



**School Juridical Person
International Christian University
AY2025 Business Report
and Supplementary Schedules**



国際基督教大学
INTERNATIONAL CHRISTIAN UNIVERSITY

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Overview of Juridical Person

Purpose of Juridical Person

The purpose of the juridical person shall be to establish a university, school, and affiliated research institutions, in accordance with the Basic Act on Education and the School Education Act, based on the spirit of Christianity, and in line with the ideals of the “Universal Declaration of Human Rights,” with international cooperation. (School Juridical Person International Christian University, Articles of Endowment, Article 3)

History

Year	Month	Event
1953	3	Establishment of School Juridical Person International Christian University approved
1953	3	Establishment of International Christian University approved
1953	4	International Christian University College of Liberal Arts (Division of Humanities, Division of Social Sciences, Division of Natural Sciences) founded
1954	4	Addition of College of Liberal Arts Division of English approved
1957	3	Establishment of Graduate School Division of Education Master’s Course (Educational Psychology Program, Educational Methodology Program) approved
1958	3	Graduate School Division of Education Master’s Course Educational Psychology Program abolished, and establishment of Educational Principles Program approved
1960	4	College of Liberal Arts Division of English renamed Division of Languages
1962	3	Addition of College of Liberal Arts Division of Education approved
1962	3	Establishment of One-year Postgraduate Program in Education approved
1963	3	Establishment of Graduate School of Public Administration Master’s Course (Public Administration Program) approved
1964	3	Establishment of Graduate School Division of Education Doctoral Course (Educational Principles Program, Educational Methodology Program) approved
1969	4	College of Liberal Arts <i>Shizenkagakuka</i> (Division of Natural Sciences) renamed <i>Rigakuka</i> (Division of Natural Sciences)
1976	3	Establishment of Graduate School of Public Administration Doctoral Course (Public Administration Program) approved
1976	3	Establishment of Graduate School Division of Comparative Culture Master’s Course and Doctoral Course (Comparative Culture Program) approved
1977	10	Establishment of International Christian University High School approved
1978	4	International Christian University High School (general course) opened
1987	3	Establishment of Graduate School Division of Natural Sciences Master’s Course (Basic Science Program) approved
1990	12	Addition of College of Liberal Arts Division of International Studies approved
2007	4	Establishment of College of Liberal Arts Division of Arts and Sciences notified
2009	4	Establishment of Graduate School of Arts and Sciences notified
2016	3	Abolishment of Graduate School Division of Natural Sciences notified
2017	3	Abolishment of College of Liberal Arts Division of Humanities, Division of Social Sciences, Division of Languages, Division of Natural Sciences, Division of Education, and Division of International Studies notified
2018	3	Abolishment of One-year Postgraduate Program in Education and Graduate School of Public Administration notified
2020	3	Abolishment of Graduate School Division of Education notified

2026	3	Abolishment of Graduate School Division of Comparative Culture notified
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Officers and Councilors

18 trustees and 4 auditors (as of March 31, 2026)

Position	Name	Main posts currently held, etc.	Contract for limitation of liability
Chair of the Board of Trustees	Hiroataka Takeuchi	Professor Emeritus, Hitotsubashi University	
Managing Trustee for General Affairs, Managing Trustee for High School Affairs, Trustee Responsible for Fundraising	Tetsuro Tomioka	Trustee, World Vision Japan (specified nonprofit corporation) Councilor, Keisen Jogakuen (incorporated educational institution) Councilor, Mitaka Council of Social Welfare (social welfare corporation)	
Managing Trustee for Financial Affairs	Takashi Nakajima		
Trustee in Charge of Special Affairs (Endowment), Special Assistant to the Chair of the Board of Trustees	Ryoichi Arai	Representative Director, Arai Capital Management K.K.	
Trustee	Shoichiro Iwakiri	President, International Christian University	
Trustee	Yuichi Nakajima	Head of the High School, International Christian University High School	
Trustee	Naoyuki Kawai	Director of the University Secretariat, International Christian University	
Trustee	Robert Eskildsen	Vice President for Academic Affairs, International Christian University	
Trustee	Natsumi Ikoma	Dean of the College of Liberal Arts, International Christian University	
Trustee	Yoshito Ishio	Dean of the Graduate School, International Christian University	
Trustee	Takashi Kibe	Dean of Students, International Christian University	
Trustee	Heikichi Arima	Representative, Akigawa Christian Gathering (non-denominational)	✓
Trustee	Hiroko Ikeshima		✓
Trustee	Yoshito Ezure	Executive Advisor, METAWATER Co., Ltd. Independent Director, Foster Electric Company, Limited	✓
Trustee	Mitsuhiro Kaneda	JICUF Trustee Georgetown University, School of Foreign Service, Senior Associate Dean and Director of Undergraduate Program	✓
Trustee	Yoko Narahashi	Honorary President, Model Language Studio President, United Performers' Studio Artistic Director, UPS Academy Educational Advisor, Tokyo Film Center College of Arts	✓
Trustee	Toshiyuki Hirooka	Head of Marketing, Managing Director, Capital International K.K. Chief Executive Officer, Metrinomics UK Ltd.	✓
Trustee	Hidetoshi Morimune	Executive Officer, Director of Public Business Governance Office, DENTSU CORPORATE ONE INC. Trustee, Nippon Rowa Gakko (incorporated educational institution) Chair of the Sales Committee, Japan Advertising Agencies Association (general incorporated association)	✓
Full-time Auditor	Megumi Tsuburaya	Trustee, Tokyo Kasei Gakuin University (incorporated educational institution) Visiting Professor, Tokyo Kasei Gakuin University (incorporated educational institution) Trustee, Korea Museum (certified NPO corporation) Councilor, Joshigakuin (incorporated educational institution)	✓
Auditor	Mamoru Obayashi	Emeritus Professor, Senshu University Director, Japan Corporate Governance Research Institute (general incorporated corporation)	✓
Auditor	Masao Kawabata		✓

Auditor	Setsuko Fukushima	Adviser, Deloitte Tohmatsu Alumni	✓
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29 councilors (as of March 31, 2026)

Name	Name	Name
Tomohiro Arakawa	Miwako Iyoku	Ikuko Williams
Mitsuo Oikawa	Nobuyuki Ota	Eiichiro Kabashima
Hiromitsu Kamata	Jun Kigoshi	Michiko Komatsu
Kenichi Saito	Koichiro Sakai	Junji Sakurai
Hisae Sato	Setsuko Tani	Masahiko Chiseki
Yuki Hasegawa	Yoko Hatta	Kaori Hara
Naoko Banno	Tetsuro Higashi	Isao Hishikawa
Katsuki Hirano	Tadashi Fujita	Naoki Murata
Sanae Motoyama	Yasuyo Moriya	Heather Montgomery
Satoshi Yasukawa	Rekishu Yamazaki	

Notes: 1. Outline of contract for limitation of liability: The juridical person has concluded a contract for limitation of liability provided for in Article 30-3 of the Articles of Endowment of the juridical person, with each non-executive trustee and each auditor. Based on the contract, the liability for compensation is limited to either an amount of at least 300,000 yen determined in advance, or the minimum liability amount specified in the provisions of the Act on General Incorporated Associations and General Incorporated Foundations, as applied mutatis mutandis in the Private Schools Act, whichever is higher.

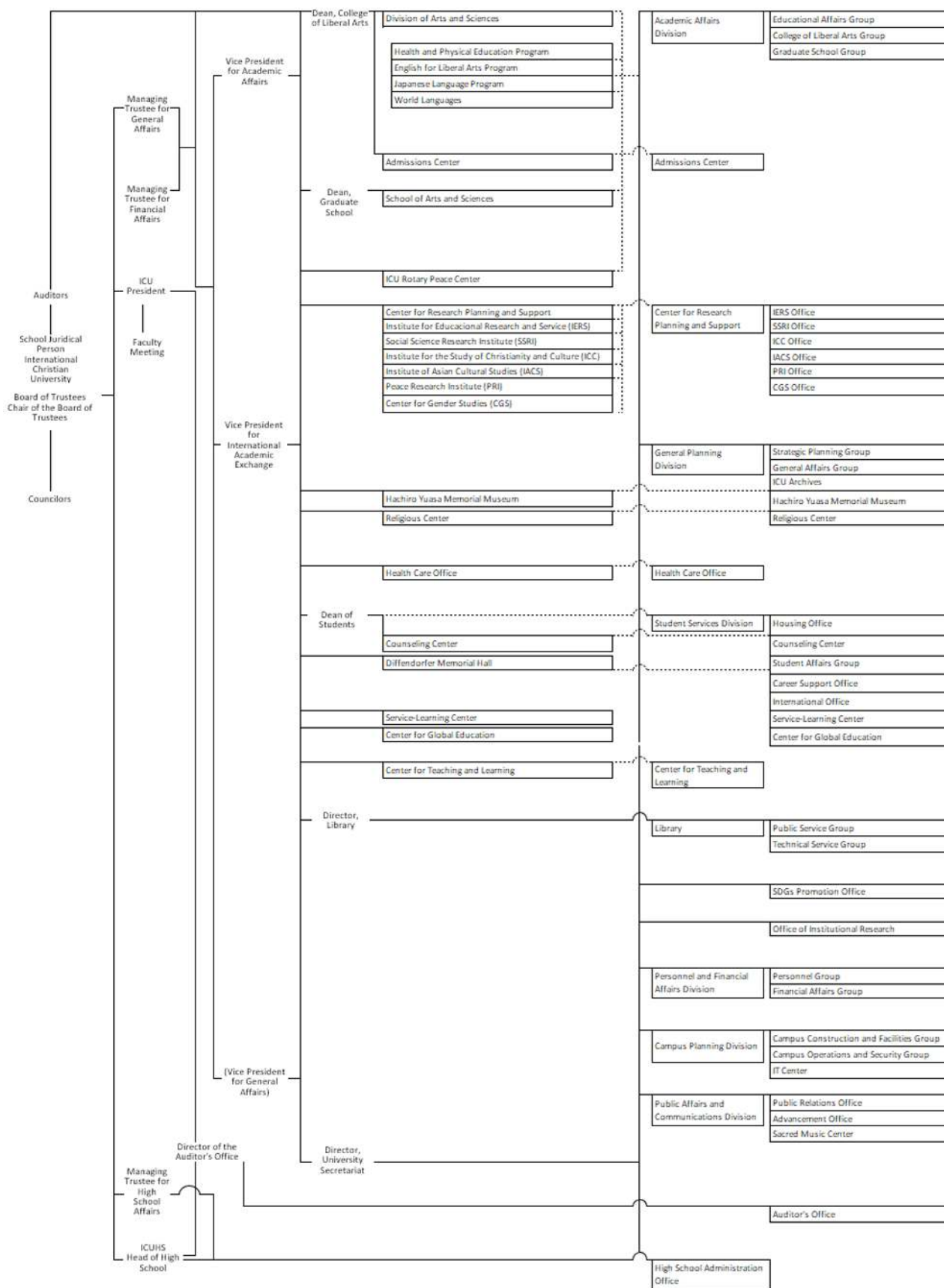
2. Outline of officer indemnification insurance: The juridical person has taken out an officer indemnification insurance policy provided for in the Act on General Incorporated Associations and General Incorporated Foundations, as applied mutatis mutandis in the Private Schools Act. The officer indemnification insurance agreement was entered into with an insurance company effective from April 1, 2020, with all officers named as the insured persons, and covers compensation for damages and legal expenses arising from officers bearing liability in relation to the execution of their duties.

Schools Established and Locations

School established	College, division, and school	Location
International Christian University	College of Liberal Arts: Division of Arts and Sciences Graduate School: School of Arts and Sciences	3-10-2 Osawa, Mitaka-shi, Tokyo 181-8585
International Christian University High School		1-1-1 Higashicho, Koganei-shi, Tokyo 184-8503

Organization Chart

(as of May 1, 2025)



Number of Faculty and Staff Members

☐ Number of faculty and staff members (as of October 1, 2025)

International Christian University

			Number of people	Remarks
Faculty and academic staff	Full-time faculty	Professors	53	
		Associate Professors	35	Includes Senior Associate Professors (old ICU rank system)
		Assistant Professors	15	Includes Associate Professors (old ICU rank system)
		Instructors	52	
		Subtotal	155	
	Visiting faculty, etc.	Distinguished Professors	1	
		Visiting Professors	11	Includes Professors by Special Appointment and Othmer Distinguished Professor
		Visiting Associate Professors	5	
		Assistant Professors by Special Appointment	4	
		Subtotal	21	
	Part-time lecturers		142	
Staff	Full-time staff	Administrators	7	Includes 5 faculty members
		General Staff	126	Excludes 9 <i>Shokutaku</i> staff, etc.
		University Counselors	2	
		University Ministers	3	Includes 1 faculty members
		Subtotal	138	
	Part-time staff	Teaching Assistants, etc.	80	

International Christian University High School

		Number of people
Teachers	Full-time teaching staff	49
	Part-time teaching staff	46
Staff	Full-time staff	7
	Part-time staff	10

Number of Enrolled Students, Entrants, and Graduates

□ Number of enrolled students (as of October 1, 2025)

International Christian University

		Division or school	Year or program	Number of students (A)	Enrollment capacity (B)	Population-to-capacity ratio (A/B)
College of Liberal Arts		Division of Arts and Sciences	First year	728		
			Second year	614		
			Third year	626		
			Fourth year	866		
			One-Year-Regular	182		
			<i>Kenkyusei</i>	4		
		Subtotal	(Excludes One-Year-Regular and <i>Kenkyusei</i>)	2,834	2,480	114.3%
Graduate School	Master's Course	School of Arts and Sciences	Education and Psychology Program	36	56	64.3%
			Public Policy and Social Research Program	86	60	143.3%
			Comparative Culture Program	20	34	58.8%
			Natural Sciences Program	13	18	72.2%
		Subtotal		155	168	92.3%
	Doctoral Course	Division of Comparative Culture*		0		
		School of Arts and Sciences*		62		
		Subtotal		53	60	88.3%
	One-Year-Regular			2		
	<i>Kenkyusei</i>			1		

*Recruitment ceased in AY2010 for the Division of Comparative Culture. From AY2011, the division was integrated into the School of Arts and Sciences.

	Number of students (A)	Enrollment capacity (B)	Population-to-capacity ratio (A/B)
Returnee students	478	480	99.6%
Students from Japanese junior high schools	249	240	103.8%
Total	727	720	101.0%

☐ Number of entrants and number of graduates (as of May 1, 2025)

International Christian University

			AY2021	AY2022	AY2023	AY2024	AY2025
College of Liberal Arts	Regular students	Entrants	663	670	615	613	726
		Graduates	633	640	592	625	
	Transfer students	Entrants	27	11	18	19	14
		Graduates	18	18	18	17	
Graduate School	Master's Course	Entrants	70	74	89	91	78
		Graduates	80	86	80	88	
	Doctoral Course	Entrants	11	8	10	11	9
		Graduates	9	5	8	6	

International Christian University High School

	AY2021	AY2022	AY2023	AY2024	AY2025
Entrants	236	253	225	232	235
Graduates	251	244	243	246	241

Note: The figures for entrants include only those who entered in April.

Paths After Graduation

International Christian University

	July 2024 graduates	March 2025 graduates	Total
Employment (full-time)	61	371	432
Agriculture and forestry	0	0	0
Fisheries	0	0	0
Mining and quarrying of stone and gravel	0	0	0
Construction	0	3	3
Manufacturing	13	56	69
Electricity, gas, heat supply, and water	0	2	2
Information and communications	9	64	73

Transport and postal services	1	15	16
Wholesale and retail trade	4	44	48
Finance and insurance	2	33	35
Real estate and goods rental and leasing	2	6	8
Scientific research, professional, and technical services	19	89	108
Accommodation, eating, and drinking services	0	8	8
Living-related and personal services and amusement services	1	8	9
Education, learning support	4	10	14
Medical, health care, and welfare	1	4	5
Compound services	0	0	0
Services, n.e.c.	3	20	23
Civil service (excluding employment classified into another category)	0	7	7
Other	2	2	4
Employment (temporary)	0	0	0
Further study	23	92	115
Graduate schools (Japan)	10	75	85
Graduate schools (overseas)	11	14	25
Universities (Japan)	0	1	1
Universities (overseas)	0	0	0
Other schools (vocational schools)	2	2	4
Other*	36	58	94
Number of non-respondents	0	1	1
Number of graduates	120	522	642

Number of respondents: 641 / Number of graduates: 642

*Includes those looking for employment, those preparing for graduate school entrance examinations, etc., and those waiting for the results of their application to overseas graduate schools or waiting for certification examination results

International Christian University High School (AY2025)

		Number of students
Four-year universities	National universities	26 (4)
	Public universities	0 (0)
	Private universities	191 (7)
	which includes ICU	97 (0)
	Overseas universities	2 (1)
Daigakkō		0 (0)
Other		34 (0)

The figures in the table are inclusive of students who have graduated in previous years, the numbers of which are indicated in parentheses.

Business Overview

University

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

In AY2025, through the full-scale implementation of “Mathematics, Data Science and AI Smart Higher Education,” which was certified in the previous academic year, and the introduction of a new timetable consisting of 75-minute class periods and a nine-week term system, we further advanced the internationalization of education and the improvement of learning outcomes.

In addition, to encourage students’ self-directed learning, we promoted the optimization of the university’s educational system by revising the number of credits required for graduation (reducing it to 130 credits).

ICU conducted the activities reported below in addition to its regular activities in AY2025 for the further development of the university and the fulfillment of the university’s philosophy with a medium- to long-term outlook.

