japan Summer Service-Learning (JSSL) program online. The program is usually conducted in Japan in collaboration with Middlebury College (USA) and the Service-Learning Asia Network (SLAN).
  - To integrate those activities into the learning of each ICU major, the faculty-led Service-Learning courses were established to encourage creativity and academic depth and further contribute to society, based on the initiative of the faculty and students. The themes of the courses were “planning and implementation of science classes for children” and “development of experiential learning programs for peace education in the age of disappearance of war remains.”
  - We held the Nagasaki Atomic Bomb Exhibition online in collaboration with Nagasaki City and the Nagasaki Foundation for the Promotion of Peace.
  - We established the Common Good Grand Project jointly with Japan ICU Foundation (JICUF) and decided to provide AY2022 grants to four organizations based in Mitaka City through screening by the student committee.
  - In March, we published the SL Studies Series 7, *Service-Learning of ICU: 20-Years of Progress and Future Prospects*.

[Table 1] Number of Participants in International Service-Learning Programs

Year	AY2018	AY2019	AY2020 (Canceled)	AY2021 (Online)
China	2	4	0	3
Korea	0	-	-	-
Indonesia	15	11	0	-
Philippines	9	12	0	7
Thailand	6	5	0	-
India	8	8	0	6
Kenya	4	-	-	-
Argentina			0	0
South Africa			0	0
Ghana				4
Total	44	40	0	20

[Table 2] Number of Participants in Community Service-Learning Programs

Year	AY2018	AY2019	AY2020 (Partially Online)	AY2021 (Partially Online)
CSL	8	4	21	42
JSSL	4	6	0	5
Faculty-led Courses	-	-	-	13
Total	12	10	21	60

[Table 3] Number of Participants in Japan Summer Service-Learning (JSSL) Programs

Year	AY2018	AY2019	AY2020 (Canceled)	AY2021 (Online)
ICU*	4	6	0	5
Middlebury College	4	4	0	3
SLAN partner institutions				
India	2	2	0	4
Thailand	2	2	0	1
Philippines	2	2	0	2
Indonesia	0	0	0	2
Sub Total	6	6	0	9
Total	14	16	0	17

\*Overlapping with JSSL in Table 2

#### 4) Development of the educational environment

##### – Construction of a new building

The construction of a new building aimed at integrating the studies of arts and sciences began in April 2021 upon deliberation on basic design and execution design, including transfer of science and research center functions and installation of large classrooms, student lounge, etc. It has been progressing almost as planned for completion in November 2022. As for the name of the new building, we widely called for ideas from the students, faculty, staff, and alumni, and the Committee for Naming the New Building selected potential names. At the Board of Trustees meeting in February 2022, the name was finalized as Troyer Memorial Arts and Sciences Hall.

##### – Improvement of the online class environment

- From AY2021, to have students take classes using their own PC, the University promoted BYOD (Bring Your Own Devices) by encouraging new students to prepare a laptop and offering a laptop rental service to students.
- The University verified technology for a virtual classroom using VDI (Virtual Desktop Infrastructure) to make the functions of the PC classroom available even off-campus. As a result of comparing and studying major services, we decided to use Microsoft Azure.
- To provide hybrid classes in large classrooms, the University permanently installed video and audio equipment for online streaming in five classrooms and started using them from the Winter term.
- Before and during the term, we held workshops to share know-how and examples of providing interactive online and hybrid classes.
- We provided support to faculty members to enable them to use ICT effectively even after resuming in-person classes, taking into consideration the possibility of inclusive classes for diverse students.
- We continued to carry out awareness surveys on online classes and shared the analysis results within the University.

#### 5) Enhancement of electronic resources

Among electronic resources, we made remarkable progress in the introduction of electronic books. As of the end of AY2021, 14,500 electronic books have been registered. We concluded contacts with 68 databases, including electronic journal packages, and greatly leveraged the advantage of scale.

#### 6) Promoting the recruitment of academic staff with practical experience

As a result of international recruitment in AY2021, a faculty member with practical experience specializing in secondary education (particularly International Baccalaureate education) is scheduled to take up the post during AY2022. It will be the first case of recruitment based on Regulations Governing the Appointment of Instructors (Practitioner Track) established in November 2020.

## 2. Strengthening ties with universities and research institutions in Japan and worldwide to promote internationalization in the field of education

### 1) Development of our international education programs

- Amid the spread of COVID-19, ICU carried out study abroad programs while collecting information on the situation around the world and in Japan. Among 167 students accepted for AY2020–21 international exchange and study abroad programs, 139 canceled their participation or postponed it for a year, 26 participated in online study abroad programs while remaining in Japan, and 2 actually traveled to study abroad. As for AY2021–22 international exchange and study abroad programs, 140 students traveled to study abroad while 7 participated in online study abroad programs while remaining in Japan (Table 4). As for the inbound one-year regular (OYR) students, 38 and 77 students participated in AY2020–21 and 2021–22 respectively; however, most of them could not enter Japan until the Japanese government alleviated the border control measures in March 2022. As for short-term summer study abroad programs, 147 students participated in AY2021, although all programs were taken online from Japan (Table 5). As alternatives to study abroad programs, we promoted interaction between students, including online programs such as the Language Tables & Buddies and the Virtual Exchange (Table 6).
- In order to promote internationalization in the field of education, we concluded new agreements with the following universities to expand exchange with partner universities overseas.
  - School of Journalism and Communication, The Chinese University of Hong Kong, Hong Kong
  - Universidad de Málaga, Spain
  - Faculty of Arts and Sciences, National University of Singapore, Singapore
  - Pontificia Universidad Javeriana, Bogotá and Cali, Colombia
  - Wilkes University, United States (for SEA Program)
  - Underwood International College, Yonsei University, Korea
- In AY2021, as in the previous year, we continued to enhance the website on study abroad programs, provided advice on studying abroad while utilizing online, and entrenched online procedures as regular operation flow. We also strove to promote digital and paperless operations as well as use of online communication tools to develop a system that can flexibly respond to the changes in the times and situations.

