

The Japan University Accreditation Association (JUAA)

Evaluation Report

for International Christian University

I. JUAA Accreditation Result

The JUAA certifies ICU's conformity with JUAA University Standards. This certification shall be valid until March 31, 2018.

II. General Comments

1. ICU's philosophy, mission and goals

International Christian University (ICU) was established in 1953 through the goodwill of Japanese and American Christians who worked together to found the first liberal arts college in Japan. Since its dedication in Mitaka, Tokyo, it has educated students in a single College of Liberal Arts under the motto "to serve God and humankind." In 2008, the six Divisions (Humanities, Social Sciences, Natural Sciences, Languages, Education and International Studies), were integrated into a Division of Arts and Sciences. The Graduate School has also been integrated into a single School of Arts and Sciences. These reforms aim to further promote interdisciplinary education and research based on the university's educational philosophy.

ICU aspires to nurture people who can establish lasting peace in the world by serving God and humankind as a cultured global citizen. Its international (I), Christian (C) and academic (U) missions reflect distinguished qualities in the education it offers. The University Regulations, the University Guide and Student Handbook clearly state these missions and educational philosophy. Its mission in modern society has been realized through its Basic Policies for the Prevention of Human Rights Violations, Basic Policy for Students with Special Needs, Environment Declaration, and participation in the U.N. Global Compact.

In the College of Liberal Arts which forms the core of the education offered at ICU, these missions are embodied in the instruction in liberal arts and the major system. Other universities have much to gain from emulating the ICU system of meticulous support for students in planning their course of study. This has been the fruit of the university's strenuous efforts with an emphasis on undergraduate education.

2. Self-study and evaluation at ICU

Self-study has been a tradition since the university was founded, when it declared its intention to pursue perfection as a university of tomorrow. The present system of self-study is

comprised of (1) consideration of the university's fundamental principles including organizational structure; (2) biennial faculty retreat featuring a specific theme, to share opinions and confirm current problems; and (3) committee meetings to discuss and propose solutions for urgent problems.

The university based its self-study report on responses to questionnaires distributed to students (ICU Student Engagement Survey, Senior Exit Survey) and alumni. It also enlisted an external scholar to evaluate ICU to ensure the report's objectivity and validity. These efforts have been significant for achieving the purpose of the self-study, the undertaking supported by the Regulations Governing ICU Self-study and the establishment of the University Self-study Committee.

3. Expanding Strengths and Improving Weaknesses

1. Educational and research structure

ICU has been a single college of liberal arts since foundation to achieve its educational philosophy and objectives. In 2008 it integrated its six Divisions into a Division of Arts and Sciences. In 2010, the four Divisions in the Graduate School were also integrated into a single School of Arts and Sciences. This thorough integration and reorganization of faculty into 16 Departments can be commended as a step to further strengthen the interdisciplinary approach to the university's international, Christian, and academic missions.

Research institutes supplement interdisciplinary education and research in eight areas. They serve to balance the interdisciplinary and specialized components in the university's organizational structure for education and research. Utmost care will be necessary in the management of these institutes so as not to hinder the interdisciplinary characteristic of education and research at ICU.

2. Educational Program and Instruction

(1) Curriculum

The College of Liberal Arts

Based on the three missions of the university, ICU's five goals, for example, "nurturing students who can study independently and plan their own learning schedules," set an example for undergraduate education. Later specialization is encouraged in the curriculum, which is comprised of college-wide (English Language Program, General Education, and Physical Education) and specialized courses. The ELP is a strength of ICU. Specialized courses encompass 31 (32 as of 2010) majors in the arts and sciences, students choosing from single, double and major/minor arrangements in accordance with their needs. Specialized courses in the undergraduate program are reasonably distributed. Alumni had mostly negative answers when

asked whether the education at ICU provided sufficient specialized education: this remains a problem. In future, thorough guidance for senior theses, as well as thorough instruction in each specialized field will be required to deepen knowledge in each major.

ICU does not have supplementary courses to make up for what the student has not studied in high school. The required courses for choosing a major can be taken in the freshman or sophomore year. This can be commended as providing a smooth transition from high school to college.

Graduate School Division of Education (GSE)

The GSE offers instruction across disciplines related to education to nurture leaders who can play a pivotal role in helping humankind coexist peacefully and creatively.

The Division has two fields of study, Principles of Education and Methodology of Education, with several areas of concentration in each. The curriculum and guidance system are appropriate. As the GSE points out, the curriculum should serve the objectives of the Division, by connecting the philosophy of liberal arts and specialized education, realized through the integration of the two fields into a single program in 2010.