Education Activities

Curriculum Development

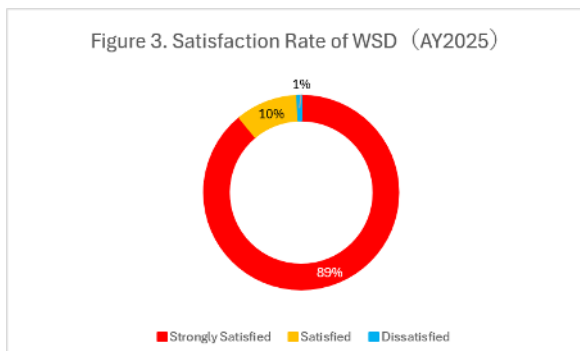
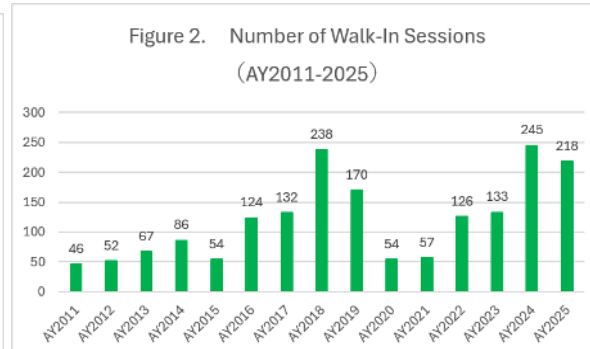
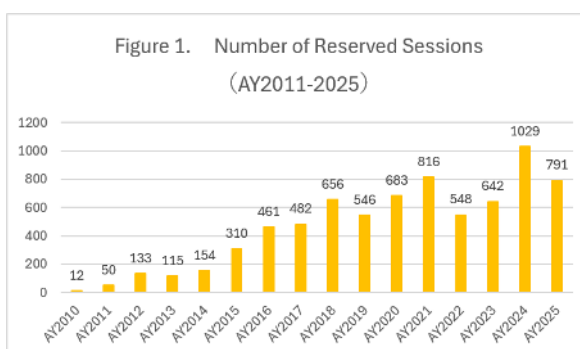
- The university’s “Mathematics, Data Science and AI Smart Higher Education in the liberal arts” was established in AY2023 and, in August 2024, was certified under the Ministry of Education, Culture, Sports, Science and Technology’s “Mathematics, Data Science and AI Smart Higher Education Literacy certification program (Literacy Level).” In AY2025, five General Education Courses were offered as part of the program, with a total of 327 students enrolled, and according to the course evaluation survey, approximately 90% of respondents indicated that they had achieved the learning objectives, including that they had gained an understanding of the applications and value of mathematics, statistics, data science, and AI in the real world. As part of the university’s efforts to disseminate information to the public, we also created a dedicated page on the official university website and published the program’s self-study and evaluation report.
- We expanded the General Education Course “Special Lecture in the Liberal Arts.” In this course, full-time teachers from the three principal fields of the humanities, social sciences, and natural sciences participate to address timely issues facing society. Each teacher approaches these issues from multiple perspectives by drawing on their own specialized knowledge, methodologies, and frameworks of thought. In AY2025, we offered “Debating the Posthuman: Liberal Arts Perspectives” (Professor Natsumi Ikoma, Professor Katsuhiko Mori, and Associate Professor Rekishu Yamazaki). The course was also incorporated into the university’s high school–university collaboration initiatives, providing an opportunity to introduce high school students to the liberal arts approach that lies at the core of the university’s education and research. Concurrently, preparations were made for the course to be offered in AY2026, with one course to be offered each semester in either Japanese or English. In addition, with financial support from the Mitsubishi Memorial Foundation for Educational Excellence, posters and flyers were produced as part of an awareness-raising initiative to familiarize students with the objectives of the course.
- The “Liberal Arts Seminar,” a small-class course offered for lower-year students, was offered in one course by Professor Yoko Mizuta. According to the course evaluation survey, approximately 80% of first-year students reported significant improvement in the competencies defined in the Diploma Policy, including the “ability to form plans independently as a self-motivated scholar and to learn creatively while strengthening their academic foundation,” the “ability to identify and resolve problems with a foundation in critical thinking focused on both themselves and others,” and the “ability to express ideas effectively in both verbal and written communication.”

Learning Support and Education Environment

- We revised its academic timetable by changing class periods to 75 minutes and the duration of each semester to nine weeks. The revised academic calendar provides greater flexibility between semesters, making it easier for students to participate in international education programs and other activities while also creating an environment more conducive to faculty research.
- The introduction of the revised timetable also prompted a comprehensive review and substantial reduction of courses offered during the eighth class period, with the well-being of both faculty and students in mind. Discussions also continued regarding the selection of Teacher Certification Program courses suitable for online delivery.
- To alleviate timetable congestion during the regular academic terms, we explored the possibility of offering intensive courses during the summer, expanding the scope of consideration beyond Teacher Certification Program courses. This review will continue.
- We established a system that could respond to requests to reissue certificates of completion for the Japanese Language Teacher Training Program, since there were cases where graduates who had completed ICU's Japanese Language Teacher Training Program required the reissued certificate when they applied for certification as Nationally Registered Japanese Language Teachers (a national qualification). Preparations were also made for the submission of applications for registration as a Registered Practical Training Institution and Registered Japanese Language Teacher Training Institution.
- With the purpose of allowing increased flexibility in the curriculum to enable students to become more intentional learners amid growing diversification in forms of learning and student backgrounds, we reduced the number of units required for graduation by six, to 130 units, for undergraduate students entering in or after AY2025.
- To increase awareness of the various academic resources available to students, we distributed to incoming students a clear file prepared by the Academic Planning Support, including links to various learning support tools and services, together with a brochure for the Center for Teaching and Learning (CTL). In addition, CTL launched an Instagram account as part of its efforts to improve the accessibility of learning support for all students.
- In February, the Learning Accessibility Support Office invited an external speaker to conduct an FD/SD seminar titled "Supporting Students with Mental Health Conditions: Strategies for Faculty and Staff," which was attended by 69 faculty and staff members.
- In addition to CTL's year-by-year analysis of the results of various student surveys, CTL collaborated with the IR Office to link survey results with data on students' majors, course enrollments, and other attributes, enabling analyses focused on specific student populations.
- In preparation for revisions to the survey questionnaire to be implemented beginning in AY2027, we conducted interviews with five other universities to clarify the key points for revision.

<Writing Support Desk>

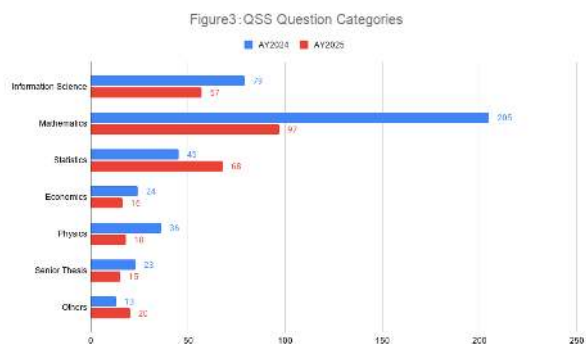
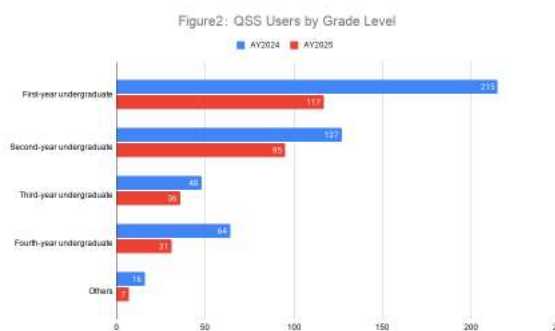
- At the Writing Support Desk (WSD), for reserved sessions, the number of consultations held over the year was 791, reduced by approximately 20% from the previous academic year (1,029). For walk-in sessions, the number of consultations held over the year was 218, reduced by approximately 10% from the previous academic year (245) (see Tables 1 and 2).
- As noted above, although the number of both reserved and walk-in consultations declined compared with the previous academic year, they remained the third highest since the launch of the service, indicating that usage has continued at a high level (see Tables 1 and 2).
- For the question "To what extent were you satisfied with WSD?" in the user questionnaire, about 89% responded that they were "Strongly satisfied" and 10% responded that they were "satisfied" (see Table 3). The response rate for "Strongly satisfied" in the previous academic year's survey was 83%, suggesting that overall satisfaction had improved.
- With the support of Writing Support Advisors (faculty members), three workshops in both Japanese and English were held each semester for tutors' professional development, as part of efforts to improve the quality of tutorials.
- Through visits to writing centers at other universities and the co-organization of a symposium with the Writing Centers Association of Japan (WCAJ) in March, WSD expanded our network for sharing information aimed at enhancing the quality of its services.



<Quantitative Skills Support>

- Number of consultations: 134 in the Spring Term, 77 in the Fall Term, and 75 in the Winter Term, for a total of 286.
- Although the total represented a decrease of approximately 40% from the previous academic year (461 consultations) and was at approximately the same level as in AY2023, satisfaction among respondents to the user survey remained high (Table 1).
- Breakdown of users: First-year students accounted for the largest number of users (Table 2). We will continue to focus on outreach to incoming students, with the aim of raising awareness at an early stage of the support available for interdisciplinary learning.
- Breakdown of consultations (Table 3): Although consultations in mathematics and information decreased, those related to statistics and senior theses increased slightly. The service is also developing into a community for collaborative learning, with repeat users returning each week to work through assignments together and groups visiting for consultations.
- Expansion of support areas: Support was expanded to include biostatistics, psychological statistics, anthropology, and linguistics, and in-class promotional activities were conducted.
- Appointment of advisors (faculty): Faculty advisors were appointed to incorporate faculty members' academic expertise into the operation of the service, thereby enhancing the quality of quantitative skills support and strengthening the organizational foundation.
- Continued employment of graduate student Learning Supporters (LS): A system was established to enable Learning Supporters who enter graduate school beginning in Spring 2026 to continue working as Learning Supporters, with the aim of ensuring the transfer of knowledge and experience and the sustainable development of the community.

Table 1 User Satisfaction	AY2024	AY2025
Spring	4.82	4.66
Autumn	4.74	4.88
Winter	4.88	4.91



<Academic Planning Support>

- With the cooperation of the Library, Major Poster Sessions were held in April and September at the Main Library and Othmer Library, contributing to dialogue between faculty members from all majors and incoming students.

<Academic Skills>

- Academic Skills Workshop
 - A total of eight workshops on a variety of topics were held for students, with a total of 116 participants.
- Academic Skills: Basic (Online Course)
 - We renewed and offered an online course designed primarily for incoming students with the aim of helping them acquire fundamental academic skills.
 - Of the approximately 180 students eligible for the Startup Program who are scheduled to enroll in April 2026, approximately 145 participated in the course.
 - According to the survey results, of the 75 respondents, 52 (approximately 69%) answered “Very useful” and 21 (approximately 28%) answered “Somewhat useful.” Meanwhile, 2 respondents (approximately 3%) answered “Neither,” while no respondents answered “Not very useful” or “Not useful at all.”

<Card Game “31 Majors”>

- A prototype version of the card game 31 Majors, which allows players to experience the appeal of ICU’s Major system, was developed. The game was play-tested by students, faculty and staff, and high school and junior high school students through on-campus workshops and information sessions for junior high and high school students, providing opportunities for practical evaluation.
- Analysis of questionnaire results demonstrated that the game contributed to developing multifaceted perspectives and stimulating interest in academic disciplines. In particular, it received high evaluations for its effectiveness in high school–university connection and in fostering ICU’s distinctive interdisciplinary perspective.
- An improved version, featuring clearer rules and evaluation criteria, is scheduled for release during AY2026. Going forward, we aim not only to use the game to support major selection at ICU but also to develop examples of its use as a tool to assist junior high and high school students with their educational and career choices.

<Language Program for Faculty>

- Japanese language classes were offered for faculty members whose first language is not Japanese. The classes were taught by ICU students enrolled in the Japanese Language Teacher Training Program and provided opportunities for participants to improve the language skills needed for teaching, advising students, and conducting research.
- The classes were held during fifth and sixth periods on Fridays (3:25–6:05 p.m.) from December 2025 to February 2026. To address an issue identified at the conclusion of the AY2024 program, the need to offer classes appropriate to learners’ levels of Japanese, two courses were designed: “Let’s Begin Japanese” for beginners and “Let’s Improve Japanese” for intermediate and advanced learners. Each course consisted of four sessions, for a total of eight sessions.
- A total of seven faculty members and their family members, together with 10 student instructors (SIs), participated, and the classes were full of energy.
- According to the survey results, participating faculty members highly valued the attentive instruction provided in small groups, as well as the SIs’ thorough preparation and flexible responses to questions. Many also commented that the course structure, which incorporated aspects of Japanese society and culture rather than focusing solely on language acquisition, was highly meaningful in helping them understand the contexts in which the language is used.

For the student instructors, interacting with faculty members and gaining practical experience in managing classes provided a valuable opportunity to deepen their own learning.

Utilization of Information Technology

- At the annual Faculty Retreat for faculty and staff across the university, discussions in AY2025 focused on the theme “Thinking about Education at ICU in the Age of AI.” Faculty members from different academic disciplines gave presentations, providing updates on knowledge in their fields, sharing the current use of AI in teaching and research, and proposing ideas for redesigning courses that are not influenced by AI. Based on the discussions held that day, consideration of policy revisions will continue in AY2026.

(Reference) AY2025 Faculty Retreat (<https://classroom.google.com/c/ODIwODU2NTE4NjIy>)



- To assess faculty members’ current approaches to students’ use of AI tools and to better understand their expectations and concerns regarding AI and learning, we conducted a survey of all full-time faculty members in April and May. The survey results were shared with faculty and staff through the FD Newsletter. A more detailed analysis of the findings was also presented at the FM.
- In response to growing concerns in Japan and abroad that the widespread use of AI tools is contributing to a decline in university students’ reading abilities, we conducted a survey of all full-time faculty members in January. We also published a special issue of the FD Newsletter highlighting faculty initiatives for designing reading assignments that take the use of AI into account.
- In December, we co-hosted the TAC FD Symposium with the Institute for Educational Research and Service under the theme “Foreign Language Education and AI.” The symposium brought together the six member universities of the Tama Academic Consortium (TAC) (113 participants).
- We continued in AY2025 the survey of the use of educational and instructional tools and the application process for new tools, both of which were introduced in AY2024 to enable the strategic selection of tools through regular reviews from an educational perspective, prevent the educational environment from becoming outdated, and increase the transparency of the tool selection process.
- In AY2025, the second year of the initiative, we worked in coordination with CTL-sponsored FD events such as EdTech to proactively pilot new tools based on faculty needs. As a result, Qualtrics, Quizlet, and Padlet were introduced on a trial basis. At the same time, we continued to develop a framework for optimizing resources, including reviewing the phased discontinuation of existing tools with low usage.

<EdTech Forum>

- We held the EdTech Forum, an FD event on educational technology tools for faculty members, once each term (three times a year). The forum serves as a venue for updating knowledge and exchanging ideas.
 - June 12, 2025 - First EdTech Forum: “What Are the Best Statistical Analysis Tools for Education?” Participants: 24 (Faculty members: 17, Staff members: 7)
 - September 17, 2025 - Second EdTech Forum: “Case Studies on Using Mentimeter & Notion to Support Course Design and Research” Participants: 18 (Faculty members: 14, Staff members: 4)
 - February 25, 2026 - Third EdTech Forum: “Getting Started with jamovi: Basic Skills and Teaching Strategies” Participants: 16 (Faculty members: 12, Staff members: 4)
- We considered ways to optimize educational ICT tools through a scrap-and-build approach. We launched a cycle under which tools approved by the CTL Committee are introduced on a trial basis for up to two years, after which decisions on university-wide implementation are made based on the sharing of use cases at FD events and evaluations of actual usage. We also began efforts to optimize resources by considering the phased discontinuation of existing tools with low usage.
- We improved the usability of electronic resources by organizing them into a comprehensive list and introducing icons. We also improved the visibility of on-campus and off-campus authentication options, making one-stop access to electronic resources easier.

Realization of Student Pledge

- The Student Pledge, which students have signed since the inaugural matriculation ceremony in 1953, is indispensable for providing an environment that cultivates international citizens who respect people with diverse backgrounds and different values. As in the previous academic year, we handed out to all new students at matriculation ceremonies a book titled Illustrated Universal Declaration of Human Rights in three languages—namely, Japanese, English, and French—and promoted understanding of the Student Pledge among new students. The English translation of the book was prepared by a group of ICU student volunteers.
- In December, we invited an external speaker to deliver a lecture as part of the Human Rights Seminar on the theme “The Challenges of Living with Sensory Overload and Support.”

Measures for Human Resources in Education

- In preparation for implementation in AY2026, we began developing a university-wide framework and procedures for faculty appointment planning and the confirmation of faculty position allocations. We also reviewed and streamlined the appointment process for fixed-term faculty members.

International Exchange and Global Engagement

- The Service-Learning Center seeks to offer a high-quality curriculum and works to enhance Service-Learning (SL) programs and strengthen ties with communities and overseas partners. In AY2025, we launched a new SL program at MORIUMIUS in Ogatsucho, Ishinomaki City, Miyagi Prefecture, where students learn about sustainable, circular living through service activities and interactions with local children and community members.
- As part of our efforts to strengthen curriculum collaboration with faculty members and majors, the faculty-led course (advanced-level course) included visits by a Sociology faculty member and participating students to several local NGOs in cooperation with Mahidol University in Thailand. Through these visits, students gained a deeper understanding of global social issues and learned perspectives on addressing them.

[International Service-Learning Participants] (Unit: Persons)

Country/Program	2023	2024	2025
China	2	-	-
Indonesia	14	13	16
Indonesia, Dari K	11	-	-
Philippines	16	16	16
India	8	6	11

South Africa	8	11	15
Ghana	-	-	-
Thailand (Faculty-led Course)	-	-	9
South Korea (Faculty-led Course)	2	-	-
Total	61	46	67

[Community Service-Learning Participants] (Unit: Persons)

Academic Year	2023	2024	2025
CSL	20	5	6

[GES046 S2: Number of Service-Learning Course Enrollees] (Unit: Persons)

Academic Year	2023	2024	2025
Offered in Japanese	Spring Term 110	Spring Term 60	Spring Term 68
Offered in English	Autumn Term 14	Autumn Term 17	Autumn Term 21

- In June, as part of ICU Peace and Reconciliation Week, an event centered on the themes of peace and reconciliation, the Nagasaki Echoes Project—a student project team consisting of students who participated in the Service-Learning Program in Nagasaki and students from Nagasaki—organized the exhibition “Echoing the Voice of Nagasaki, Atomic Bomb Exhibition – Connecting Nagasaki’s Voice to the Future” and a talk session. The same student team also collaborated in May with a Peace Studies course (offered in English) to organize lectures in English by a survivor of the Nagasaki atomic bombing and by a professor from the Research Center for Nuclear Weapons Abolition (RECNA) at Nagasaki University.



- We continued to enhance the range of study abroad programs with overseas partner universities as part of our efforts to promote internationalization by concluding new student exchange agreements with CHRIST (Deemed to be University) in India, The Chinese University of Hong Kong, Shenzhen in China, and the University of Pavia in Italy.

Outgoing Exchange Students (Unit: Persons)

Academic Year	2023–24	2024–25	2025–26
Number of Outgoing Students	156	165	154

Incoming Exchange Students		(Unit: Persons)	
Academic Year	2023-24	2024-25	2025-26
Number of Autumn-Entry Students	183	169	184
Number of Spring-Entry Students	71	71	92
Total	254	240	276

- Through the ICU Study Abroad/Experiential Learning Support Scholarship, launched in AY2025, 92 students received financial support to participate in ICU's study abroad programs, while 30 One-Year Regular (OYR) Students were able to pursue their studies at ICU.

AY2025 Recipients of the ICU Study Abroad/Experiential Learning Support Scholarship

Program	Number of Recipients
Outgoing Exchange Students	34
Summer Study Abroad Program	12
French Studies Abroad	4
Freshman SEA Program	39
Sophomore SEA Program	3
Total	92

- Regarding short-term programs conducted during the summer vacation, 91 first- and second-year students participated in the Study English Abroad (SEA) Program. For the Summer Study Abroad Programs, we recruited students for 31 universities and programs in 23 countries, and 34 students participated in short-term study abroad programs to study their respective specialized courses or foreign languages.
- The LearnUs Global Semester Program, a one-semester study abroad program developed by Yonsei University Underwood International College (South Korea) and ICU, changed its overall theme for AY2025 to "Common Challenges: Being Responsible Global Citizens," with 10 students from each university participating in the program.
- The Center for Global Education conducted the ICU International Summer Program (ISPJ) for four weeks, from July 4 to 25, under the overall theme "US AND THEM." Twenty-one ICU students and 32 participants from overseas studied task-based Japanese language learning (for overseas participants only) and an interdisciplinary curriculum in Japanese studies on the Mitaka campus.
- Under the ICU International Visiting Researchers Program, three Visiting Research Fellows were welcomed and engaged in exchanges with faculty and students.