[Table 4] Number of Participants in International Exchange Programs

(Outbound Students) Impact of COVID-19 (from AY2020 Spring term)

Year	AY2018–19	AY2019–20	AY2020–21	AY2021–22
Number of Outbound Students	150	149 (23 among the above canceled their participation and returned to ICU from Spring 2020)	28 (2 among the above traveled to study abroad)	147 (140 among the above traveled to study abroad)

(Inbound Students) Impact of COVID-19

Year	AY2018–19	AY2019–20	AY2020–21	AY2021–22
Number of Autumn Entry Students	159	123	28 (3 among the above traveled to Japan)	54 (26 among the above traveled to Japan for Spring entry)
Number of Spring Entry Students	40	12 (4 among the above traveled to Japan)	10 (1 among the above traveled to Japan)	23 (23 among the above traveled to Japan for Spring entry)
Total	199	135	38	77

\*The number of participants in programs online, except where indicated as "traveled"

[Table 5] Number of Participants in Other Study Abroad Programs

Impact of COVID-19

Year	AY2018	AY2019	AY2020	AY2021
1st-Year Students Study English Abroad (SEA) Programs	212	161	Canceled	112 (No students traveled abroad)
2nd-Year Students Study English Abroad (SEA) Programs	36	28	Canceled	17 (No students traveled abroad)
Summer Study Abroad Programs	57	48	2 (No students traveled abroad)	18 (No students traveled abroad)

[Table 6] Number of Participants in Language Tables &amp; Buddies

Programs	Language Tables	Language Buddies
Activity Format	Groups of 5, online	1-on-1 pair, online
Languages	Japanese, English, Chinese	Japanese, English
Participants	ICU students only (Learners and natives or advanced speakers of each language)	English learners: ELA students Japanese learners: Students at partner universities, ICU students (OYR, JLP, Graduate School, etc.)
Schedule	40 minutes during lunch time every Monday (Date and time fixed)	30 minutes for each language (total of 60 minutes), once a week (Date and time scheduled by pair)
AY2021 Number of Participants	<Spring term> Japanese lang. 30 students, English lang. 27 students, Chinese lang. 33 students <Autumn term> Japanese lang. 72 students, English lang. 76 students, Chinese lang. 46 students <Winter term> Japanese lang. 35 students, English lang. 42 students, Chinese lang. 16 students Total: 377 students (cumulative)	Apr.–Aug. 2021: 174 pairs Oct. 2021–Feb. 2022: 105 pairs Total: 279 pairs, 558 students (cumulative)

[Table 7] Number of Participants in Virtual Exchanges

	Outbound ICU Students	Inbound Students from Partner Universities
Period	Jan. 2021–May 2022	AY2021 Autumn term
Partner Universities / Number of Participants	Hong Kong Baptist University: 6 students National Chengchi University: 1 student Freie Universität Berlin: 0 student Tampere University: 1 student The University of North Carolina at Chapel Hill : 2 students Total: 10 students	Tampere University: 3 students

- 2) Initiatives to advance the Inter-University Exchange Project  
The University provided appropriate support for selecting the assistant professor by special appointment who would be a project leader in the Inter-University Exchange Project TP-COIL (Trans-Pacific Collaborative Online International Learning for the Multiculturalism and Conflict-Resilience) and appointed him as originally scheduled.

In addition, appropriate support was provided to the assistant professor by special appointment so that he could take over the work smoothly from the middle of the project. Although the initial plan, described in the MEXT-designated form, was substantially changed due to the COVID-19 crisis, an alternative plan was developed, and the project goals for AY2021 were achieved.

**3. Enhancement of the curriculum that enables students to acquire academic and practical linguistic abilities necessary to communicate with a diverse global population and to convey and receive information appropriately**

- 1) The Summer Japanese Language Program, a six-week intensive summer course in which participants from overseas learn Japanese language and culture, was held online for the first time due to the COVID-19 pandemic.
- 2) To encourage use of the Writing Support Desk and Proofreading support, we promoted them in classes and held regular research meetings in collaboration with the Research Center for Global Language Education. We offered 11 workshops for tutors to improve their skills.

**4. Strengthening the admission system to select students with diverse backgrounds who have the potential and ability to study at ICU**

- 1) Domestic recruitment activity  
Following AY2020, while taking into account the situation of COVID-19, we carried out live online events to widely attract prospective students to face-to-face events and high school-university cooperation programs. We held the summer Open Campus events online and the Osaka Open Campus event and spring Open Campus event in-person with a limited capacity (3,870 participants registered). In order to provide opportunities for prospective students to experience the campus first-hand, we increased the number of Campus Visit Days, which attracted 600 participants. School visits were also partially resumed, where we had school officials, such as principals from schools with an increased interest in ICU, visit our campus.

- 2) Securing applicants with educational backgrounds overseas  
The Open Campus event and local school visits that had been scheduled in Los Angeles were canceled for the second consecutive year. As an alternative solution until overseas visits can be resumed, our Senior Advisors (faculty members) held online meetings with counselors and Japanese language teachers at the local schools. To increase recognition of ICU overseas, as a new attempt, we hosted an essay contest in collaboration with JICUF. The outcome exceeded our initial expectations, where approximately 350 participants from around the world, including Africa and Latin America, submitted their essays. Since a part of the funding for the Global Citizenship Scholarship, which was established to attract applicants from overseas, has been reallocated to the University of Tomorrow Scholarship aimed at receiving students from the least developed countries designated by the UN, it will allow us to disseminate information on ICU to countries we had no previous contact with through their embassies and NGOs.

- 3) Promoting cooperation with high schools  
AY2021 marks the third year of the Global Challenge Forum, an academic online program launched in AY2019. The four courses we offered were fully booked (110 students) immediately after the start of the application acceptance. The Science Café (online), which promotes science in the liberal arts curriculum, entered its second year, attracting over 100 participants every session. We owe the success of each program to its increasing recognition among junior high and high schools as opportunities to experience the quality of the University's liberal arts education, as well as programs that match the needs of secondary education, which have been gained through communication with school officials during school visits.

School visits serve as a foundation for developing stronger relationships of trust, where we had a significant number of school officials, such as principals, visit the campus and experience the quality of education at ICU by observing the actual educational environment and through dialogue with our faculty members.

