

School Juridical Person International Christian University AY2022 Activities Plan

International Christian University (ICU) was founded with the following three missions: 1. to establish an academic tradition of freedom and reverence based on Christian ideals; 2. to cultivate competent internationally-minded citizens who serve God and humankind; and 3. to contribute to lasting peace. To fulfill these missions, the University continues forward in its commitments in scholarship, Christianity, and internationalism to realize its principles of liberal arts education and research amid the tide of a new era. Integrating new insights gained through the COVID-19 pandemic, actively adapting to information science and technology, recognizing and acting on the responsibility as a global citizen, and with a spirit of common good, the University will engage in activities to address the various problems faced by the international community and local communities today. In September 2014, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) selected ICU for its Top Global University Project, in recognition of Developing Global Liberal Arts to Cultivate Trustworthy Global Citizens. In AY2022, we will accomplish our mission with cooperation from liberal arts colleges across the world through the unfaltering implementation of this project.

International Christian University High School (ICUHS) has upheld the common mission, on the base of Christianity, to contribute to world peace and the realization of a society that ensures respect for human rights. It has strived to develop the high school with the primary objective of accepting students who have returned to Japan from overseas as “the first attempt in Japan.” Since its founding, passing over 40 years, ICUHS has obtained a high reputation and has established a strong position in Japanese high school education circles through its uniqueness and innovativeness. As AY2022 is the initial year of the implementation of the new educational curriculum based on the revised National Curriculum Standards, ICUHS aims to provide students with education of even higher quality to nurture students who will together commit themselves to achieving the school’s mission. ICUHS will strive to communicate our educational practice to wider society and play a role in creating a better society.

The School Juridical Person International Christian University intends to address the following activities in AY2022 on the basis of medium- and long-term perspectives.

[University]

I. Educational Goals and 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 accordance with the final report by the Working Committee for MIS (Math Info Stat) Course, established under the AY2020 General Education Committee, the University will establish five new General Education Courses related to mathematics, information, and statistics in order to foster students’ ability to analyze and interpret data from a different perspective for understanding diverse problems faced by today’s complex society.

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

- We will consider developing courses for all ICU students to acquire the foundation for natural scientific thinking and subject matter understanding which underlies all majors in natural sciences, not only for the foundation of each major in natural sciences.

- The qualitative difference between the General Education Courses and the Foundation Courses will be clarified. In particular, General Education Courses will be provided not as the foundation for specialized research but as an opportunity to experience dynamic thinking of multifaceted understanding and analysis of the object of interest from a variety of specialized perspectives. We will consider the launch of theme-based liberal arts courses jointly taught by faculty members from different majors (for example, “Human Rights and Gender,” “Quantum Reality and Culture,” and “Money and Human Being” [tentative titles]).
 - We will consider developing programs that cultivate body sense and sensitivity through art, thought, and sports.
- (3) Providing reliable guidelines for acquiring academic expertise in liberal arts
- According to the recommendations by the Advisory Committee to the Dean of the College of Liberal Arts on senior research guidance, a senior thesis orientation will be conducted for each major.
- (4) Preparation for strategic implementation of online classes
- A strategic planning committee on online classes will be established to discuss the strategic application of online education in the post-COVID era and explore how online classes should be run from various perspectives including their format, contents, and on-campus operation. A guideline will be formulated as a result of such deliberation.
- (5) Enhancement of Service-Learning programs
- The Service-Learning Center will celebrate its 20th Anniversary in AY2022. Looking back on the past two decades, we will plan an anniversary project to review the outcomes of ICU’s Service-Learning (SL) activities to date, reaffirm the direction we have pursued, and look into the future of Service-Learning. Besides publishing Vol. 7 of our Service-Learning monograph series (the 20th Anniversary special edition), in early July we will host the annual conference of Service-Learning Asia Network (SLAN), an international service-learning network of universities and institutions in Asia, and hold an international symposium on service-learning.
- We will continue to improve the quality of Service-Learning Programs, create more diverse programs, and augment opportunities for students. In regard to International Service-Learning activities, programs will be implemented either online or face-to-face depending on the COVID-19 situation. We will work to confirm each program content and strengthen ties with our partner institutions in Southeast Asia, including a program in Indonesia to be started through an industry-academia partnership. In regard to Community Service Learning (domestic activities), we aim to diversify our activities and continue SL programs held in partnership with organizations in Mitaka City, Nagasaki, Tochigi, Nagano, and Akita prefectures, and with Akita International University. We will develop plans for improving the Japan Summer Service-Learning (JSSL) program, a program conducted in Japan in collaboration with Middlebury College (USA) and partners of Service-Learning Asia Network (SLAN). Furthermore, we will support the second-year activities of the Common Good Grant’s student project which was launched in collaboration with the Japan ICU Foundation (JICUF).
- (6) Improvement of the educational environment for integrating the studies of “arts and sciences”
- In order to further fulfill liberal arts education and research creatively, the construction of the New Building has begun in April 2021 and plans to be completed by the end of November 2022. The curriculum will be reviewed from AY2022 to promote integration of the studies of “arts and sciences” from the educational content aspect.
- (7) Active use of information technology in educational activities
- To make the functions of computer classrooms available from off-campus, we will operate a virtual computer classroom with maximum connection of 180 people. This will allow for the downsizing of the existing computer classroom and conversion of the computer classroom for other purposes, as well as enable continuity of education during disasters and other such times.
 - By partially changing the composition of material expenses since AY2020, we will fundamentally reconfigure our collection composition between electronic resources and printed media over the next two years. In particular, we will set a cap on the ratio of e-books in consideration of the rapid increase of electronic books caused by the COVID-19 pandemic and work to enrich the information that can be

accessed from outside the University.