- Throughout the year, Language Buddies (one-on-one online language exchange) involved a total of 110 pairs of ICU students and students from overseas partner schools. In addition, a total of 732 students participated throughout the year in Language Tables (group language exchange during lunchtime), which offered language tables in eight languages, including Japanese, English, and Chinese.
- A JICUF trustee was appointed as a trustee of the juridical person, and we are sharing information while further examining ways to strengthen collaboration between the university and JICUF.

- In collaboration with JICUF, we launched a new program in April 2025 to admit refugee students and welcomed two undergraduate students. The program also accepts graduate students, and one graduate student is scheduled to enroll in April 2026.
- We hosted the IB Higher Education Forum, a symposium held by the International Baccalaureate Organization, on our campus. Faculty and staff from 17 universities and 45 IB World Schools across the Asia-Pacific region participated, deepening their understanding of and strengthening exchanges on the connection between IB education and higher education.

Admissions

- For AY2026 admissions, compared with AY2025, the number of applicants for General Admissions increased by 6% (from 1,308 to 1,387), while the total number of applicants for undergraduate admissions increased by 12% (from 3,097 to 3,462). In particular, the total number of applicants for April and September 2026 admission through English Language Based Admissions increased by approximately 21% from the previous year (from 765 to 922).
- For AY2028 admissions, we reviewed and announced changes to the methods and categories of multiple admissions categories.
- In accordance with the Ministry of Education, Culture, Sports, Science and Technology's policy on student enrollment quota management (December 2024), we established a new Student Enrollment Quota Management Policy (September 2025). Based on this policy, we reviewed and announced the categories and enrollment quotas for each admissions method for AY2028 admissions in order to correct the mismatch between enrollment quotas and the number of applicants and to reduce differences in the levels of competition among the admissions methods.
- For AY2028 admissions, we reviewed and announced changes to the minimum English score requirement for English Language Based Admissions. We also examined the impact of generative AI on admissions methods that do not require written academic examinations. As a result, beginning with AY2027 admissions, we decided to resume in-person interviews for the second-stage screening of English Language Based Admissions (April Admission Only). Furthermore, it was decided and publicly announced that, starting in AY2028, all candidates taking the second-stage selection will be required to give a presentation on a specified topic.
- In conjunction with the admissions reform, we updated the online application system. We also made improvements to the system to enhance convenience for applicants and reduce the number of inquiries.

PR Activities

- As a result of our continued public relations activities for prospective students focusing on the quality of education at ICU, the number of applicants for AY2026 increased significantly compared with the previous academic year. In particular, the number of applicants for the Mathematics and Natural Sciences Option of the General Admissions increased markedly, reflecting our multifaceted initiatives highlighting science education within the liberal arts, including "Science Day" and "Science Café." Details of the activities we conducted and the outcomes were as follows:
 - Holding open campus events and providing opportunities to experience the campus
 - In addition to Summer Open Campus (three events; approximately 10,000 participants) and Spring Open Campus (one event; 1,800 participants), we also held Open Campus events in Osaka, Nagoya, and Fukuoka (308 participants) and "ICU Science Day" (318 participants).
 - Participant surveys (using a five-point scale) confirmed the effectiveness of the events. For example, among participants in the Summer Open Campus events, the level of interest in applying to ICU increased from 3.51 to 3.94.
 - In addition to holding regular campus visits every Monday and Friday, we welcomed 44 school groups from Japan and overseas to visit the campus.
 - Providing information nationwide
 - We participated in higher education fairs throughout Japan, visited high schools, and held university and admissions information sessions for high school teachers. Through these activities, we promoted understanding of liberal arts education and provided comprehensive information on the expanded scholarship program.



- To promote our unique bilingual English–Japanese educational environment and high-quality liberal arts education, we carried out overseas recruitment activities combining online and in-person approaches. As a result, the number of applicants for English Language Based Admissions increased significantly to 922 (120% of the previous year’s total). Details of the activities we conducted and the outcomes were as follows:
 - Launching new programs and enhancing online events
 - As a new initiative, we held the first Open Campus in English, conducted entirely in English, in July. A total of 413 participants, primarily high school students from overseas and students attending international schools in Japan (as well as 58 online groups), participated in the event.
 - We participated in English-language online events, including “Discover 4 Top Universities” (ICU, Waseda, Sophia, and Ritsumeikan) (618 participants).
 - Strengthening collaboration with the International Baccalaureate (IB)
 - We hosted the IB University Fair on campus in May, which received registrations from approximately 400 IB students.
 - Overseas recruitment activities
 - We participated, as the representative of Japanese universities, in the Global University Counselors Connect held in Singapore, together with universities from seven countries. We reported on trends in the admission of international students to Japan to approximately 150 participants and strengthened our relationships with counselors from around the world.
 - In Vietnam (Hanoi), we held an information session in collaboration with the Fast Retailing (FR) Foundation (100 participants) and visited seven high schools. We also launched similar collaborative activities in Indonesia and the Philippines.
 - Conducting the Global Youth Essay Competition and deciding to conclude it
 - We held the competition on the themes of service learning and peace, receiving 70 submissions. While the competition has provided high school students with an opportunity to reflect deeply on social contribution, we decided to conclude it at the end of AY2025 because the rapid spread of generative AI has made it difficult to fairly evaluate the originality and persuasiveness of individual submissions.
- We continued the high school–university connection program with the aim of providing high school students with opportunities to experience the quality of ICU’s liberal arts education and supporting junior and senior high school teachers in solving issues in the secondary education classroom. In AY2025, the program was selected for a grant from the Mitsubishi Memorial Foundation for Educational Excellence, enabling us to further enhance the program through initiatives such as developing instructional video materials. Details of the activities we conducted and the outcomes were as follows:

<Activities for high school students>

Conducting experiential learning programs

- We held the residential Global Challenge Forum Summer Intensive Program, admitting 64 participants in two courses. The opportunity to experience ICU's distinctive style of learning received high satisfaction ratings from participants. As the program received 194 applications, far exceeding its capacity, we also held a separate one-day program, "Dialogue for Tomorrow," for high school students who were not selected for admission.

Diverse approaches to liberal arts education

- We held the Science Café once each semester, providing opportunities to experience science education within the liberal arts.
- Through the online Global Challenge Forum, we offered three courses, in information science, literature, and gender, with 83 participants.

Accepting high school students into undergraduate courses

- To provide high school students with a deeper experience of liberal arts education, we opened 56 undergraduate courses over three academic terms. We welcomed 444 high school students from our partner schools.

Launching a new program

- Using the instructional video materials we developed, we launched a new program, "Dialogue for Tomorrow," which provides participants with an opportunity to experience discussion. We also established a framework that reduces the workload of faculty members while enabling student facilitators to take the lead in running the program.



<Activities for teachers in secondary education>

Supporting teacher training and instructional development

- With a partnership agreement signed with the Aichi Prefectural Board of Education as a foundation, we conducted a teacher training program on inquiry-based learning for junior and senior high school teachers in the prefecture (25 participants) and held a panel discussion on learning beyond disciplinary boundaries (50 participants). We also accepted four auditors into our IB Teacher Certification Program.

Disseminating information through collaboration with other universities

- We held an interactive panel discussion, "Fostering a Mindset Unbound by the Boundaries Between the Humanities and Sciences," on our campus with Doshisha University and Akita International University (39 participants).

- We widely disseminated information on our efforts to achieve ICU's commitments through *The ICU*, our official website, social media, and various events. We also strengthened media relations by holding press briefings and other initiatives, resulting in extensive media coverage of topics including the expansion of scholarships, the conversion of the Main Building for peaceful purposes, our pioneering five-year program, and the wasabi field.

- Co-hosting an event featuring a world-renowned figure

We co-hosted on campus a commemorative event marking the visit to Japan of Dr. Jane Goodall, the world-renowned primatologist and a United Nations Messenger of Peace. Dr. Goodall's practical commitment to peace resonated deeply with ICU's "principles of peace" and the spirit of "liberal arts in action," making the event a symbolic initiative that enhanced our global visibility.



Student Support

- We focused on the sound implementation and administration of our scholarship programs and raised the income eligibility threshold by 2 million yen for all scholarship programs for incoming students, effective for students entering in AY2026 (New ICU Peace Bell Scholarship and ICU Torch Relay High Endeavor Scholarship: annual household income of less than 10 million yen for salaried households and less than 5.65 million yen for non-salaried households, ICU Cherry Blossom Scholarship: annual household income of less than 11 million yen for salaried households and less than 6.32 million yen for non-salaried households).
 - Under the new ICU Peace Bell Scholarship, we established a full scholarship covering the matriculation fee, annual tuition and facilities fee, dormitory admission fee, and annual dormitory fees (excluding July and August). Applications were accepted from prospective applicants for all admissions categories except transfer admissions, and 11 recipients were selected.
 - The ICU Torch Relay High Endeavor Scholarship for incoming students provides a waiver of the matriculation fee and first-term tuition and facilities fee for each academic year. Applications were accepted from prospective applicants across all admissions categories, and 49 recipients were selected. In addition, we abolished the previous limit and awarded scholarships to all successful applicants through the General Admissions who met the eligibility requirements. As a result, the number of applicants more than doubled and the number of scholarship recipients increased fivefold compared with the previous year, enabling us to expand financial support so that prospective students would not have to give up applying to ICU for financial reasons.
 - The ICU Cherry Blossom Scholarship, a reserved selection-type scholarship program for prospective students from outside the Tokyo Metropolis and the three adjacent prefectures, provides support covering two-thirds of the matriculation fee, annual tuition, and facilities fee. We selected 22 recipients.
 - The Scholarship for International Students Tuition Reduction, expanded in AY2024, reached the full number of awards allocated for AY2025 (23 recipients receiving either a two-thirds or one-third annual tuition reduction).
 - To strengthen support for middle-income households, we launched a new education loan program in partnership with a financial institution. Because the program has no restrictions based on academic performance or year of study, it is expected to provide an additional borrowing option for students in a wide range of circumstances.
 - The new ICU Long-Term Loan was launched as the successor to the existing ICU Long-Term Loan. Under this program, the university serves as guarantor, enabling students to obtain low-interest education loans from a partner financial institution, while the university covers the interest accrued during their enrollment. This program will continue to be available for students entering in AY2025 and thereafter.
 - The number of students receiving tuition exemptions under the new national higher education support system increased by 301.5% from the previous year to 404. This increase was attributable to the newly introduced expansion of support for households with multiple children.

- To foster a shared understanding across the university's nine on-campus student dormitories, eliminate differences in their operation, improve the student dormitory management system, and ensure a safe and healthy living environment for residents, we reviewed and revised the common basic principles and regulations governing the student dormitories. We also established new internal management and operational rules to be applied uniformly across all student dormitories, thereby creating a foundation that supports residents' autonomous and collaborative living.

Research and Academic Exchange

Graduate School

- Based on the results of the evaluation of the university conducted by the Japan University Accreditation Association, we evaluated the internal quality assurance of the Master's and Doctoral Courses, including the appropriateness of the Diploma Policy. In addition, we established an environment that enables students, faculty, and staff to monitor students' course enrollment and research progress simultaneously through an online system. The system is scheduled to begin operation in early AY2026.
- For the 5-year Program, launched in 2012 as a pioneering initiative among Japanese universities, the Graduate School conducted a review and evaluation of the program to date and confirmed that it has functioned effectively as a system for encouraging outstanding students to earn a master's degree. We also shared our findings with other higher education institutions through media interviews and contributions to professional journals.
- For programs accepting international graduate students (Rotary Peace Fellowship), in addition to maintaining stable program operations, we welcomed a site visit in November 2025 by Francesco Arezzo, President of Rotary International, and Holger Knaack, Chair of the Rotary Foundation Trustees. During the visit, the program received high praise for its individualized education and the high quality of its research activities.
- For programs accepting international graduate students under the Project for Human Resource Development Scholarship (JDS), in addition to maintaining stable program operations, we conducted a site visit to the JDS program at another university in Tokyo (Rikkyo University) and exchanged views on further enhancing the quality of the program.
- We reviewed the three policies for programs other than the Public Policy and Social Research Program, which had been revised in AY2024, and made revisions to the Diploma Policy.
- Based on the results of a survey of the current status of methodology-related courses in the undergraduate and graduate programs, we established "Research Ethics in the Social Sciences" as a common Graduate School course. We will continue discussions on reviewing the Foundation Courses for the Doctoral Course and on developing and implementing a more systematic curriculum.
- From the perspective of selecting students whom we are seeking based on the Admissions Policy of the ICU Graduate School, we continued to examine the appropriateness of the current graduate school admissions process and application documents, and the efficiency of the administrative structure.

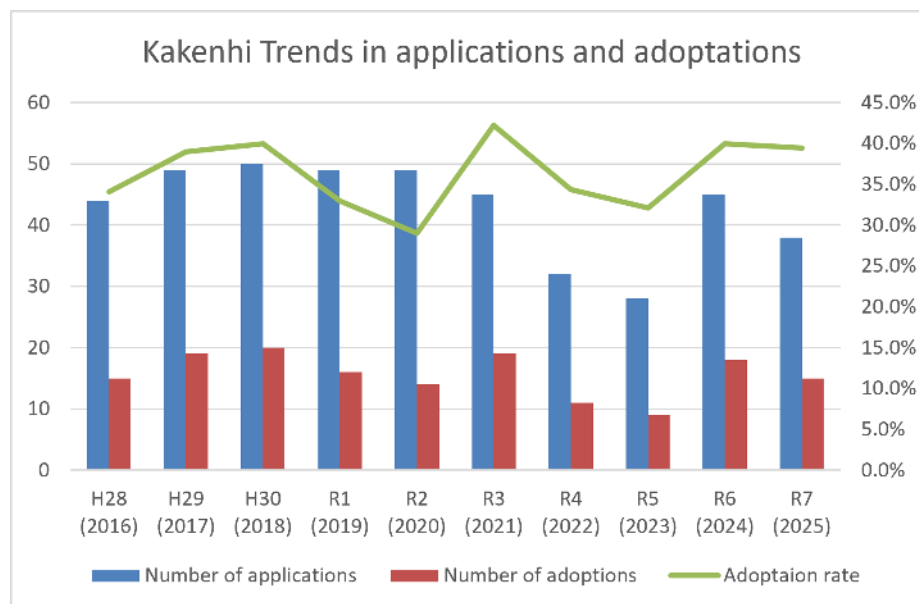
Research Institutes

- We entered the third year since five of the Research Institutes of ICU's Research Institutes and Research Center relocated to the fourth floor of the Troyer Memorial Arts and Sciences Hall. The facilities of the Research Institute area such as the common lounge, meeting room, faculty offices, and bookstacks are being used smoothly. In AY2025, international visiting researchers under the Center for Global Education used the Research Institute area, creating opportunities for interaction.
- The Research Institutes and Research Center plan interdisciplinary projects using the special shared budget. In AY2025, symposia, workshops, etc. were held in 16 projects.
- To create opportunities for mainly young faculty members who are members of the Research Institutes or Research Center to present their research achievements and to support the dissemination of excellent research outcomes, we established a subsidy system for research achievements and began operating it in AY2025.
- Details of the activities of each Research Institute and Research Center were as follows:
<Institute for Educational Research and Service (IERS)>

- Inviting speakers from abroad, IERS held a symposium titled “Linguistic Diversity in Higher Education” in June, with workshops “Transformative Perspectives in Language Teaching,” “Cultivating Character Leadership,” and “Information structure and perceptual bias in linguistic data,” from May to December. IERS also invited recipients of the NHK Japan Prize to hold the screening and talk event “NHK Japan Prize.” The event attracted many participants from both within and outside the University, creating opportunities for interaction.
- With the transition to a fully electronic format beginning in AY2025, IERS published an issue of its bulletin: *Educational Studies*, Vol. 68.
- <Social Science Research Institute (SSRI)>
 - SSRI held seven open lectures. The international symposium that SSRI co-sponsors with Sophia University’s Institute of Global Concern (IGC) each year marked its 45th meeting and was held at Sophia University in December. In November, SSRI held the international symposia “2nd International Conference on Legal and Healthcare Interpreting” and “Christian Missionary Museums in the Global South: Narratives of Conversion and Modernity in Southeast Asia and Latin America,” attracting many participants from Japan and abroad.
 - SSRI published an issue of its bulletin: *The Journal of Social Science* No. 93.
- <Institute for the Study of Christianity and Culture (ICC)>
 - ICC held 14 public lectures and two Special Shared Budget events: “The Hitoyogiri Shakuhachi and the Sonic World of Medieval Japan” and “Thought and Education in the Scottish Enlightenment.” Throughout the year, ICC organized distinctive events, including live performances and lectures by Kyogen performers and shakuhachi players. In addition to the Special Shared Budget events, ICC organized cross-institute events. At the lecture “Making Peace with Children with Disabilities in Kenya,” co-hosted with the Peace Research Institute, supporters of the Garden of Siloam also attended, and the event attracted more than 100 participants.
 - ICC published an issue of its bulletin: *Humanities: Christianity and Culture* Vol. 57.
- <Institute of Asian Cultural Studies (IACS)>
 - IACS held the Asian Forum in April, July, February, and March. In April, IACS also held the public lecture “Exploring the Dimensions of Intercultural Communication,” where diverse discussions were held on the theme of intercultural communication (The event was planned and held as part of the Poland–Japan academic exchange project, “Polish-Japanese Partnership for Security and Sustainable Development,” conducted in conjunction with Expo 2025 Osaka, Kansai, Japan, which opened in April 2025.).
 - IACS published an issue of its bulletin: *Asian Cultural Studies* No. 52.
- <Peace Research Institute (PRI)>
 - In September, PRI held the public lecture “Cultural Diversity, Intergroup Contact, and Resilience in Urban Tokyo: A Spatial Mapping Approach,” and in November, “The Japan Writers Conference 2025: Celebrating Peace and Diversity,” as well as four other public lectures. In June, as part of Peace and Reconciliation Week, PRI also held screenings of the two documentary films *The History of Tenryū-mura* and *Removed by Force*, which had been produced with the involvement of students from ICU and Middlebury College school in Japan, and a talk event featuring the filmmakers and participants in the films.
- <Center for Gender Studies (CGS)>
 - In June, CGS held R-Weeks, a project designed to deepen awareness and understanding of gender- and sexuality-related issues on campus. In October, CGS held the special Halloween lecture “‘Witches’ and the Feminist/Queer Movement,” among other events tailored to seasonal occasions. CGS also held multiple events other than lectures, including Fuwa-Cafe, which focused on themes related to gender and sexuality, and Rainbow Reunion.
 - CGS issued its journal *Gender and Sexuality* Vol. 21, and revised the student leaflet *Possibilities Guide*.