- 4) Considering the reform of the Admissions Exam System at ICU
- A) We have decided to make the following changes from the AY2023 admissions (admission procedures carried out in AY2022).
- (1) Admissions for returnees
    1. We decided to continue interviews online even after the pandemic ends, considering the convenience for applicants overseas.
    2. We changed the essay exam and interview (group discussion) conducted for all applicants to document screening (including short essay) for the primary selection and individual online interview of those who passed the primary screening for the secondary selection.
  - (2) *Sogogata Sembatsu* Admissions
    1. We decided to continue interviews online even after the pandemic ends, considering the convenience for applicants and the benefits of online interviews.
  - (3) English Language Admissions (April entry)
    1. We used to have two application periods within a short span of time; however, these application periods were integrated into one.
- B) Improving the system
- We are upgrading the system so that recommendation letters can be uploaded for the English Language Based Admissions. This will enable submission of all application documents online except for certificates from Japanese high schools.

Reference: Change in the number of applicants (\*Number of applicants = Applicants for the April entry of the relevant year + Applicants for the September entry of the previous year)  
 The total number of applicants slightly increased from last year despite increase/decrease in different admission methods.

Year	AY2018	AY2019	AY2020	AY2021	AY2022
General	1,528	1,331	1,381	1,250	1,108
Recommendees	182	193	223	242	245
<i>Sogogata Sembatsu</i>	182	200	201	215	210
Returnees	238	194	259	271	308
ELBA	376	487	526	477	602
EJU	17	26	38	31	27
Working Adults	2	1	-	3	2
Total Number of Applicants	2,525	2,432	2,628	2,489	2,502

- 5) Developing the scholarship system
- We started designing new scholarship systems to implement in AY2022 and AY2023 as follows:
- Four-year continuous scholarship program
    - Overview: We will link the Torch Relay High Endeavor Scholarship for new students with the Torch Relay Scholarship for Current Students and operate them as a continuous scholarship program. Particularly outstanding students from among those who applied for the Torch Relay High Endeavor Scholarship for new students at the time of admission will be selected as recipients. However, academic performance and income requirements must be met as conditions for continuation after the second year. (The requirements are the same as for the current Torch Relay Scholarship for enrolled students and the Scholarship for International Students.)
    - Scholarship details:
 

April entry: Students are exempted from payments to be made at the time of admission (matriculation fee; tuition and facilities fee for one term) and tuition and facilities fee for the Spring term (one term) of the second, third, and fourth year.

September entry: Students are exempted from payments to be made at the time of admission (matriculation fee; tuition and facilities fee for one term) and tuition and facilities fee for the Autumn term (one term) of the second, third, and fourth year.

- Start: AY2023 April entry
- Number of students selected: 16
- ICU scholarship for students who are experiencing sudden household financial changes
  - Overview: Scholarship for students who experience sudden change in their household's financial situation due to unemployment, business cessation, or death of the main household earner, or natural disasters, fire, etc. (Currently, Japan Student Services Organization offers grant-type scholarships (for sudden change in the household's financial situation) and loan-type scholarships (for emergency). However, due to the eligibility restrictions based on household income, years of study, and nationality, not all students having difficulty in continuing their studies can be covered by this system. There is an urgent need for developing a system to help motivated students who are experiencing sudden household financial changes continue their study.)
  - Scholarship details: Students are exempted from tuition and facilities fee for one term.
  - Start: AY2022 Autumn term (applications accepted from the Spring term)

Reference: Report on AY2021 Scholarships

Scholarship Name	Scholarship Period	Undergraduate (students) / Max. No. of Students Accepted	Graduate (students) / Max. No. of Students Accepted	Total (Students)	Scholarship Details
Peace Bell	April/September entry	7/14	NA	7	1 million yen/year
Torch Relay High Endeavor	April/September entry	29/48	NA	29	Matriculation fee + tuition and facilities fee for one term
Torch Relay Graduate School Scholarship for New Students	April/September entry	NA	32/40	32	Tuition and facilities fee for one term
Torch Relay Scholarship for Current Students	Spring term	120/120	3/35	123	Tuition and facilities fee for one term
International Students	Autumn/Winter term	15/12		15	Tuition and facilities fee for one term
Emergency Support for Students with Financial Hardship Caused by COVID-19	Spring term	50/50		50	Tuition and facilities fee for one term

## 5. Emphasizing adherence to the Student Pledge

- 1) Publication of a trilingual version (Japanese, English, and French) of *The Universal Declaration of Human Rights (Illustrated Version)*

In collaboration with a publishing company, we published *The Universal Declaration of Human Rights (Trilingual (Japanese, English, and French) and Illustrated Version)*. ICU was in charge of the English translation, and a project team of over 40 students completed the manuscript over the course of about 6 months. We have decided to distribute the book to new incoming students every year, with expectations that they will adhere to the Student Pledge through a better understanding of the Universal Declaration of Human Rights.

During the project, we held four special lectures on the topic of human rights presented by our faculty members to provide students with an opportunity that encourages them to lead their university life with the Student Pledge in mind.

- 2) Anti-drug measures

In addition to convening the Special Committee for Measures against Drug Abuse three times a year, we held a lecture by a guest speaker at the new student orientation, gave warnings at the study abroad program orientation, and delivered anti-drug lectures in classes.

## 6. Measures for human resources in education

- 1) Improving the faculty appointment system: We significantly revised and implemented the Guidelines for Recruitment of Full-time Academic Staff, which prescribes the detailed procedures for appointing faculty members. In order to ensure smooth recruitment procedures, new provisions were established regarding the screening of documents by departments and handling of second-place candidates.



- 2) We established a position specializing in gender/sexuality and politics at a department with few female faculty members (3 women among 13 full-time faculty members) and called for candidates from across the world, clearly stating that we welcome active application from female candidates.
- 3) The Board of Trustees decided on the appointment of an international visiting professor on a term-to-term basis from April 2022. However, due to the pandemic, the timing of appointment is pending.
- 4) Among eight faculty members belonging to the Division of Arts and Sciences who were appointed positions of an assistant professor or higher during AY2021, five are women, and four are foreign nationals, which ensures cultural diversity in terms of recruitment.

## **7. Cooperation with JICUF**

- 1) We held six Global Alumni Speakers Series sessions and provided opportunities for students to interact with globally active alumni.
- 2) We launched the Common Good Grant Project under sponsorship of JICUF and in cooperation with the Service-Learning Center. We aim to assist revitalizing the local community through student committee activities.
- 3) Drawing on the experience of accepting Syrian students, we quickly declared acceptance of Ukrainian students and started working toward its realization.