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

In order to further globalize the undergraduate curriculum, we will seek to enrich exchange programs with our overseas partner universities and facilitate the credit transfer with these institutions. In addition to expanding the number of new overseas partners to meet diverse needs, we will work to correct the imbalance in the number of exchange students which has increased due to the COVID-19 pandemic. We will promote our various student exchange programs, particularly those conducted online such as the Virtual Exchange Program (which allows students to take a course or two per academic term at ICU [or a partner institution] while primarily attending courses at their home institution), Language Buddies (online language exchange program where students are paired one on one with an overseas student) and Language Tables (language exchange conducted in groups utilizing lunch time).

Study English Abroad (SEA) Program and Summer Study Abroad Program will continue to develop and reform short-term study abroad programs to meet the diverse needs of students. Due to the pandemic, students have been unable to travel to their study abroad destinations for the past two years. To address this situation, while paying attention to the infection status, we will support students to participate in person and seek ways to provide online study abroad opportunities during the summer vacation. The Middlebury Institute of International Studies at Monterey (MIIS) Accelerated Entry Program, which is provided as an opportunity for studying abroad after graduating from ICU, will be widely informed to students. Also, while promoting further collaboration with overseas graduate schools, we will encourage ICU students with excellent achievement to advance to overseas graduate schools.

Furthermore, we will work to build effective online systems and websites that can flexibly respond to complicated situations. Specifically, we will promote online application procedures for study abroad, create a website with high usability, enhance information provision using our e-learning platform, and seek to entrench our study abroad advising by using online and face-to-face modes. We will also perform data analysis of trends in study abroad applications and program satisfaction surveys. To ensure that funding is available for students who require scholarships to participate in our Study Abroad programs, we will seek to gather the requisite knowledge and work towards establishing an ICU Study Abroad scholarship fund.

(2) Initiatives to advance “Inter-University Exchange Project” worldwide

The “Inter-University Exchange Project: Support for the Formation of Collaborative Programs with U.S. Universities using COIL (Collaborative Online International Learning) Education” has reached its final year. We will continue to carry out the project, together with Tokyo University of Foreign Studies, the core institution of the project.

(3) Creation of an organization in charge of internationalization

We will undertake reorganizations of the Research Center for Global Language Education and other divisions related to internationalization in order to create a new organization by AY2023, which will be in charge of collaboration with overseas universities and research institutions, acceptance of researchers from abroad, and operation of ICU program “Summer Courses in Japanese.”

3. Enhancement of the curriculum to provide students with the academic and practical linguistic abilities necessary to communicate with a diverse global population and to receive and send information appropriately

(1) To increase the number of students writing their senior thesis in English, we will encourage students to utilize the Writing Support Desk and enhance training for writing tutors. Faculty with a degree in natural sciences will be assigned to the English for Liberal Arts Program with the aim of improving writing skills of students majoring in natural sciences where a high ratio of students write their senior thesis in English.

(2) We will increase the number of full-time faculty members in World Languages to ensure stable operation of the curriculum and promote learning in languages other than Japanese and English.

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

(1) Domestic recruitment activity

In Japan, drastic changes in the student recruitment environment have been seen in the past few years, such as the impact of the COVID-19 pandemic, introduction of the Common Test for University Admissions, and reforms in entrance examinations at other universities in response to the Common Test. While continuously paying attention to the latest trends in college applicants, such as the increase in those applying for admissions conducted before the end of the calendar year, more students wishing to attend local universities, and applicants applying for fewer back-up schools, the core of our PR policy is to continue disseminating information to all stakeholders, primarily emphasizing the “quality of education” we offer, with a view on how ICU sets itself apart from other universities. The PR activities will be further strengthened to stress the value of liberal arts education based on “learning beyond the boundaries of the humanities and sciences,” the importance of natural sciences in liberal arts education, and the connection between liberal arts and society. In order to recruit applicants from across the nation from the perspective of promoting diversity at ICU, we will continue to deliver information with consideration of regional blocks.

We will continue online PR activities which have proven to be effective during the COVID-19 pandemic and enhance the effect by combining them with face-to-face activities. With regard to college counseling sessions that used to be held across Japan, since we can no longer expect to hold such events at the same scale and frequency as we used to before the pandemic, we will get in touch with and generate the interest of high school students especially in distant regions and those who have a vague interest in liberal arts education through small-scale online events (individual counseling, Online Liberal Arts Lounge, etc.) so that they will become interested in visiting our campus.

ICU Open Campus has been held online for the past two years, which means that many of the new second- and third-grade high school students have not had a chance to visit our campus. In view of this situation, we will increase the number of campus visitors by frequently holding Open Campus events and small-scale Campus Visit Days with an emphasis on having prospective students experience the attractive elements of the campus.

