

**International Christian University School Juridical Person  
AY2014 Activities Plan**

Last year marked ICU's 60th anniversary, and since its founding ICU has pursued its aims to establish an academic tradition of freedom and reverence based on Christian ideals, contribute to lasting peace, and cultivate superlative individuals who serve both God and mankind and have been educated as internationally minded citizens. ICU will continue to put forward its commitments to scholarship, Christianity and internationalism and realize its principles amid the currents of changing times.

At the university, ICU has planned anniversary projects that take place over the five-year period from 2011 to 2015. These projects embody ICU's educational principles and promote further developments for the university. Additionally, the Board of Trustees decided that starting from FY2013 it would establish a "university education and research budget" authorized by the president as a new system to manage finances more independently. Moving forward, the Board of Trustees and the university are to work together as a single body and build sustainable university finances.

The ICU High School shares the university's founding principles and commitments. Two-thirds of the student body comprises "returnee students" (Japanese nationals who lived overseas for some period of time) and in an environment of diversity students learn together, live together, and deepen their understanding of themselves and others. ICU HS students have gone on to highly respected universities both in Japan and overseas. Graduates can be found living throughout the world and working in diverse fields.

The School Juridical Person International Christian University intends to proceed with the following projects for AY2014 in addition to its regular course of business. With the School Juridical Person ICU making considerations from mid- and long-term viewpoints, these projects are to be conducted in order to further develop the university and high school and fulfill the schools' founding principles.

I. University

A. Education and Research

1. CLA reforms: evaluation and improvement

Since ICU completed implementation of academic reforms in AY2012 it has checked areas such as its curriculum, various systems and teaching effectiveness. In autumn 2013, the president announced the start of a review of academic reforms and ICU started a systematic evaluation of reforms with the CLA dean playing a central role. At the March 2014 Faculty Retreat an implementation plan for improvements to the entire CLA is to be determined. ICU is to implement preliminary improvements starting from AY2014 in order to work toward implementation of the improvement plan in AY2016 at the latest.

Areas for improvement are diverse and include vital issues that affect students' major declaration, for example resolving big classes among foundation courses, increasing the number of courses taught in English, restructuring interdisciplinary majors and the General Education Program, organizing the World Languages Program, reviewing Japanese language education, and other issues that pertain to programs that admit new

students based on language skills of the ELA and JLP. Other areas include how education for first-year students is implemented, a review of the times for class periods, and how to offer better educational support in order to cultivate independent learners.

ICU is to make effective use of course enrollment data and student survey results and conduct a detailed investigation of the curriculum, university systems, and teaching effectiveness. It is to strengthen interdisciplinary study and organic ties between majors and also aim to enrich the liberal arts further.

2. Overall inspection and reform of admissions/selection process

- a. ICU took the elimination of admissions through the national center exam as an opportunity to begin a review of far-reaching changes to the current 6 different admissions/selection processes. The review has already looked at ⊖ general admissions test, ⊖ April admissions for returnee students, ⊗ admissions exam for mature students (*shakai-jin*), ⊕ ICU special admissions (AO exam), and ⊖-1 recommendation-based admissions for members of the Association of Christian Schools in Japan. In AY2014, ICU is to look at ⊖-2 recommendation-based admissions for high schools designated by ICU, ⊖-3 recommendation-based admissions for ICU High School, and ⊕ September admissions. ICU is to use diverse selection methods and multifaceted evaluation criteria to build a selection system that identifies students who are an appropriate fit for ICU and who represent diverse fields and interests.
- b. ICU introduced a web-based application printing service for April admissions for returnee students and special admissions (AO exam). However, it is to aim for an increase in applicants by also introducing web-based applications for September admissions and the general admissions test and by improving usability in the application process.
- c. Wide-ranging improvements are to be made to start-up programs and programs for incoming students are to be made more meaningful.

3. Improvements to English for Liberal Arts Program

The English for Liberal Arts Program was started in AY2012 and will be in its third year in AY2014. In continuation from AY2013, ICU is to prioritize this curriculum that forms a central pillar of first-year students' education and, as an English language program befitting the mission of ICU's liberal arts education, stimulates the growth and interests of students with an independent attitude towards learning. Also continuing from AY2013, ICU is to conduct the following projects as part of the MEXT-supported "Project for Promotion of Global Human Resource Development."