Research Support

- Grants-in-Aid for Scientific Research (KAKENHI) program: The number of projects adopted in AY2025 was 66. (This figure includes only projects where an ICU faculty member was the principal investigator, and includes nine projects that were carried over or extended.) Of the projects adopted, 15 were newly adopted projects. The adoption rate for new projects was 39.5%



- In terms of public research funding other than KAKENHI, three commissioned research projects were conducted.
- Research Support Grants, which are internal research grants to support faculty members seeking to acquire external research funding, were allocated to four faculty members.
- We hired three Doctoral and Postdoctoral Researchers under the Doctoral and Postdoctoral Researchers Program, which supports students who are currently enrolled in ICU's Doctoral Course and persons who are within three years of the award of their Ph.D. at ICU.
- To promote fair research activities, we reviewed and revised the content of research ethics education by introducing eAPRIN in AY2025 for faculty members taking the training for the second and subsequent times, in addition to the existing e-learning program using eL CoRE.
- In AY2025, we established a concrete operational framework for implementing security export control within the University, for which regulations had already been established but had not yet been put into operation.
- In response to the requirement that research outputs resulting from Grants-in-Aid for Scientific Research (KAKENHI) be made available through open access, we established a data storage location in the institutional repository to enable the publication of research data through data management plans (DMPs). We designated areas on both the upper and lower floors of Othmer Library as venues for faculty book talks and events introducing books authored by ICU faculty members. The upper floor of Othmer Library is also used as the venue for the poster session that forms the core of new student orientation.
- Through the official university website and various public relations media, we widely disseminated information on the outstanding scholarly achievements and research activities of our faculty members.

Christian Activities

The Religious Center held the following major events and activities during AY2025:

- University Worship (Chapel Hour):
Average attendance of 76 participants in the ICU Chapel and 17 participants via livestream, held 27 services.
- Candlelight service: 566 participants (recorded video views: approximately 950)
- Faculty and staff Christmas service: 190 participants
- Christianity week (C-Week)
Theme: "Verge of Sympathy, Being Together Nonetheless"
- Special Chapel Hour: "There Is Light Beyond Suffering - 14 Years Since the Great East Japan Earthquake" Special guest speaker: Rev. Akira Sato
- Open House: Of 22 gatherings, 14 were held at on-campus residences.
- Seabury Hour: Held 26 times (once a week), with an average of five to six students, faculty, and staff participating

- Asian Rural Institute Retreat: November 25–28, 13 students participated; led by the Rev. Paul Johnson
- Fukushima Work Camp: March 12–14, 2026, 18 students participated; led by the Rev. Shoko Kitanaka
- Religious Center Open Office: Held 10 times (once a month), with an average of 10 staff members participating
- Updated Religious Center brochure (in conjunction with the Center’s name change in April 2026).

In addition to regular ceremonies and chapel services, the University Chapel was used for Christian activities conducted by students, faculty and staff, and church members. As a new initiative in this academic year, the Department of Natural Sciences and the Religious Center jointly held a Christmas Lecture in December (a public science lecture originating in the United Kingdom and held during the Christmas season for audiences ranging from children to adults). Approximately 50 faculty and staff family members and students participated.

In the Seabury Memorial Chapel, where internet facilities had been installed in the previous academic year, Youth Evening, the Reconciliation Forum, Taizé[T1], faculty prayer meetings, and Christian activities organized by students were held. In addition, student participation was seen in Sunday church activities such as Koinonia and the Manna no Kai, expanding opportunities for activities and fellowship.

Passing on of and Development of ICU Ethos

- A dedicatory recital was held for the Mori Arimasa Memorial Organ following its overhaul in the music hall established on the fourth floor of the renovated Main Building, contributing to the continuation of the university’s traditions and ethos.
- To preserve the long-standing tradition of interaction between faculty, staff, and students, which has been a cornerstone of ICU’s philosophy since its founding, we have continued to promote the redevelopment of faculty and staff residences to maintain an appropriate number of on-campus housing units. As part of the renewal plan, construction of Phase II of the campus housing project, comprising two buildings (12 units in total) began in December 2025 and is currently underway, with completion scheduled for September 2026. In addition, with respect to the existing aging detached wooden houses (15 units), as some have been recognized as possessing historical value, we established a basic policy for their preservation or demolition based on their value as cultural properties. In FY2025, in accordance with this policy, two houses (Buildings No. 347 and No. 487) were demolished.
- With the aim of revitalizing the communication that had been lost during the COVID-19 pandemic, we explored new opportunities for faculty, staff, and students to interact in person and held a university-wide retreat on the ICU campus in October. Through activities such as an introduction to ICU’s educational philosophy, a panel discussion featuring alumni, and small-group discussions between participating students and faculty members, the retreat provided an opportunity to reflect on the significance of studying at ICU.
- We enhanced the Reconciliation Area established in part of the basement level of the Othmer Library, thereby contributing to the promotion of our founding principles.

Engagement with Society

- Engagement with local communities
 - We conducted a liaison council meeting with Mitaka City in May and shared information.
 - As part of our initiatives under the comprehensive partnership agreement with Mitaka City, we concluded a memorandum of understanding to further the conservation and utilization of the “Mitaka

Osawa Wasabi” cultivated in the wasabi field on the ICU campus.



• As a joint program organized by ICU and the Mitaka City Sports and Culture Foundation, we held an outdoor class for parents and children. A total of 45 parents and children participated, and the post-event survey received highly favorable evaluations.



- We held a campus tour for elementary school students from Mitaka City, providing them with an opportunity to experience university life and interact with ICU students.
- We actively welcomed grade-level groups from neighboring elementary and junior high schools for extracurricular learning programs, including students from Mitaka City Dai-ni Elementary School (152 students), Mitaka City Osawadai Elementary School (61 students), Koganei City Minami Elementary School (115 students), and Tokyo Metropolitan Musashi Junior High School (166 students), and provided lectures and guided campus tours.
- At the request of various community organizations, including the Suginami-ku Reiwa Club[T1] (11 participants), the History Walking Circle “Fusa no Kai”[T2] (21 participants), the Doshisha Tokyo Walking Club[T3] (34 participants), the Doshisha Alumni Association Nijima Study Group[T4] (7 participants), the Rimza Senior Club (9 participants), East Branch of the Koganei Higashi Community Center[T5] (29 participants), the Mitaka City Community College[T6] (15 participants), and the Japan Architecture Study Group[T7] (15 participants), we provided lectures and guided campus tours.
- Based on the comprehensive partnership agreement with Matsusaka City, a curator of the ICU Hachiro Yuasa Memorial Museum delivered a lecture on Taizansō (Ichijōjiki) at the Matsusaka Citizens’ University[T8] on July 6. Titled “The Journey of Ichijōjiki: The World of Matsuura Takeshirō as Told by Pieces of Wood[T9] ,” the lecture was attended by 100 participants.

Number of participants in Lifelong Learning Programs, etc

Name of event and participants	Number of participants
Outdoor class for parents and children, co-hosted with the Mitaka City Sports and Culture Foundation	39
Campus Tour (Mitaka City Dai-ni Elementary School)	132

- Workshops led by students
 - As in the previous academic year, we held English workshops visiting public junior high school students in Mitaka City and Chofu City, which are in the vicinity of ICU; Moroyama Town, Saitama Prefecture; and Matsusaka City, Mie Prefecture. In particular, the workshop held in Matsusaka City received a subsidy based on a comprehensive partnership agreement with Matsusaka City and also received a grant from JICUF.

Place and name of event	Number of student instructors	Number of participants
Chofu City Dairoku Junior High School	10	120
Moroyama Town, Saitama Prefecture	10	40
Matsusaka City Ureshino Junior High School, Mie Prefecture: “ICU English Workshop”	10	220

- Other events
 - Regular meetings of the “Gathering to Consider ICU-Community Interaction” were conducted once a term and information on ICU’s local engagement activities and societal contribution activities was exchanged.
 - The ICU Hachiro Yuasa Memorial Museum held the following special exhibitions during the fiscal year.

Special exhibition title		Number of visitors
Japanese Tableware and Kitchen Utensils from the Museum Collection	April 8 (Tue.)–June 20 (Fri.)	1,393
SUSTAINABLE: Thinking about the Life of Things	September 9 (Tue.)–November 7 (Fri.)	1,671
Playing with Words and Characters	January 13 (Tue.)–March 13 (Fri.)	890

In addition, the following public lectures were held in conjunction with the special exhibitions.

Public lecture title		Number of participants
124th Open Lecture (online) “Design of Japanese Wooden Cake Molds”	May 17 (Sat.)	76
125th Open Lecture (online) “Reusing Fabrics and Threads in Japan before Modern Times”	September 27 (Sat.)	95
126th Open Lecture (online) “Playing with Edo Period Word Play”	February 28 (Sat.)	100

- As in previous years, we participated in Tokyo Heritage Week, organized by the Tokyo Metropolitan Board of Education. In conjunction with the ICU Festival on October 12 (Sun.) and 13 (Mon., public holiday), the Hachiro Yuasa Memorial Museum and student staff jointly opened Taizansō, the nationally registered tangible cultural property located on the ICU campus, to the public. A total of 211 visitors participated in the guided tours of the building, and 1,152 visitors toured the building (total for the two-day period).
- With support from the Agency for Cultural Affairs’ Innovate MUSEUM Project (Museum Collection Digital Archive Promotion Project)[T1] , we advanced the digitization and online publication of the Museum’s collections. Images, Japanese and English collection information, and explanatory texts for 790 items were newly made available online.
- We loaned 29 ukiyo-e prints from the Museum’s collection to the Fujisawa Ukiyo-e Museum in Fujisawa City, Kanagawa Prefecture (for inclusion in the exhibition The Arrival of the Black Ships: Ukiyo-e from the Late 19th Century, held from November 12 to December 14).

Improving Finances

Financial Plan

To maintain ICU's distinctive financial structure, which supports its education in small classes, we decided to set the amount transferred from the ICU endowment to the university budget based on the real average rate of return of the endowment over the preceding 10 years. Under this fundamental policy, we will aim to maintain a balanced cash flow and ensure sound finances over the medium to long term.

In AY2025, under the same policy, through setting the amount transferred from the endowment to the university budget in advance and implementing systematically the budget that was formulated within that range, we maintained a balanced cash flow. The investment performance and future policy of the endowment are made public on the university website.

Large-scale facilities development plans for AY2025, namely renovation of the Science Hall (to prepare for the relocation of administrative functions) and replacement of precast concrete fences and infrastructure facilities, were implemented, and the facilities development funds for these works were procured through long-term fixed-rate loans from the Promotion and Mutual Aid Corporation for Private Schools of Japan and from commercial banks, as planned from the perspective of securing the endowment's investment income.

Personnel expenses increased as a result of the review of faculty and staff compensation in response to rising prices. Education, research, and administrative expenses also increased due to inflation and higher costs associated with the University Hall renovation project. At the same time, however, ordinary operating expenses were carefully reviewed and determined during the FY2025 budget formulation process, ensuring that no expenses exceeding what was necessary were incurred.

Promotion of Fundraising Activities

With the Pay Forward Fund as the pillar of our fundraising activities, in AY2025 we focused on conducting fundraising activities for improving education facilities (University Hall). As a result, total donations reached approximately JPY 200 million for the FOI, with a total of 2,744 donations. In addition, with the aim of strengthening services for alumni, who form the foundation of our fundraising activities, the university accepted entrustment of the operations of the administrative office of the ICU Alumni Association. This enabled us to make significant progress in both strengthening the operational foundation of the Secretariat and enhancing services for alumni. The specific achievements in FY2025 are as follows.

- Expressing appreciation to major donors and strengthening relationships
 - Held a Donor Appreciation Gathering.
 - Installed a special recognition plaque for major scholarship donors in the University Hall.
- Promoting the University Hall Renovation Fundraising Campaign
 - Conducted a fundraising campaign under the slogan "Leave Your Name in the University Hall." Through active promotional efforts, including event booths, inserts in the university newsletter, and e-mail newsletters, we received support from approximately 1,700 donors, substantially exceeding the target of 1,000 donors.
- Strengthening collaboration with the Alumni Association and rebuilding relationships
 - Co-hosted a Homecoming event with the Alumni Association, attracting more than 1,000 alumni.
 - Co-hosted a University Management Briefing[s1] with the Alumni Association to enhance transparency regarding the university's finances and endowment management.
 - The President, trustees, and other university representatives visited meetings of five regional alumni chapters (Tokai, Kansai, Kyushu-Yamaguchi, Hokuriku, and Hokkaido), rebuilding relationships with alumni through direct dialogue.
- Strengthening the foundation for fundraising
 - In response to heightened interest regarding inheritance and bequests, we held inheritance and bequest seminars in collaboration with financial institutions.
 - Renewed the donation website from the user's perspective, making it easier to understand, streamlining the donation process, and ensuring compatibility with smartphones.

Self-Study and Evaluation (Self-Study and Internal Quality Assurance)

Based on the evaluation results of the Japan University Accreditation Association, we strengthened the functions of the Self-study and Evaluation Committee, which plays a central role in internal quality assurance. Specifically, we revised the relevant regulations, transitioning from the previous seven-year evaluation cycle to a continuous annual evaluation system. We also clarified the division of responsibilities between the Senate—the university’s institution-wide decision-making body—and the Self-study and Evaluation Committee, thereby establishing a governance framework that enables evaluation results to be promptly reflected in institutional management and academic administration. Under this new framework, the Self-study and Evaluation Committee followed up on the progress made in addressing the “areas for improvement” and “corrective recommendations” identified through the evaluation of the university and compiled the results in a report.

Administrative Organization and Operations

- Renamed the General Affairs Division as the General Planning Division and reorganized its operations into the Strategic Planning Group and the General Affairs Group.
- Through the newly introduced personnel and labor management system, we achieved centralized management of personnel and labor information. In addition to enabling electronic filing of employment insurance and the digitization of letters of appointment and employment contracts, we integrated various application procedures, year-end tax adjustment, and payment slips into the same system, thereby improving user convenience. The personnel evaluation system introduced at the same time (replacing the previous Excel-based management system), together with the faculty and staff health management system, also enhanced usability for both administrators and users.
- In preparation for the implementation of a paperless financial system in FY2027, we conducted interviews with relevant organizations and vendors and formulated an implementation plan.
- By transferring the gown rental service, for which fees had previously been collected through revenue stamps, to our subsidiary, ICU Services, we introduced cashless payment while consolidating the gown rental and photography services, thereby improving convenience for students.
- Renewal of the document management system and organizational restructuring
 - We revised our document management regulations and renewed the document management system by clarifying responsibilities (through the appointment of a Chief Administrative Officer[T1] , General Management Officer, Administrative Officer, and Administrative Manager) and establishing rules governing the document lifecycle and confidentiality classifications.
 - We reorganized ICU Archives from under the Library to under the General Affairs Division so that the corporate administrative records of the school corporation could be centrally managed after the expiration of their retention periods.
 - We established rules for managing electronic files as official copies of the school corporation’s administrative documents and communicated these rules to administrative staff.
- In conjunction with the relocation of administrative functions in FY2026, we promoted the development of a flexible, location-independent work environment while improving the campus environment with a focus on enhancing services for students.
 - In designing the new office, we decided to migrate from the existing wired LAN to a wireless LAN environment based on Zero Trust Network Access (ZTNA), and to introduce a printing system that enables printing from any floor, thereby providing the infrastructure to support diverse work styles whereby users can freely choose between base workstations and function-specific workstations. In addition, we will establish a supply desk to centrally manage office supplies that had previously been dispersed among individual departments, thereby improving administrative efficiency and optimizing resource utilization. We will also introduce an online appointment system that enables students to access the appropriate division or staff member smoothly and guarantees the time and place required for consultations, thereby further enhancing support services.
- To enable staff to acquire the knowledge required of employees working in higher education institutions, and as part of management training, we provided opportunities for staff to participate in various training programs organized by The Japan Association of Private Universities and Colleges

and JAFSA. Through these training sessions, staff were provided with opportunities to build networks with their counterparts at other institutions.

- New Managers Training: 1 staff member
- PDCA Cycle Training: 1 staff member
- Practical English Training: 2 staff members
- Internationalization Training: 4 staff members
- As part of globalization training, we held a report session presented by staff members who had been dispatched overseas in FY2024.
- As part of the administrative office relocation project scheduled for July 2026, we made suggestions on new ways of working, including a review of administrative service counter hours, based on the knowledge and expertise accumulated through a voluntary business process improvement project.

Crisis Management

- As in previous years, we conducted online security training for all faculty and staff to improve information literacy (attendance rate: 90.31%). In addition, we conducted targeted attack e-mail exercises four times during the year and held regular seminars (every other month for staff and once a year for faculty), focusing on topics identified as posing particularly high risks. We also continued to implement system-based security measures by monitoring all members of the University community (students, faculty, and staff) through an account credential leakage detection service.
- Beginning in FY2025, we expanded our security education initiatives beyond faculty and staff to include students by introducing practical security training content that enables users to experience simulated phishing scams and other cyber threats considered to pose particularly high risks. During the first year, we focused on promoting the program to newly enrolled students. Beginning in the following fiscal year, we plan to expand the program to all students to further establish information literacy education.
- We established the ICU Basic Regulations Governing Information Security in November 2025. In addition to enabling the Information Security Committee to determine security measures, the Regulations made it possible for the CSIRT to respond promptly and appropriately in the initial stages of security incidents. Furthermore, through our response to actual security incidents at the university, we established an effective operational framework for the centralized management of campus security incidents and reporting procedures both within and outside the university.
- Based on the Ministry of Education, Culture, Sports, Science and Technology's Notice on the Continuous Implementation of Cybersecurity Measures at Universities and Other Institutions[T1] , we completed the migration of all administrative services used by staff for remote access from VPN to ZTNA during FY2025. We also introduced protection and encryption of our electronic data using sensitivity labels.

High School

AY2025 began with the enrollment of 235 new students from 35 countries and 13 prefectures across Japan. Also welcoming two new full-time faculty members, the school was filled with youthful energy and vitality. As it approaches its 50th anniversary, its educational programs continue to flourish, and it is truly entering a new stage of maturity. All faculty and staff worked together to enhance subject-based instruction and further strengthen Christian education and the global education program. In close partnership with parents, we provided attentive support to foster each student's steady growth. We have been especially encouraged by the generous support and high expectations of our alumni. We give heartfelt thanks for God's protection and guidance and for the dedicated service of our faculty and staff.

Important matters concerning school management are deliberated and determined at the High School Management Committee, which meets twice a month. When examining substantial issues concerning education, ICUHS solicits advice from the High School Committee of the Board of Councilors, which meets twice a year.