Graduate School Division of Public Administration (GSPA)

The curriculum and guiding principles are appropriate. The name of the Division was often misinterpreted to mean public administration in the narrow sense, although the founders' intentions pointed to a comprehensive and scientific study of public administrations. The integration of the Divisions into a single School of Arts and Sciences has solved this problem, with the GSPA reorganized into a Public Policy and Social Research program with 5 areas of concentration.

Graduate School Division of Comparative Culture (GSCC)

The GSCC takes an interdisciplinary approach to problem-oriented comparative research on various cultural phenomena. In 2010, it was established as a Comparative Culture Program in the School of Arts and Sciences. The program provides students with the methodology for understanding cultures from an interdisciplinary perspective through instruction in a broad range of subjects in the arts and sciences. The doctoral course encompasses the spirit of liberal arts in its program.

Graduate School Division of Natural Science (GSNS)

The GSNS has educated students to nurture people with a comprehensive perspective and the ability to find flexible solutions to problems. Small classes help students better

understand their specialized field within the context of science. A small division such as the GSNS would not always profit by increasing areas of research. The number of graduates who continue their studies is remarkable, with others now working at prestigious institutions. This is a product of the superb guidance in the Division. In 2010, the Division was reorganized into a Natural Science Program, comprised of three fields of concentration: mathematics and computer science, material science and life science.

(2) Educational method

CLA

At ICU, various media have been used in teaching along with the more traditional means of instruction such as lectures, seminars, practical training, and experiments. Faculty Development (FD) activities allow faculty members to look into how these methods can best be utilized to fulfill educational objectives. The university engages in an organizational effort in FD which includes new faculty orientation, a mentoring program, and publication of the bilingual FD Newsletter. These measures are appropriate and can be commended.

Students have received assistance from advisors in planning their course of study since the founding days. They come in for consultation during the professor's office hours. Other organizational efforts include the establishment of the Academic Planning Center. Students can register for a maximum of 13 units every term, which adds up to 39 units a year. With the advisor's permission, however, they can take more than 18 units per term, which amounts to 50 units a year. Advisors must take care to avoid placing an excessive workload on students. The GPA system is strict and appropriate, as all courses taken are included in the calculation.

Educational effect is evaluated in all courses by a combination of quizzes, presentations, and exams that measure how far educational objectives have been achieved. TOEFL scores at the time of matriculation and after completion of the English Language Program serve as proxies for educational effect in the compulsory college-wide language program. We commend the effort to use comment sheets, and questionnaires distributed to the graduating class to confirm educational effect. In all courses, the Teaching Effectiveness Survey (TES) is used for students and faculty to share problems that can be solved to improve the quality of the curriculum.

Syllabi, course plans and grading policies are appropriately provided.

All GS Divisions

At first FD was only for the CLA, but the 2009 ICU Faculty Development Committee Regulations stipulate that members elected to this Committee from the Graduate School Council should discuss matters related to improving teaching practices with those from the CLA and

report decisions to the Graduate School Council. FD seminars about teaching in the graduate school have also been held.

Syllabi are appropriately uploaded on the university Website, with contents, objective of the course and grading policy.

GSE

Each program provides the necessary instruction with appropriate grading and research guidance. The one-on-one or small group guidance in planning courses and theses allows for productive sessions.

Course syllabi are uploaded on the university Website, along with educational objectives, learning goals, content of courses, and grading policy. Grades are evaluated using GPA. As is often the case in graduate schools, faculty tend to give out only As and Bs. But they should bear in mind that grading affects progress in learning and the quality of the degree.

In some programs, faculty members take students on research trips for several months at a time. Owing to the limited number of faculty, organizational efforts should be made to assure that the absence of a faculty member from the campus does not interfere with student guidance. The integration into a single School of Arts and Sciences as of 2010 may improve the situation.

GSPA

Guidance in planning the course of study takes place at orientation sessions after matriculation and on registration day each term. Each program provides necessary guidance with appropriate grading and research. However, the Division needs to consider a system with more than one professor examining master's and doctoral theses and find ways to lessen the burden on particular faculty members.

Many courses are offered in English, which provides an environment appropriate for educating English-speaking students from the international community.

GSCC

Guidance for course of study takes place after matriculation.

Foundation courses in the master's course are offered in eastern culture, western culture and language and culture, leading to specialized courses including the compulsory one-on-one thesis guidance. Those applying for a master's degree must satisfy candidacy status, with 18 or more credits with a GPA of 3.0 or above by the end of the first year. An interim report must be presented for the master's thesis which provides an opportunity for the thesis advisor(s) to give advice 3-4 months before the deadline.