- a. Students are, in general, to take the exam of the International English Language Testing System (IELTS) when they complete the ELA Program (depending on students' "stream," they may finish between the autumn term of their first year or winter term of their second year). Having students take the exam aims to evaluate the ELA Program's educational effectiveness and further develop students' English proficiency.
- b. Starting from AY2014, ICU is to work with another evaluation test (different from the IELTS exam, above) and measure the degree to which students' English skills are improving in the ELA.

A sampling of students is to be asked to take the IELTS exam in the first term of their first year (separate from the TOEFL: ITP placement test they take when they matriculate at the start of their first year). The same students are then to take the IELTS exam again at the end of their second year (when they have completed the ELA Program) and the comparison of the two scores will help assess the effectiveness of the ELA curriculum.

The IELTS exam for students completing the ELA Program is also to be offered at other times so that students can get their test scores in time to use them in applying for study abroad programs. ICU expects this will help encourage students to participate more independently in study abroad.

- c. As was done in the previous year, IELTS scores are to be input into an existing database and a new database is to be built to enable analysis of correlation between IELTS test scores, changes in students' ELA course grades, and the degree to which students have met ELA goals by the time they complete the program.
4. Promoting JLP reforms  
ICU is to look back at the past year of JLP curriculum reforms, which were started in September 2013 and further reforms are to be implemented in order to realize the original aim of increasing student diversity and responding to changes in the expectations students and society have of university education. In order to promote reforms in the Japanese Language Programs, in AY2014 ICU aims to ⊖ promote development of teaching tools and ⊕ make improvements to the "Special Japanese" program. It is to initiate a study into the continuity between study for September-entrants (regular students) in the JLP and study at ICU overall. It is to look at how Japanese is actually used and based on the results of the study it is to look at the continuity in these two areas from a linguistic perspective.
  5. Promoting GS reforms  
In AY2010, ICU took as a key phrase for the Graduate School "developing expertise through advanced liberal arts studies" and brought together its previous four GS divisions into one "School of Arts and Sciences." These reforms were completed in March 2013. Bringing the previously separate divisions together makes it possible for students to complete a complex but unified set of coursework that deepens specialization and supports rich scholarship. In order to realize the cultivation of diverse and specialized scholarship in fields that span both the humanities and sciences, ICU is to evaluate and improve the GS curriculum, its systems, management and operations. Promoting full enrollment is seen as an issue of the utmost importance and concrete rather than vague targets will be set for ICU students, non-Japanese students, mature "*shakai-jin*" students, etc. In order to increase enrollment, ICU is to explore new and carefully selected publicity activities, for example by requesting the aid of faculty and alumni in such activities.

In AY2014, the following projects are to be carried out in order to promote reforms at the Graduate School.

- a. The 5-year program is to be reviewed and considerations are to be made on how to recruit more students who are a good fit for ICU. Specifically, CLA-GS cooperation is to be increased, ways of making the program known among ICU students is to be adapted, and application eligibility and selection processes are to be reevaluated. As a

way to increase cooperation between the CLA and GS, GS courses are to be co-listed with CLA courses. This will allow ICU to secure the designated enrollment for all courses. To promote awareness of the program among ICU students, promotional activities are to be continued after students first enter the CLA and more direct actions such as showing eligibility on students' grade reports are to be taken. To reevaluate application eligibility and selection processes, consideration is to be given on ways to make the program easier to apply for.

- b. ICU aims to maintain and develop the Japanese Grant Aid for Human Resource Development Scholarship (JDS) and Rotary programs. ICU used a new international program to apply for a program in the ABE initiative so it expects to be proactive in recruiting more students from Africa starting from the coming academic year.
  - c. Targeting mature "*shakai-jin*" applicants has not been developed. ICU is to consider components necessary to recruit these applicants (for example, Saturday courses, night courses, intensive courses, independent study, use of OCW, etc.) and search for ways to realize those components.
  - d. In light of the social conditions surrounding the GS, ICU is to continue to develop broad student recruitment activities, as it did in AY2013. This includes presenting the strengths of the GS and the superlative financial aid system in Japan and overseas. Specifically, ICU is to be proactive in developing its communications activities, for example by participating in explanatory meetings in Japan and overseas, conducting recruiting activities, and making use of media and presentations for CLA students to explain procedures for applying to the GS. In particular, while continuing to hold the model GS classes during open campus sessions, which were started in AY2012, ICU is to conduct mini open campus sessions independently at the GS. Together with these activities, the GS website is to be improved in order to better transmit information in Japan and overseas.
  - e. There is to be a review of guidelines on research advising for doctoral students. Consideration is to be given to organizing existing guidelines, changing names in those guidelines, and introducing new guidelines for advising in interdisciplinary fields.
  - f. ICU is to verify and build an operational system for GS divisions while considering faculty support, reduced demands on faculty, and more efficient decision-making processes. Also, faculty development at the GS is to continue with the aim of promoting a greater shared consciousness with regard to operational matters after the GS divisions were combined into a single division.
6. Promoting internationalism
- a. Based on the policies of the Public Relations Committee, ICU is to conduct publicity activities for recruiting September entrants and promote applications from high-achieving students who have a strong resonance with ICU's philosophy. Specifically, a web-based application system for September entrants is to be introduced and efforts are to be made to improve the website's usability and content.
  - b. By hiring a recruiter for September entrants, efforts are to be made to achieve a broad increase in applicants primarily from the U.S. and Asia. Ultimately, consideration is to be given to strategic and effective publicity that will increase