Cooperation with high schools, which is increasing its importance, will form the basis for student recruitment in the medium to long term. We will strive to implement the existing programs steadily, cultivate relationships with potential partner schools with intention to create new activities, and develop programs to organically connect multiple high schools.

(2) Securing applicants with educational backgrounds overseas

We will continue to focus on Asia, North America, and Europe as priority regions to recruit regular international students and further promote the diversity at ICU. In situations where it is difficult to visit overseas due to the impact of COVID-19, by utilizing online tools, we will build and maintain trusting relationships with guidance counselors and Japanese-language teachers at high schools overseas and continue to provide information to prospective overseas students. Through these approaches, we will encourage the students to participate in the various opportunities we offer including lecture demonstrations, face-to-face consultation, and campus tours. In order to reach potential students overseas, it is significant to stress the “advantages of studying at a Japanese university” to inspire them, suggesting “studying in Japan” as one of their options. These messages will be conveyed by conducting joint information sessions with other universities, taking into consideration the attributes of each region, and adjusting the contents of the message as appropriate. We will continue to improve the “University of Tomorrow” Scholarship Program launched in AY2021 and the Global Youth Essay Competition, using them as leverage to raise global recognition of ICU.

In Asia, we will focus on Singapore and Hong Kong as key regions, aiming to increase applications from local schools with which we have established firm relationships. In North America, we will further spread our information through the United States Scholar Initiative (USSI), provided by the Japan ICU Foundation (JICUF), while intensively pouring our efforts into the West Coast and Hawaii as key regions. Also, to discover new target schools and applicants interested in Japan, we will consider holding online events in new

areas where we have not had access in the past. In Europe, we will concentrate on International Baccalaureate (IB) World Schools in Paris, Amsterdam, London, Frankfurt, and Dusseldorf for comprehensive recruiting in cooperation with our IB Teacher Certification Program. Regarding international schools in Japan, we will continue to provide our information to the school guidance counselors and more opportunities for their students to visit the ICU campus in groups by school, in response to the growing number of students who choose domestic universities over overseas universities because of the COVID-19 pandemic. Regarding Japanese language schools in Japan, we will continue similar efforts to the teachers and students in cooperation with the Graduate School.

Individual online meetings with school guidance counselors and Japanese language teachers will be held at the appropriate timing for the opportunity to exchange information on a regular basis.

(3) Promoting cooperation with high schools

With the importance of cooperation with high schools ever-increasing, we have been offering lecture demonstrations at high schools and such opportunities as Global Challenge Forum (which aspires to nurture the next generation through liberal arts education) and Science Café at ICU (which provides a wide range of experience in natural sciences through liberal arts education that transcends the boundary of the humanities and sciences). Through these activities, we have learned that teachers of the high schools where the participating students are enrolled have placed expectations on ICU's high school-university cooperation programs. Strengthening our efforts in cooperation beyond just with high schools bridging three years of high school + four years of university, we will continue to coordinate the entire linkage from junior high school to the master's course of graduate school, and on to professional careers.

To grow ties with high school teachers that consolidate the relationship between high schools and ICU, we will continue to issue our e-mail magazine and provide information sessions for high school teachers. In sharing the challenges that high schools face, we will communicate information on how liberal arts universities can collaborate through high school-university cooperation and also support inquiry-based learning implemented by high schools.

While reinforcing the liaison between ICU and each high school, we will tackle with our partner high schools to substantialize a model that organically links ICU and high schools both in Japan and overseas. In addition to continuing existing programs, as a new attempt, we will carry out a Global Challenge Forum targeted at students overseas and hold a joint summer camp (a program to experience learning in Japanese universities, which was canceled for AY2021) in North America with other Japanese universities.

As a new project evolving out of high school-university cooperation, we are planning a pilot program for training high school teachers. If this program becomes fully operational, it will be highly effective to inherently instill ICU's quality of education into high schools.

(4) Considering the reform of the Admissions Exam System at ICU

1) Admissions Exam System

The population of 18-year-olds will be significantly decreasing especially in the coming years up to AY2025. In addition, due to the impact of the COVID-19 pandemic and other circumstances, we are also experiencing an increase in the number of admission applicants who are trying to secure admission into the University at an early timing by applying to *Sogogata Sembatsu* and Admissions for Recommendees. At the same time, some anticipate that the ratio of students choosing local universities will drop when the pandemic is over. Amid these circumstances, we will review how we should structure General Admissions and other forms of admissions.

We will also consider whether the contents of the admission exams need to be revised to align with the new National Curriculum Standards that will start to apply to applicants of the AY2025 admissions. Changes to be implemented in the AY2023 admissions are as follows:

– *Sogogata Sembatsu*

Group discussions will be changed to interviews with individual applicants for those applying using external English language tests. Interviews for all three types of admissions will be completed online, eliminating the need for applicants to come to ICU for the admission process.

– Universal Admissions: April admissions for returnees

The selection method will be changed to documentary screening and online interviews with individual applicants, eliminating the need for applicants to come to ICU for the admission process.

2) Construction of online application system and selection system

An online application system has already been built for all types of admissions ICU offers. During AY2022, a function will be added for uploading recommendation letters for the AY2023 Universal Admissions: English Language Based Admissions (April/September Entry), to reduce the burden on applicants, recommenders, and staff handling the admissions.

