

School Juridical Person International Christian University

AY2022 Business Report

June 2023

School Juridical Person International Christian University
AY2022 Business Report
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School Juridical Person International Christian University
AY2022 Business Report

I. Outline of the Juridical Person

1. Purpose of the Juridical Person

The purpose of the School Juridical Person International Christian University is, in accordance with the Fundamental Law of Education and the School Education Law, to establish the university and other educational institutions and research facilities affiliated therewith in the spirit of Christianity and in accordance with the ideals of the Universal Declaration on Human Rights and in international cooperation. (Article 2 of the School Juridical Person International Christian University Articles of Endowment)

2. Location, officers and trustees, and history of the Juridical Person

(1) Location 3-10-2 Osawa, Mitaka-shi, Tokyo 181-8585 ☎ 0422-33-3131 (representative)

(2) Officers and Trustees

<Board of Trustees> 18

* Hirotaka Takeuchi (Chair), Tetsuro Tomioka (Managing Trustee for General Affairs Managing Trustee for High School Affairs), Takashi Nakajima (Managing Trustee for Financial Affairs), Ryoichi Arai (Trustee Responsible for Endowment), Robert Eskildsen, * Tetsuro Higashi, * Toshiyuki Hirooka, Natsumi Ikoma, Shoichiro Iwakiri, Takashi Kibe, Tsuyoshi Mizoguchi, * Hidetoshi Morimune, Kiyomi Murakoshi, Yuichi Nakajima, * Shunichiro Nakauchi, * Yoko Narahashi, * Megumi Tsuburaya, * Junichi Umezu

<Auditors> 3

* Setsuko Fukushima, * Masao Kawabata, * Mamoru Obayashi

<Councilors> 51

Maki Amishima, Ryoichi Arai, Naoko Banno, Masahiko Chiseki, Robert Eskildsen, Yoshito Ezure, Tadashi Fujita, Kaori Hara, Yuki Hasegawa, Yoko Hatta, Katsuki Hirano, Isao Hishikawa, Toshiyuki Hirooka, Hiroko Ikejima, Natsumi Ikoma, Hironobu Ishikawa, Shoichiro Iwakiri, Miwako Iyoku, Eiichiro Kabashima, Hiromitsu Kamata, Naoyuki Kawai, Takashi Kibe, Jun Kigoshi, Isamu Maruyama, Tsuyoshi Mizoguchi, Heather Montgomery, Hidetoshi Morimune, Yasuyo Moriya, Sanae Motoyama, Kiyomi Murakoshi, Naoki Murata, Saeri Muto, Takashi Nakajima, Yuichi Nakajima, Shunichiro Nakauchi, Mitsuo Oikawa, Eiko Oya, Kenichi Saito, Koichiro Sakai, Junji Sakurai, Hisae Sato, Minoru Shinoda, Norio Takimoto, Tetsuro Tomioka, Megumi Tsuburaya, Ryuichi Tsuchiya, Ikuko Williams, Mark Williams, Mariko Yakiyama, Tomiko Yamaguchi, Naoji Yui

Notes:

1. Outline of the liability limitation agreement: The Juridical person has entered into the liability limitation agreement stipulated in Article 30-3 of the Articles of Endowment of the Juridical person with each of the Board of Trustees and Supervisors marked with * above who are non-executive Board of Trustees. The maximum amount of liability under such agreement is the higher of a pre-determined amount of 300,000 yen or more or the minimum liability limit stipulated in the Law Concerning General Incorporated Associations and General Incorporated Foundations as applied mutatis mutandis under the Private School Law.
2. Summary of Board of Trustees' and Supervisors' Liability Insurance: Effective April 1, 2020, The Juridical person has entered into a Board of Trustees' and Supervisors' liability insurance policy with an insurance company, insuring all Board of Trustees and Supervisors, as stipulated in the Law Concerning General Incorporated Associations and General Incorporated Foundations as applied mutatis mutandis in the Private School Law. The insurance covers compensation for damages and litigation costs incurred by Board of Trustees and Supervisors in connection with the performance of their duties.

(3) History

March 23, 1953	ICU authorized as a school juridical person
March 23, 1953	ICU authorized as an university
April 1, 1953	ICU College of Liberal Arts founded (Division of Humanities, Social Sciences, Natural Sciences)
February 15, 1954	Extension of the Division of English in the College of Liberal Arts approved.
March 15, 1957	Graduate School of Education (Educational Psychology Course, Educational Methodology Course) approved.
March 25, 1958	Abolition of the Master's Course in Educational Psychology in the Graduate School of Education and approval of the establishment of the Department of Educational Principles.
April 1, 1960	Division of English in the College of Liberal Arts renamed the Division of Languages.
March 23, 1962	Extension of the Division of Education in the College of Liberal Arts approved.
March 23, 1962	Establishment of the <i>Senkoka</i> of Education approved.
March 29, 1963	Graduate School of Public Administration (Public Administration Major) was approved.
March 31, 1964	Graduate School of Education Doctoral Course (Principles of Education, Educational Methodology) approved.
April 1, 1969	<i>Shizenkagakuka</i> (Department of Natural Sciences) in the College of Liberal Arts renamed <i>Rigakuka</i>

March 25, 1976	Graduate School of Public Administration Doctoral Course (Public Administration Major) was approved.
March 25, 1976	Graduate School of Comparative Culture was accredited with the establishment of a master's degree program and a doctoral program (Comparative Culture Major).
October 18, 1977	Establishment of International Christian University High School approved.
April 1, 1978	International Christian University High School (regular course) opened
March 18, 1987	Graduate School of Natural Sciences (Basic Science Course) was approved.
December 21, 1990	Extension of the Department of International Studies in the College of Liberal Arts approved.
April 26, 2007	Notification of Establishment of the Division of Arts and Sciences in the College of Liberal Arts
April 27, 2009	Notification of Establishment of Graduate School of Arts and Sciences
March 31, 2016	Notification of Abolition of Graduate School of Natural Sciences
March 3, 2017	Notification of Abolition of the Divisions of Humanities, Social Sciences, Languages, Natural Science, Education, and International Studies in the College of Liberal Arts
March 31, 2018	Graduate School of Public Administration was closed.
March 31, 2020	Graduate School of Education was closed.

3. Enrollment capacity and number of students (as of May 1, 2022) of the schools, College of Liberal Arts, Graduate school

(1) International Christian University (Opened on April 1, 1953)

President: Shoichiro Iwakiri

Location: 3-10-2 Osawa, Mitaka-shi, Tokyo

College of Liberal Arts: Division of Arts and Sciences

Graduate School of Comparative Culture, Arts and Sciences

① Enrollment capacity and actual number of students in the College of Liberal Arts

	Admission	Total Capacity	Actual number of students
Total of College of Liberal Arts	620	2,480	2,953
Division of Arts and Sciences	620	2,480	2,953

② Enrollment capacity and actual number of students in the Graduate school

	Admission	Total Capacity	Actual number of students
Total of Graduate school	104	228	190
Comparative Culture *April 2010 Cessation of recruiting	-	-	-
Arts and Sciences	104	228	190

(2) International Christian University High School (Opened on April 1, 1978)

Principal: Yuichi Nakajima

Location: 1-1-1 Higashicho, Koganei-shi, Tokyo

Full-time Course

① Enrollment capacity and actual number of pupils in the high school

	Admission	Total Capacity	Actual number of pupils
Total of Regular course	240	720	723
Number of returnees among them	160	480	494
Number of general pupils among	80	240	229

4. Number of Faculty and Staff

(1) Number of the university faculty and staff

Full-time faculty 145 (including visiting faculty)

Part-time lecturers 142

Full-time staff: 161 (including special staff, general contract staff, special contract staff, etc.)

(2) Number of the high school faculty and staff

Full-time faculty 45

Part-time lecturers 49

Full-time staff: 11 (including general and special contract employees)

II. Business Overview

[1. University]

International Christian University (ICU) was founded in 1953 with the purpose of fostering, through liberal arts education in small classes, individuals who are capable of contributing to building peace. In pursuit of this purpose, the University has upheld its commitment to scholarship, Christianity, and internationalism as its missions, and has produced graduates who play active roles on the international scene.

As part of such efforts, the University continued to steadily pursue its agenda under ICU's "Developing Global Liberal Arts to Cultivate Trustworthy Global Citizens" initiative adopted by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) for its Top Global University Project (10-year project from AY2014 through AY2023) during AY2022, which marked the ninth year of this initiative. With a view to further evolving itself from a medium- to long-term perspective and pursuing its founding philosophy, the University carried out the following projects during AY2022 in addition to its regular operations.