## **8. Graduate School**

- 1) Doctoral Course  
To provide appropriate support for research activities, in cooperation with the IT Center, we developed a plan for revising the student portfolios and prepared for implementation of the revisions in AY2022.
- 2) Master's Course  
We promoted the 5-year Program for B.A. and M.A., which enables students to obtain both a bachelor's degree and a master's degree in 5 years (4 years of study in the undergraduate program and 1 year in the master's course), in which a total of 25 students enrolled in April and September (increase of 2 students compared to the previous year). We also improved the Distinctive Study Programs of our graduate school: the International Baccalaureate (IB) Teacher Certification Program had 6 students (increase of 3 students compared to the previous year) complete the program; the Diplomatic and International Public Service Program offered the United Nations Seminar on Sustainable Development via hybrid mode, in the same manner as in AY 2020; and the Responsible Global Corporate Executives and Financial Professionals Training Program hosted lectures given by global business owners in their classes.

## **9. Passing on and developing the ICU ethos**

- 1) Enhancing the educational environment based on Christian ideals  
During the pandemic in AY2020, we began live-streaming Chapel Hour, which has now become a part of our campus life. In AY2021, Chapel Hour was offered both in-person and online for the three terms. During C-Week (Christianity Week), a campus-wide event, we held various in-person and online programs planned by students in the C-Week Committee. As for the special Chapel Hour, we connected online with a speaker invited from a remote area and held a hybrid service for the first time.  
The ICU Church *Kakekomi* Fundraising, launched in May 2020, provided the entire donated amount of 5,000,000 yen as emergency support to 37 students as of the end of AY2021.  
We made a new call for donations to ICU church members for the Peace Bell Scholarship; as a result, the ICU Church Scholarship of 3 million yen for AY2021 comprised donations of 1,565,000 yen from individual church members to the University and donations of 1,435,000 yen from the church to the University.  
The bible talk given by two University Ministers at staff meetings every other month plays an important role as awareness-raising activities that deepen the staff members' understanding of Christianity.
- 2) Renovating the East Wing of the Diffendorfer Memorial Hall (*D-kan*)  
Renovation work on the East Wing of Diffendorfer Memorial Hall began in April 2021 and was completed in November 2021 as scheduled. During the renovation, we repaired deteriorated areas, improved accessibility (installation of new elevators, etc.), enhanced the functions (renovation of the auditorium and stage related areas), and renovated the exterior, while giving maximum consideration to the tradition and historical value of the building designed by Vories. We are also taking steps to register the building as a cultural property in consultation with Mitaka City and the Tokyo Metropolitan Government.

- 3) Developing university housing for faculty and staff  
Construction of the common residences for faculty and staff (six households × two buildings) began in late November 2020 and was completed in late July 2021 as scheduled. We are also planning a renovation of the housing complex for the next academic year. As for renovation, etc. of old on-campus housing, we plan to assemble a comprehensive on-campus housing plan and decide on its policies, including the method of funding for the renovation.

## **II. GOALS & PLANS IN RESEARCH & ACADEMIC EXCHANGE**

### **1. Enhancing research activities at the research institutes**

- 1) As for research activities at the seven research institutes and centers on campus, we provide support mainly to interdisciplinary projects using the special common budget of the research institutes and centers. Although some were difficult to organize due to the pandemic, we held symposiums, workshops, etc. for 15 projects.
- 2) To facilitate on-campus research activities in cooperation with the graduate school, the division supporting research held regular discussions with the Dean of the Graduate School and encouraged active interaction between the Dean of the Graduate School and young researchers (doctoral students who serve as Research Institute Assistants, etc.). The Dean of the Graduate school held face-to-face and online meetings with such doctoral students and discussed their work at each research institute/center and the topic of invigorating interdisciplinary research activities by young researchers.

### **2. Enhancing the reputation of ICU's academic presence**

- 1) Support for applications to external research funds and implementation of research ethics education
- Grants-in-Aid for Scientific Research (*Kakenhi*): For AY2021, 59 projects were selected, including 19 new projects.
  - The information session held every year as part of support on applying for *Kakenhi* was conducted in the form of posting the videos and documents on the University's portal site so that applicants can view them at any time.
  - Research Support Grants, the University's internal grant to support faculty members aiming to obtain external research funds, were allocated to five faculty members.
  - Under the postdoctoral researcher system that supports students enrolled in the doctoral course and those who obtained their doctor's degree at ICU within the past three years, we hired four postdoctoral researchers pursuing to be selected for the Research Fellowship for Young Scientists by Japan Society for the Promotion of Science (JSPS).
  - To promote appropriate conduct in research activities, faculty members and graduate students are required to take e-learning classes on research ethics.
- 2) Emphasizing the importance of natural sciences in the liberal arts by Othmer Distinguished Professor in Science  
In the school newsletter, we published an interview with the Othmer Distinguished Professor who was invited as a data science and AI specialist, as well as a Q & A session with students, as part of efforts to improve recognition of sciences in liberal arts. We also created a leaflet featuring the Professor to be used as a sub-pamphlet that introduces the University and prepared for PR activities for the time of completion of the Troyer Memorial Arts and Sciences Hall planned next year.
- 3) Reinforcing PR activities on academic achievements of ICU and faculty members and renewing the website  
We launched the university-wide website renewal project and prepared for renewal by organizing contents to be included, taking into consideration the information that is better communicated through the website rather than by social media. Ahead of the website renewal in AY2023, we renewed the faculty introduction pages and opened a special website on SDGs emphasizing the relationship between liberal arts and society.
- 4) Releasing research achievements  
We expanded the registered contents in the institutional repository. Documents such as bulletins published by each research institute and doctoral dissertations are available on the institutional repository. The number of accesses to the repository exceeded 4,860,000 as of the end of AY2021.

### **3. Inter-university cooperation**

- 1) The letters of agreement managed by each responsible division was assembled into a list and was shared, making operations more efficient.
- 2) As part of the cooperation with Nara Institute of Science and Technology, we started dispatching three faculty

members (part-time lecturers) from AY2021.

- 3) We concluded an inter-university cooperation agreement with the Faculty of Policy Management, the Faculty of Environment and Information Studies, and the Graduate School of Media and Governance of Keio University.