3) Review of the admission quota for each selection method

A significant gap is observed between the number of newly enrolled students and the quota. We will verify whether this is a temporary phenomenon due to the COVID-19 pandemic or not.

4) Strengthening of the emergency response system

We will strengthen our system for preventing and responding to emergency situations caused by external factors such as the COVID-19 pandemic as well as internal factors including mistakes in admission exam questions.

(5) Developing the scholarship system

In order to provide scholarships that meet the needs of students of varying backgrounds, in addition to creating and operating a database of scholarships, we will build a new scholarship system by combining some of the existing scholarship programs.

1) Upgrading of the School Leader for use in data management of scholarship applications and students selected for scholarships

We will build a database to facilitate application to scholarship programs and information management of ICU students receiving scholarships. Specifically speaking, contents for the Student Services Division on the School Leader will be revised to link the student registry and scholarship status, which will ensure that appropriate scholarship procedures are taken according to the student registry status. By managing student data on an individual basis, the system can be utilized as an effective tool for providing student counseling on financial assistance.

In the course of time, we aim to grasp the picture of ICU students on scholarships based on data and conduct analysis of the challenges faced. Preparation work in order to realize this aim will be conducted during AY2022.

2) ICU scholarship for students who are experiencing sudden household financial changes

We will develop a new scholarship program designed to support, without fail, students who are in need of assistance due to an unexpected situation.

3) Establishment of a four-year continuous scholarship program

To ensure that high-achieving applicants do not need to give up applying to/entering ICU for financial reasons, we will review past data on students selected for scholarship programs, and by recombining some of the currently available scholarship programs, begin preparations for establishing a new scholarship program that will cover not only the matriculation fee but also the tuition and facilities fee for one term every academic year for the duration of four years.

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)”

Students have sworn allegiance to the Student Pledge since the first matriculation ceremony held at ICU in 1953. It is an indispensable means to secure a campus environment that cultivates international citizens who respect diversity and differences in cultural values. A student-led translation and publication project was launched as a way to deepen the university-wide understanding of the “Declaration of Human Rights,” which is the foundation of the Student Pledge. The project bore fruit in the publication of a trilingual version (Japanese, English, and French) of “The Universal Declaration of Human Rights (Illustrated version),” which will be distributed to all newly enrolled students with an aim to enhance conscious adherence to the Student Pledge in student life.

6. Measures for human resources in education

- (1) We will start implementing the new guidelines on the faculty appointment system with revised appointment procedures and schedules, in order to smoothly appoint faculty members appropriate for liberal arts education in both Japanese and English. We will also promote to ensure gender balance and cultural diversity, and secure qualified faculty members who provide the liberal arts education that ICU strives for.
- (2) Faculty members with experience as practicing teachers will be appointed to ensure steady operation of the IB Teacher Certification Program.
- (3) We will start operating the system upgraded to visualize the educational burden on faculty members, with an aim to even out the distribution of educational burden and facilitate curriculum operation.

7. Cooperation with JICUF

JICUF* shares the common vision and mission of nurturing Global Citizens who pursue world peace and wellbeing beyond individual interests. Consolidating the ties, we will strengthen our concerted efforts to carry out a wide range of international exchange projects related to education, academics, and social activities with JICUF. We will continue to coordinate projects together, including the “Alumni Global Lecture” series, the “SDGs and Japan,” and the promotion of student NPO activities.

* The Japan ICU Foundation (JICUF) is a public charity incorporated in New York after WWII to raise funding for the establishment of International Christian University.

8. Graduate School

- (1) We will verify the internal quality assurance of the Doctoral Course and the following programs in the Master’s Course: 5-year Program and the three distinctive study programs (Diplomatic and International Public Service Program, Responsible Global Corporate Executives and Financial Professionals Training Program, and IB Teacher Certification Program).
- (2) The Project for Human Resource Development Scholarship (JDS), a Rotary Peace Fellowship Program provided by the only Rotary Peace Center in Asia accepting students and rotary peace fellows from abroad, was operated under special conditions during AY2020–AY2021 due to the COVID-19 pandemic. These special conditions will continue to be applied for AY2021–AY2022 while gradually returning to the operating conditions prior to the outbreak of the pandemic.

9. Passing on and developing the ICU ethos

- (1) As a university established on Christian ideals, we will place emphasis on Christian activities such as Chapel Hour and Christianity Week. We will encourage active participation throughout the University by utilizing online technologies to create opportunities for students, faculty, and staff to enrich their spirituality together and engage with God through exploring Christian faith and Christian traditions. We especially aim to create a comfortable environment as well as to build relationships between one another, where students can face changes in their lives together in this new age and comfort each other in our campus community in times of pain and sorrow. We will devise new ways to utilize the newly renovated Diffendorfer Memorial Hall East Wing, located adjacent to the University Chapel, as a valuable base for Christian activities and seek further cooperation and collaboration with the ICU Church in realizing the spirit of Christianity among the ICU community. We will promote dialogue to cultivate mutual respect and understanding among those with different faith, traditions, and cultures, and further develop communication and cooperation across the various activities on campus.
- (2) ICU’s university housing for faculty and staff has been utilized as a place for communicating and socializing among faculty, staff, and students through activities such as open houses held by the faculty. In this way, on-campus faculty and staff residences have embodied the founding philosophy of ICU since its establishment. In consideration of passing on this tradition, we have been working on a plan to renew faculty and staff residences. Following the construction of the new common residences (12 units) in AY2021, the existing housing complex (12 units) will undergo a large-scale renovation in AY2022, since the 40-year-old buildings

are showing significant signs of aging.