I. EDUCATIONAL GOALS & PLANS

1. Global Development of Liberal Arts Education That Cultivates Comprehensive Knowledge Supported by Expertize

1) Clear positioning of mathematical and information sciences in the liberal arts

In order to establish a Program for Mathematics, Data Science and AI Education based on the final report by the General Education Mathematics, Information, Statistics Course Working Group, we set up the Committee on the Program for Mathematics, Data Science and AI Education under the Dean of the College of Liberal Arts. We also proceeded with our preparations for the launch of five General Education Courses in mathematics, information, and statistics in AY2023, which aim to foster data analysis and interpretation skills as an approach to addressing diverse problems in today's increasingly complex society.

2) Enhancement of curriculum that encourages interdisciplinary learning across humanities, social sciences, and natural sciences

- To ensure that all ICU students acquire the foundation for scientific thinking and subject matter understanding which underlies all majors in natural sciences, instead of the foundations for individual majors in natural sciences, we continued our discussion on the launch of new General Education Courses in natural sciences with the departments concerned.
- Clearly differentiated General Education Courses and Foundation Courses. Specifically, we proceeded with our preparations for the launch of the interdisciplinary course "Special Topic: Post-human Controversy from a Liberal Arts Perspective" which transcends the boundaries of the humanities, social sciences, and natural sciences, as an opportunity to experience the dynamic thinking of multifaceted understanding and analysis of subjects from a variety of specialized perspectives, rather than as the foundation premised on a specialization.

3) Providing reliable guidelines for acquiring academic expertise in liberal arts

- Based on the report by the Advisory Committee to the Dean of the College of Liberal Arts on senior thesis guidance, we held a senior thesis orientation in each major, including instructions on how to write a thesis in each area of specialization, and also updated the comprehensive senior thesis guidelines.
- University policy on academic integrity (academic ethical standards) was made available for reference in all syllabi, in an effort to raise awareness throughout the University.
- The use of machine translation and AI tools was addressed as a topic at the meetings of the Center for Teaching and Learning (CTL) Management Committee, whose members comprise Faculty members from different fields, and at faculty discussion events (Brown Bag Lunch & Learn), to gather information and have discussions for the future.

4) Preparation for strategic implementation of online classes

A “Special Committee for Establishing Guidelines for the Strategic Use of Online Education” was established under the Vice President for Academic Affairs. Based on a total of 10 meetings and interviews with several faculty members of the University, the committee developed draft guidelines covering a wide range of perspectives, from improving the effectiveness of classes using online tools to responding to natural disasters and other emergencies.

5) Enhancement of Service-Learning programs

- The Service-Learning (SL) Center celebrated its 20th anniversary in AY2022. Following the publication of the SL Studies Series 7, *Service-Learning at ICU: 20 Years of Progress and Future Prospects* (20th anniversary special issue) in March 2022, we published the SL Studies Series 8, *Service-Learning from Faculty’s Perspective* in March 2023. In early July 2022, the University hosted the annual meeting of Service-Learning Asia Network (SLAN), a network of universities and institutions in Asia for international SL established by ICU in 2002, and held an international symposium on SL in Asia titled “The Future of Service-Learning in Asia: A Regional Dialogue on Networking” in the University’s International Conference Room with over 100 participants from Japan and abroad. The proceedings of this meeting were put together under the title “Service-Learning in Asia Network (SLAN) Business Meeting and International Symposium for the 20th Anniversary of SLAN.”
- Worked on improving the quality and diversity of SL programs and expanding opportunities for students, and sent 17 students to five sites in four countries to engage in SL activities for about 30 days. We were able to send our students to the SL programs at the University of Cape Town (South Africa) and Ho Technical University (Ghana) for the first time since the signing of agreement.
- For community SL (in Japan), 33 students participated in activities in Mitaka City, Nagasaki Prefecture, Tochigi Prefecture, and Hokkaido. In February, students who participated in the SL program in Nagasaki held the “N-Week: Thinking about peace and nuclear arms through Nagasaki” (co-hosted by the SL Center and Nagasaki City, and operated by the Nagasaki Foundation for the Promotion of Peace) at ICU, with a total of about 150 visitors. Faculty-led community SL programs were also held in Mitaka City and Nagasaki Prefecture, joined by a total of five students.
- In March, the first SL program with Akita International University was held with the participation of four ICU students and five Akita International University students, in which they collaborated in service activities under the main theme of “Place for Children” in Mitaka City for the first half and in Gojome town in Akita City for the second half of the program.
- The General Education Course “GES046 S2: Service Learning” includes 18 hours of service activities in the community and reflection on the activities, in addition to classroom lectures, through which students learn about the process of service learning. The numbers of students enrolled in the Japanese course and the English course were 75 and 15, respectively, with an

increasing number of students enrolled in the Japanese course.

- The Japan Summer Service-Learning (JSSL) program was held in Japan jointly with Middlebury College (US) and SLAN partners, with six students from ICU and Middlebury College participating face-to-face and six students from SLAN partners in India and Indonesia participating online. Students engaged in service activities in Mitaka and Tenryu Village in Nagano Prefecture.

Table 1. Number of participants in the International Service-Learning Programs

(Unit: persons)

	AY2019	AY2020 (Cancelled)	AY2021 (Online)	AY2022
China	4	0	3	0
Indonesia	11	0	-	-
Philippines	12	0	7	6
Thailand	5	0	-	-
India	8	0	6	5
South Africa	-	0	0	3
Ghana	-	-	4	3
Total	40	0	20	17

Table 2. Number of participants in the Community Service-Learning Programs

(Unit: persons)

	AY2019	AY2020 (Partially Online)	AY2021 (Partially Online)	AY2022 (Partially Online)
CSL	4	21	42	28
JSSL	6	0	5	5
Faculty-led Courses	-	-	13	5
Total	10	21	60	38

Table 3. Number of participants in the Japan Summer Service-Learning (JSSL) Programs

(Unit: persons)

	AY2019	AY2020 (Cancelled)	AY2021 (Online)	AY2022
ICU *Overlap with JSSL in Table 2	6	0	5	5
Middlebury College	4	0	3	1
SLAN Partner Institutions				
India	2	0	4	4

Thailand	2	0	1	0
Philippines	2	0	2	2
Indonesia	0	0	2	0
Sub Total	6	0	9	6
Total	16	0	17	12

Table 4. Number of students enrolled in GES046 S2: Service Learning

(Unit: persons)

Academic year	2019	2020	2021	2022
Japanese course	Spring term	Spring term	Spring term	Spring term
	51	27	67	75
English course	Winter term	Autumn term	Autumn term	Autumn term
	11	24	21	15

6) Improvement of the educational environment

- Construction of the new building

Construction of the new building began in April 2021 and was completed as scheduled in November 2022, as a facility development to support further advancement of liberal arts education and research in a creative manner. The new building began full-scale operations in April 2023 as Troyer Memorial Arts and Sciences Hall.

- Active use of information technology

In accordance with the Guidelines for Activities to Prevent the Spread of COVID-19 (Business Continuity Plan, BCP), the University originally planned to launch a virtual computer classroom to make computer classroom functions available from outside the campus. However, due to the shift to face-to-face classes in AY2022, priority was given to the enhancement of the campus Wi-Fi network configuration, allocating the resources accordingly. The plan for virtual computer classroom will be further verified and carried over to AY2023.

- Enhancement of electronic resources

In addition to actively introducing electronic books, we were able to increase the usage of the 58 subscription databases, thereby improving the cost-effectiveness.

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

- With the aim of expanding exchanges with overseas partner universities and facilitating credit transfer among overseas universities thereby promoting internationalization in the academic fields, we signed new agreements with Fu Jen Catholic University (Taiwan) and the

University of Tartu (Estonia) as part of our efforts to find new partners to respond to diverse needs.