### III. COOPERATION WITH SOCIETY

#### 1. Creating and supporting academia-industry joint programs and projects that match ICU's philosophy

##### 1) SDGs initiatives

The SDGs Promotion Office aimed to further interconnect the various individual SDGs initiatives already being carried out at ICU and to firmly position them in liberal arts learning as an integral part of the University's education. Our achievements in AY2021 were as follows:

1. Held the SDGs Promotion Office kick-off event "*Responsible Consumption and Production*" jointly with Patagonia, Inc. Japan Branch.
2. Launched the SDGs Promotion Office website (to aggregate and disseminate information about SDGs-related activities and events at ICU).
3. Participated in workshops organized by the United Nations University, SDG-Universities Platform; and carried out collaborative projects with other universities (developed the UN SDGs Introductory Course in the inter-university online SDGs course project).
4. Submitted a report on ICU's SDGs initiatives to the UN Academic Impact (UNAI).
5. Accepted 5 Service-Learning students, recruited approximately 10 student members for SDGs Promotion Office, and provided support for activities.

Regarding item 5 listed above, 33 students applied to the student member positions in the AY2021 Autumn term. As a result of screening, we selected 9 students, and the remaining students joined as sub-members. They mainly carried out the following student-led activities;

1. Operated the website "*Tsunagar Ethical*," which aims to enable ICU students to take real action on what they have learned in classes and their college life.
2. Prepared to apply for accreditation as a Fairtrade University to promote fair trade at the University.
3. Planned and operated various workshops and events, e.g. *Aozora Market (Responsible Consumption)* and bamboo chopsticks workshop (awareness of environmental problems).

#### 2. Promoting further cooperation with local communities

- 1) Leveraging our wide coverage of academic fields, we newly offered an online outreach class for the general public on the research studies that won the Nobel Prizes in 2021. Faculty members of biology, chemistry, and economics delivered the lecture by providing explanations in both Japanese and English, and it attracted 84 participants, the highest number ever for ICU's lifelong learning programs. In addition, the General Affairs Group accepted students taking Service-Learning courses (General Education courses) as apprentices, and we worked together to develop the SDGs program for children, which was conducted online in December. With the cooperation of farmers in Mitaka City, local networks and SDGs initiatives were incorporated into this lifelong learning program.
- 2) ICU concluded a comprehensive agreement with Mitaka City and promoted interactions and collaborations with the surrounding community through participating in the newly established Mitaka School Community Promotion Committee meeting and others.

### IV. ENHANCING EFFICIENCY IN ADMINISTRATIVE ORGANIZATIONS & WORK-STYLE REFORM

- 1) We interviewed the directors regarding the current situations of each division and drafted basic principles for organizational restructuring. Based on these basic principles, we will consider proper allocation of personnel for each division in AY2022 and create a new administrative organization by AY2023.
- 2) Developing the remote work environment
  - We established regulations and guidelines for officially implementing remote work (as of April 1, 2022).
  - To ensure security during remote work, we verified Microsoft security functions such as IRM (Information Rights Management) and RMS (Rights Management Services) for protection of data and remote devices, introduced the following systems, as well as created and disseminated the operational guidelines.
- 3) Introducing new operational systems and improving existing systems
  - We started developing a scholarship operation system. The details are as follows:
    - We are renovating the School Leader so that each student's scholarship history can be archived and

viewed.

- By equipping the School Leader with the above function, we will be able to accurately understand the enrollment situation for each term and manage scholarships properly.
- Being able to check each student's scholarship history in a comprehensive list will help us provide appropriate support to students who are facing financial difficulties.
- We further advanced the electronic year-end tax adjustment system introduced in AY2020, making it available in English (available only in Japanese in AY2020) and providing tax withholding slips electronically.
- 4) We concluded the demonstration test for issuing certificates online and digitized the certificate for Summer Courses in Japanese. We completed preparations for issuing digital academic records and graduation certificates.
- 5) We launched a new document management system led by ICU Archives in April 2021. Collective management of administrative documents by Archives, previously managed by each department, enabled proper storage management of documents serving as evidence for decision-making of the juridical person.
- 6) Promoting staff development (SD)  
We provided the following training programs in AY2021.  
Training for all staff members to gain knowledge required of staff working at an educational institution
  - Training on higher education provided by the President, Vice Presidents, and former President
  - Training on projects administered by MEXT and Promotion and Mutual Aid Corporation for Private Schools of JapanTraining for new staff members
  - Introduction of each division (including self-development of presenter)

## **V. IMPROVING UNIVERSITY FINANCES**

### **1. Finance management based on the facilities development plan**

#### **1) Financial plan**

In order to maintain the University's distinctive financial structure that supports its education in small-group, the University has set the amount transferred from the ICU endowment to the school budget based on the actual average profitability gained over the past ten years. Under this basic policy, the University has formulated a budget that aims to maintain a cash flow balance, thereby contributing to maintaining wholesome finances in the medium to long term.

In AY2021, following the same policy, we set the amount transferred from the endowment to the school budget in advance and executed the budget structured within that amount in a planned manner to maintain the cash flow balance.

As part of the large-scale facilities development plan, in AY2021, ICU embarked on the construction project of a new building (to be completed in November 2022), renovation of the East Wing of the Diffendorfer Memorial Hall (completed in December 2021), and construction of campus housing for faculty and staff (completed in July 2021). From the standpoint of securing the endowment's investment profit, the University procured long-term fixed-rate loans from Promotion and Mutual Aid Corporation for Private Schools of Japan and commercial banks as planned to finance the facilities' development.

Furthermore, the University also publicized the investment performances and future policies of the ICU endowment on the University's website.

#### **2) Promotion of fundraising projects**

Throughout the year, we updated our fundraising website and strategically provided information using emails, social media, and purpose-based printed materials to communicate information that matches the needs of donors. As new projects, we launched the Fundraising Campaign for ICU Founders' Day and project-based fundraising. Under the leadership of the Chair of the Board of Trustees, we also established the Pay Forward Fund and strategically promoted fundraising activities, which resulted in achieving more than the target amount of 200 million yen.

## **VI. OTHER**

### **1. Crisis management**

- 1) The Crisis Management Committee held a total of 17 meetings to steer the university operations during the global pandemic. The Committee decided on policies for offering classes through a cross-departmental

structure and responded to the situation upon resuming the entry of international students into Japan.