Education Activities

Measures to Work Toward Implementation of New Educational Curriculum

- We worked to renew and improve classroom instruction through initiatives such as in-class surveys, adopting a curriculum management perspective.
- The new grading system (a seven-point grading scale and a five-point academic assessment scale), introduced for students entering in AY2024, was implemented for two grade levels.
- The Cross Project, offered as part of the second-year Period for Inquiry-Based Comprehensive Study, entered its fourth year, with the overall instructional plan now nearly complete, enabling the program to be implemented on a stable basis.
- We began full-scale operation of SystemD Inc.'s Campus Plan, an integrated educational affairs system, and worked to ensure a smooth system transition. Although some issues arose for the transition cohort (third-year students), they were addressed as needed.
- We held study sessions in preparation for the next curriculum revision, sharing and referring to materials including the Summary of Issues (Ronten Seiri, September) prepared by the Ministry of Education, Culture, Sports, Science and Technology's Special Committee on Curriculum Planning.

Enhancement of Christian Education and Global Learning Programs (GLP)

- **Christian education**
 - In addition to whole school services at Pentecost and Christmas, we ran 12 worship broadcasts (nine in the previous year) and published 17 issues of the newsletter *Forum* (16 issues in the previous year) over the year.
 - At the two school-wide worship services, we invited pastors from nearby churches of the Japan Evangelical Lutheran Church and the United Church of Christ in Japan to deliver the sermons. Offerings were collected and distributed to six organizations and eight organizations, respectively. During Christian Week, 25 multiple events were organized by faculty and staff.
 - Along with the Christmas candlelight service and caroling, we were able to hold these activities stably. We revived the Christmas caroling event at Musashi-Sakai Station.
 - We held three Parents' Bible Study meetings and 15 Gospel Workshops.
 - At the expanded meeting of the Christian Activities Committee held in February, we discussed the future direction of the multiple Christian Week events and agreed to place greater emphasis on Christian-based humanitarianism.



Overview of GLP

	AY2023	AY2024	AY2025
GLP lectures/workshops	12 lectures/workshops	12 lectures/workshops	17 lectures/workshops
Domestic study tours	5 tours	7 tours	7 tours
Overseas study tours	1 tour	2 tours	2 tours
GLP LEAP!	9 + 31 presentations	9 + 28 presentations	9 + 26 presentations

GLP and study tours

- As part of international exchange activities, two online exchange sessions were conducted with Hanil Girls' High School in South Korea, and an in-person exchange was held with Handong International School in South Korea.
- "Tango Workshop," "Peking Opera Workshop," "Let's Create Chinese Haiku," and the Korean-language self-study group "K-Club," led by students taking advanced second foreign language courses, were particularly worthy of note.
- A total of 167 students participated in the study tours. The school subsidized 10–20% of the participation costs for all participants. In addition, students in need of financial assistance were informed about support available through the Kiyoshi Forward Scholarship.



- The GLP newsletter was distributed online every other week by the International Programs Coordinator (a part-time teacher), with a total of 18 issues published.
- We provided support for activities such as participation in external programs, applications for high school study abroad, and admission to overseas universities.

GLP LEAP! and SGH Memorial Lecture

- On November 19, the school-wide GLP Presentation Day (GLP LEAP! 2025) featured nine presentations in the gymnasium by third-year students taking Research on Selected Topics for the entire student body, as well as 26 voluntary presentations on a variety of projects conducted by

students both inside and outside the school.



○ The SGH Memorial Lecture was held on January 8. Mr. Norimasa Orii, a graduate of the school's seventh graduating class (Representative Director, Public Interest Incorporated Foundation Pathways Japan), delivered a lecture titled "Accepting Young Refugees into Japan: How I Found My Mission[T1]." His lecture was inspiring to the students, providing them with the example of a relatable role model.

- **School-wide survey results**

○ In the end-of-year survey targeting all students, 85.3% of first-year students, 81.8% of second-year students, and 65.3% of third-year students responded that they agree or somewhat agree that GLP projects and events were meaningful to them (in AY2024, the percentages were 88.9% for first-year students, 81.0% for second-year students, and 54.8% for third-year students). As was the case before the COVID-19 pandemic, GLP was received positively by students.

Strengthening of College Guidance System

- We endeavored to gather information on university admissions, the Common Test for University Admissions, etc. and provided information through, among other things, holding guidance sessions on paths after graduation for each year level, streaming explanatory videos for parents and guardians, and publishing a guidance handbook.
- As part of efforts to enhance the online learning environment, the school introduced on a trial basis Classi (Benesse) for first- and second-year students, GPS-Academic (Benesse) for first-year students, Mirai, a support system for preparing recommendation letters, and Karepasu (College Pathway) Global, a support platform for admission to overseas universities.
- In collaboration with the ICU Admissions Center, the High School–University Liaison Meeting was held three times during the year. The ICU Start-Up Plus Program was launched, and 17 students admitted through the recommendation-based admission process enrolled in nine courses during the winter term.

	Number of times held	Total number of participants
Information session on ICU	3	193
Information session on universities in Japan	6	755
Gathering with ICUHS alumni and third-year students	8	182
Information session/fair on overseas universities, etc.	10, 30 universities	221

- Regarding ICU, a separate face-to-face university information session for parents and guardians was held (in December, with approximately 300 participants).
- Regarding support offered for admission to overseas universities, efforts led by the Chief College Advisors (teachers) focused on gathering information on various scholarship opportunities, organizing information sessions, and coordinating the schedule for the SAT at ICUHS. The administration of the SAT at ICUHS, led by the International Programs Coordinator, continued to proceed smoothly.
- In AY2025, the number of students graduating was 241, and the number of students who entered higher education immediately after high school was 214, of whom 22 entered national or public

universities, 188 entered private universities, and the rest entered overseas universities and other institutions.

Student Guidance and Support for Student Development

School-wide survey results

- In the end-of-year survey targeting all students, 97.0% of first-year students, 91.9% of second-year students, and 94.0% of third-year students responded that they agree or somewhat agree that general students and returnee students have a positive influence on each other (in AY2024, the percentages were 95.7% for first-year students, 90.5% for second-year students, and 94.1% for third-year students). Considering the purpose of ICUHS's founding, we consider that we have been able to achieve the promotion of mutual understanding among students from various diverse backgrounds
- In addition, when asked whether they thought they made the right decision in choosing ICUHS, 99.4% of first-year students, 93.4% of second-year students, and 94.9% of third-year students selected positive responses (in AY2024, the percentages were 96.3% for first-year students, 94.1% for second-year students, and 94.1% for third-year students). We will continue to make every effort to ensure that students may feel safe and spread their wings in their school life.

Student Council activities

- Student Council advisors supported student council activities setting the following as their goals: "to support, as teachers, activities that students voluntarily conduct" and offer support such that "Student Council activities that build on the distinctive characteristics of ICUHS are conducted" and "in engaging in each activity, students think about and absorb a greater number of things."
- The Student Council Officer Meeting organized and carried out activities including Spirit Week, the ICU Dance Festival, the Welcome Event and Club Introduction for new students, publication of the Student Council Newsletter, and fundraising for victims of the Myanmar earthquake.

Student guidance

- The strengthening of measures to prevent theft in the school by the Department of Student Affairs is producing results.
- Guidelines for the use of generative AI were developed and shared. Continued efforts are needed to address emerging challenges.
- The revised edition of the Seito Shidō Teiyō (Student Guidance Guidelines) issued by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) was shared among faculty members and is used as a reference guide.

Infirmary

- Data on the use of the infirmary are shown below. Student health check-ups, individual consultations on health check-up results, a heatstroke prevention seminar, and emergency first aid training for faculty and staff were conducted as in previous years.
- We distributed 18 issues of the infirmary newsletter online.
- The number of new injury and accident claims made under the Injury and Accident Mutual Aid Benefit System of the Japan Sport Council was 37 (20 in AY2024).
- Due to a surge in the number of students infected with influenza, one first-year homeroom class and one third-year homeroom class were closed for three days in November.

School counselors

- Overall, both the number of students with prolonged school absences and the number of counseling cases decreased during the academic year.
- However, there were many students who were feeling stressed or anxious. We offered support through grade-level meetings, the school nurse, school counselors (SCs; there are two school counselors at the school, one of whom can offer services in English), and the Health and Counseling Committee (held three times a year).
- To dispel the image of the counseling room as "a place only for people with problems," the SC published the Counselor Newsletter 10 times during the year. In addition, four group programs were conducted with the aim of preventing student maladjustment and fostering connections among students.

Awards and scholarships

- We gave consideration to the operations of various programs to ensure that the programs are being effectively utilized and that their benefits are being delivered to students who need them. Among the operations considered were encouragement and recognition of student activities through the Hosoi Norio Award (six recipients).

- The Kiyoshi Forward Scholarship was established in AY2022 through the philanthropy of a parent/guardian of an ICUHS graduate and their family. As admission fee assistance, either 300,000 yen or 150,000 yen was provided to each of the nine students admitted in April of the 2025 academic year, for a total of 2.55 million yen. In addition, to support participation in ICUHS's study tours, we awarded amounts totaling 490,000 yen to five students. Establishing an endowment to ensure the long-term sustainability of this scholarship program remains a challenge.

Trends in number of people using the infirmary

AY2019	AY2020	AY2021	AY2022	AY2023	AY2024	AY2025
1,297	482	953	1,075	1,126	1,198	1,198

Trends in number of people seeing a school counselor

AY2019	AY2020	AY2021	AY2022	AY2023	AY2024	AY2025
26	32	44	37	35	39	37
203	215	200	259	239	280	195

* Top row: Number of student and parent users / Bottom row: Total number of students and parents receiving counseling and consultation services

Enhancement of ICT Environment and Promotion of ICT Use

- To smoothly hold classes that utilize ICT, we made improvements and steady progress with guiding new students to Google Classroom, guidance, troubleshooting, etc. A meeting attended by ICU's IT Center, the support services vendor Helpdesk, and teachers and staff of ICUHS is held every week.
- For handling issues with equipment and devices encountered by teachers, staff, and students, we created a structure in which all inquiries are directed to a single point of contact, the Helpdesk, which has been working effectively.
- The OA Committee handles tasks such as uploading materials to the Student Portal Site, updating files, and lending emergency backup batteries.
- With a focus on how generative AI can be utilized in educational activities, practical initiatives and trials have been carried out in each subject area and shared across the school.
- Following its selection in AY2024, ICUHS was selected again for the AY2025 DX (Digital Transformation) High School Program, a subsidy program that supports the fostering of individuals capable of playing an active role in digital transformation. In addition, information technology equipment and supplies were enhanced.

School Library Management

- We held book fairs linked to school events and subject-based learning (34 times), a library lecture (January), the selection process for the Harvard Prize Book, collaborative activities with the ICU Library, and coordination of the High School Naoki Prize.
- The Student Library Committee met six times and was actively engaged in writing articles for the library newsletter *Μουσείον* (distributed 11 times a year) and planning exhibitions.
- Although the number of book loans has continued to decline, library use has become more diverse, including regular use, requests to hold events, and peer learning among students. The library's collection totaled 36,280 books, with 1,465 books purchased or received.
- Collection withdrawal was carried out primarily in Classification 9. A total of 4,117 books were withdrawn and discarded.
- At the Writing Center, seven undergraduate and graduate tutors offered learning support to students.

Number of books checked out per year at school library

AY2019	AY2020	AY2021	AY2022	AY2023	AY2024	AY2025
5,499	5,547	6,682	5,960	5,242	4,478	4,012

School Dormitory Management Structure

- The outsourcing structure of school dormitories that was initiated in AY2017 and the new Dormitory Committee structure comprising six teachers are both functioning smoothly. Regular meetings of the committee are held jointly every week, and necessary discussions concerning school dormitory management and dormitory life of dormitory students are conducted. Each semester, a dormitory study meeting is held by the dorm parents, the administration, and faculty members.

- Of the capacity of 126 students across five school dormitories, occupancy stood at 99 students in April, 96 in September, and 74 in January. Although it was decided to relax the eligibility standards for dormitory accommodation (commuting time) for AY2025, the number of applicants for the women's dormitory exceeded its capacity for AY2026, and alternative external accommodation was introduced.
- The number of students in each dormitory using the special weekend residence system, which has been fully implemented since AY2022 and allows students to stay in the dormitories during weekends for a fee, ranged from a few to around half the number of dormitory students, and individual circumstances continue to demand that the system be kept in place.
- Responded to revisions to the dormitory regulations, updated the pre-arrival orientation video for dormitory residents, and reorganized preparations for the pre-arrival orientation session.
- Initiatives such as exchanges of views between the Dormitory Committee and representatives of the contracted dormitory management company regarding the work of dormitory parents, as well as the continued implementation of dormitory student questionnaires, have been firmly established.

Collaboration with Parents Association and Alumni Association

- *Eipήvη*, a communication from the school to parents and guardians, is issued three times a year. We also made every effort to provide thorough information through such means as Hot Con Pass and the school website.
- The Parents Association Management Committee meets 11 times a year, and the meetings provide an opportunity for parents/guardians and the school to deepen mutual understanding on not only the activities of the Parents Association but also school management in general.
- Reunion gatherings for the 15th and 25th graduating classes were held on campus, where support for the Support Fund was encouraged.
- Every autumn, updates from the high school together with a "Request for Donations to the Support Fund" are sent to all alumni.

Training for Teachers and Staff

- At a summer training program for teachers and staff (September 1), the morning session featured two guest speakers, Junichi Nakayama, former Vice Principal of ICUHS and Educational Advisor at Japan Overseas Educational Services, and Mai Teshigawara, an organizational development consultant. Mr. Nakayama delivered a lecture titled "The Current Situation of Returnee Students and ICU High School[T1]," while Ms. Teshigawara spoke on "The Future of Schools, Work, and Life." Both lectures were followed by lively question-and-answer sessions. In the afternoon, the school's two school counselors (SCs) conducted a lecture and workshop on "Responding to Student Self-Harm and Suicide Prevention."
- There was one participant in the long-term domestic training program and two participants in the short-term overseas training programs.
- In terms of external training, we have periodically provided information on training sessions offered by Tokyo Shigaku Kyoiku Kenkyujo, the Education Institute for Private Schools in Japan, Metropolitan Foundation for Private Schools, Association of Christian Schools in Japan, etc., to faculty and staff, including part-time instructors. The number of times teachers attended external training sessions (including face-to-face and online) was 62 (42 in AY2024).
- We welcomed observation visits from organizations such as the Tokyo Gakugei University Hekiyokai (10 participants in October), the Ibaraki Private High School Student Guidance Liaison Council training program (30 participants in November), and the Keio University Mita Education Association (eight participants in March).

Other items

- Following the discontinuation by Odakyu Bus Co., Ltd. of transportation services operated under the school bus contract, we held repeated discussions with Odakyu Bus Co., Ltd. regarding the extension of a regular route bus service as an alternative, and provided timely information to students, parents, and prospective students.
- With respect to the designation of the uniform for ICUHS students, in light of continuing sharp price increases, it was decided that, for students entering in or after AY2026, only the blazer and tie would remain designated items, rather than the entire uniform set, and this change was communicated to prospective students.

PR and Student Recruitment Activities

- With the Returning Students Education Center playing a central role, we engaged in activities to further publicize both in Japan and internationally the unique character of ICUHS, which embraces its entrusted mission of catering to returnee students as its primary purpose.
- As for domestic PR activities, ICUHS hosted seven online school tours and information sessions, and 1,773 families participated (AY2024: 8 tours/sessions, 1,951 families). Facilitation and speeches by ICUHS students were well received.
- We participated in various external online school information sessions a total of 11 times, and 1,228 families viewed the sessions (AY2024: 13 times, 939 families).
- As face-to-face events, we conducted Campus Walk Hour as follows, inviting alumni to participate as staff. We consider that this led, to a reasonable extent, to participants applying to the school.

Conducting of Campus Walk Hour

	Number of times Campus Walk Hour was held	Number of families that participated in Campus Walk Hour	Number of people who participated in Campus Walk Hour
AY2021	6	540	1116
AY2022	10	841	1675
AY2023	7	1045	2090
AY2024	6	965	1930
AY2025	6	926	1853

- We participated in 13 face-to-face events such as the 2025 Tokyo Private School Exhibition (Tokyo Shiritsu Chugaku Kotogakko Kyokai), Admissions Examination Consultation Event (Koenokyoikusha), Private Junior High Schools and High Schools in the West Region of Tokyo Consultation Event (Daigaku Tsushin), School Information Session and Individual Consultation Event for Returnee Students (WASEDA ACADEMY), and JOBA School Fair (JOBA).
- In individual school visits, where we welcomed prospective students and their families to ICUHS, 454 individuals from 202 families toured the school (AY2024: 404 students from 173 families). In addition to the above, 153 individuals from 56 families toured the outside of the facilities of the school.
- We held our own overseas school information sessions in Hanoi, Hong Kong, Jakarta, and Manila (277 participants in May); five cities in North America (205 participants in August); and Paris, London, Milan, and Munich (230 participants in September). We also participated in school information sessions in four Asian cities (Taipei, Bangkok, Si Racha, and New Delhi) organized by Japan Overseas Educational Services.
- Online interviews for overseas students (September transfer admission examination, December returnee student recommendation admission examination, and January document screening admission examination) and the cessation of the provision of parent waiting rooms continued, while the seating capacity of examination rooms, infection prevention measures, etc. all returned to what they were before the COVID-19 pandemic.
- In particular, to prevent issues during online interviews, we meticulously performed the checks on the online environment that are conducted prior to the interviews, and were able to prevent serious incidents from occurring.
- The number of applications for admissions for returnees decreased, while that for general admissions increased slightly. By incorporating a mechanism for acceptance from a waitlist, we have been working to ensure that the number of entrants is appropriate. We conducted surveys and devised measures to further increase the accuracy of documentary screening in admissions for returnees.

Financial Plan and Facilities Improvement Projects

- At the June 2024 meeting, the Board of Trustees determined changes to student fees, etc. for AY2027, and prospective applicants were informed of the planned changes through the application guidelines and other materials.

- The High School Fundraising Committee actively carried out its activities, and in February held the second Gathering of Harmony, a music event featuring current students and alumni, which generated substantial donations to the Support Fund and for earthquake relief.
- The “Education Enhancement Fund,” targeting parents of incoming students, remained sluggish. The “Support Fund,” targeting parents of current students, alumni, and faculty and staff, received approximately the same number of donations as in the previous year, while the total amount increased by 12.1%. The number of donations received, the total amount of donations received, and how the donations were used are reported on a dedicated webpage for the Support Fund, which was launched on ICUHS’s homepage.
- We advanced preparations for large-scale renovation works of the West Wing (a building housing special classrooms), entrusting operational support and consulting. We held three meetings to discuss the needs of full-time teachers and the outlook for the development of education activities.

Projects Concerning Establishment of Crisis Management System

- We conducted two school-wide evacuation drills, one during class (May) and one during student activities (September). The drill in September was conducted under the scenario that an earthquake had occurred during the period of preparation for the school festival and students must evacuate without being led or guided by a teacher. In lifesaving and first aid training, 50 teachers and staff members including part-time teachers and staff members took part in training using AED.
- To prevent harassment, we establish “Guidelines for the Prevention of Harassment (between Members of Teaching or General Staff, and between Members of Teaching or General Staff and Students)” and communicate these guidelines to all teachers and staff at the beginning of each academic year, ensuring that all teachers and staff are thoroughly informed. Human Rights Advisors and the Human Rights Committee engaged in activities in accordance with the International Christian University High School, Regulations Governing the Prevention and Measures against Human Rights Violations.
- To raise students’ awareness and expand their knowledge of information literacy, information morality, and security, the year group meeting and the Department of Student Affairs provided guidance at the time of entry and when online classes were held. Furthermore, we are also providing guidance within subject-based education including first-year Information classes.