II. Goals and Plans in Research and Academic Exchange

1. Enhancing research activities in the Research Institutes

(1) Stimulating and supporting interdisciplinary research activities

In order to draw up, plan, and implement interdisciplinary research themes that embody the studies of “Arts and Sciences” at ICU within the next few years, we will utilize the framework of Research Institutes to promote cross-disciplinary dialogue. We will also assist to obtain external funds for this purpose.

2. Enhancing systems for employing young researchers

(1) We will enhance the system for employing young researchers who have acquired a Ph.D. at ICU Graduate School as assistant professors by special appointment.

3. Enhancing the reputation of ICU’s academic presence

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

We will continue to provide appropriate information and assistance when applying for the Grant-in-Aid for Scientific Research (*Kakenhi*). In addition, timely support will be extended to apply for other external research funds. We will also provide graduate students at an early timing with necessary information regarding the Research Fellowship for Young Scientists Program of Japan Society for the Promotion of Science (JSPS) as well as the Doctoral and Postdoctoral Researchers Program of ICU and help their applications. Education on research ethics and compliance will be duly provided in accordance with the rules.

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

We will widely communicate the importance of natural sciences in the liberal arts taking into account the next generation within and outside of the University. We will develop a program that highlights the significance of the natural sciences in the liberal arts toward prospective students and high school teachers, as well as dialogue between Othmer Distinguished Professor, professors in other fields, alumni, and current students that symbolizes interdisciplinary learning. Information on these programs will be announced through the ICU website and public relations media.

(3) Reinforcing the PR activities on academic achievements of ICU and faculty, and partial renewal of the ICU website

Aiming for its launch in AY2023 that marks the 70th Anniversary of the founding of ICU, we will prepare to partially renew the University’s official website. While prioritizing student recruitment as the main objective, the new website will aim to proactively communicate the University’s academic research activities, such as the cooperation between society and the liberal arts, and the visualized academic achievements with the SDGs as one of the perspectives. All tools used for public relations will be reconfirmed and restructured to more organically collaborate with the website.

(4) Publicity of the research achievements by ICU faculty

By increasing the flow of information on ICU faculty’s achievements through the Academic Resource Platform (an institutional repository), we will intensify the presence of ICU to be highly and broadly acknowledged. We will reconsider the spatial configuration of the Othmer Library that functions as a learning commons and develop an environment for better publicizing research achievements by coupling cyber space and physical (real) space in preparation for Society 5.0.

4. Inter-university cooperation

(1) We will provide full cooperation to the “Digital Green Innovation Center” at Nara Institute of Science and Technology in their education and research activities.

(2) We will participate in the research and development consortium “Quantum Internet Task Force,” and conduct joint research with other universities and companies toward the realization of the quantum internet.

III. Cooperation with Society

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

- (1) Continuing from last year, we will participate in the SDGs University Platform established by the United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS), aiming to strengthen the University's efforts in achieving the SDGs and nurture human resources who will play active roles worldwide. Specifically, the SDGs Promotion Office will play a central role in the SDGs activities at ICU and information will be delivered within and outside of the University through the official website of the SDGs Promotion Office launched last year.

2. Promoting further cooperation with local communities

- (1) We will redefine the mission and positioning of Lifelong Learning Courses in the University and deliver events and open lectures as a trial with a view to building a system to promote synergy between the delivery of Lifelong Learning Courses and cooperation with the local communities.
- (2) With the aim of exchanging research achievements, creating vibrant local communities, solving local problems through collaboration, and fostering human resources, ICU has signed a comprehensive agreement with Mitaka City to work together to promote internationalization, multicultural communities, lifelong learning programs, and students' community-contribution activities. We will make sure every member of the juridical person is informed of this agreement and perform research on the possibility of strengthening ties with Mitaka City through the existing projects.

IV. Enhancing Efficiency in the Administrative Offices and Work-Style Reform

- (1) Based on the initial plan for organizational reformation compiled in AY2021, we will discuss appropriate distribution of staff for each division, and bring together a new administrative organization by AY2023.
- (2) The daily workflow will be examined and reviewed mainly through the cross-departmental "Operational Efficiency Project" that commenced in December 2021, to further streamline, expedite and simplify office work.
- (3) Remote working which was introduced as a temporary arrangement in response to the COVID-19 pandemic will be formalized. Specifically, we will develop regulations and guidelines for working from home to establish it as an acceptable style of working in our system.
- (4) With regard to issuing certificates online, which has been under trial starting AY2020, we plan to bring it into full operation in AY2022.
- (5) We will build a system to effectively utilize administrative documents, etc. that serve as records and evidence of the University's decisions.
- (6) Promoting staff development (SD)
 - We will continue to deliver a basic training program for the overall staff to gain knowledge necessary for working at an educational institution.
 - We will systematize position-specific training programs for new employees and staff who hold managerial positions.