- 2) In AY2020, the Guidelines for Activities to Prevent the Spread of COVID-19 were formulated, while in AY2021, a crisis management manual was drafted for various crises. In AY2022, the crisis management manual will be publicized and disseminated throughout the University.
- 3) Strengthening information security
  - E-learning training on information security was conducted to improve computer security literacy among faculty and staff, and 87.2% of the staff completed the training (85% of full-time faculty and 88.5% of all staff members). In addition, a targeted email attack training service based on the latest trends was introduced every month in order to check whether the faculty and staff are properly responding based on the lessons learned and to raise their awareness. As a result, we were able to continuously monitor the status of security literacy at the University and establish the PDCA (Plan-Do-Check-Act) process that improves the literacy of faculty and staff.
  - We also introduced an account leakage detection service for students, faculty, and staff. By detecting leaks as soon as possible and notifying the individual concerned, we minimized the risk of unauthorized access to the University's important information.
  - We updated the ICU Information Security Incident Response Manual, which outlines responses to be taken in the event of information security incidents, based on the Information Security Incident Reporting Method published by the MEXT in April 2021. In addition, the manual was publicized within the University.

## **2. Promoting use of ICU's environmental and cultural resources and publicizing them**

- 1) We participated in the Tokyo Heritage Week and held an online event in lieu of opening the Taizanso to the public. (Virtual Taizanso tour and lecture, 90 participants)
- 2) We supervised the replica of the one-mat room installed on the occasion of the renewal of Matsuura Takeshiro Memorial Museum in Matsusaka City.
- 3) ICU Yuasa Memorial Museum had to be closed; however, 712 people visited during the 61 days we opened it only to ICU community members. We offered open courses online, which attracted 649 participants in total.

## **3. Preparing for anniversary activities**

- 1) As part of the University history archive project, we have been recording oral history once or twice a year. In AY2021, we recorded the oral histories of three of those who had been involved in Health and Physical Education.

## **[ICU HIGH SCHOOL]**

As the COVID-19 pandemic had spread all over the world, ICU High School (ICUHS) faced difficulties in steering its educational activities in the right direction amidst anxiety and confusion. Prioritizing the safety of our students, faculty, and staff, we strive to continue our education through trial and error while supporting and encouraging students to grow every day. With God's protection and guidance, we are truly grateful for the devoted work of our teachers and staff. ICUHS's current mission is to carry forward and develop its tradition of progressive practices that foster mutual understanding between returnees and students from the Japanese education system and its liberal school culture, and to integrate these values into a global educational program even after the designated period as a Super Global High School (SGH). In addition, preparations for the new curriculum under the revised National Curriculum Standards for High Schools are beginning to bear fruit. A new Assistant Head of School was appointed in AY2021 and fully took over the work within the administrative office.

## **1. Educational projects**

- 1) Measures for the curriculum reform

We held the 22nd to 26th Curriculum Committee meetings in preparation for the revision of the National Curriculum Standards, which will be implemented at each grade level beginning in AY2022. By the end of AY2020, we had already outlined the new curriculum and determined compulsory elective credits required for the graduation of third-year students. In AY2021, we specifically deliberated on the number and level of classes for each subject as well as how to offer second foreign language classes. We also strove to perfectly

plan the teachers' appointments during the curriculum's transitional period. We approved the change to the curriculum, listed in the appended table of the High School Regulations, at the High School Management Committee and Board of Trustees Meeting in November, and submitted the notification of change in school regulations to the Department of Private Schools, Bureau of Citizens, Culture and Sports, Tokyo Metropolitan Government in December. In each subject, we designed class syllabuses for newly launched courses and selected textbooks and supplementary teaching materials. Under the new curriculum, we developed specific measures for the cross-grade Cross Project to reflect our insight and educational methods based on extensive global perspectives acquired during the SGH projects in classes such as Period for Integrated Studies. The Department of Curriculum and Instruction stabilized the operation of the course registration system and timetable system.

2) Enhancing Global Learning Programs (GLP)

Due to the ongoing global pandemic, we continued to cancel all international and domestic study tours. However, with support of alumni and the network built through past tours, we developed international projects on global issues. Some projects were planned and led by the students and used ICT effectively (e.g., Save Equatorial Guinea! Charity Project, Jabanak Japan x Bangladesh, Padauk Flower: Connect with People in Myanmar, I am ME WORKSHOP, Silicon Valley Experience Project). We also supported the participation of students in online off-campus programs and activities in local communities. At the school-wide presentation sessions (GLP Day) held on November 24, a wider range of activities were presented than ever before, with 14 presentations by third-year students enrolled in project-based learning courses and 15 presentations of independent projects that students conducted on and off campus. The guest speaker for the Christianity Week in June, working for the World Vision Japan, was invited again upon the request of students to deliver the SGH Memorial Lecture face-to-face on January 8. These students' initiatives show that the connection between various programs at school is also working effectively among students. In classes, interaction with Liceo Mexicano Japonés using ICT was also held (in Spanish). We distributed the GLP Newsletter online every other week, up to Volume 20. We accepted an international student from Malaysia through the AFS Asia *Kakehashi* Scholarship and provided support to those who wish to study abroad through exchange programs.

In the AY2021 year-end survey targeting all students, 83.8% of first-year students, 80.3% of second-year students, and 70.7% of third-year students answered they agree or somewhat agree that GLP projects and events are meaningful to them. GLP receives a positive reception from students as before the pandemic.

3) Strengthening the college guidance system

For the second graduating class after the university admissions reform by MEXT, ICUHS amassed information on the Common Test for University Admissions and external English language examinations while consulting with the ICU Admissions Center and sharing information with teachers in charge of the third-year students. We also provided this information to the students and their guardians through online college information sessions and newsletters (mass emails, etc.).

We were not able to hold the annual in-person information sessions by high-ranking universities; however, we provided students with information regarding online information sessions by different universities. Since participation in open campus events was also restricted, we assigned "career and college research" to first-year students and "reports on colleges and universities" to second-year students. In November, we held two face-to-face "Gatherings with ICUHS Graduates" who had advanced to overseas universities, national universities, ICU, etc. For students wishing to go to university overseas, we held an overseas university information session in March and provided individual support through College Advisors (positions held by native English-speaking teachers of the Department of Foreign Languages). We exchanged information and carried out PR activities regarding the high school-university cooperative program with ICU. In June, we held two Campus Visit Days and an online information session for guardians in particular.