Continued Issues for the Next Academic Year and Beyond

- Research and consideration regarding reasonable accommodations as part of support for student development. Following the introduction of the requirement to provide reasonable accommodations, materials were prepared by the SC and shared at the beginning of AY2025. Further research and consideration tailored to the actual circumstances of our school are needed, including the needs of students and the areas in which difficulties are encountered in responding to students.
- We are experiencing difficulties in recruiting both full-time and part-time teachers. We will make further efforts to communicate the philosophy and practices of education at our school, strengthen collaboration with universities including ICU, and enhance communication with alumni, including student teachers. We would also like to continuously review the working environment and conditions of part-time teachers.
- Activities to develop those who will play a role in Christian education. While Christian education and activities for students are well developed, we would like to continue discussions on how to expand initiatives for faculty and staff and parents.
- The disaster preparedness plan and measures need to be updated in accordance with the Ministry of Education, Culture, Sports, Science and Technology’s “Guidelines for the Evaluation and Review of Crisis Management Manuals, etc.” We plan to proceed with this task.

Enhancement of Welfare Facilities

- Renewal of the payment system at the University Cafeteria
 - The conventional paper-based ticket vending machines were discontinued, and a mobile ordering system was introduced, enabling the entire process from ordering to payment to be digitalized.
- Launch of the “Six-Year Kitchen Equipment Replacement Plan”
 - Due to the aging of kitchen equipment that had not been replaced since the construction of the Dialogue House, a six-year plan for replacing kitchen equipment was formulated. As the first phase, equipment such as large dishwashers and steam convection ovens that are directly related to hygiene management and cooking efficiency were replaced.

Development of Campus Facilities

- As part of the review of the network configuration in response to increased online activities on campus, the network upgrade of the Education and Research Building (ERB) was completed in AY2025. In consideration of the characteristics of the ERB and with an emphasis on communication stability, the existing design was retained for the wireless LAN, while the wired LAN was changed to a network configuration that enables more secure communication between laboratories.
- In AY2025, renovation work on the University Hall was completed, and new operations began with renewed classroom equipment. Classes were conducted throughout the year without any major equipment problems.
- In preparation for the renewal of the entry and exit systems for the dormitories and classrooms, relevant departments, including ITC, the Security Group, the Housing Office, and the Academic Affairs Division, collaborated to conduct a survey of the current situation. After clarifying the security requirements for each target area, an implementation plan was formulated for the system renewal in the next academic year. Efforts were made to resolve malfunctions and optimize the security system.
- The renovation work on the University Hall was completed as planned, and its use as a classroom building resumed in April 2025. In addition, following consideration of the consolidation of administrative functions, renovation work on the Science Hall began in January 2026. The building is scheduled to begin operation in July 2026 as the new “Donald C. Worth Memorial Hall,” designed to provide greater convenience for students, faculty, and staff.
- For infrastructure improvement of deteriorated water plumbing facilities, etc., renewal work was carried out from January 2025 based on the results of the AY2024 survey and was completed in February 2026. With the exception of the residential area scheduled for future demolition, water supply pipes and fire protection pipes that had been in place for more than 30 years were replaced, improving the persistent water leakage that had been a longstanding concern. The survey results for the residential area will be used as basic reference materials when formulating future university development policies.

Natural Environment of Campus

- Regarding the natural environment of the “ICU Mitaka Campus Woodland,” which was certified by the Ministry of the Environment as a Nationally Certified Sustainably Managed Natural Site in 2023, the following environmental conservation activities were promoted based on the basic policies of maintaining sustainability and ensuring biodiversity.

1) Through active use of the matching system for Nationally Certified Sustainably Managed Natural Sites, full-scale collaboration with private organizations was initiated. Specifically, with support from NS Environment Corporation, which specializes in environmental monitoring and consulting, the ICU Natural Environment Monitoring Survey was launched. In addition, in cooperation with

Hibiya-Kadan Floral Co., Ltd. and Koreyakono Co., Ltd., natural environment conservation and restoration activities were initiated, with the area near the entrance to the ICU Hachiro Yuasa Memorial Museum designated as a priority area.

2) In the second year of the Coppice Forest Restoration Project, a monitoring survey was conducted one year after the renewal cutting, producing results including the confirmed regeneration of various plants and animals and the emergence of new species. Furthermore, for plant waste such as felled trees, bamboo, dead branches, and fallen leaves, which would otherwise be transported off campus for disposal, circular use through collaboration both within and outside the University was promoted. These efforts included producing bamboo charcoal in collaboration with the SDGs initiative, using fallen leaves for compost production by neighboring farmers, utilizing felled trees in corporate offices, and using felled trees from the Sakura Replanting Project as material for commemorative items for alumni. In addition, the conservation activity event “Supporter Activity Meeting,” which has continued since the first year, was held five times in AY2025. A total of 121 participants, including current students, alumni, neighboring residents, as well as employees of local companies such as Subaru and Yokogawa Electric, engaged in conservation activities such as the removal of invasive species and tree marking. Through these activities, conservation work conducted throughout the year was organized and expanded, enhancing the sustainability of the initiative so that it can continue to operate independently in the future.



3) In the ICU Farm Project, which was launched in AY2024 to promote food- and agriculture-related activities throughout the campus, a system was established with the aim of sustainable, student-led operations whereby six students took the lead in developing the project base and organizing events through a paid internship program launched in July 2025. In addition, 14 groups comprising 26 students, faculty, and staff participated in the “Plot Gardener” program, in which participants grow crops themselves, creating opportunities for practical learning. Furthermore, activities in collaboration with external organizations included a collaborative camp with the Asian Rural Institute supported by a JICUF grant and, as also mentioned in the section on engagement with society, the conclusion of a memorandum of understanding with Mitaka City to further promote the conservation and utilization of the wasabi fields on campus.



4) With regard to the Sakura Replanting Project, which we have been working on with donations from alumni since 2014 to maintain the landscape of the approximately 70 cherry blossom trees mainly lining MacLean Avenue, in addition to pruning the existing cherry trees, two aging trees were felled and three trees were replanted after consultation with experts. As of the completion of the activities for AY2025, 27 cherry trees remained to be replanted in the future.

- In AY2025, a new section for the “ICU Mitaka Campus Woodland” was established on the university website, where an overview of the natural environment and information on each project began to be posted.
- Full-scale operation of the administrative office’s official Instagram account was launched to share daily scenes of nature on campus as well as announcements and reports on events, gaining approximately 800 followers.
- Awareness both within and outside the university increased significantly through opportunities to introduce the ICU Mitaka Campus Woodland at gatherings of approximately 100 participants each, including environment-related classes on campus, outreach lectures at neighboring elementary schools, and events for alumni.

Governance Reform Initiatives

- In accordance with the revised Private Schools Act and the university’s internal regulations, the proper and transparent conduct of meetings was maintained in close cooperation with the auditors. This ensured the appropriateness of the juridical person’s decision-making process.
- Implementation of the internal control systems
 - Based on the “School Juridical Person International Christian University Basic Policy on Development of Internal Control Systems,” established in AY2024, the PDCA cycle for the internal control systems was implemented. The juridical person’s internal control is based on regular monitoring from three perspectives: (1) self-study based on the Private University Governance Code, (2) risk assessment of operations by the administrative organization, and (3) internal audit reports by the Auditor’s Office. This prevents deviation from the level of governance generally required of private universities, while regular reviews by administrative staff and the Auditor’s Office lead to improvements in legal compliance and the quality of operations, thereby achieving the four objectives of the internal control systems.
- Review of the whistleblower protection system
 - Through self-study based on the Private University Governance Code and consultation with the auditors, the juridical person reviewed the current status of its whistleblowing contact points and began considering the establishment of a new external contact point (such as a law firm or private company).
- Development of governance-related regulations
 - From the perspectives of governance, accountability, and risk management, the various regulations related to the operation of the juridical person were comprehensively revised, and the necessary systems were developed.
- <Governance-related regulations developed in AY2025 *The month of establishment and revision are shown in (>

- School Juridical Person International Christian University Administrative Organization Regulations (April, February 2026)
- School Juridical Person International Christian University Department Heads Council Regulations (April)
- School Juridical Person International Christian University Document Management Regulations (April)
- School Juridical Person International Christian University Regulations on Electronic Management of Corporate Documents (September)
- School Juridical Person International Christian University Information Disclosure Regulations (October)
- School Juridical Person International Christian University Basic Information Security Regulations (October)
- School Juridical Person International Christian University Regulations on the Retention, etc. of Corporate Documents (November)
- Guidelines for the Operation of Shared Folders, etc. (December)
- School Juridical Person International Christian University Regulations on Administrative Decision-Making (January 2026)
- Self-study of risk assessment
 - Based on the “School Juridical Person International Christian University Basic Policy on Development of Internal Control Systems” and the “School Juridical Person International Christian University Risk Assessment Implementation Procedures,” established in AY2024, a self-study of operational risk assessment was conducted by the administrative organization. As a result of the self-study, crisis events with a high level of risk impact and likelihood of occurrence were identified, and staff training was proposed as a preventive measure against such events.

Financial Overview

About Accounting of the School Juridical Person

Overview

The purpose of a school juridical person is to carry out educational and research activities, which differs from a profit-making corporation. For this reason, its main revenue sources are student tuition and fees, donations from individuals and organizations within and outside the university, and subsidies from the national and local governments. Based on these funds, expenses necessary for education and research activities are made.

A school juridical person is expected to make maximum use of the revenues it receives and provide high-quality education. It is not necessarily required to pursue profits as corporations do.

In addition, much of the revenues of a school juridical person are fixed and subject to restrictions, such as student tuition fees and subsidies. Therefore, it is important to carry out education and research activities efficiently while maintaining the organization within its limited revenues.

For these reasons, emphasis is placed on budget management, and financial reporting adopts a method of comparing the budget with actual results. In addition, as a trustee of donations and subsidies, a school juridical person has a responsibility to demonstrate that these funds have been used appropriately. Therefore, it is necessary to clearly show how the funds are managed and used.

Accounting of the school juridical person adopts standards different from those of corporate accounting, and the school juridical person is required to prepare the following three financial statements and clearly disclose financial information to stakeholders and society.

I . Balance Sheet

The assets, liabilities, and net assets (capital funds and balance of income and expenditures) of the school juridical person are listed to show the sources of funds and how they are utilized. This makes it possible to assess the soundness of its financial status.

II . Statement of Revenues and Expenses of Operating Activities

This corresponds to the income statement in corporate accounting and organizes revenues and expenses into the following three categories of activities:

- (1) Educational activities (revenues and expenses for educational activities)
- (2) Ordinary activities other than educational activities (revenues and expenses for non-educational activities)
- (3) Other activities (special revenues and expenses)

In addition, the amount to be allocated into the capital funds (the amount corresponding to purchases of facilities, equipment, etc.) is deducted to show the balance between revenues and expenses for the relevant academic year. This makes it possible to understand the balance between operating activity revenues and operating activity expenses for each category of the school juridical person.

III . Statement of Cash Flows

This shows the revenues and expenses for the relevant academic year, as well as the flow of cash and deposits that can be readily withdrawn. This makes it possible to understand the movement of funds and the financial status at the end of the academic year.

Explanation of Each Item in the Financial Statements

Balance Sheet (March 31, 2026)

Unit: yen

Assets			
Item	March 31, 2026	March 31, 2025	Difference
Fixed assets	83,188,939,326	80,955,929,876	2,233,009,450
Tangible fixed assets (1)	35,358,967,297	35,052,425,890	306,541,407
Specified assets (2)	47,385,210,684	45,449,908,857	1,935,301,827
Other fixed assets (3)	444,761,345	453,595,129	△ 8,833,784
Current assets (4)	2,125,968,324	2,145,402,212	△ 19,433,888
Total assets	85,314,907,650	83,101,332,088	2,213,575,562

Liabilities			
Item	March 31, 2026	March 31, 2025	Difference
Fixed liabilities (5)	23,938,844,227	22,645,281,179	1,293,563,048
Current liabilities (6)	3,214,588,496	2,522,348,295	692,240,201
Total liabilities	27,153,432,723	25,167,629,474	1,985,803,249
Net assets			
Item	March 31, 2026	March 31, 2025	Difference
Capital funds	60,286,882,049	59,276,696,233	1,010,185,816
No. 1 Capital Fund (7)	42,382,912,449	41,372,726,633	1,010,185,816
No. 3 Capital Fund (8)	17,326,969,600	17,326,969,600	0
No. 4 Capital Fund (9)	577,000,000	577,000,000	0
Balance carried forward to next year	△ 2,125,407,122	△ 1,342,993,619	△ 782,413,503
Total net assets	58,161,474,927	57,933,702,614	227,772,313
Total liabilities and net assets	85,314,907,650	83,101,332,088	2,213,575,562

(1) Land, buildings, structures, equipment, books, etc.

(2) Specified assets reserved for No. 3 Capital Fund and other specified assets

(3) Rights for facilities use, securities, retirement pension reserve, etc.

(4) Cash deposits, accounts receivable, etc.

(5) Borrowings, retirement reserve, etc.

(6) Borrowings due within one year, accounts payable, advances received, etc.

(7) Acquisition amount of fixed assets, such as facilities and equipment

(8) Amount of money and other assets continuously held and managed as endowment funds, such as education and research funds and scholarship funds

(9) Funds to be continuously maintained for payment purposes

Statement of Revenues and Expenses of Operating Activities
for the Year Ended March 31, 2026

Unit: yen

for the Year Ended March 31, 2020						Unit: yen
Educational activities [1]	Revenues	Item	Budget	Actual	Difference	
		Student tuition and fees (1)	5,192,394,000	5,271,658,707	△ 79,264,707	
		Handling fees (2)	106,258,000	129,575,430	△ 23,317,430	
		Donations (3)	383,796,000	290,758,989	93,037,011	
		Subsidies for ordinary expenses (4)	1,113,041,000	1,370,780,081	△ 257,739,081	
		Auxiliary enterprises (5)	543,889,000	587,930,795	△ 44,041,795	
		Miscellaneous (6)	190,362,000	336,209,881	△ 145,847,881	
		Total	7,529,740,000	7,986,913,883	△ 457,173,883	
	Expenses	Item	Budget	Actual	Difference	
		Personnel (7)	4,970,812,000	5,377,713,634	△ 406,901,634	
		Education and research (8)	3,582,306,000	3,399,383,199	182,922,801	
		Administrative expenses (8)	1,867,774,000	1,810,830,885	56,943,115	
Uncollectible payments (9)		0	6,926,211	△ 6,926,211		
Total		10,420,892,000	10,594,853,929	△ 173,961,929		
Difference between revenues and expenses			△ 2,891,152,000	△ 2,607,940,046	△ 283,211,954	
Non-educational activities [2]	Revenues	Item	Budget	Actual	Difference	
		Interest and investment income (10)	736,098,000	4,482,377,280	△ 3,746,279,280	
		Other (11)	41,000,000	34,000,000	7,000,000	
		Total	777,098,000	4,516,377,280	△ 3,739,279,280	
	Expenses	Item	Budget	Actual	Difference	
		Interest paid on borrowings (12)	281,191,000	279,816,840	1,374,160	
		Other (13)	258,000,000	709,937,225	△ 451,937,225	
		Total	539,191,000	989,754,065	△ 450,563,065	
Difference between revenues and expenses			237,907,000	3,526,623,215	△ 3,288,716,215	
Balance between educational and non-educational activities [3]			△ 2,653,245,000	918,683,169	△ 3,571,928,169	
Special revenues and expenses [4]	Revenues	Item	Budget	Actual	Difference	
		Proceeds from sales of assets (14)	0	0	0	
		Other (15)	39,123,000	70,604,788	△ 31,481,788	
		Total	39,123,000	70,604,788	△ 31,481,788	
	Expenses	Item	Budget	Actual	Difference	
		Loss on disposal of assets (16)	6,000,000	31,360,021	△ 25,360,021	
		Other (17)	0	730,155,623	△ 730,155,623	
		Total	6,000,000	761,515,644	△ 755,515,644	
Difference between revenues and expenses			33,123,000	△ 690,910,856	724,033,856	
[Reserved fund]			12,000,000		12,000,000	
Difference between revenues and expenses before transfers to capital funds [5]			△ 2,632,122,000	227,772,313	△ 2,859,894,313	
Total transfers to capital funds [6]			△ 1,269,541,000	△ 1,010,185,816	△ 259,355,184	
Difference between revenues and expenses after transfers to capital funds [7]			△ 3,901,663,000	△ 782,413,503	△ 3,119,249,497	
Balance carried over from previous year			△ 1,342,993,619	△ 1,342,993,619	0	
Balance carried forward to next year			△ 5,244,656,619	△ 2,125,407,122	△ 3,119,249,497	
(Reference)						
Total revenues [8]			8,345,961,000	12,573,895,951	△ 4,227,934,951	
Total expenses [8]			10,978,083,000	12,346,123,638	△ 1,368,040,638	

- [1] Revenues and expenses related to educational activities
 [2] Revenues and expenses related to ordinary activities other than educational activities
 [3] Total of the revenues and expenses differences of [1] and [2]
 [4] Revenues and expenses related to activities other than [1] and [2]
 [5] Total of the ordinary revenues and expenses balance and the special revenues and expenses balance
 [6] Amount equivalent to the amount paid from own funds for the construction or expansion of facilities, etc.
 [7] Revenue and expense balance after deduction of the amount transferred to capital funds ([5]-[6])
 [8] Total of educational activities revenues and expenses, non-educational activities revenues and expenses, and special revenues and expenses
 (1) Tuition fee, facilities fee, matriculation fee, non-resident fee, etc.
 (2) Entrance examination fee, certificate fees, etc.
 (3) Donations excluding donations for the facility construction
 * In the statement of revenues and expenses of operating activities, donations in kind are included
 (4) Private school subsidies and program subsidies from the national government and the Tokyo Metropolitan Government, excluding subsidies for facilities and equipment
 (5) Dormitory fees, fees for extracurricular courses, commissioned research funds from external institutions, etc.
 (6) Facilities and equipment usage fees, grants from the Tokyo Metropolitan Foundation for Private School, etc., and other revenues
 (7) Salaries and prescribed welfare expenses for faculty and staff (including part-time lecturers and part-time staff, etc.)
 * In the statement revenues and expenses operating activities, transfers to retirement allowance reserves and transfers to bonus allowance reserves are included.
 (8) Expenses for expendables, utilities (electricity, heat and water), repairs, printing, scholarships, etc. for education and research activities and juridical person operations
 * In the statement of revenues and expenses of operating activities, depreciation expenses are included
 (9) Uncollectible payments and provision for uncollectible expenses
 (10) Interest income from deposits and other assets, and investment income from specified assets
 (11) Transfers from profit-making activity accounts
 (12) Interest paid on borrowings
 (13) Endowment management fees and foreign exchange gain
 (14) Difference from the book value upon the sale or disposal of fixed assets, etc.
 (15) Donation for the facility construction, subsidies for facilities and equipment, and prior-year adjustments
 * In the statement of revenues and expenses of operating activities, donations in kind are included
 (16) Difference from the book value upon the sale or disposal of fixed assets, etc.
 (17) Prior-year adjustments, etc.