- The number of participants in overseas exchange programs, which had temporarily stalled due to COVID-19, began to recover with 161 students sent and 163 students accepted.
- Student exchange programs such as Language Buddies (one-on-one online language exchanges) and Language Tables (lunchtime group language exchanges) also attracted a steady stream of participants in cooperation with the cross-departmental staff project team and student coordinators (Language Buddies (total number): 269 pairs during AY2022; Language Tables (total number): 450 participants during AY2022 in Japanese, English, Chinese, and French).
- For the Study English Abroad (SEA) Programs and Summer Study Abroad Programs, we continued to develop and reform our short-term study abroad programs to meet the diverse needs of students. We had not been able to send students overseas for the past two years due to COVID-19, but in AY2022, we offered opportunities for traveling overseas while also continuing our online study abroad programs during the summer holiday: for the First-year students SEA Program, 104 students travelled to 7 partner institutions in 3 countries and 18 students participated in an online program offered by a partner institution; for the Sophomore SEA Program, 27 students travelled to 2 partner institutions in 2 countries; for the Summer Study Abroad Programs, 63 students travelled to 10 partner institutions in 7 countries and a student participated in an online program; and for the French Study Abroad Program, 15 students travelled overseas.
- We worked to raise awareness of the Accelerated Entry Program to the Middlebury Institute of International Studies at Monterey (MIIS), which offers students the opportunity to study abroad after obtaining a bachelor's degree from ICU, and strengthen our partnership with overseas graduate schools to support students with excellent academic performance in pursuing their studies in overseas graduate schools.
- The LearnUs Global Semester Program is a study abroad program newly launched jointly with Yonsei University Underwood International College (UIC) that uses a new e-learning platform to innovatively expand student learning. During the AY2022 Autumn term, professors from Yonsei UIC and ICU taught four courses under the subject of "Reconciliation: Towards a New Generation of Japan-South Korea Relations," with a total of 20 students, 10 from each university, studying abroad together.

Table 5. Number of participants in the exchange programs

[Outgoing Students]

(Unit: persons)

Academic Year	2019-20	2020-21	2021-22	2022- 23	2023- 24
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No. of Outgoing Students	149 (23 of 149 students returned to ICU from Spring term 2020)	28 (2 of 28 students travelled to the host institutions)	147 (140 of 147 students travelled to the host institutions)	161	160
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[Incoming Students]

(Unit: persons)

Academic Year	2019-20	2020-21	2021-22	2022-23
No. of Students Entered in Autumn	123	28 (3 of 28 students travelled to Japan)	54 (26 of 54 students travelled to Japan in Spring term)	120
No. of Students Entered in Spring	12 (4 of 12 students travelled to Japan)	10 (1 of 10 students travelled to Japan)	23	43
Total	135	38	77	163

2) Initiatives to advance the Inter-University Exchange Project

We pursued our agenda for the final year of MEXT's Inter-University Exchange Project "Support for the Formation of Collaborative Programs with U.S. Universities Using Collaborative Online International Learning (COIL) Education," completing the five-year project. Our new efforts this year included the hosting of a graduate study abroad information session jointly with the Japanese Graduate Student Association in the United States, inviting all students of the University.

3) Offered the course "Sustainability in the context of Biodiversity and the Global Ecosystem" as an online credit transfer course between Keio University Shonan Fujisawa Campus and ICU.

3. Enhancement of the Curriculum for Students to Acquire the Academic and Practical Linguistic Abilities Necessary to Communicate with a Diverse Global Population and to Send and Receive Information Appropriately

- Assigned a full-time academic staff (instructor) with a degree in natural sciences to the English for Liberal Arts Program to encourage more students to write their senior thesis in English, particularly to improve the writing skills of students majoring in natural sciences, who have a higher rate of writing senior theses in English.
- Held 13 workshops intended for tutors at the Writing Support Desk, which provides support for students to improve their writing skills, in order to enhance tutor's skills.
- Comprehensively reviewed seven years of knowledge from the proofreading service launched in 2016, from which information that is in high demand in English academic writing correction was made available on the website.

- To encourage students to acquire languages other than Japanese and English, we increased the number of sections in World Languages for the languages with a higher number of registered students to ensure stable operation of the curriculum.

4. Strengthening the Admission System to Select Students with Diverse Backgrounds with the Potential and Disposition to Study at ICU

1) Domestic student recruitment activities

We continued our student recruitment efforts focusing on differentiating ICU from other universities and raising awareness of the quality of liberal arts education. Face-to-face events were fully resumed while effective online events were also continued. Face-to-face Open Campus was held twice in the summer (2,131 participants, with a limit to the number of participants) and once in spring (990 participants) on campus, and also outside the campus in Fukuoka, Osaka, and Nagoya (190 participants). We also held our first Mini Open Campuses focusing on sciences in liberal arts (251 participants). As a result of the Open Campuses, participants' level of interest in applying for ICU increased (from 3.7 before the open campus to 4.1 after, on a five-point scale: 5. First choice and will definitely apply; 4. definitely interested in applying; 3. Not sure; 2. Probably will not apply; and 1. Will not apply). We offered many opportunities for prospective students to experience the appeal of ICU's campus, including Campus Visit Days, weekday campus tours, and university visits by high schools (17 schools).

As part of our efforts to increase the number of applicants from outside the Greater Tokyo Area to encourage diversity, we established a new scholarship for such students to be awarded before admission, and began providing information to AY2024 incoming students.

We also held information sessions for high school teachers both online and in person (166 participants), including lectures on inquiry-based learning and liberal arts and information on the admission/selection process.

2) Securing applicants with educational backgrounds overseas

Our student recruitment activities also focus on showing the quality of our liberal arts education and the underlying unique Japanese-English bilingual educational environment. We held online events in English (Online Open Campus in English, Online Liberal Arts Lounge, etc.) and regional online university information sessions co-hosted with other universities, while also holding face-to-face university information sessions (approx. 100 participants) and high school visits (approx. 300 participants) in Los Angeles and San Diego in March, in an effort to revive study abroad in Japan, which had stagnated due to COVID-19. For the first time in three years, we also held face-to-face information sessions for counselors from international schools in Japan (19 participants).

As part of our efforts to raise awareness of ICU overseas, we held our essay contest, launched in AY2021, this year on the themes of "peace building" and "environmental issues," which represent ICU's philosophy: we received 388 entries from 69 countries and regions, including Africa and Latin America, exceeding the previous year's number. The contest provided high

school students with an opportunity to be exposed to social issues and become aware of their connection with the society through thinking about how they can contribute, in trying to write persuasive essays.

3) Promotion of high school-university connection programs

Our high school-university connection programs focus on educational articulation that aims to provide opportunities for students to experience the quality of ICU's liberal arts education. The Global Challenge Forum (GCF), an academic online program now in its fourth year, offered for the first time an intensive summer program on the theme of "post-human" taught by faculty members from the humanities, social sciences, and natural sciences. Combined with the three winter courses, a total of 109 high school students participated in the program. As an extension of the GCF, the General Education special course "Post-human Controversy from a Liberal Arts' Perspective" will be launched in AY2023. The Science Café (online), which focuses on the sciences in the liberal arts, continued to be held once every term, with 400 participants (3 schools).

The program is gaining recognition in junior high and high schools as an opportunity to experience the quality of ICU's liberal arts education and as a program that meets the needs at the secondary education level. The percentage of students who apply for admission to ICU following their liberal arts experience through the program is high (30% in AY2022), and thus we will be continuing our efforts through this program.

At the same time, as a result of school visits, we have been able to increase the number of ICU visits by school principals and other senior teachers (accepted visits by 13 schools). By visiting the actual educational environment and through dialogue with ICU faculty members, the teachers have been able to experience the quality of ICU education, which has served as a foundation for building stronger relationships of trust. The program has also led to finding potential partner schools and designing training programs for high school teachers.

4) Considering the reform of admission selection process

A. Changes to the General Admissions

In order to halt the decline in the number of applicants for the General Admissions, we established an internal review committee and decided to implement the following admission selection process starting with the AY2025 admissions.

- a. The existing General Admissions A (in which applicants select natural sciences or humanities/social sciences) is subdivided into the following (the names of admissions types, etc. are tentative):

General Admissions (1): Applicants select humanities/social sciences (in addition, general liberal arts [ATLAS] and English)

General Admissions (2): Applicants select natural sciences (in addition, general liberal arts [ATLAS] and English)

This enables us to better highlight natural sciences, encouraging more students to apply for admission and students with high interest in ICU to apply through multiple admission types.

- b. In addition to the existing General Admissions B (General Admissions (4)), General Admissions (3) is newly established, consisting of general liberal arts [ATLAS] and English plus an interview in Japanese and English in the second screening. This is intended to attract new groups of applicants.

Table 6.