The Department of Career and University Guidance promoted the wide use of Google Forms to request documents and letters of recommendation required to apply to specific universities, departments, and divisions, as well as to universities abroad.

4) Focal issues in student guidance and subject education

In the AY2021 year-end survey targeting all students, 98.1% of first-year students, 91.0% of second-year students, and 92.4% of third-year students answered they agree or somewhat agree that general and returnee students positively impact each other. In light of the purpose of the school's establishment, we believe that we have achieved mutual understanding between students with diverse backgrounds. When asked whether they thought it was the right decision to come to ICUHS, 95.6% of first-year students, 93.8% of second-year students, and 93.8% of third-year students answered positively. We will continue our efforts so that students

can lead safe and pleasant school life.

In the second year of the coronavirus pandemic, while the variety of student activities gradually expanded, many students still felt stress and anxiety. We provided support through class meetings, school nurses, school counselor, and the Health and Counseling Committee.

The Hosoi Norio Award was presented for the encouragement of students and commendations of student activities (6 cases), and the ICUHS Scholarship was granted to students having difficulties in continuing education (2 cases). We made effective use of our systems and made sure to deliver support to students in need.

5) Enhancing and promoting the ICT environment

In the second year of the COVID-19 pandemic, we strove to guide new students in Google Classroom, lecture students on how to use the service, respond to problems, and create the *Guidelines for Online Classes* to provide online classes smoothly. When distributing the Office 365 account to students, we created and distributed explanatory documents and reinforced our support system to allow students to make further use of the service. We improved the computer room management system and promoted active use among students. As a step before transitioning to BYOD, we rented approximately 40 Windows PCs from the University and promoted use among students. To further enhance the ICT environment, we discussed cooperation with the University's IT Center.

In the AY2021 year-end survey targeting all students, 86.9% of first-year students, 77.5% of second-year students, and 88.2% of third-year students answered they agree or somewhat agree that the school's online classes were well supported. We aim to further improve the efficiency of the classes and the quality of education by making use of ICT.

6) Library management

We enhanced and promoted online databases, including newly introduced ones. The librarian PCs at the checkout counter were improved, enabling quick responses through their operation. We purchased books, held 26 book fairs in line with school events and subject education, and organized Library Lectures (Chizuko Ueno on November 5 and Mariko Terada on February 3). The Student Library Committee was active, writing articles for the library newsletter *Mouseion* (distributed 10 times a year). The library collection totaled 35,880 books, with 1,720 books purchased or received, and 6,682 books checked out in AY2021.

7) Dormitory management structure

The outsourced dormitory management system initiated in AY2017 and the new Dormitory Committee comprised of six teachers are functioning smoothly. In AY2021, we hired new dorm parents, who took over the work smoothly. The five dorms are almost filled to the maximum capacity of 126 students: 116 in April, 109 in September, and 78 in January. Since the completion of dormitory renovation works in AY2020, all rooms in the five dormitories have been used as double-occupancy rooms. Against the COVID-19 pandemic, we established infection prevention measures within the dormitories and informed all dormitory students of these measures. In particular, we thoroughly informed about needs to be responded by the guardians or guarantors in case of fever, infection, or vaccination. Fortunately, no students at the dormitories have been infected, and all the dormitories could remain open. We revised the dormitory entrance fee in AY2021 and are gradually revising the dormitory fee. In order to reduce the burden on dormitory students and their guarantors and maintain their learning environment, we allowed dorm students to stay in the dormitories during the online class period and weekends. Through this special residence, approximately 30 students attended online classes from the dormitories during the online class period. The dormitory information session, which is held every year on the day of the entrance exam results announcement, was conducted online. We also had online meetings with guardians of dorm students.

8) 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 has two members who are executives of the Alumni Association. To enhance the move for donations, we deliver messages in the *Alumni Newsletter* issued every autumn and send letters requesting support donations. We are working on developing a network of globally active alumni (Global Study Network) and connecting them with current students through the ICUHS website.

9) Measures against the spread of COVID-19

We took the following measures to secure learning opportunities as much as possible while prioritizing the safety of our students, teachers, and staff. We established infection prevention measures in cooperation with the school doctor in accordance with the MEXT Infection Control Manuals and Guidelines and Guidelines

for Sustainable School Operation and provided the information to the students and school personnel. To make various decisions, we referred to the actions taken by nearby private schools and Christian schools in Tokyo and responded even more carefully as a school with dormitories. In case of infection of the students or school personnel, we responded adequately to prevent the spread of infection at school while protecting their human rights and privacy. The students and teachers report their body temperature and health condition to school every morning via Google Forms, which the school nurses check. We have taken measures necessary to prevent the spread of infection by quickly identifying cases of infection and close contact among the students and school personnel and treating their absence as suspension of attendance. Regarding vaccination, we left the decision to each student's household while providing information on large-scale vaccination venues in Tokyo and treating the absence due to side effects as suspension of attendance. For the school personnel, we provided information on the prioritized vaccination of school personnel by the Tokyo Metropolitan Government and made adjustments.

**[Spring term]** The entrance ceremony on April 7 at the University Chapel was held with the attendance of new students and school personnel. We live-streamed the ceremony for the guardians and made the recording available for a limited period of time. The new student orientation and health checkups were conducted while implementing the infection prevention measures. We held meetings for the guardians online throughout the year. We also carried out field trips while paying attention to the infection prevention measures. The Christianity Week events, such as the Pentecost service by grade and 26 events, which could not be held last year, were also conducted with thorough infection control measures. Instead of the Sports Festival held every autumn, we held a Sports Day on Monday, June 21.

**[Autumn term]** Amid the state of emergency due to the spread of COVID-19, the autumn term opening ceremony and matriculation for September transfer students were held face-to-face, with divided sessions by grade on September 1, and we provided online classes until September 11. These measures were taken as emergency plans during the peak time of the rapid spread of infections, with the expectation that the student vaccination rate would increase during that time. The ICUHS Festival was postponed from its original schedule to October 8, held in a face-to-face mode (students only; not available to external visitors) and partially live-streamed. The Christmas Service was held at the University Chapel by dividing the students into two groups. Following the last year, we enjoyed the pre-recorded Hallelujah Chorus at the service. We were able to hold the Christmas music service and on-campus caroling, which were not possible last year. In an attempt to gradually resume normal school life, many new-style school events were developed through students' creativity.