Statement of Cash Flows
for the Year Ended March 31, 2026

Unit: yen

Revenues			
Item	Budget	Actual	Difference
Student tuition and fees	5,192,394,000	5,271,658,707	△ 79,264,707
Entrance exam and other processing fees	106,258,000	129,575,430	△ 23,317,430
Donations	408,099,000	329,998,716	78,100,284
Subsidies	1,113,041,000	1,393,292,081	△ 280,251,081
Proceeds from sales of assets	0	0	0
Auxiliary enterprises	584,889,000	621,930,795	△ 37,041,795
Investment income	736,098,000	4,482,377,280	△ 3,746,279,280
Miscellaneous	190,362,000	327,765,295	△ 137,403,295
Borrowings (1)	2,889,000,000	2,350,000,000	539,000,000
Unearned revenue (2)	791,350,000	764,216,488	27,133,512
Other	2,557,581,336	2,142,034,803	415,546,533
Cash inflow adjustments (3)	△ 934,988,618	△ 1,035,595,158	100,606,540
Cash carried over from previous year (4)	1,930,625,580	1,930,625,580	
Total	15,564,709,298	18,707,880,017	△ 3,143,170,719

Refer to the statement of revenues and expenses of operating activities

Expenses			
Item	Budget	Actual	Difference
Personnel	5,031,674,000	5,379,007,666	△ 347,333,666
Education and research	2,442,476,000	2,256,706,979	185,769,021
Administrative expenses	1,498,719,000	1,898,320,752	△ 399,601,752
Interest paid on borrowings	281,191,000	279,816,840	1,374,160
Scheduled principal paid on borrowings (5)	1,312,606,000	1,218,185,600	94,420,400
Facilities (6)	2,272,863,000	1,751,118,523	521,744,477
Equipment (7)	310,252,000	340,874,773	△ 30,622,773
Transfers to capital fund(s), etc. (8)	454,000,000	3,762,301,827	△ 3,308,301,827
Other	414,364,281	395,845,490	18,518,791
[Reserved fund]	12,000,000		12,000,000
Cash outflow adjustments (9)	△ 357,537,836	△ 504,243,210	146,705,374
Cash carried over to next year (10)	1,892,101,853	1,929,944,777	△ 37,842,924
Total	15,564,709,298	18,707,880,017	△ 3,143,170,719

Refer to the statement of revenues and expenses of operating activities

- (1) Borrowings
- (2) Tuition fees, etc., for the following academic year received in the current academic year
- (3) Adjustment amount deducting previous academic year income (advances received at the end of the previous academic year) and income for the following academic year and thereafter (accounts receivable at the end of the current academic year) from income related to activities in the current academic year
- (4) Cash deposits balance at the end of the previous academic year
- (5) Principal repayments of borrowings
- (6) Buildings, structures, and construction in progress
- (7) Equipment for education and research/administration, books, etc.
- (8) Expenses for purchases of securities and transfers to endowments, etc.
- (9) Adjustment amount deducting previous academic year expenses (prepaid expenses at the end of the previous academic year) and expenses for the following academic year and thereafter (accounts payable at the end of the current academic year) from expenses related to activities in the current academic year
- (10) Cash deposits balance at the end of the current academic year

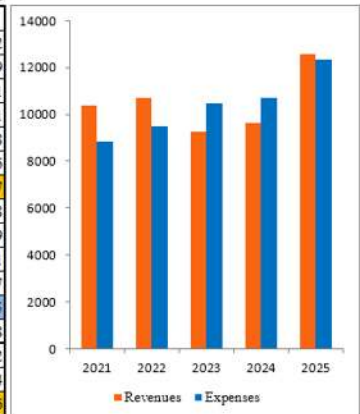
Overview of the FY2025 Financial Results

Analysis of Financial Performance and Year-on-Year Comparison

Statement of Revenues and Expenses of Operating Activities

(Unit: million yen)

Item		AY2021	AY2022	AY2023	AY2024	AY2025
Educational activities	Revenues					
	Student tuition and fees	5,099	5,123	5,162	5,029	5,272
	Entrance exam and other processing fees	116	105	115	137	129
	Donations	224	411	273	359	291
	Subsidies for ordinary expenses	922	983	1,033	1,288	1,371
	Auxiliary enterprises	443	513	594	600	588
	Miscellaneous	251	261	301	322	336
	Total	7,055	7,396	7,478	7,735	7,987
	Expenses					
	Personnel	4,900	4,868	4,976	5,149	5,378
Non-educational activities	Education and research	2,262	2,733	3,295	3,228	3,399
	Administrative expenses	1,365	1,518	1,539	1,666	1,811
	Uncollectible payments	1	6	2	5	7
	Total	8,528	9,125	9,812	10,048	10,595
	Difference between revenues and expenses	△ 1,473	△ 1,729	△ 2,334	△ 2,313	△ 2,608
	Revenues					
	Interest and investment income	3,204	3,192	1,678	1,806	4,482
	Other	41	46	48	0	34
	Total	3,245	3,238	1,726	1,806	4,516
	Expenses					
	Interest paid on borrowings	94	119	169	217	279
	Other	173	201	258	309	710
	Total	267	320	427	526	989
	Difference between revenues and expenses	2,978	2,918	1,299	1,280	3,527
Balance between educational and non-educational activities		1,505	1,189	△ 1,035	△ 1,033	919
Special revenues and expenses	Revenues					
	Proceeds from sales of assets	0	0	0	0	0
	Other	97	65	73	78	71
	Total	97	65	73	78	71
	Expenses					
	Loss on disposal of assets	58	48	236	145	32
	Other	0	0	0	0	730
	Total	58	48	236	145	762
	Difference between revenues and expenses	39	17	△ 163	△ 67	△ 691
	Difference between revenues and expenses before transfers to capital funds	1,544	1,206	△ 1,198	△ 1,100	228
Total transfers to capital funds		△ 428	△ 787	△ 1,269	△ 1,006	△ 1,010
Difference between revenues and expenses after transfers to capital funds		1,116	419	△ 2,467	△ 2,106	△ 782
Total revenues		10,397	10,699	9,277	9,619	12,574
Total expenses		8,853	9,493	10,475	10,719	12,346



The statement of revenues and expenses of operating activities shows the details of revenues and expenses and the balance between them for the relevant academic year in each of the three categories: “educational activities revenues and expenses,” “non-educational activities revenues and expenses,” and “special revenues and expenses.”

For operating activities revenues and expenses as a whole, total activities revenues were 12,574 million yen (+2,955 million yen from the previous year), and total activities expenses were 12,346 million yen (+1,627 million yen from the previous year).

For educational activities revenues and expenses, the balance was −2,608 million yen (−295 million yen from the previous year). Educational activities revenues increased by 252 million yen due to increases in student tuition and fees, subsidies, etc. Educational activities expenses increased by 547 million yen due to factors including an increase in personnel expenses resulting from the recording of a provision for bonuses following the revision of the accounting standards for school juridical persons, an increase in scholarship expenses under the new higher education support system, and an increase in depreciation expenses associated with large-scale renovations of facilities.

For non-educational activities revenues and expenses, the balance was +3,527 million yen (+2,247 million yen from the previous year). The main factor was a substantial increase in realized gains from the strong performance of endowment investments.

For ordinary revenues and expenses, which combine educational activities revenues and expenses and non-educational activities revenues and expenses, the balance was 919 million yen (+1,952 million yen from the previous year).

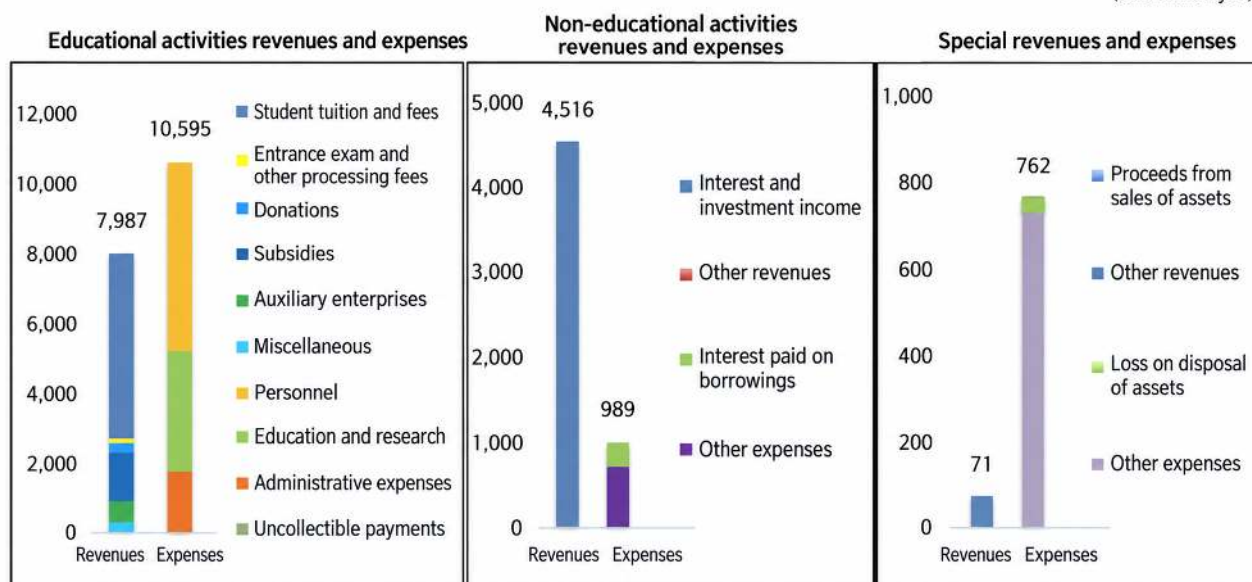
For special revenues and expenses, the balance was -691 million yen (-624 million yen from the previous year). This was due to the recording of provisions for bonuses and pensions for prior years following the revision of the accounting standards for school juridical persons.

The current-year difference between revenues and expenses before transfers to capital funds, which combines the differences of the three categories (educational activities revenues and expenses, non-educational activities revenues and expenses, and special revenues and expenses), was 228 million yen (+1,328 million yen from the previous year).

In addition, the amount transferred to capital funds (an amount corresponding to expenses made from the school juridical person's own funds for the construction and expansion of facilities, etc.) was 1,010 million yen, approximately the same as in the previous year.

As a result, the current-year difference (educational activities difference + non-educational activities difference + special difference - amount transferred to capital funds) was -782 million yen.

(unit: million yen)



Statement of Cash Flows

(Unit: million yen)

Item	AY2021	AY2022	AY2023	AY2024	AY2025
Student tuition and fees	5,099	5,123	5,162	5,029	5,272
Entrance exam and other processing fees	116	105	115	137	129
Donations	283	424	312	392	330
Subsidies	948	1,018	1,052	1,299	1,393
Proceeds from sales of assets	0	0	0	0	0
Auxiliary enterprises	484	559	642	600	622
Investment income	3,204	3,192	1,678	1,806	4,482
Miscellaneous	240	261	300	314	328
Borrowings	5,354	3,805	3,466	3,835	2,350
Unearned revenue	779	763	819	846	764
Other	653	1,636	1,662	1,666	2,142
Cash inflow adjustments	△ 884	△ 943	△ 972	△ 1,026	△ 1,035
Cash carried over from previous year	2,648	2,099	2,735	2,356	1,931
Total revenues	18,924	18,042	16,971	17,254	18,708
Personnel	4,947	4,898	5,012	5,158	5,379
Education and research	1,515	1,909	2,247	2,133	2,257
Administrative expenses	1,053	1,174	1,232	1,371	1,898
Interest paid on borrowings	94	119	169	217	279
Scheduled principal paid on borrowings	1,254	764	976	1,010	1,219
Facilities	4,689	3,528	2,600	3,672	1,751
Equipment	139	261	682	116	341
Transfers to capital fund(s), etc.	3,024	2,989	1,431	1,491	3,762
Other	415	351	710	504	396
Cash outflow adjustments	△ 305	△ 686	△ 444	△ 348	△ 504
Cash carried over to next year	2,099	2,735	2,356	1,930	1,930
Total expenses	18,924	18,042	16,971	17,254	18,708

The statement of cash flows shows the details of all revenues and expenses corresponding to activities such as education and research during the relevant fiscal year, as well as the flow of receipts and payments of available funds (cash and deposits that can be withdrawn at any time).

On the revenues side, the total was 16,777 million yen, including borrowings and advance receipts of student tuition and fees, etc. Together with 1,931 million yen in cash carried over from previous year, the

total was 18,708 million yen. In addition to the main factors described in the statement of revenues and expenses of operating activities, revenue from borrowings was recorded for the renovation of the new Donald C. Worth Memorial Hall (formerly the Science Hall) associated with the relocation of administrative functions, as well as for the renewal of campus infrastructure, etc.

On the expenses side, the total was 16,778 million yen, including repayments of borrowings and expenses related to facilities and equipment, etc., and available funds carried forward to the following year were 1,930 million yen. In addition to the main factors described under operating activities expenses (excluding depreciation expenses), expenses related to facilities and equipment were recorded for infrastructure renewal work and the renovation of the University Hall.

Statement of Cash Flows by Activities

(Unit: million yen)

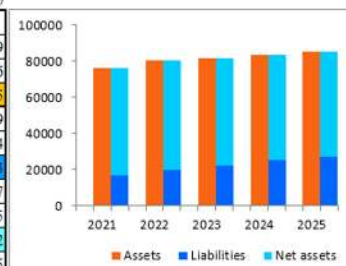
Item	AY2021	AY2022	AY2023	AY2024	AY2025
Educational activities					
Total revenue	7,041	7,391	7,476	7,722	7,977
Total expense	7,341	7,780	8,233	8,352	8,824
Deduction	△ 300	△ 389	△ 757	△ 630	△ 847
Cash inflow adjustments	53	32	△ 37	21	△ 10
Difference between revenues and expenses (A)	△ 247	△ 357	△ 794	△ 609	△ 857
Facility and equipment activities					
Total revenue	604	1,192	1,408	1,470	1,849
Total expense	4,829	3,789	3,281	3,788	2,092
Deduction	△ 4,225	△ 2,597	△ 1,873	△ 2,318	△ 243
Cash inflow adjustments	△ 13	255	△ 170	△ 64	△ 6
Difference between revenues and expenses (B)	△ 4,238	△ 2,342	△ 2,043	△ 2,382	△ 249
Total (C) = (A) + (B)	△ 4,485	△ 2,699	△ 2,837	△ 2,991	△ 1,106
Other activities					
Total revenue	8,631	7,375	5,340	5,677	7,015
Total expense	4,721	4,115	2,860	3,089	6,012
Deduction	3,910	3,260	2,480	2,588	1,003
Cash inflow adjustments	26	75	△ 21	△ 22	102
Difference between revenues and expenses (D)	3,936	3,335	2,459	2,566	1,105
Increase/decrease amount of payment purposes ((C) + (D))	△ 549	636	△ 378	△ 425	△ 1
Cash carried over from previous year	2,648	2,099	2,734	2,356	1,931
Cash carried over to next year	2,099	2,735	2,356	1,931	1,930

The statement of cash flows by activities presents the statement of cash flows divided into the following three categories: (1) educational activities, (2) acquisition or disposal of facilities and equipment and other similar activities, and (3) financing and other activities not included in (1) or (2). Like the statement of cash flows in corporate accounting, it shows the balance of revenues and expenses for each activity category.

Balance Sheet

(Unit: million yen)

Item	AY2021	AY2022	AY2023	AY2024	AY2025
Fixed assets	73,543	77,476	78,900	80,956	83,189
Current assets	2,271	2,904	2,572	2,145	2,126
Total assets	75,814	80,380	81,472	83,101	85,315
Fixed liabilities	14,823	17,629	20,015	22,645	23,939
Current liabilities	1,965	2,519	2,423	2,522	3,214
Total liabilities	16,788	20,148	22,438	25,167	27,153
Capital funds	56,215	57,001	58,271	59,277	60,287
Balance carried forward to next year	2,811	3,231	763	△ 1,343	△ 2,125
Total net assets	59,026	60,232	59,034	57,934	58,162
Total liabilities and net assets	75,814	80,380	81,472	83,101	85,315



The balance sheet shows the status of assets and liabilities, capital funds, and the balance of income and expenditures carried forward at the end of the fiscal year, thereby showing the financial status of the school juridical person.

As of March 31, 2026, total assets were 85,315 million yen, total liabilities were 27,153 million yen, and total net assets (net assets calculated by subtracting total liabilities from total assets) were 58,162 million yen.

Accounting for Profit-Making Activities

○ Statement of Income

(Unit: million yen)

Item	AY2021	AY2022	AY2023	AY2024	AY2025
Net sales	106	107	107	66	110
Cost of goods sold	50	50	50	96	62
Gross income (loss)	56	57	57	△ 30	48
Selling, general and administrative expenses	12	7	8	6	12
Operating revenues (losses)	44	50	49	△ 36	36
Non-operating revenues	0	0	2	40	0
Non-operating expenses	3	3	3	3	2
Ordinary income	41	47	48	1	34
Income before transfers to school accounting	41	47	48	1	34
Transfer to the school accounting	41	46	48	0	34
Income before income taxes	0	1	0	1	0
Corporate, inhabitant, and enterprise taxes	0	0	0	0	0
Net income	0	1	0	1	0

○ Balance Sheet

(Unit: million yen)

Item	AY2021	AY2022	AY2023	AY2024	AY2025
Current assets	48	54	68	67	71
Fixed assets	417	379	340	302	266
Total assets	465	433	408	369	337
Current liabilities	33	33	40	33	33
Fixed liabilities	381	348	316	282	250
Total liabilities	414	381	356	315	283
Total net assets	51	52	52	54	54
Total liabilities and net assets	465	433	408	369	337

The solar power generation business, which is a profit-making activity (electricity sales began in July 2015), is reported under accounting for profit-making activities, separately from the accounting of the school juridical person. Revenue from electricity sales was 110 million yen, an increase of 44 million yen from the previous year. The transfer to the school accounting was 34 million yen, +34 million yen from the previous year.