	General Liberal Arts (ATLAS)	Humanities /Social Sciences	Natural Sciences	English	Second Screening Online Personal Interview
General Admissions (1)	○	○		○	
General Admissions (2)	○		○	○	
General Admissions (3)	○			○	○(English and Japanese)
General Admissions (4)	○			External English exam	○(Japanese)

*Applicants may not apply through General Admissions (3) and (4) at the same time (other combinations are allowed).

B. Changes to the admission quotas for each admission type

We ensure the quality of successful applicants through follow-up surveys and other means; however, a large discrepancy is observed between the numbers of applicants, successful applicants, and enrolled students and the admission quotas for some of the admission types.

With the reform of admission selection process, changes are made to the quotas as follows from the AY2025 admissions.

Table 7.

Admission Type	Current Quotas		Quotas Effective AY2025 Admissions			
General Admissions	250		180			
	A	B	(1)	(2)	(3)	(4)

	240	10	110	40	20	10
Admissions for <i>Shakaijin</i> (Mature Students)	Several		Several			
<i>Sogogata Sembatsu</i>	65		75			
Admissions for Recommendees	180		210			
Universal Admissions	120		150			
Total	620		620			

5) Enhancement of scholarship programs

- Launch of ICU scholarship for students who are experiencing sudden household financial changes

We established a scholarship program for those whose household finances have undergone sudden changes due to reasons such as the loss of employment, closure of a business, and death of the primary income provider.

(Although similar scholarship programs are available, there are restrictions based on annual household income, minimum period of enrollment for the University and nationality, making it difficult to cover all students who have difficulties continuing their studies. We recognize that there is an urgent need for a program that allows students with a desire to learn but whose household finances have undergone sudden changes to continue their studies, and thus established our own program.)

Amount: Deduction of tuition and facilities fees for one term

Start: AY2022 Autumn term (Applications will be accepted from the Spring term)

Past recipients: 6 students as of April 17, 2023

- Establishment of a 4-year scholarship program

We launched a scholarship that allows successful applicants for the Torch Relay High Endeavor Scholarship for New Students who demonstrated particularly outstanding academic performance to receive a reduction or exemption from tuition fees for four consecutive years.

Amount: Deduction of matriculation fee and tuition and facilities fees (in principle, for four years)

Start: April AY2023 enrollment

Maximum number of recipients: 16

Past recipients: 13 students (April AY2023 entrants)

Table 8. Recipients of AY2022 ICU Scholarships

Scholarship Name	Time To Be Granted	Expected No. of Recipients	Actual No. of Recipients	Amount
[Undergraduate] Peace Bell (New Students)	One term (1/3 of the annual amount)	14	9	1 million yen/year
[Undergraduate] Peace Bell (Current Students)		(Continued from New Students Scholarship)	36	
[Undergraduate] Torch Relay High Endeavor (First year only)	At the time of admission (April/September)	48	35	Matriculation fee + tuition and facilities fees for one term
[Master's] Torch Relay Graduate School New Students	At the time of admission (April/September)	40	21	Equivalent to one-third (25 recipients), two-thirds (a few recipients), or full amount (a few recipients) of tuition and facilities fees for the first year
[Undergraduate] Torch Relay Current Students	Spring term	120	120	Tuition and facilities fees for one term
[Master's] Torch Relay Current Students	Spring term	35	3	Tuition and facilities fees for one term
[Undergraduate] New Higher Education Support (高等教育の修学支援制度) <Grant>	Autumn/Winter terms, in principle	154	119	700,000 yen, 466,700yen, or 233,400 yen of tuition for the academic year (depending on income)
[Undergraduate] ICU Scholarship for Students with	As needed	-	2	Tuition and facilities fees for

Sudden Changes in Household Finances				the term following application
[Graduate] ICU Scholarship for Students with Sudden Changes in Household Finances	As needed	-	0	Tuition and facilities fees for the term following application

5. Emphasizing Adherence to the Student Pledge

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

In AY2022, we began distributing the Japanese, French, and English trilingual version of *The Universal Declaration of Human Rights (Illustrated Version)* to all new students at the Matriculation ceremony. During the ceremony, the President explained the background of the book's publication and the significance of the Universal Declaration of Human Rights at ICU, thereby encouraging new students to gain an understanding of the Student Pledge. In the Spring term, in collaboration with the Library, we organized a special exhibit entitled "The Universal Declaration of Human Rights and ICU," in an effort to raise awareness of the Student Pledge throughout the University.

6. Measures for Human Resources in Education

In AY2022, a total of 11 tenured or tenure-track academic staff members were appointed, including 6 foreign national faculty members and 5 female faculty members, thus ensuring gender balance and cultural diversity. One faculty member with a career in their specialty area was also appointed to ensure the stable operation of the IB Program. We also launched a system to visualize educational responsibilities, enabling constant access to faculty attendance status.

7. Cooperation with JICUF

1) Common Good Grant Project

For the second year of the Common Good Grant Project launched in collaboration with the Japan ICU Foundation (JICUF), we supported nine students. Based on the review by the Student Committee, it was decided to award grants for AY2023 to four Mitaka-based organizations.

2) Support for Ukrainian students

In addition to accepting Syrian students, we quickly announced our intention to accept Ukrainian students who fled the Russian military invasion and wish to continue their studies in Japan, and welcomed five such students in May. The students were accepted as non-credit-seeking auditors

during the Spring term and as credit-seeking auditors from September, and received full support including tuition and dormitory fees. Our announcement to accept Ukrainian students encouraged other universities to follow suit, and advanced cooperation among universities through Japan-Ukraine Education Pathways.

8. Graduate School

- We started the curriculum validation for the following programs: the 5-Year Program in Master's course, three Master's programs (Diplomatic and International Public Service Program, Responsible Global Corporate Executives and Financial Professionals Training Program, and IB Teacher Certification Program), and the doctoral course. Specifically, we collected analytical data on the number of applicants, enrollments, completions, GPA, etc. for each program over the past five years, to be discussed and reported at Graduate School faculty meetings and other meetings.
- In particular, we started the upgrading of student portfolios for students enrolled in the doctoral course to support research progress management, in cooperation with the IT Center.
- For the Project for Human Resource Development Scholarship (JDS Program) and the Rotary Peace Center's program for hosting international students, the Rotary Peace Fellows, we resumed the hosting of the students on campus, face-to-face classes, and training in Japan.

9. Passing on and Developing the ICU Ethos

1) Enhancing the educational environment based on Christian ideals

For the three terms of AY2022, we held Chapel Hour both in-person and live-streamed. In the Winter term, we discontinued providing the handouts with translations and resumed interpretation through earpieces using Zoom's translation feature. Also, for the first time in three years, we published Chapel Hour Message Book 13. The university-wide C-Week (Christianity Week) was held mainly face-to-face for the first time in three years under the theme of "Touch," consisting of a series of events involving around 100 participants. All open houses, primarily for on-campus residents, were held in person, and Special Chapel Hour was held both online and in person in the chapel in sign language by inviting a minister who is also an international sign language interpreter. The Candlelight Service, held in December for the first time in three years in person, was attended by 370 people.

In June 2022, the ICU Church started the Fundraising for Victims of the Ukraine Conflict and donated 239,151 yen out of the funds raised by the end of September to Friends of ICU as the Fundraising to Support Students Affected by Natural and Other Disasters (Aid for Ukrainian Students).

In January 2023, for the first time in about eight years since 2015, a current faculty member assumed the position of Acting Director of the Religious Center, and in February, a new University Minister was appointed, bringing the original organizational structure consisting of three

ministers for the first time in eight years. We also discussed the new developments and use of the newly built Troyer Memorial Arts and Sciences Hall and the adjacent Seabury Memorial Chapel for the new academic year.

2) **Campus Housing for faculty and staff**

Following the construction of a new common residences (12 units) in AY2021, large-scale renovation of an existing town houses (12 units) was planned for AY2022, as the building is now 40 years old and deteriorating. The renovation began in December 2022 and was completed in March 2023.

II. GOALS & PLANS IN RESEARCH & ACADEMIC EXCHANGE

1. Enhancing Research Activities at the Research Institutes

- 1) The research activities of the University's seven research institutes and centers are funded by the special common budget for the research institutes and centers, focusing mainly on interdisciplinary projects. 16 projects held symposiums, workshops, and other events. Of these, the Peace Research Institute planned a field trip for the first time in two years, which had been suspended due to COVID-19, and visited Fukushima Prefecture in November, effectively utilizing a subsidy from the local government.
- 2) In March 2023, the five research institutes occupying the University Hall moved to the fourth floor of Troyer Memorial Arts and Sciences Hall. The new building offers a common lounge, faculty offices, and stack rooms for the institutes' use, which is expected to encourage more active interaction among the institutes.
- 3) The number of events has decreased due to COVID-19, but some events are being held online and more face-to-face events are being held in the second half of AY2022. The activities of the research institutes and centers are summarized below.