applications among September entrants.

- c. ICU is to conduct presentations in Asia and the U.S. together with ICU High School. It is to visit local high schools and strengthen meeting-style publicity activities.
  - d. The project for the “promotion of global human resource development,” which was selected for support by MEXT, is proceeding as planned. The main pillars of the project are “further expansion of English proficiency,” “cultivation of English writing skills,” and “taking courses for credit on study abroad program as a way to verify educational objectives.” In addition to moving forward with concrete plans, ICU is to continue student and faculty exchange in the natural sciences with the College of Wooster in the U.S. At the same time, it is to conduct symposia and promote the project not only among the ICU community but also to society in general.
7. Developing diversity in study abroad programs
- In order to broaden study abroad programs further, ICU is to strengthen cooperation with partner institutions. In particular, in order to increase enrollment further, ICU is to take part in publicity activities aimed at promoting understanding at partner institutions of ICU’s education and annual meetings of international educational exchange groups such as NAFSA (National Association for Foreign Student Affairs) and APAIE (Asia Pacific Association for International Education).
8. Strengthening public relations activities
- a. In order to secure high-achieving students who have a strong resonance with ICU’s philosophy, ICU is to consolidate its overall publicity activities as much as possible and strengthen its recruiting-related publicity activities. Specifically, together with the development of recruiting-related publicity in line with the university’s direction, ICU is to put into practice communications strategies that involve current students. Students are to take part in explanatory presentations and visit their old high schools so that potential applicants can hear about ICU in current students’ own words and feel a greater relevance to ICU’s strengths. Also, ICU is to make plans to improve the talents and skills of the recruiting-related communications staff who work directly with applicants, parents, etc. It will hold new meetings outside major urban centers and, at the same time, by regularly visiting high schools with which ICU should be strengthening ties through “entrance exams by recommendation for designated high schools” when such high schools are located near areas ICU visits, it will observe trends at high schools and help high school-university cooperation in recruiting publicity.
  - b. The entrance exam reforms starting in AY2015 are to be made widely known. Efforts are to be made to tell applicants, their parents, and high school teachers and staff about ICU’s entrance exam reforms and the unique education offered by the university. To do this, sample questions of the new testing categories are to be created, explanatory presentations are to be held outside urban centers in new ways that spotlight ICU alone (as opposed to group presentations together with other universities), and high schools are to be visited in such a way that strategically pinpoints target applicants.
  - c. The university website is to be completely redesigned in order to more clearly transmit ICU’s principles and education primarily aimed at potential applicants.

9. Improving academic advising

- a. Five years have passed since the three-part advising system was established (based on educational staff advisors, the Academic Planning Center and the ICU Brothers and Sisters (IBS) peer advisors). ICU is to aim for greater clarification of advising and is to create opportunities for dialogue in order to have a shared understanding throughout the university about what advising is. (One result of doing so that has been proposed is the drawing up of advising guidelines.) Considerations are also to be given to implementing programs that include training for educational staff.
- b. Efforts are to be made to have greater penetration in academic planning activities, including peer education, education for first-year students and active learning. Greater penetration of these activities is also to be used for ICU's public relations. Specifically, ICU is to collect information within Japan and from overseas and work to understand the latest trends in students support. It is also to continually accept visitors and transmit the results of academic planning activities at academic conferences and other venues.