Inventory of Assets

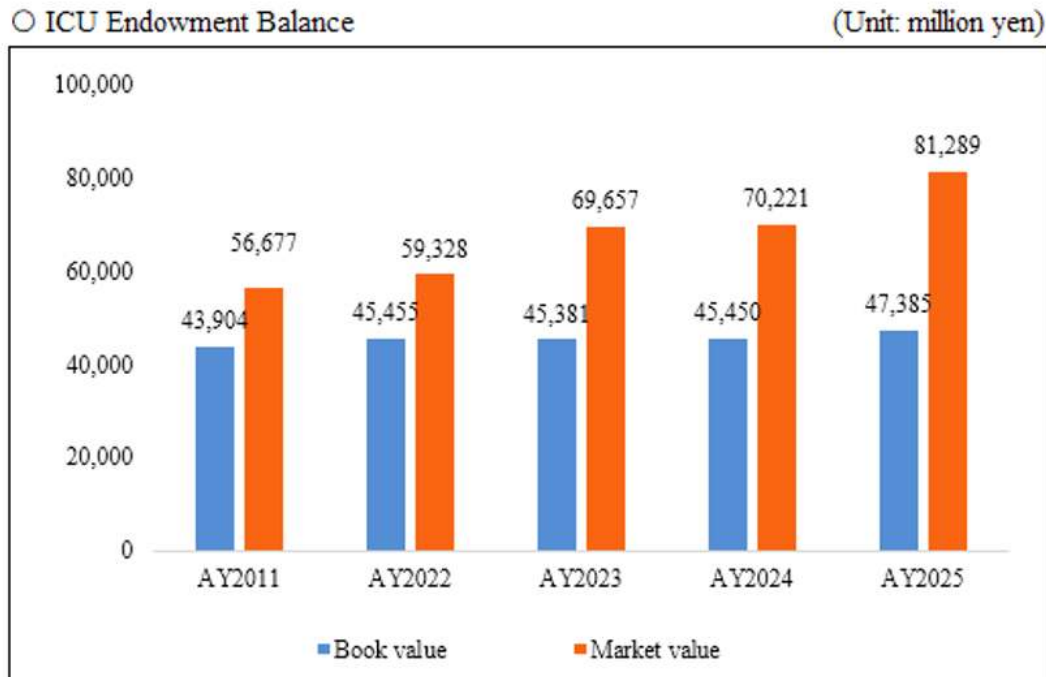
(Unit: million yen)

Item	AY2021	AY2022	AY2023	AY2024	AY2025
Assets					
Basic funds					
Land	696	696	696	696	696
Buildings	18,043	23,777	24,995	27,156	25,902
Structures	1,488	1,701	1,555	1,419	2,336
Equipment for education and research	456	580	1,067	1,004	1,116
Administrative equipment	170	147	122	99	84
Books	4,538	4,587	4,629	4,678	4,699
Other	3,804	95	32	22	547
Assets managed					
Cash deposits	2,099	2,735	2,356	1,931	1,930
Reserve	43,904	45,456	45,381	45,450	47,385
Other	616	606	639	646	599
Assets of profit-making activities accounting	465	433	409	370	337
Total	76,279	80,813	81,881	83,471	85,631
Liabilities					
Fixed liabilities	14,823	17,629	20,015	22,645	23,939
Current liabilities	1,965	2,519	2,423	2,522	3,214
Liabilities of profit-making activities accounting	414	382	356	316	283
Total	17,202	20,530	22,794	25,483	27,436

Status of Investment Assets

To support more extensive educational activities within limited revenues, ICU actively manages the ICU Endowment, which is funded by donations received over the years, and uses the investment returns to support education and research activities and expand scholarship programs, etc.

In AY2025, amid a global upward trend in stock prices, Japanese equities, which accounted for approximately 30% of the portfolio, made a significant contribution to investment returns. Alternative investments, including private equity, private debt, and hedge funds, also generally performed steadily, resulting in strong overall returns. The total return on a market-value basis was a surplus of 12,897 million yen (an overall rate of return of 18.6%). In addition, 1,827 million yen was transferred from the endowment to the school accounting, and the market value of the endowment at the end of AY2025 was 81,289 million yen (+11,068 million yen from the previous year).



○ Trend in transfers to the university account (Unit: million yen)

AY2021	AY2022	AY2023	AY2024	AY2025
515	1,438	1,440	1,422	1,827

Management Achievements and Challenges, and Future Policies and Measures

To maintain ICU's distinctive financial structure that supports education in small classes, we set an annual limit on transfers from the ICU Endowment to the school budget based on the average real rate of return on the Endowment over the past 10 years. Based on this limit, we prepare the budget so that cash revenues and expenses are balanced, thereby working to maintain sustainable financial management over the medium to long term. In AY2025, under the same policy, through setting the amount transferred from the endowment to the university budget in advance and implementing systematically the budget that was formulated within that range, we maintained a balanced cash flow.

The operating activities revenues and expenses for AY2025 improved significantly due to strong investment returns from the Endowment. With regard to ordinary revenues and expenses, we will continue to actively pursue measures to increase revenues and optimize expenses by allocating the budget for education, research, and administrative expenses based on priorities, while further expanding scholarships funded by investment returns from the Endowment.

With regard to facility improvements, we carried out the renovation of the Donald C. Worth Memorial Hall (West Wing) for the relocation of administrative functions, as well as campus infrastructure renewal work. In AY2026, we plan to continue carrying out these projects in stages and according to plan, including

the renovation of the West Wing and upgrades to air-conditioning systems and wells. We plan to finance these facility improvements through long-term borrowings from sources such as external financial institutions to spread the cost burden across generations, while continuing to maintain stable financial management.

As noted above, the market value of the ICU Endowment at the end of AY2025 was 81,290 million yen, an increase of 11,070 million yen from the previous year, demonstrating that ICU's financial approach of supporting enhanced education and research activities through investment returns from the Endowment is functioning effectively. Going forward, we will continue to invest the Endowment not only in listed equities but also in a wide range of alternative assets, including private equity, private debt, and hedge funds, to maintain a diversified portfolio. We will use the investment returns in a planned and effective manner while ensuring financial stability over the medium to long term. The investment performance of the ICU Endowment and our future investment policy are disclosed for each academic year on the university website.

Comparison of Financial Ratios over Time

○ Ratios Pertaining to Statement of Revenues and Expenses of Operating Activities (The university)

(Unit: %)

Ratios	Formula (*100)	Evaluation ^{*1}	AY2021	AY2022	AY2023	AY2024	AY2025	National average ^{*2}
(1) Personnel expenses ratio	Personnel expenses Ordinary revenues	▼	45.2	43.4	52.4	51.9	40.3	47.2
(2) Personnel expenses dependency ratio	Personnel expenses Student tuition and fees	▼	92.4	91.1	92.6	94.6	95.2	60.2
(3) Education and research expenses ratio	Education and research expenses Ordinary revenues	△	21.5	24.8	36.7	34.5	26.8	39.3
(4) Management expenses ratio	Management expenses Ordinary revenues	▼	14.3	15.5	18.4	19.3	15.2	7.4
(5) Interest paid on borrowings ratio	Interest paid on borrowings Ordinary revenues	▼	0.9	1.2	2.0	2.5	2.4	0.1
(6) Operating activities revenues/expenses ratio	Difference between revenues and expenses before transfers to capital funds Operating activities revenues	△	16.3	13.1	△ 15.0	△ 12.8	3.2	5.9
(7) Revenue-to-expense ratio after transfers to capital funds	Operating activities expenses Operating activities revenues - Transfers to capital funds	▼	87.0	93.4	132.8	126.4	105.3	103.6
(8) Student tuition and fees ratio	Student tuition and fees Ordinary revenues	—	48.9	47.6	56.6	54.9	42.4	78.4
(9) Donations ratio	Donations Operating activities revenues	△	2.9	4.4	3.7	4.7	2.7	1.8
(10) Ordinary donations ratio	Donations in educational activities revenues and expenses Ordinary revenues	△	2.2	4.1	3.1	4.0	2.4	1.4
(11) Subsidies Ratio	Subsidies Operating activities revenues	△	6.8	7.3	8.7	9.3	7.8	10.7
(12) Ordinary subsidies ratio	Subsidies in educational activities revenues and expenses Ordinary revenues	△	6.7	6.9	8.8	9.3	7.6	10.5
(13) Transfers to capital funds ratio	Transfers to capital funds Operating activities revenues	△	3.8	7.0	13.4	10.7	8.1	9.2
(14) Depreciation ratio	Depreciation Ordinary expenses	—	14.0	14.7	16.1	16.7	15.9	12.0
(15) Ordinary revenues/expenses ratio	Ordinary revenues/expenses Ordinary revenues	△	16.2	13.0	△ 12.8	△ 12.0	8.9	5.9
(16) Ratio of difference between educational activities revenues and expenses	Difference between educational activities revenues and expenses Total of educational activities revenues	△	△ 24.0	△ 25.8	△ 34.9	△ 33.3	△ 35.9	4.2

○ Ratios Pertaining to Statement of Revenues and Expenses of Operating Activities (The Juridical Person)

(Unit: %)

Ratios	Formula (*100)	Evaluation ^{*1}	AY2021	AY2022	AY2023	AY2024	AY2025	National average ^{*2}
(1) Personnel expenses ratio	Personnel expenses Ordinary revenues	▼	47.6	45.8	54.1	54.0	43.0	50.9
(2) Personnel expenses dependency ratio	Personnel expenses Student tuition and fees	▼	96.1	95.0	96.4	102.4	102.0	70.7
(3) Education and research expenses ratio	Education and research expenses Ordinary revenues	△	22.0	25.7	35.8	33.8	27.2	37.3
(4) Management expenses ratio	Management expenses Ordinary revenues	▼	13.3	14.3	16.7	17.5	14.5	8.9
(5) Interest paid on borrowings ratio	Interest paid on borrowings Ordinary revenues	▼	0.9	1.1	1.8	2.3	2.2	0.1
(6) Operating activities revenues/expenses ratio	Difference between revenues and expenses before transfers to capital funds Operating activities revenues	△	14.9	11.3	△ 12.9	△ 11.4	1.8	3.3
(7) Revenue-to-expense ratio after transfers to capital funds	Operating activities expenses Operating activities revenues - Transfers to capital funds	▼	88.8	95.8	130.8	124.5	106.8	107.4
(8) Student tuition and fees ratio	Student tuition and fees Ordinary revenues	—	49.5	48.2	56.1	52.7	42.2	72.0
(9) Donations ratio	Donations Operating activities revenues	△	2.8	4.1	3.5	4.4	2.7	2.0
(10) Ordinary donations ratio	Donations in educational activities revenues and expenses Ordinary revenues	△	2.2	3.9	3.0	3.8	2.3	1.6
(11) Subsidies Ratio	Subsidies Operating activities revenues	△	9.1	9.5	11.3	13.5	11.1	15.0
(12) Ordinary subsidies ratio	Subsidies in educational activities revenues and expenses Ordinary revenues	△	9.0	9.2	11.2	13.5	11.0	14.7
(13) Transfers to capital funds ratio	Transfers to capital funds Operating activities revenues	△	4.1	7.3	13.7	10.5	8.0	10.0
(14) Depreciation ratio	Depreciation Ordinary expenses	—	13.9	14.4	15.7	16.0	15.2	11.4
(15) Ordinary revenues/expenses ratio	Ordinary revenues/expenses Ordinary revenues	△	14.6	11.2	△ 11.2	△ 10.8	7.3	2.7
(16) Ratio of difference between educational activities revenues and expenses	Difference between educational activities revenues and expenses Total of educational activities revenues	△	△ 20.9	△ 23.4	△ 31.2	△ 29.9	△ 32.7	0.3

Ratios	Formula (*100)	Evaluation *1	AY2021	AY2022	AY2023	AY2024	AY2025	National average *2
(1) Fixed assets ratio	$\frac{\text{Fixed assets}}{\text{Total assets}}$	—	97.0	96.4	96.8	97.4	97.5	86.1
(2) Tangible fixed assets ratio	$\frac{\text{Tangible fixed assets}}{\text{Total assets}}$	—	38.5	39.3	40.6	42.2	41.4	57.6
(3) Specified assets ratio	$\frac{\text{Specified assets}}{\text{Total assets}}$	△	57.9	56.6	55.7	54.7	55.5	23.7
(4) Current assets ratio	$\frac{\text{Current assets}}{\text{Total assets}}$	△	3.0	3.6	3.2	2.6	2.5	13.9
(5) Fixed liabilities ratio	$\frac{\text{Fixed liabilities}}{\text{Liabilities} + \text{Net assets}}$	▼	19.6	21.9	24.6	27.3	28.1	6.4
(6) Current liabilities ratio	$\frac{\text{Current liabilities}}{\text{Liabilities} + \text{Net assets}}$	▼	2.6	3.1	3.0	3.0	3.8	5.2
(7) Retained earnings ratio	$\frac{\text{Operating assets} - \text{Total liabilities}}{\text{Total assets}}$	△	38.6	34.9	31.1	26.8	26.0	28.5
(8) Operating assets ratio	$\frac{\text{Operating assets} - \text{External liabilities}}{\text{Ordinary expenses}}$	△	362.4	324.4	272.9	235.0	220.2	2.0
(9) Net assets ratio	$\frac{\text{Net assets}}{\text{Liabilities} + \text{Net assets}}$	△	77.9	74.9	72.5	69.7	68.2	88.4
(10) Ratio of difference between revenues and expenses carried forward	$\frac{\text{Difference between revenues and expenses carried forward}}{\text{Liabilities} + \text{Net assets}}$	△	3.7	4.0	0.9	△ 1.6	△ 2.5	△ 17.8
(11) Fixed ratio	$\frac{\text{Fixed assets}}{\text{Net assets}}$	▼	124.6	128.6	133.7	139.7	143.0	97.4
(12) Long term fixed ratio	$\frac{\text{Fixed assets}}{\text{Net assets} - \text{Fixed liabilities}}$	▼	99.6	99.5	99.8	100.5	101.3	90.9
(13) Current ratio	$\frac{\text{Current assets}}{\text{Current liabilities}}$	△	115.6	115.3	106.1	85.1	66.1	265.6
(14) Total liabilities ratio	$\frac{\text{Total liabilities}}{\text{Net assets}}$	▼	22.1	25.1	27.5	30.3	31.8	11.6
(15) Liabilities ratio	$\frac{\text{Total liabilities}}{\text{Net assets}}$	▼	28.4	33.5	38.0	43.4	46.7	13.1
(16) Ratio of advances received	$\frac{\text{Cash deposits}}{\text{Advances received}}$	△	269.3	358.7	287.6	228.1	252.5	377.0
(17) Capital funds ratio	$\frac{\text{Capital funds}}{\text{Required capital funds transfers}}$	△	81.5	78.8	78.0	76.7	76.2	97.6
(18) Depreciation ratio	$\frac{\text{Accumulated depreciation (Books exempt)}}{\text{Acquisition cost of depreciable assets (Books exempt)}}$	—	52.0	46.6	46.0	45.0	46.8	56.3

*1 Evaluation: △ Higher values are better, ▼ Lower values are better, — Neither can be said to be better

*2 2024 national average (excluding juridical persons in the medical, dental, and pharmaceutical fields)
(source: 2025 Today's Private School Finances, Promotion and Mutual Aid Corporation for Private Schools of Japan)

Other Information

Segment Information

Segment	International Christian University	International Christian University High School	Other	Total
Total of educational activities revenues	6,849,586,926	1,167,890,475	8,436,482	7,986,913,883
Total of educational activities expenses	9,003,144,416	1,329,904,956	261,804,557	10,594,853,929
Difference between educational activities revenues and expenses	△ 2,192,557,490	△ 162,014,481	△ 253,368,075	△ 2,607,940,046
Difference between non-educational activities revenues and expenses	3,466,698,970	78,624,245	△ 18,700,000	3,526,623,215
Difference between ordinary revenues and expenses	1,274,141,480	△ 83,390,236	△ 272,068,075	918,683,169
Difference between special revenues and expenses	△ 280,630,095	△ 56,059,202	△ 354,221,559	△ 690,910,856
Difference between revenues and expenses before transfers to capital funds	993,511,385	△ 139,449,438	△ 626,289,634	227,772,313
Total transfers to capital funds	△ 918,428,813	△ 91,757,003	0	△ 1,010,185,816
Difference between revenues and expenses after transfers to capital funds	75,082,572	△ 231,206,441	△ 626,289,634	△ 782,413,503

(Note 1) Segment information shows a breakdown of revenue and expense information by operating unit (by school and affiliated facility) and does not necessarily constitute financial information intended for the Board of Trustees to make decisions on the allocation of management resources or evaluate performance.

(Note 2) Each segment is classified according to its operating unit as “International Christian University,” “International Christian University High School,” or “Other.” “Other” includes the school juridical person division and research institute division.

(Note 3) The method for allocating revenue and expense amounts to each segment is based on the method set forth in the November 4, 1980, Notification No. 250 by the Director-General

Status of Securities

(1) Summary table

(Unit: yen)

	Current academic year (March 31, 2026)		
	Amount recorded on the balance sheet	Market value	Difference
Securities whose market value exceeds the amount recorded on the balance sheet	34,637,100,036	69,334,624,360	34,697,524,324
(of which, those held until maturity)	(-)	(-)	(-)
Securities whose market value does not exceed the amount recorded on the balance sheet	6,277,935,650	5,494,742,784	△ 783,192,866
(of which, those held until maturity)	(-)	(-)	(-)
Total	40,915,035,686	74,829,367,144	33,914,331,458
(of which, those held until maturity)	(-)	(-)	(-)
Securities with no market value	19,009,288		
Total securities	40,934,044,974		

(2) Detailed table

(Unit: yen)

Type	Current academic year (March 31, 2026)		
	Amount recorded on the balance sheet	Market value	Difference
Bonds	-	-	-
Stocks	-	-	-
Investment trusts	40,915,035,686	74,829,367,144	33,914,331,458
Other	-	-	-
Total	40,915,035,686	74,829,367,144	33,914,331,458
Securities with no market value	19,009,288		
Total securities	40,934,044,974		

Status of Borrowings

(Unit: yen)

Lender		Beginning balance	Increase during the year	Decrease during the year	Ending balance	Repayment due date	Remarks
Long-term borrowings	Public financial institutions	11,378,980,000	770,000,000	671,456,000	11,477,524,000	March 15, 2054	Funds for construction and equipment improvement Secured by land and buildings
	Private financial institutions	9,603,177,100	1,580,000,000	717,189,600	10,465,987,500	March 31, 2053	Funds for construction and equipment improvement Secured by land and buildings
	Other	0	0	0	0		
	Total	20,982,157,100	2,350,000,000	1,388,645,600	21,943,511,500		
Short-term borrowings	Public financial institutions	0	0	0	0		
	Private financial institutions	0	0	0	0		
	Other	0	0	0	0		
	Total	0	0	0	0		
	Long-term borrowings due within one year	1,184,855,600	1,355,315,600	1,184,855,600	1,355,315,600		
	Total	1,184,855,600	1,355,315,600	1,184,855,600	1,355,315,600		
Grand total		22,167,012,700	3,705,315,600	2,573,501,200	23,298,827,100		

Overview of Subsidiaries

Name of subsidiary	Business activities	Amount of capital	Amount invested by the school juridical person, percentage of the company's total shares, etc., and date of acquisition of such shares, etc.	Percentage of voting rights held	Concurrent positions held by officers, etc.	Relationship with other notes		
						Investee company	Related part	Transactions between school juridical persons
ICU Service Co., Ltd.	Procurement services, vending machine operations, non-life insurance agency services, etc.	9,000,000 yen	July 1, 2010 9,000,000 yen 180 shares Percentage of capital investment in total capital 100%	100%	6 concurrent officers Representative Director and President (staff member) Director (staff member) Auditor (staff member)	Yes	Yes	

Supplementary Schedules

Nothing of special note.