<Institute for Educational Research and Service>

The International Baccalaureate Workshop for "Concept-Based Curriculum and Instruction" held in November focused on "Concept-Based Curriculum," which is also adopted by the International Baccalaureate (IB), and contributed to ICU's IB Teacher Certification Program. In December, a linguistics symposium "Asian Junior Linguists Conference 7" was held as a three-part series. The Institute also published the 65th issue of the journal *Educational Studies*.

<Social Science Research Institute >

The Institute cohosts an annual international symposium with the Sophia University Institute of Global Concern (IGC), and this year, the 42nd symposium "Accelerators for Sustainable Development" was held at ICU in December. The Institute also held the workshop "A Digital Humanities Approach to Asian Catholic Culture" in February, and has actively organized several public lectures. The 90th issue of the *Journal of Social Science* was also published.

<Institute for the Study of Christianity and Culture>

The Institute held a symposium on “Rousseau and Kant: Philosophical, Political, and Aesthetic Relations” in May, inviting two experts from the U.S. In the fall, the symposium “Perspectives on Nature and Environmental Ethics in Deuteronomistic History” was held as a three-day series. The 54th issue of the journal *Humanities: Christianity and Culture* was also published.

<Institute of Asian Cultural Studies>

The Institute held a symposium on “The Esperanto Reception in Japan” and a workshop on “Christianity and Social Changes in East Asia: The History and Prospects for the Future” in November, and public lectures (the Asian Forum) on timely research subjects in May, October, and February. The 49th issue of its journal *Asian Cultural Studies* was also published.

<Peace Research Institute>

A total of 15 undergraduate and graduate students participated in the aforementioned field trip to Fukushima, and toured the areas affected by the Great East Japan Earthquake over the three days from November 25 to 27. The photos taken by the participants were displayed at the Fukushima Field Trip Photo Exhibition held on campus in January.

The Institute held several open lectures and symposiums, and published the newsletter *Peace Report* twice.

<Research Center for Global Language Education>

The Center held the six-part lecture series “Problem Solving by Design and Future Prospects” on themes such as “Design Thinking” and “Universal Design” throughout the year. The 19th issue of the journal *ICU Studies in Japanese Language Education* was also published.

The Center was established in 2018, taking over the operations of the Research Center for Japanese Language Education founded in 1991, but closed on March 31, 2023 for its operations will be integrated into the College of Liberal Arts.

The Center’s primary project, the Summer Courses in Japanese, will be taken over by the Center for Global Education launched in AY2023.

<Center for Gender Studies>

This year marks the 10th year of R-Weeks, which is a project intended to raise awareness and gain a deep understanding of gender and sexuality, and to build an environment that encourages dialogues and comments on different issues. The Center held various events from June 6 through 17. Its activities also include holding lectures and student-led book club. The 18th issue of the CGS journal *Gender and Sexuality* was also published in March.

2. Enhancing the Reputation of ICU's Academic Presence

1) Support for applications to external research funds and implementation of research ethics education

Regarding the Grants-in-Aid for Scientific Research (*Kakenhi*), we continue to provide appropriate information and application support. Similarly, we continue our efforts to provide timely application support for external research funds other than *Kakenhi*. For graduate students, we try to provide information early and support application for programs such as the Japan Society for

the Promotion of Science (JSPS) Postdoctoral Fellowship and ICU's doctoral and postdoctoral researchers. We also provide education on research ethics and compliance in accordance with the rules.

- For those applying for external funds including *Kakenhi*, the Center for Research Planning and Support provides assistance such as going over the application documents. Information on the application for *Kakenhi* is also posted on the University's online portal so that applicants can access any time.
- Grant-in-Aid for Scientific Research (*Kakenhi*): The number of projects selected in AY2022 was 82 (only those with ICU faculty members as the principal investigators, and includes 27 continuing projects), of which 11 were newly selected. Although the number of applicants was lower than in previous years due to COVID-19 affecting research activities such as travel restrictions, the percentage of newly selected projects was strong at 34.4%.
- In terms of external research funds other than *Kakenhi*, eight commissioned research projects were conducted.
- The "Research Support Grant," an internal research fund intended to support faculty members who seek to obtain external research funds, was given to one faculty member.
- Four doctoral and postdoctoral researchers were hired under the Doctoral and Postdoctoral Researcher Program, which supports students enrolled in a doctoral course and those who have received their doctoral degree at ICU within three years. Two of those who obtained their doctoral degrees at ICU were employed as researchers at domestic and overseas universities during their term of employment, and one student who is currently enrolled in a doctoral course was selected as a JSPS Postdoctoral Fellow for AY2023, demonstrating steady results.
- To ensure appropriate research activities, faculty members and graduate students are required to take an e-learning course on research ethics. Graduate students are encouraged to take the course as part of the orientation at the time of admission.

2) Communicating the importance of natural sciences in the liberal arts by the Othmer Distinguished Professor of Science

As part of our efforts to raise awareness of the sciences in the liberal arts, we held Mini Open Campuses and the Science Café. A special web page was launched on the University's official website in time with the completion of Troyer Memorial Arts and Sciences Hall. With the start of its operation in AY2023, we plan to continue to demonstrate the quality of ICU's liberal arts education by highlighting Troyer Memorial Arts and Sciences Hall as a symbol of learning that transcends the boundaries of the humanities and sciences.

3) Reinforcing the publication of academic achievements of ICU and its faculty members and renewing the website partially

Based on the proposal of the website renewal project, and with the primary objective of organizing the website flow to effectively convey the quality of education at ICU, we renewed the

University's website to make it easier for users to find information, adopt a design that makes users want to continue reading, make users feel welcomed, and more effectively lead users from social media. The renewed website was successfully released in April 2023. While focusing mainly on student recruitment, we also worked on visualizing the connection between liberal arts and society, as well as the academic achievements. Also, for the first time in five years, we held a meeting with the press to introduce quantum mechanical memory as an example of research in the natural sciences at ICU.

III. COOPERATION WITH SOCIETY

1. Creating and Supporting Joint Academia-Industry Programs and Projects That Match ICU's Philosophy

1) SDGs initiatives

The SDGs Promotion Office held various student-led events related to the SDGs on campus. For the “*Gibier Curry Project*,” in cooperation with the University Cafeteria, *gibier* curry was served in the cafeteria using wild game (deer), which would otherwise be subject to wildlife control. At the SDGs Roundtable Talk Sessions held regularly, faculty members and students are invited as guests to participate in discussions and other activities under themes related to the SDGs. Members of ICU also participated in events held in the local community, contributing to the community's efforts relating to the SDGs. In AY2022, the SDGs Promotion Office launched a new webpage on its official website that introduces students' activities both on and off campus. Efforts were also made to introduce our activities on Instagram in the hope of reaching the generations closer to our students.

2. Promoting Further Cooperation with Local Communities

- 1) We established and explicitly stated the university-wide policy on social cooperation and social contribution, along with the objectives of lifelong learning activities. In October, following the signing of comprehensive partnership between ICU and Matsusaka City of Mie Prefecture, we held an online lecture titled “The One-Mat Study and Takeshiro Matsuura” featuring Takeshiro Matsuura, who was closely associated with Taizanso, as a special lecture jointly sponsored by the Lifelong Learning Course and the ICU Hachiro Yuasa Memorial Museum. Our students and faculty and staff members cooperated to welcome students from Mitaka City elementary and junior high schools on campus, and held several events for local elementary and junior high school students designed by our students and faculty members, as our new attempts at community collaboration.
- 2) Under the comprehensive partnership with Mitaka City, we established a liaison council with Mitaka City at the end of AY2022, with its first meeting held in March. The meeting consisted of reviewing and reporting past collaborations between ICU and Mitaka City, and setting up a system that allows us to have specific discussions regarding future collaboration.

3. Cooperation with Companies

We signed an agreement with Shiseido Co., Ltd. regarding our joint effort in hosting Ukrainian students.