In the doctoral course, students do not take courses: research guidance leads to authorization of doctoral candidacy status. After a minimum of three terms of thesis guidance and the presentation of a doctoral thesis plan, the candidate starts working on the thesis. However, some have not acquired candidacy status or presented a thesis plan, leading to prolonged and unproductive residency.

When faculty members retire without a replacement, serious repercussions have resulted from lack of guidance in certain areas. In future, an organizational effort should be considered to resolve the strong bias in areas of instruction.

GSNS

The necessary guidance system is in place in accordance with the characteristics of each area of concentration across a wide field of study. Faculty members are capable of providing thesis guidance in fields other than their specialty by collaborating with their colleagues. Thesis guidance is appropriate. Faculty closely follow progress in thesis and course grades. The GPA has been functioning well. We can see that grade inflation is not a problem.

(3) Education and research exchange

CLA

Domestic exchange has been implemented through the Tama Academic Consortium (TAC) and the EU Institute in Japan Tokyo Consortium (EUIJ). Differences in academic term and registration system, and problems in commuting between campuses have hindered the extensive exchange planned at the onset of both consortiums. Innovative measures may be necessary to ensure success.

The international mission has been reflected in the curriculum with courses offered in English and the multi-national student body which brings diverse cultural backgrounds to the campus. The exchange program with universities abroad has provided many students with the opportunity to study abroad. Faculty members have engaged in exchange which has kept the university's education and research on a par with universities around the world. The documentary screening for September students brings in students from diverse cultural and educational backgrounds, contributing to the dynamic campus environment.

GSE

Faculty actively attend international conferences and visiting scholars take part in Graduate School seminars. There should be more student involvement in such activities.

GSPA

Exchange is active through the Rotary Peace Program and the Japan Grant Aid for Human Resources Development Scholarship Program (JDS), which accept students from the international community. More than 30% of the faculty are non-Japanese, with more than 60% of the courses offered in English: the Division contributes actively to international exchange.

GSCC

International exchange for faculty takes place on a long and short term basis, by hosting scholars from the international community and sending faculty abroad. Students in the graduate school can take part in the exchange program to study abroad for a year.

GSNS

Exchange is active with domestic and overseas institutions such as the Japan Advanced Institute of Science and Technology (JAIST), Mathematics Network Association member universities, and Technical University of Munich (TUM). About a third of the courses are offered in English.

(4) Degree Awarding

All Divisions

The procedures and standards for degree conferral are clearly stated in the Graduate School Regulations and University Regulations for Degree Conferral. These examination standards are clearly stated in the Graduate School Bulletin.

The Graduate School Regulations stipulate that master's degree applicants must have acquired a GPA of more than 3.0 to be approved of candidacy status; doctor's degree applicants must pass the doctoral candidacy examination to be approved of candidacy status. As of 2010, doctoral course students must take 6 units of courses with a GPA of more than 3.0 as an additional requirement for candidacy status.

There have been very few degrees conferred in the GSE, especially PhDs. Improvement is necessary here.

In the GSPA, thesis examiners who assist thesis advisors are appointed from outside ICU, which provides for a rigid thesis examination. But students receive good grades perhaps due to the 3.0 GPA requirement.

In the GSCC, faculty guide research in the compulsory Individual Seminar in the master's course and research guidance in the doctor's course. The regulations provide for an appointment of a specialist outside of ICU as a member of the theses examination committee.

In the GSNS, due to the small number of faculty, there are areas where guidance is lacking. Students finding a lack of instruction in the field they wish to specialize in remains a

problem. The number of degrees conferred varies according to year and specialized area. The establishment of a doctoral course is expected to bring in more students.

In all Divisions, master's theses are preserved in the library, and doctoral theses are published and open to the public in the library.

3. Student Admissions

ICU stands on the three missions of internationalism, Christianity, and academia to nurture responsible global citizens who can contribute to peace in the 21st century. To achieve this mission, the university admits students through various screening processes in addition to the general admission exam. These include admission by recommendation, University Center Exam scores, and documentary screening, as well as special exams for returnees and mature students. This has enriched the student body, attracting superior students with various backgrounds. The Entrance Examination Policy Committee considers student admission on a regular basis. Those who are not accepted in the general examination are notified of their scores for accountability.

The student quota is appropriate in the CLA. But in the GS, the number of students does not always satisfy the quota. Although this is a problem many private universities have, measures must be considered. The integration into a School of Arts and Sciences may improve the situation.

4. Student Services

The student support system at ICU helps the university achieve its educational objectives by supporting students live a stable and fulfilling life on campus, in accordance with individual needs.