**[Winter term]** Due to the rapid rise in the number of infections and the issuance of the quasi-state of emergency, we provided online classes from January 24 to 29 and February 3 to 9 to ensure the safety of students, continue learning, and complete admission exams. Even after resuming face-to-face classes, we suspended club activities for some time. In March, a field trip to Okinawa for third-year students, postponed twice, was conducted safely with strict infection prevention measures. We held the graduation ceremony at the University Chapel with the attendance of students and school personnel only. For the guardians, we live-streamed the ceremony at the school's gymnasium.

## **2. PR and student recruitment activities**

- 1) ICUHS carried out PR activities mainly through the Returning Students Education Center in Japan and abroad to further disseminate its mission of peace and human rights, as well as our unique primary aim of accepting returning students. We were overwhelmed with measures against the COVID-19 pandemic. In particular, we prioritized providing support to international and returnee students and their families and took action flexibly.
- 2) As part of the domestic PR activities, we held a total of 9 online school tours and information sessions (2,390 families participated) and 14 joint online school information sessions (1,760 families participated). Our students, the Student Council, alumni, dorm residents, and teachers made videos for the online tours and information sessions, which were adjusted for streaming in each session. At the information sessions hosted by ICUHS, we accepted questions before or during the sessions and answered them live, which was well-received by the participants. We were able to provide information to prospective applicants around the world. As for face-to-face events, 9 Campus Walk Hour events were conducted while requiring advance reservations to participate, and our students presented performances starting in the summer. The event attracted 1,116 people (540 groups). It is noteworthy that a significant number of these students are considered to have taken the admission examinations.



- 3) The ICUHS's overseas information sessions and others organized by the Japan Overseas Educational Services were all canceled. Among joint information sessions we participate in every year across Tokyo, 11 were canceled. Unlike a year earlier, the following events were held in-person mode, and then ICUHS participated: the 2021 Tokyo Private School Exhibition (by Tokyo Private Junior and Senior High School Association); the Admission Exam Information Session (by Koe-no-Kyoikusha); and the Private Secondary School Information Session in the West Tokyo (by Daigaku Tsushin). Individual school tours for prospective applicants, held annually at ICUHS, continued to be canceled.
- 4) We introduced the online application system for the April 2022 entrance examination. We also reviewed the process and are in the process of making operations more efficient. Every possible measure was taken to conduct our entrance examinations successfully, such as setting interviews to be online only (for September transfer students exam and December returnee entrance exam by recommendation); conducting online interviews for students overseas (January returnee entrance exam by document screening); limiting the number of students in exam classrooms, abolishing waiting rooms for guardians; and implementing thorough infection control measures (February general entrance examination). In particular, we carefully checked the online environment in advance in order to eliminate technical problems during online interviews, and were able to carry out without any major incidents. The number of applicants for the returnee exams, which significantly increased a year earlier, returned to the AY2019 level. The number of applicants for the general exams is gradually recovering but at a slow pace due to restricted PR activities targeting prospective students in Japan.

### **3. Financial plan and facility development activities**

- 1) Since usual activities were not possible due to the pandemic, we executed the budget and managed finances in a flexible and appropriate manner by purchasing and renting goods and equipment necessary for online classes and anti-infection measures.
- 2) With the completion of air conditioning system renewal works in the regular classroom building (North Wing), ICUHS has provided a more pleasant and safer learning environment. Along with air conditioning, we installed a forced ventilation system (total heat exchanger) to provide classes in a safe environment despite the pandemic. The renewal works were financed by the AY2021 Private School Energy-Saving Equipment Installation Subsidy from the Metropolitan Foundation for Private Schools.
- 3) The High School Fundraising Committee convened to deliberate on future fundraising activities. The number of donors and the amount of donations significantly increased for both the Education Enhancement Fund targeting guardians of new students and the Support Fund targeting guardians of currently enrolled students, alumni, and school personnel. Following the previous year, we received a large amount of donations from the current and former school personnel, which we used as resources for the Hosoi Norio Award that encourages and awards student activities. At the end of the AY2021, we opened a special webpage for the Support Fund on the ICUHS website, which enabled us to accept donations by credit card.
- 4) Through the generosity of guardians and graduates' families, the Kiyoshi Forward Scholarship has been established for five years starting in AY2022, aiming to support the enrollment and school life of students who have financial difficulties in attending high school, as well as to enrich their growth. 300,000 yen will be granted to cover a part of expenses incurred at the time of matriculation to support approximately five new students entering in April 2022. In AY2021, necessary preparations were made for recruiting scholarship students.

### **4. Developing a crisis management system**

- 1) School-wide evacuation drills were held twice, once during class (in May) and once during extra-curricular activities (in October).
- 2) ICUHS formulated the Guidelines on Harassment Prevention and raised awareness among the school personnel to prevent harassment. Since the measures to prevent power harassment have become mandatory in all workplaces in Japan, ICUHS disseminated that it would strengthen its anti-harassment efforts school-widely.
- 3) To enhance student awareness and knowledge in information literacy, morals, and security, teachers in each grade and the Department of Student Affairs provided instruction on these issues at the time of matriculation and at the start of online classes. In addition, subject-based education such as home economics provided instruction in these areas.

## **[SCHOOL JURIDICAL PERSON INTERNATIONAL CHRISTIAN UNIVERSITY]**

### **1. Developing the natural environment on campus**

The University strives to conserve the natural environment on campus by formulating environmental plans for each area of the campus based on the conservation policies, taking into account measures for ensuring sustainability and biodiversity. The University positions the natural environment as an important managerial resource that supports education at ICU and will deliberate on its development plans (installation of an orchard, restoration of the woods, etc.) from next year onward.

### **2. Developing welfare facilities**

In order to review the operation of the ICU Cafeteria and store, a committee consisting of students, faculty, staff, and trustees was formed. After a series of discussions regarding the selection of a contractor, the committee determined to outsource the entire business operation to a single new company, and operations under the new structure began in April 2022.