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

- 1) A new administrative organization plan was developed and shared with the Board of Trustees on Campus and the Directors meeting with a view to reorganization in the next few years. As part of this, the Global Engagement Division and the Personnel and Financial Affairs Division will be established as of April 1, 2023.
- 2) The cross-departmental project launched under the Director of the University Secretariat, the Operational Efficiency Project, led the university-wide interviews to identify the needs for inspection and review of daily workflow, based on which a plan was developed to streamline, speed up, and simplify administrative work, which was then implemented in some divisions.
- 3) We established the regulations and implementation guidelines for the official introduction of working from home (as of April 1, 2022).

4) Promotion of staff development

The following training programs were offered in AY2022:

- Basic training for all staff members
 - Corporate compliance training (jointly with the General Affairs Group), training on Special Needs Support Services (jointly with the CTL)
 - Overseas training (Linnaeus University in Sweden and Aarhus University in Denmark)
 - Inter-university exchange/visit training (visit to the Tokyo Woman's Christian University and exchange of opinions)
- Training for new staff members
 - Division introduction training (seven training sessions in AY2022, held about once every two months)

V. IMPROVING UNIVERSITY FINANCES

1. Finance Management Based on the Facilities Development Plans

1) Financial plan

In order to maintain the University's unique financial structure that supports small-group instruction, we set an amount to be transferred from the ICU endowment to the school budget based on the real average rate of return over the past 10 years, based on which we draw up a budget that aims to maintain the fiscal balance, thereby maintaining healthy finances over the medium to long term.

In AY2022, under the same policy, we systematically implemented the budget prepared within the pre-determined amount of transfer from the endowment to the school budget, thereby

maintaining the fiscal balance. The endowment's performance and future policies can be viewed on the University website.

Large-scale facilities development plans for AY2022 included the construction of Troyer Memorial Arts and Sciences Hall (completed in November 2022), renovation of the Integrated Learning Center (completed in August 2022), air conditioning renovation of the Education and Research Building and the Integrated Learning Center (completed in September 2022), and renovation of the town houses (completed in March 2023). As planned, these facilities development projects were funded through long-term fixed-rate loans from the Promotion and Mutual Aid Corporation for Private Schools of Japan and commercial banks, in order to preserve the profits of the endowment.

2) Promotion of fundraising projects

Throughout the year, we continued to provide donors and potential donors with feedback on the results of their donations and information on the latest initiatives of the University, in an effort to facilitate an effective cycle of gaining empathy for the University and thus stimulating interest in donating, thereby leading to new donations. In response to the growing interest, we held two seminars on inheritance and bequests. We also received four inheritance/bequest donations (55% of the total donations to the Friend of ICU (FOI)). For the first time in three years, we held face-to-face Homecoming for the Diffendorfer Memorial Hall East Wing Repair Fundraiser. The fundraiser ended at the end of March 2023, raising approximately 41 million yen, including 11 group donations.

For the current students' guarantors who were unable to visit the campus or receive information in person due to COVID-19, we held information sessions in Fukuoka, Osaka, and Nagoya, as well as Open Campuses for current students' guarantors on campus, in an effort to facilitate understanding of the University and build relationships.

We continued our approaches to companies and foundations, as well as meetings with alumni association branches, raising a total of 314 million yen for the FOI (161% compared to the previous year) and 29 million yen for the education and research fund (109% compared to the previous year).

Based on the decision to set aside a portion of the University's endowment specifically for scholarships as the Pay Forward Fund, we have set a major goal for the next 10 years of fundraising project to raise 200 million yen annually for the Pay Forward Fund, building a 10 billion yen-fund by AY2033.

VI. OTHER

1. Crisis Management

- 1) In order to continue steering the university operations during the spread of COVID-19, the Crisis Management Committee met a total of 15 times and decided on policies for the operation of classes, extracurricular activities, etc. in a cross-departmental manner.

2) Strengthening information security

- We provided security training for the faculty and staff in the form of e-learning to improve user literacy thereby enhancing security for online classes and remote working: the training was completed by 81.9% of the faculty and staff (81.4% of full-time faculty members and 82.2% of all staff members).
- We conducted monthly training for targeted email attacks incorporating the latest trends. The identified trends in terms of ICU's vulnerability to different types of attacks were shared with the staff members to raise awareness within the University.

2. Promoting the Use of ICU's Environmental and Cultural Resources and Publicizing Them

The ICU Hachiro Yuasa Memorial Museum has been limiting its hours for the public since the spread of COVID-19, but in AY2022, held three special exhibitions and three public lectures, as well as being used as a classroom for the Curator Training Program, expanding the range of use within the university. The book *"The Heart of Mingei"(Folk Art /New Japanese-English Edition)* was reissued for the 40th anniversary of the museum's opening.

3. Preparing for Self-Study and Accreditation Evaluation

In order to organize and visualize the internal quality assurance efforts, we established the Internal Quality Assurance Policy, Policy on the Assessment of Learning Outcomes, Qualities Required in Faculty Members and the Faculty Organization Policy, Management and Administration Policies, and Policy on Social Collaboration and Social Contribution. We held the meetings of the Preparatory Committee for University Evaluation (from May to November) and Self-Study and Evaluation Committee (from December), and prepared for the self-study in AY2023 by conducting a graduate survey and preparing necessary materials for the university evaluation.

[2. ICU High school]

With the COVID-19 pandemic causing prolonged impacts, our educational activities rapidly recovered to their pre-pandemic levels while paying attention to infection control measures, at the same time continuing to seek new, ideal ways to conduct educational activities. While placing the safety of our students and teachers first, we were groping for ways to continue our educational activities and to support and encourage our students as they continued to grow day by day. Praying and seeking for protection and guidance from God, we are sincerely grateful for the dedication and hard work of our teachers during the past three years of pandemic. With the completion of the Super Global High School (SGH) Program, we face the continuing challenge of carrying on and developing our advanced practice of teaching that facilitates mutual understanding between returnee students and domestic students and our free and open school culture into a global education program, which is now coming to fruition. This was also the first year of the year-by-year introduction of the new curriculum, which

was prepared in response to the revision of the High School Curriculum Guidelines. Important matters concerning school management are discussed and decided at the high school management meetings held twice a month. Major educational issues are submitted to discuss at the biannual meetings of the High School Committee of the Board of Trustees.

1. Education

1) Measures for the New Curriculum

This was the first year of the year-by-year introduction of the new curriculum. Confirming that appropriate preparations had been made for course offerings, number of classes, assignment of teachers, selection of teaching materials, etc., we designed new courses with the aim of renewing and improving the old courses. In the new curriculum, there have been changes to which grade the subject can be taken. For example, some of the compulsory subjects “Information I” is now assigned for first-year students and “Home Economics” and “Public Affairs” for second-year students. We will continue to monitor the results of students’ learning in those subjects. Also, as part of the “Period of Integrated Studies,” we initiated the “Cross Project,” in which students participate beyond the boundaries of grade. All second-year students, either individually or as a group, decided on a theme for their inquiry in April, gave an interim presentation in October, and a digital poster session on February 22, with first-year students as their audience. The Department of Curriculum and Instruction worked on the stable operation of the registration system and the timetable system, and also began the discussion toward the adoption of the integrated school administration system, including enrollment information.

2) Enhancement of Global Learning Programs (GLP)

In AY2022, 25 events and workshops were held. Most of them were face-to-face, but programs that used ICT to connect with overseas (e.g., JSIE Global Career Series, Online Exchange with Liceo Mexicano Japoné) also attracted many participants. What is particularly notable is that the projects involving international exchanges and global issues were designed by taking advantage of the network built through past activities and with the support of alumni, partly at the initiative of students (e.g., “Let’s Talk with Ukrainian Youth!”, “Paper Miracles Sales”). On the other hand, students also actively participated in activities in the local communities (e.g., “Nogawa Park Environmental Conservation Volunteer Project,” “Lecture on Urban Agriculture”). The overseas study tours were cancelled again due to the pandemic, but we held one study tour in Kyoto during the summer.

The school-wide GLP presentation sessions (GLP LEAP! 2022) held on November 21 consisted of a wider range of activities than ever before, with 8 presentations (14 in AY2021) by third-year students enrolled in the project-based course, “Research on Selected Topics” and 28 presentations (15 in AY2021) on various independent projects carried out by students inside and outside the school. The SGH Memorial Lecture was held face-to-face on January 8 under the title of “Learn about the world. Think about Japan.”, and we invited Mr. Yasuo Naito, a member of the third graduating class of our

school and the editor-in-chief of JAPAN Forward, as our guest speaker. We can see that students' learning through many of our programs is amplified and enriched by learning from each other and receiving support from alumni in a positive cycle.