The university supports students financially by offering scholarships. The ICU Peace Bell Scholarship was established in 2008, as a four-year grant of a million yen a year. Seventeen peace bell scholars received the scholarship in 2008. There are other ICU grants or loans for undergraduate and graduate students, as well as scholarships from the Japan Student Services Organization (JASSO). The university offers a good number of student dormitories on campus, a rare case in Japan.

Full-time counselors and a psychiatrist provide consultation and care at the Counseling Center. The Human Rights Committee handles complaints about sexual and other forms of harassment based on the ICU Regulations for Prevention of Human Rights Violations Such as Sexual and Other Harassment.

Placement support helps students make independent decisions about life after ICU.

5. Research Conditions

Research at ICU has emphasized faculty members of differing specialties pursuing a common topic for multilateral observation and analysis. Eight institutes and centers support education and research. They have been producing substantial results and have been commended for actively carrying out interdisciplinary research.

The Institute of Educational Research and Service was the first institute to be established at ICU. It holds lectures, seminars, international conferences and symposia on new trends in education. Active research activity can be seen in the organization of joint conferences held with the GSE. Its research bulletin and monograph series reflect active publications.

The Social Science Institute provides undergraduate and graduate students with information on the latest academic research and perspectives from practitioners. About ten public lectures are held every year. International symposia are held to share the fruits of research with society.

A science institute does not exist, but research is conducted in the GSNS. Some of the experiment apparatus has become superannuated, but external research grants have allowed the GSNS to procure equipment and hire assistants.

Faculty members have offices for research. They are supplied with research and travel funds and a sufficiently long sabbatical leave. There are other competitive funds including grants-in-aid for scientific research. Although the university's philosophy places an emphasis on education, perhaps a more active attitude to research may be necessary.

6. Social Contribution

Social contribution is carried out with programs offered to reflect the university's philosophy and characteristics, with the awareness that it is an open university. Courses taught by full-time faculty are open to Mitaka Citizens. Cooperation with the Mitaka Network University has also been active. Mitaka residents can use the baseball and archery fields on certain days, and unique facilities such as the Hachiro Yuasa Memorial Museum and Sacred Music Center are open to the public. Taizanso, a cultural asset, is open to the public on certain days. People from neighboring areas and beyond come to enjoy the cherry blossoms on campus.

Many faculty members contribute to policy making in local and central government councils, and committees.

7. Faculty

To achieve its educational philosophy, ICU has more than three times the number of full-time faculty required in the University Establishment Standards. The number of students per faculty is appropriate. The educational organization consists of the CLA and GS, while

faculty members are grouped in Departments.

The age distribution of faculty is appropriate. The high proportion of foreign and female members in the faculty indicates the international and open character of ICU.

Staffers facilitate distribution of assistants in experiments, practical training, language education, and information processing. Teaching assistants are employed effectively.

The Regulations Re Appointments of Academic Staff Members of the ICU and the Bylaws regarding the Appointment of Professors, Senior Associate Professors, Associate Professors and Instructors clearly state procedures and requirements for faculty appointments, which are appropriately implemented following these regulations. Screening for appointments starts at Department meetings with decisions made at the Faculty Meeting and Faculty Council. This process is appropriate. As of 2008, not only Departments but the faculty member concerned can make a request for promotion.

8. Administration Staff

The clerical organization manages university operations efficiently with the appropriate distribution of staff to support faculty and students. These staffers also provide assistance in planning the curriculum, international exchange and placement. The expertise of the international exchange staff is characteristic of ICU. After 2010, the integration of the GS clerical organization is expected to standardize and integrate operations.

Staffers participate voluntarily in training opportunities of their interest outside ICU. More than half of the administrative positions are concurrently held by faculty, but clerical staff must be trained and appointed to these positions in view of the complicated and highly technical nature of university management today.

9. Facilities and Equipment

The spacious campus grounds and buildings exceed the requirement in the University Establishment Standards, with sufficient consideration for educational and research needs such as the Integrated Learning Center for language and information processing education. The campus has abundant nature encompassing educational facilities as well as student dormitories and faculty residences, providing for a unique campus community in Japan.

Barrier-free slopes and wheelchair-accommodating elevators on campus show consideration for the challenged. The Custodian Office is responsible for the apparatus and equipment on campus, which it administers in accordance with University Regulations.

10. Library and Electronic Media

The library has 680,000 volumes with a high proportion of Western books. A basic

policy for each field provides for systematic and well-planned acquisitions. The collection in the library reflects the university's education and research needs, forming a treasure trove of books on Christianity and foreign reference. These are available for day-to-day study as well as compilation of theses.