10. Improving and developing writing support functions

As a way to promote "important measures to improve academic reforms," ICU is to aim to improve students' writing skills and work to strengthen the Writing Support Desk. In AY2014, it is to make further improvements to the WSD's functions based on the results the WSD achieved in AY2013. In order to do this, cooperation between educational/general staff and related divisions is to be strengthened, a system for tutor education is to be put in place, efforts are to be made to better understand student and educational/general staff needs, and the WSD is to be realized in such a way that it functions with greater school-wide integration.

11. Introducing new "educational data system"

Further improvements are to be made to the system that supports student's organized plans for proceeding successfully to graduation. At the same time there is to be a smooth sharing of information between academic planning essays and educational data and efforts are to be made to strengthen the functions of student advising. This is to be done by continuously collecting and making available data for improvement of academic reforms, by promoting institutional research (IR) functions, and by further integrating ICUfolio into the educational data system. This will be possible as a result of now being able to share educational data interdepartmentally through the new educational data system.

New IT-based forms of advising and planning are to be put into practice as a result of integrating ICUfolio into the educational data system. Information is to be collected on academic planning together with its operation (information on what needs exist, if improvements need to be made, etc.) so that a clear and complete picture of academic planning can be derived.

12. Improving faculty development

In order to more effectively conduct faculty development activities for CLA and GS education, ICU is to continue to collect information about the content and implementation status of FD at other universities by participating in related training meetings and by visiting other universities. Based on this information, it is to put in place more detailed support systems with the director of faculty development playing a central role. Although

wide ranging improvements were made to the contents of the AY2013 orientation for new educational staff, ICU is to strengthen cooperation between related departments and further changes are to be made in order for the orientation to be more compact and efficient. Contents of the faculty development website are to be reviewed and FD activities are to be publicized both internally and externally. Related departments are to give further consideration to comments received through the Teaching Effectiveness Survey and use these comments to develop improvements.

13. Implementing/improving support for students with special needs (part of support for student learning)

When traditional methods are not appropriate for students with disabilities (e.g., with physical, mental or developmental impairments), students and educational/general staff are to work together and ICU is to give considerations and provide support, for example by adopting alternative appropriate methods. Educational and general staff actually involved in these considerations and support are to provide information on problem areas. At the same time, ICU is to hold seminars to share information and discuss what logical considerations can be made. ICU is also to create a handbook for educational/general staff that collects basic information on support for students with special needs.

Information is to be shared with other universities in Japan and ICU's partner institutions overseas; the activities at each are to be studied and ICU is to make relevant improvements. At the same time, it is to establish a system to enable it to respond smoothly when accepting or sending students with special needs on study abroad programs.

Departments involved in admissions and placement are to work together to make necessary considerations. Further improvements to be made to campus accessibility so that students with special needs can study safely and to offer an environment to all people who use the campus.

14. Effectively operating TA system

ICU is to move into the implementation stage of reforms that were adopted in AY2013. These reforms aim to have a substantive TA system and to meet the TA system's goals (namely, to improve undergraduate education, offer training opportunities to graduate students who plan to become educators or researchers, lighten the educational staff's teaching load, and offer financial help to graduate students as remuneration for contributions to education at ICU). Specifically, measures to be implemented include the adoption of detailed hiring plans from the educational staff, introduction of a system of "classroom supporters" (part-time student staff who help with administrative tasks), and increased wages through a revised TA point system. Additionally, preparations are to start in order to introduce a "senior TA" system in AY2015 in which superlative graduate students are selected to serve as models for all TAs. Also, through its FD activities, ICU is to continue to conduct TA orientation and TA teaching effectiveness surveys, work to understand problem areas, measure the effectiveness of the system's review process, and make improvements to the new system.

15. Establishing Educational Support Center

The Educational Support Center opened with the aim of offering support for classes and their instructors. Over the past two and half years since it opened, ICU has firmly

established the center's services for educational staff and students and enabled the class helper system to operate smoothly. Moving forward, ICU is to pay attention to changes in the demand for class helpers as a result of the new TA/CS system. At the same time, it is to move forward in cooperation with the IT Center (which has provided class support primarily in the area of IT support), make considerations for the convenience of educational staff and students, and aim to provide even more detailed levels of support.

16. Streaming/utilizing courses' digital contents

The OpenCourseWare program was started in April 2013 (<http://ocw.icu.ac.jp>).