We published the GLP Newsletter online every two weeks, for a total of 19 issues. We supported our students in participating in off-campus programs, applying for study abroad in high school, and entering overseas universities.

In the end-of-year school-wide survey, the percentage of students who answered "Agree" or "Somewhat agree" to the question "The GLP projects and events are meaningful for me" was 68.4% (83.3% in AY2021) in first-year students, 72.5% (80.3%) in second-year students, and 75.7% (70.7%) in third-year students. The program has been received as positively by students as before the pandemic.

3) Strengthening the College Guidance System

We continued to gather information on the university entrance examination reforms, the Common Test for University Admissions, and English proficiency tests, and shared with our students and parents through college guidance (online sessions for parents), publication of guidance handbooks, etc. We held repeated discussions with the International Christian University Admissions Center and information sharing with homeroom teachers, ensuring seamless coordination between high school and university.

We organized multiple face-to-face gatherings and invited our graduates who went on to overseas universities, domestic public universities, and ICU to share their experiences. ICU held university information sessions and campus tours for our students, and for the first time in a while, a face-to-face university information session for parents in December. We were not able to hold face-to-face information sessions by major universities as we have done every year, but informed our students of online information sessions held by universities. Participation in open campuses was also limited, so we assigned College Exploration Work to first-year students and College Report to second-year students.

Among the tasks of the Department of Career & University Guidance, the entrance examination results survey requires improvement. The amount of work involved in reflecting and inputting data on colleges our students applied is significant when we are already on a tight schedule at the end of the school year.

4) Student Guidance and Support for Student Development

In the end-of-year school-wide survey, the percentage of students who answered "Agree" or "Somewhat agree" to the question "General students and returnee students have positive influence on each other" was 92.9% (98.1% in AY2021) in first-year students, 87.6% (91.0%) in second-year students, and 90.3% (92.4%) in third-year students. In the context of our school's founding purpose, this suggests that we have been able to facilitate mutual understanding among students with diverse backgrounds. Also, the percentage of students with a positive response to the question "I am happy

that I chose this school” was 91.0% (95.6%) in first-year students, 87.6% (93.8%) in second-year students, and 94.6% (93.8%) in third-year students. We will continue to make every effort to ensure that students feel safe and comfortable in their school life.

On the other hand, as we enter the third year of the pandemic, the range of students’ activities has gradually expanded, but at the same time, there are many students who feel stressed and anxious, to whom we provided support through homeroom teachers, the school nurse, two school counselors, and health counseling committee (met five times during the year). The school counselors organized or helped workshops such as the Third Culture Kids (TCK) Seminar, Collage Experience, and Yoga Workshop, intended to prevent students from becoming maladaptive and to build connections among students.

We have been careful to ensure that various programs such as the Hosoi Norio Award for encouraging student activities (6 recipients) and the ICU High School Scholarship for supporting students facing hardship (1 recipient) are effectively utilized and made available to those who need them.

Table. Number of students who saw the school nurse

AY2019	AY2020	AY2021	AY2022
1,224	543	932	1,075

Table. Number of students who saw the school counselors

	AY2019	AY2020	AY2021	AY2022
No. of students/parents	26	32	44	37
No. of visits/sessions	203	215	200	259

5) Enhancing and Promoting the Use of the ICT Environment

In response to the prolonged pandemic, we made progress with our efforts to ensure the smooth operation of online classes, including guiding new students to Google Classroom, giving a tutorial on how to use it, troubleshooting, and preparing “Tips for Taking Online Classes.” When distributing Office365 accounts for students, we prepared and handed out printed instructions and reinforced the support system so that students can make full use of the service. In an effort to enhance our ICT environment, we pursued collaboration with the University IT Center. For teachers and staff, we made Wi-Fi connection available and encouraged its use to allow for more efficient operations. To enhance security, we introduced a multi-factor (two-step) authentication system to Google and Microsoft (Office365) for teachers. Also, as the school file server Whitebase1 for teachers will no longer be available, we completed the data migration to the cloud storages One Drive and Share Point. This led to a significant improvement in terms of both data protection and cost.

In the end-of-year school-wide survey, the percentage of students who answered “Agree” or “Somewhat agree” to the question “The school’s operation of online classes was good” was 75.5% (86.9% in AY2021) in first-year students, 65.2% (77.5%) in second-year students, and 83.8% (88.2%)

in third-year students. We will continue our efforts to further improve class efficiency and educational quality through the use of ICT.

6) Operation of School Library

We worked to enhance the reference service provided by the librarians at the circulation desk. The installation of computers for librarians in the previous year has allowed for quick response to service demands, but we will make further efforts to strengthen our service in anticipation of increased library use by students such as for the Period of Integrated Studies in the second year. The library purchased books in line with school events and subject studies, held 28 book fairs, hosted library lectures (June: Mr. Tomohiro Hoshi, November: NPO Pilcon, February: Ms. Maho Komatsu, March: Kurdish refugee Mr. Deniz), selected the recipient of the Harvard Prize Book, collaborated with the ICU Library, and coordinated the High School Naoki Prize. The Student Library Committee was actively involved in writing articles for the library newsletter *Μουσείον* (ten issues published during the year) and taking part in the Anonymous Book project. The library collection totaled 37,308 books, with 1,487 books purchased or received.

Tutors are also available at the Writing Center to support students' learning.

Table. Number of books checked out by year

AY2018	AY2019	AY2020	AY2021	AY2022
7,441	5,499	5,547	6,682	5,960

7) Dormitory Operation

The outsourcing of dormitory operation that began in AY2017 and the new dormitory committee consisting of six teachers are successfully in operation. The committee meets jointly on a regular weekly basis to discuss the matters necessary for dormitory operation and students' dormitory life. The number of students occupying the dormitories was 119 in April, 110 in September, and 82 in January, almost reaching the capacity of 126 students across the five dormitories. We have developed measures to prevent COVID-19 infection in the dormitories, and have ensured that the residents are informed of the measures, particularly the responses to be taken by parents and guardians in the event of students developing fever, infection, and getting vaccination. Fortunately, we have not identified many cases of infection in the dormitories, and were able to avoid dormitory closure. Since AY2021, the dormitory fee has been under phased revisions. In order to reduce the burden on dormitory residents and their guarantors, and to maintain the learning environment, the dormitories have been kept open during online classes, with a special weekend residence system also in place. During the period of online classes, approximately 30 students attended their online classes from the dormitories. With the help of the cafeteria, we were able to provide dinner during the period of online classes. The number of students who have used the special weekend residence system (for a fee), which was fully implemented from AY2022, ranges from several students to half of the capacity in the respective dormitories, and we have received requests to keep the system in place due to the students' individual circumstances. This year's dormitory orientation and individual

interviews, which are held a few days after the announcement of the results of each entrance examination, were held online. We also use the online system for interviews with the students' parents on a daily basis.

8) Cooperation with the Parents' Association and the Alumni Association

We reinforced the cooperation with the alumni association to build a cooperative framework for fundraising and other activities. The High School Fundraising Committee welcomed two members from the alumni association board. We have borrowed the alumni network to strengthen our outreach efforts, such as sending out "Requests for Donations" and other communications from the high school. In AY2022, we sent a report of the progress of the renovation of the school sports field through the network, and received positive responses. In conjunction with the school's website, we have been developing a framework to connect current students with alumni volunteers as part of building the Global Study Network, a network of alumni who play active roles on the global stage.

9) Training for Teachers and Staff

For the summer faculty development program, we invited speakers to give lectures and hold workshops on the themes of "Harassment Prevention," "LGBTQ+ and Student Support," and "Anger Management." Along with the teachers, the administrative staff members also participated in raising awareness of human rights issues. Due to the pandemic, none of the teachers or staff members participated in long-term or short-term training programs. Due in part to the shift of external training programs to online, the number of full-time teachers participating in the face-to-face training program remained at 19.

10) Measures Against the Spread of COVID-19

We paid attention to both ensuring the safety of students and teachers/staff and securing learning opportunities. In cooperation with the school physician, we continued to take measures against infections at school in accordance with MEXT notifications and manuals. In making various decisions, we referred to the trends at neighboring private schools and Christian schools in Tokyo, but we had to be more cautious because we had school dormitories. Looking back on the three years of the pandemic, we were fortunate that we avoided large-scale clusters and school closure, with only closing one first-year class for two days (in December 2022).