The library has a sufficient number of seats and is open at the appropriate hours to cater to the needs of faculty and students. The latest electronic and automated systems are in place, with an accumulation of data from electronic journals and databases. Cooperation with other universities is progressing through arrangements such as the Tama Academic Consortium. In future, it would be desirable to open the library not only to scholars but also local citizens.

11. Administration

The President, the Vice President for Academic Affairs, and Vice President for General Affairs handle the administration of the university. The Deans of the CLA and GS are responsible for the academic affairs in each school. The Faculty Meeting, which is established based on provisions in the University Regulations, discusses important matters about the university and the GS Council discusses important matters about the GS. The distribution of roles in the administrative and deliberative organs is appropriate.

To cope with the highly complicated and technical aspect of management, part of the Faculty Meeting and Division Committee's duties have been relegated to various committees for efficiency.

Procedures for electing the President, Deans of the CLA and GS are provided for in the Regulations Governing Selection and Appointment of the President, ICU and are appropriately implemented. The President is chosen by referring to the poll among faculty, with the final decision made by the Board of Trustees. This procedure is probably from the U.S., and is appropriate in accordance with the university's philosophy.

12. Financial Affairs

Mid to long-term financial plans were compiled to implement academic reform, and to stabilize and fortify the financial foundation. The budget is planned every year with an area of emphasis in education and research. Student tuitions are revised every year, with active effort in acquiring external funds. Incomes have been decreasing since 2007, but increased slightly in 2009.

Comparing the financial ratio with other private universities, personnel cost and consumption and expenditure are high. With a high rate of donations and subsidies, ICU does not rely heavily on student fees. But these funds are affected by the state of the economy, so the university must take care to avoid relying excessively on donations.

Interest from investing Basic Fund no. 3 has been used for scholarships and facilities. As of 2009, this investment procedure is subject to internal auditing by the Auditor's Office. Appropriate investment is expected with the presence of an external auditor in the Office.

The university's finances are appropriately and objectively audited. In the audit report, the school juridical person is being audited, not a Trustee. This should be revised in accordance with the amended Private Schools Act. The auditors report should be signed and stamped.

13. Accountability

The Self-study and Evaluation Report and the External Evaluation results are uploaded on the university Website, while the report has been distributed to the ICU community and beyond in pamphlets and on CD-R.

Each department publicizes information on request, but in future organizational measures for disclosure will be necessary.

The Financial Trustee provides a bilingual Financial Report to parents and guarantors of current students, alumni, supporters. This report includes the consumption statement of income and expenditure, cash flow statement, and balance sheet. This is distributed with the December issue of *The ICU* every year. The university Website publicizes the three financial statements which indicate the university's stance in appropriately providing information and accountability. In future, charts and diagrams should be used for the Website to enhance further public understanding for ICU.

III. Suggestions

In relations to the items discussed, we will point out notable facts and concerns.

1. Strengths

1. Educational Program and Instruction

(1) Curriculum etc.

- 1) ICU has at its foundation a bilingual education with a 2-year ELP. This program not only provides language skills but also lays emphasis on basic academic skills such as critical thinking, comprehension, analysis, use of the library, integrated writing skills for research and analysis. TOEFL and ITP scores provide evidence of the efficacy of education while alumni questionnaires show a high level of student satisfaction. It is a good program.

(2) Educational Instruction

- 1) Since foundation, each ICU student has an advisor who provides support for life on

campus and course of study. It can be commended as a characteristic feature of the guidance system at ICU. The Academic Planning Center has only just been established, but it is expected to be effective for students planning courses. In addition, office hours allow for one-on-one interaction with faculty, and comment sheets provide feedback from students on the degree of student engagement. These are to be commended.

(3) Education and research exchange

- 1) The international mission has been realized in the exchange program, SEA program, invitee programs, summer language program, and meets the varied needs of students. These programs contribute greatly to cultivating the international character at ICU.

2. Student Services

- 1) Undergraduate and graduate students benefit from the abundant scholarship grants and loans. This can be commended.

3. Self-study and evaluation

- 1) From the time of dedication, a regular inspection system has contributed to improvement. In recent years, the objectivity and validity of the self-study report has been enhanced through student surveys, alumni questionnaires and by enlisting an external scholar to evaluate ICU.

2. Suggestions

1. Student admissions

- 1) Ratios of current students to the quota in the GS master's course in each Division are: GSE 0.31, GSCC 0.42, and GSNS 0.20. In the GSPA doctoral course it is 0.28. This should be improved.

3. Recommendation

1. Financial Affairs

- 1) The auditor's report should state the School Juridical Person, not a Trustee, as the subject of the audit. This should be revised in accordance with the provision in the amended Private Schools Act.