V. Improving University Finances

1. Finance Management based on the Facilities Development Plan

(1) Financial plan

Starting with the AY2019 budget, for the purpose of maintaining the University's distinctive financial structure that supports its education in small classes, the amount transferred from the ICU endowment to the school budget has been set based on the actual average return rate of the endowment over the past ten years. Under this fundamental policy, the budget has been formulated to maintain a balance of cash flow, and

consequently to maintain wholesome finances over the medium to long term.

The same policy will be applied in AY2022: the amount transferred from the endowment to the school budget will be set in advance, and the budget will be prepared within that range, including education, research and administrative expenses, and personnel expenses. Thereby we will endeavor to maintain a balanced cash flow. Past investment performances and future policies for the management of ICU endowment will be disclosed on the ICU website.

In AY2022, we will tackle large-scale facility development plans including the construction of the New Building (scheduled for completion in November 2022), refurbishment of the air conditioning of the Education and Research Building I (ERB1), renovation of the Integrated Learning Center (ILC), and renovation of the campus housings. The budget for these projects will be all incorporated into the above budget formulation. From the standpoint of securing the endowment's investment income and sustainability of our financial foundation, the expenditures for the Facilities Development Plan will continue to be procured through long-term fixed-rate loans from the Promotion and Mutual Aid Corporation for Private Schools of Japan (PMAC) and commercial banks.

(2) Promotion of fundraising projects

We will work closely with related departments to effectively maintain the virtuous cycle of enhancing feedback on the outcomes of donations and the latest University information provided to donors and potential donors, heightening their interest in donating by winning their empathy for the University, and thereby acquiring new donations. In particular, we will aim to increase contributors and acquire large-scale donations including bequests to the Pay Forward Fund by focusing efforts on communicating the need for a scholarship to attract diverse students from around the world to sustain a diverse student body at ICU.

To foster a donation culture based on ICU's philosophy, we will strengthen communication with alumni who form the foundation of Friends of ICU (FOI) fundraising. Responding to the growing interest in bequests, we will collect information on inheritance and bequests from partner financial institutions and regularly hold bequest seminars to promote understanding of bequests. Group Donations (method for a group of like-minded donors to donate collectively) and project-specific donations (method to donate for a specified use purpose during a limited time period) launched in AY2021 as new donation methods will also be proactively promoted.

In addition, we will enhance our approach to corporations. We will strengthen communication targeted at corporations about the connection between liberal arts and society, our SDGs initiatives, and so forth, build win-win relationships with corporations that share the University's philosophy, and produce outcomes beneficial to them as well, in an effort to acquire donations from them to support the construction of new educational facilities and scholarship programs.

VI. Other

1. Emergency management

- (1) We will ensure thorough data management of personal information.
- (2) In light of the experience in responding to the COVID-19 pandemic, we will develop a system that can address the critical situations and individual incidents by collaborating across organizational divisions.
- (3) We will prepare equipment and develop systems necessary to ensure continuity of education during pandemics and disasters.
- (4) We will continue to offer security training to all faculty and staff to improve user literacy. We will also regularly conduct emergency drills on selected situations that are assumed to be particularly high-risk.

2. Promoting use of ICU's natural and cultural resources and publicizing them

- (1) With regard to the preservation and utilization of *Taizanso*, a Registered Tangible Cultural Property of Japan located on the ICU campus, Yuasa Memorial Museum will play a central role in carrying out activities. We will continue to consider exhibiting a replica of the *Ichijojiki* (the one-mat room) of *Taizanso* in New York City. We will cooperate with the endeavors of Matsuura Takeshiro Memorial Museum in Matsusaka City by

supervising the production of a replica of the *Ichijojiki* to be exhibited in the Memorial Museum which will be renewed in 2022.

- (2) We will strengthen the Yuasa Memorial Museum's network with university museums in Japan and overseas and continue our activities in collaboration with professional organizations.
- (3) With regard to historical buildings on campus including the East Wing of the Diffendorfer Memorial Hall, we will further examine ways to preserve their cultural values and to secure designation as cultural properties.

3. Preparing for self-study and accreditation evaluation

We will organize and expand our efforts for internal quality assurance to enhance education and improve student learning outcomes. We will develop methods and indicators for understanding and evaluating learning outcomes and appropriately put them to use.

4. Preparing for anniversary activities

We will discuss how our anniversary activities will be held in preparation for the 70th Anniversary of the founding of ICU in AY2023, and develop a plan of action. We will identify areas that may become the main operations, including fundraising activities, academic programs, educational environment, and history of the University, and proceed with the preparations gradually.

[ICU High School]

Supported by solidarity and cooperation of the teachers and staff, we will enhance ourselves as a collective of professional educators. A wide range of educational activities in the high school will be promoted in accordance with the school's mission and philosophy. This includes Christian education, subject-based teaching, global education, and Information and Communication Technology (ICT) education. While taking all possible measures to respond to the COVID-19 pandemic, we will manage all the school operations by prioritizing the safety of students, teachers and staff with a view to the post-pandemic world.