[Spring term] The matriculation ceremony was held in the University Chapel with the attendance of new students and teachers/staff. One parent from each family gathered in the school gymnasium so that they could watch the live-streaming of the ceremony. New student guidance and health checkups were conducted after thorough infection control measures were taken. School-sponsored parent-teacher meetings were held online throughout the year. The school trip to Okinawa and other field trips resumed their usual itinerary, while paying attention to infection control measures. The classes on May 2 (Mon.), the weekday between holidays, were held online as a special infection control measure. During the Christianity Week, the Pentecostal Service (Bible reading in 21 languages) was held separately by grade, along with multiple events (28 workshops), while

ensuring infection control. In May and June, parents' association meetings and class get-togethers were held in person on campus by taking appropriate infection control measures.

[Autumn term] The School Festival was held for two days with only one parent (two parents for third-year students) allowed to visit. The Christmas Assembly was held at the University Chapel in two sessions, by dividing the entire school into two groups. As in the previous year, the Hallelujah Chorus was pre-recorded and shown during the service to share the joy of the Nativity together.

[Winter term] In order to ensure the safety of our students, the continuation of studies, and the successful completion of entrance examinations, the classes were held online from January 23 to 27 and February 6 to 9, as scheduled. For the commencement ceremony, one parent per family was invited to the University Chapel, along with students, teachers, and staff. The second parent was invited to the live-streaming of the ceremony in the school gymnasium. The graduation party was also resumed in a simplified form.

2. PR and Student Recruitment Activities

- 1) The Returning Students Education Center played a central role in further disseminating, both domestically and internationally, our mission of peace and human rights and the unique nature of the school, whose primary purpose is to accept returning students. With the lingering effects of the pandemic and the frequent conflicts and wars in various parts of the world, we kept ourselves busy responding to a variety of inquiries. In particular, we made it our priority to commit to supporting overseas and returning students and their families, trying to be flexible in our responses.
- 2) As domestic PR activities, we organized 12 online school tours and information sessions, with 2,257 households participating (2,390 households in 9 sessions in AY2021). We also participated in 13 sessions of externally-organized online school information sessions (1,033 households participating). To be viewed during the online tours and information sessions, the students, student council, alumni, dormitory residents, and teachers created videos, which were played with slight variations in each session. At the sessions hosted by our school, we took advantage of the real-time setting and held live Q&A sessions based on the questions received in advance and on the day of the session, for which we received positive feedback. As a face-to-face event, the Campus Walk Hour was held as follows, inviting our alumni as staff. We believe that this encouraged a reasonable number of participants to apply for our school.

Table. Number of sessions and participants of the Campus Walk Hour

	No. of Sessions	No. of Participants (Groups)	No. of Participants (Persons)
AY2021	6	540	1,116
AY2022	10	841	1,675

- 3) All overseas school information sessions organized by our school and by the Japan Overseas Educational Services (JOES) were cancelled, but the JOES was able to arrange a consultation tour in North America, to which our school and the Doshisha International Junior and Senior High School were invited, together visiting four cities.
- 4) We participated in the following face-to-face events: the 2022 Tokyo Private Schools Exhibition (Tokyo Association of Private Junior and Senior High Schools), Entrance Examination Consultation (Koenokyoikusha), Tokyo West Area Private Junior and Senior High School Consultation (Daigaku Tsushin), School Information Session and Individual Consultation for Returning Students (Waseda Academy). Private school tours, which we had accepted every year, had been suspended, but resumed on a trial basis at the end of the school year.
- 5) The online application system was first introduced for the April 2022 entrance examination, and was also introduced for the September transfer examination held in July 2022. We have reviewed the admissions process, and have almost achieved an improvement in operational efficiency. We continued our full online interviews (September transfer student entrance examination and December returning student recommendation entrance examination), online interviews for overseas students (January document screening entrance examination), limiting of the capacity of examination classrooms, abolition of parent waiting rooms, and thorough infection control measures (February general entrance examination). In particular, we carefully checked the online environment in advance to prevent problems during online interviews, and were able to avoid serious accidents. The number of applications for entrance examinations for returning students, which increased significantly two years ago, returned to the previous level. The number of applications for general entrance examinations is gradually recovering, but remained sluggish partly due to restrictions on publicity activities for domestic students.

3. Financial Plan and Facility Development Projects

- 1) Under the prolonged pandemic, we carried out flexible and appropriate budget execution and financial management in an attempt to rapidly recovering the various pre-pandemic activities, including the purchase of necessary items and the rental of equipment and facilities for online classes and infection control measures.
- 2) We used the summer break to successfully complete the full-scale maintenance of the school sports field for the first time in the 45 years since the school's founding. Drainage was improved by improving the soil and adding an infiltration layer to the ground, and the rainwater drainage pits and gutters were reinstalled. The tennis court was also completely renovated including the fencing, and the surface soil of the baseball field and the handball court was resurfaced. We are grateful that we were able to borrow the university's athletic facilities during the renovation for the school's club activities during the summer vacation.

- 3) The High School Fundraising Committee actively discussed our future fundraising activities. If we combine the Education Enhancement Fund targeting parents of new students and the Support Fund targeting parents of currently enrolled students, alumni, and teachers/staff, the number of donors and the amount of donations continue to show a significant increase. We also received a significant amount of donations from the current and former teachers and staff members for the second year in a row, which we used to fund the Hosoi Norio Award, an award that encourages and recognizes student activities. We report the number and total amount of donations and their uses on the special website for the Support Fund launched on the school's website at the end of AY2021.
- 4) The Kiyoshi Forward Scholarship was established through the generosity of graduates' parents and families. This scholarship will be established for five years starting in AY2022 to support the enrolment and school life of those who have financial difficulties in attending school, thereby enriching their growth. As a result of careful recruitment preparation and publicity, the number of applicants exceeded expectations, and as a result of selection, seven students enrolling in April 2022 were awarded 300,000 yen or 150,000 yen as enrolment fee support, for a total of 1.5 million yen.

4. Projects for Building the Crisis Management System

- 1) We planned two school-wide evacuation drills, one during class hours (June) and the other during extracurricular activities (September). The scenario for the drill in September was that an earthquake occurs during the period of preparation for the school festival and students have to evacuate without the guidance of their teachers. This year's drill was cancelled due to an approaching typhoon, and instead, written instructions were handed out. We were not able to hold the emergency life-saving training due to the circumstances at the dispatching fire station, and thus students completed a training using the AED in July by watching a video.
- 2) To prevent harassment, we have formulated the Guidelines for the Prevention of Harassment, and ensure that all teachers and staff members are informed. Power harassment prevention measures have become mandatory for all offices, and accordingly, our school is strengthening its efforts. For the aforementioned summer training program for teachers and staff, we invited speakers to give lectures and hold workshops on the themes of "Harassment Prevention," "LGBTQ+ and Student Support," and "Anger Management." The Regulations Governing the Prevention and Measures against Human Rights Violations were approved at the high school management meeting, and we have also assigned human rights advisors and set up a human rights committee at our school.
- 3) In order to raise students' awareness and build knowledge of information literacy, information morality, and security, we provided guidance at the time of enrollment and during online classes by the homeroom teachers and the Department of Student Affairs. We also give guidance in subject education such as information science.

[3. School Juridical Person International Christian University]

1. Development of the Natural Environment of the Campus

We strive to conserve the natural environment on campus by formulating environmental plans for each area of the campus based on the conservation policies, taking into consideration the measures to be taken in maintaining sustainability and ensuring biodiversity. We view the natural environment as important managerial resources that support education at ICU, and have begun our discussion on the development plans that cherish the environment as a place for students to learn and as a resource to be capitalized on in teaching.

2. Development of Welfare Facilities

Based on suggestions from students and faculty members, we launched a series of efforts to assist learning practices in collaboration with the new cafeteria operator, including the provision of *gibier* dishes and fair-trade products in relation to the SDGs. We also conducted a satisfaction survey of faculty, staff, and students on the University Cafeteria in January 2023. Of the 523 respondents, a majority gave the cafeteria operation an overall rating of 80 points or higher, and 87% of all respondents gave it a favorable rating when combined with those who gave it a score of 60 or higher. The basic concept of the newly opened facility in the Troyer Memorial Arts and Science Hall is a café, for which we held an on-campus vote on the brands of coffee to be served and invited the ICU community's participation in the naming of the café.