I. Education

1. Measures for the new educational curriculum

The National Curriculum Standards were revised in March 2018 and the new educational curriculum will be implemented on an annual basis, starting with students entering in AY2022. While formulating the annual plan for the course of studies and personnel plan in line with the sequence of the curriculum, we will strive to ensure that the new curriculum will be implemented thoroughly and reorganize the framework for curriculum management. In addition, we will place emphasis on realizing proactive and interactive, and deep learning, creating productive classes within a limited time, and utilizing ICT effectively. Specifically, we will prepare the subject "Information Studies" for first-year students to have them acquire the essential literacy for learnings from multiple perspectives. Moreover, with all teachers and staff's participation, we will designate the "Period for Integrated Studies" as a "Cross Project" so that students can integrate interdisciplinary learning for deepening their knowledge through inquiry-based learning, and gain opportunities for making presentations to share their research results. For both the above subjects, we will check student engagement by conducting a student questionnaire at the end of the academic year. Furthermore, we will proactively release school information so that both prospective and current students can develop an understanding of the whole picture of "learning at ICU High School."

2. Enhancement of Global Learning Programs (GLP)

The knowledge and achievements gained through the Super Global High School (SGH) project are becoming rooted as one of the pillars of our school's education. Building on the educational curriculum, we will devise ways to connect subject-based education and different programs and events, such as presenting

students with global issues through school-wide SGH Memorial Lecture and Christianity Lectures, organizing the GLP Presentation Day smoothly and promoting students' active participation in it, and conducting the pioneering practice of the project-based learning subject, Research on Selected Topics, in the third year and sharing its results across the whole school community. Also, responding to the growing number of student-led activities, we will pour our efforts into developing school-wide media and mechanisms to promote and encourage such activities. Moreover, in response to the continuing situation where we cannot freely go abroad, new activities using ITC will be entrenched into school activities. We will further enhance the online programs implemented with the support and cooperation of alumni active in all walks of society all over the world.

3. Strengthening college guidance system

Positioning ICUHS as a high school that fosters excellent students who can matriculate ICU and other leading universities in Japan and worldwide, we will provide the necessary information and guidance for higher education to each student. Information collection and its provision to prepare for the university entrance examination reform will be continuously set as our critical task. In particular, we will analyze information on the anticipated changes in the exam question trends of the Common Test for University Admissions from AY2025 and on. We will take this opportunity to review our school education.

As regards the high school-university cooperation with ICU, thorough information exchange and PR activities to current students and their parents will continue to be enhanced, and we will actively communicate new developments in the educational activities of ICU. In addition to conducting online "gatherings with ICUHS graduates," we plan to hold individual information sessions hosted by major universities where our many graduates have matriculated. Through these initiatives throughout the school, we will strive to raise awareness for higher education at each grade level.

Especially in recent years, there has been a growing interest in advancing to universities overseas. We will hold online college counseling sessions by faculty and current students of overseas universities who have graduated from ICUHS. Information sessions by overseas university staff in charge of recruiting students will also be conducted. We will assiduously provide information on college guidance sessions and workshops held in Japan and overseas. We will pour effort to intensify our support system by College Advisors (position held by native teachers of the Department of Foreign Languages) and International Programs Coordinator.

4. Student instruction and support for student development

With the advancement of the information technology society, the environment surrounding students and schools is radically changing. To raise students' awareness and expand their knowledge of information morality, literacy, and security, in addition to the instruction at the time of entrance, we will systematically provide instructions on how to deal with information through courses including the subject "Information Studies" for first-year students.

In addition to general student care primarily performed by the homeroom teachers, we provide wide and thorough support for student development on the basis of the professional expertise of school nurses, school counselor, and external professionals. Teachers and staff will be trained as necessary to provide such support. Systems and organizations necessary to protect the human rights of students and prevent any incidents of bullying and harassment from occurring will be in place. We will carefully track student satisfaction with school life by conducting a year-end questionnaire.

We will ensure that existing support systems will be effectively utilized, and their benefits are delivered to students. Existing systems include the Hosoi Norio Award to encourage and commend student activities, the ICUHS Scholarship Program to support students facing difficulties in continuing their learning, and Kiyoshi Forward Scholarship for new students having difficulties upon enrolling.

5. Enhancement and promotion of the ICT environment

Through upgrading the ICT environment and adopting information technology, we will elevate the education quality and teaching efficiency. During the school's temporary closure and the corresponding online

classes, imposed by the COVID-19 pandemic since 2020, our teachers and staff have increased their expertise for organizing online learning, and confirmed its exceptional effectiveness. While online learning has proven to promote proactive participation, communication, and sharing, let alone passive and consumptive activities, the issue remains how we could preserve the accumulation of learning in subject-based education. We will promote incorporating the online method as part of our regular face-to-face classes, setting each learning stage's objectives, such as understanding, reviewing, reporting, sharing, and accumulating. In addition, we will continue to promote the BYOD policy (students bringing their own laptops, tablets, and other devices to school) as a general rule and encourage its use in classes and throughout all other school activities.

6. Library management

Since the designation as the SGH school, the improvement of ICUHS Library has been furthered in order to match the SGH school's ideals. It has been effectively utilized as a place for learning. We will enhance the ICT environment of the Library to provide a place for developing creative classes. The library collection of both printed materials and online databases that supports coursework, Period for Integrated Studies, and school events will be enriched, and the effort for organizing book fairs and lectures will be furthered. We highly evaluate the increasing requests for book purchases from students. By encouraging students to collaborate in issuing the library newsletters written on their own, we will enlighten students' intellectual interest while expanding students' zeal and curiosity in studies.

We will carefully observe the number of books borrowed, issuance of library newsletters, and number of participants in Library events.

7. Dormitory management structure

As a school that welcomes returnee students, more than one hundred students reside in the dormitories. Both the outsourcing system of the dormitory services that has begun since AY2017 and the teacher-led Dormitory Committee have successfully functioned, and the two parties' cooperation has contributed to stabilizing dormitory management. Besides, with the completion of renovations in September 2020, the transition to a five-dormitory operation was smoothly carried out. We will continue to manage the dormitories with utmost care. As regards dormitory closure on weekends, in consideration of dormitory students' convenience, we have flexibly adopted the "returning in the previous evening" policy and will start a trial of "special permission for weekend dormitory stay." Each and every measure will be taken to protect our students' safety and to secure their growth, including thorough countermeasures against infectious diseases.

8. Cooperation with the Parents Association and Alumni Association

We will strengthen collaboration with the Parents Association and communicate ICU's founding philosophy and the missions upheld by ICUHS towards the guardians of our students. We will strengthen relations with the Alumni Association and build a robust system that enables alumni to support ICUHS further through lectures, overseas school information sessions, fundraising activities, etc.

II. Publicity and Student Recruitment Activities

1. To raise the profile of ICUHS and our educational philosophy that mainly aims to accept returnee students, we will intensify our PR activities both domestically and internationally. We will consolidate the connection between ICUHS education and PR activities to encourage students living overseas who may be suffering from anxiety and a sense of stagnation amid the COVID-19 pandemic and create positive impacts on junior high school students who resonate with our philosophy, disseminating a new concept of schools. We will also focus on PR activities targeted at general students in Japan.
2. With the ongoing spread of infectious diseases, making effective use of online delivery in domestic and international PR activities, we will securely deliver the information necessary for many applicants and their parents.
3. With the prolongation of the COVID-19 pandemic, we are seeing a reduction in the number of Japanese citizens residing overseas. As a school that aims to accept returnee students mainly, we will collect

information and consider measures necessary to continue to secure the stable number of entrants.

4. We will make all possible efforts to conduct our entrance examination. Building on the pandemic experience that we have gained in the past two years, including online returnee applicant certification, web-based application, and online interview of returnee students, we will conduct our entrance examination in a fair and appropriate way.

III. Financial Plan and Facility Developments

1. We will continue to strive for wholesome finances. Large-scale renovations to major school buildings and dormitories have been completed. We will continue to prepare and implement a Medium-term Financial Plan in line with the Medium-term Facilities Development Plan, personnel plan, etc. As regards expenditures, we will continuously hold down education and administration expenses for proper financial management. As regards the revenue, we will diversify our financial resources by strengthening fundraising activities.
2. We will renew the tennis court and sports field which has been a pending issue. This project is expected to ensure the safety of physical education classes and help enhance students' extracurricular activities. We will strive for sound and sustainable financial management.
3. The High School Fundraising Committee will take leadership to make substantial efforts to appeal to current students' parents and alumni. We will post a message on our website to introduce online payment of donations for ICUHS Support Fundraising and continue to call for donations.

IV. Building Emergency Management Systems

We will continue to thoroughly implement emergency management such as student guidance measures, information security measures, and disaster prevention measures. We will proactively participate in various workshops hosted by companies and universities.

[School Juridical Person International Christian University]

I. Governance Reform Initiatives

The ICU Governance Code will be developed based on the "JAPUC Governance Code for Private Universities" published by the Japan Association of Private Universities and Colleges (JAPUC) while incorporating the distinct characteristics of ICU.

With regard to the MEXT's proposal for governance reform of private universities which is now under discussion at MEXT, the ICU Board of Trustees will carefully deliberate the contents when the whole picture of the proposal becomes clear, and move the governance reform agenda forward, giving due consideration to ICU's founding philosophy.

II. Enhancement of Welfare Facilities

It has been decided that starting from AY2022, operations of the Dining Hall and ICU store will be outsourced altogether to a new business contractor, following user analysis and review of the operations of the two facilities in AY2021. In AY2022 when operations under the new system begin, various committees and opportunities for dialogue with the new business contractor will be held regularly to build an interactive relationship with diverse stakeholders including the students, faculty, staff, and students' parents, and improve student satisfaction.

To further enhance welfare facilities, a new ICU store will open in November 2022 when the New Building is scheduled to be opened.

III. Development of Campus Facilities

Ongoing projects for the development of campus facilities are mostly progressing as planned. As mentioned earlier, upcoming milestones and new projects include the completion of the New Building, renewal of the air conditioning system, and replacement of the lighting (to LED systems) of ERB1 and ILC.

The renovation (to temporary classrooms) of the Science Hall is scheduled to complete in AY2023. We will consider the design of the temporary renovation.

IV. Natural Environment of the Campus

We will strive to conserve the natural environment on campus by considering measures for maintaining sustainability and conserving biodiversity and compiling action plans for each area on campus based on the nature conservation policy. Positioning the natural environment as an important management resource that supports education at ICU, we will consider the formulation of development plans (growing an orchard, restoration of the woods, etc.) so that the environment can be better used as a learning field for education.