Improvements are to be made to the program and videos are to be streamed internally and publicly to meet various objectives. These include videos of special lectures, lecture demonstrations for Open Campus sessions, and contents of the pre-matriculation start-up program for accepted applicants. Streaming these videos will make course information, lecture videos and course packets available to the public and provide them with a picture of education at ICU. This project is also expected to be useful in providing information students can use when choosing their courses and majors and for educational staff to make improvements to their courses.

Also, related departments are to work together so that videos on guidance and seminars can be taken and used within ICU. In the future, these activities will also serve an archival function.

In AY2014, more lecture videos are to be taken and more courses are to be made available via OpenCourseWare. Also, systems are to be put in place so that video contents for internal use (student learning support, guidance, etc.) can be recorded and made available.

17. Considering establishment of Center for Teaching and Learning

In order to integrate existing learning and teaching support structures, ICU is to consider establishing a "Center for Teaching and Learning" as a body that can take integrated actions on issues outlined in points 9 through 16, above.

18. Cooperation with other universities/graduate schools in natural science fields

ICU is to promote cooperation with other universities and graduate schools in natural science fields with the Office for Strategic Research Planning, which ICU has already established, as central to these activities. Specifically, it is to promote student and educational/general staff exchange, joint research, joint use of facilities, etc.

19. Creation of part-time staff database ("Jinbei")

Since autumn 2010 ICU has operated a database to consolidate personal information on part-time educational staff (including part-time lecturers, teaching assistants, lab assistants, research institute assistants, research fellows and associate research fellows). This information has been shared internally in an organic way between departments. From November 2013 information on full-time educational staff has also been consolidated. In AY2014, ICU is to aim to organize data more precisely and uniformly while also making use of such information between departments in a way that benefits part-time and full-time educational staff.

B. Student Support

1. Teaching ethics of being an ICU student

In AY2013 two students were expelled for behavior unbecoming a student. Sincerely



reflecting on this incident, ICU is to conduct school-wide activities to teach ethics that rebuild an awareness of what it means to be an ICU student so that their student life can be founded on the oath they all take when they enter ICU.

2. Reviewing and supporting current scholarship systems

ICU is to make preparations to establish new scholarships for incoming students and, by working with publicity activities for entrance exams, it is to expand applicant numbers. With regard to Peace Bell Scholarship, the system is to be reviewed, greater understanding of the system is to be promoted among donors, and preparations are to be made to revise the system in order to increase efficiency.

3. Establishing “Living and Learning Project”

In order to enlarge the aspect of dorms as “learning dorms” the Committee for the Study of Educational Dorms has proposed the idea of a “living and learning community” (a community that aims at complete learning that links “living” and “learning” in dorms) and is engaged in discussion on realizing such a community. In the interim until its realization, ICU has taken a step forward towards that goal with the implementation of an experimental student-led “Living and Learning Project” in existing dorms. A Living and Learning Community Groundwork Office is to be set up under the leadership of the dean of students. The office is to work toward the start of living and learning communities (through research and disseminating information on the subject) and provide support for the Living and Learning Project.

4. Establishing “PE and Recreation Facilities Construction Preparatory Committee”

A “PE and Recreation Facilities Construction *Review* Committee” was established with the aim of discussing and proposing a PE and recreation facility appropriate for both ICU’s educational philosophy and a liberal arts education in the 21st century. The committee submitted a proposal to ICU, and in order to work further towards the construction of such a facility ICU established a “PE and Recreation Facilities Construction *Preparatory* Committee.” The Preparatory Committee is to work in a timely manner to establish building requirements based on the six items outlined in the Review Committee’s concept proposal.

5. Strengthening and building environment supporting students’ career searches

ICU is to continue the work it did in AY2013 on plans for career-centered support that aims to help students to fully realize the potential they have developed through their university life and realize the significance of the connection between “study” and “work.” Additionally, in line with changes to hiring schedules, which affect current second-year CLA students, particular priority is to be given to “building a job-hunting support system from a school-wide perspective and promoting understanding and problem sharing among educational and general staff with respect to students’ job-hunting activities and post-graduation support.” This is to be realized in April 2014 and the new schedule is to be implemented together with the existing schedule.

C. Facilities Maintenance

ICU is to promote plans to rebuild aging facilities and renovate infrastructure (including seismic reinforcement). At the same time, it is to improve facilities and equipment with an aim toward improvements to student services and compliance related to establishing campus security, fire prevention, measures for protection in the event of a disaster, and energy

conservation and reduction of CO2 emissions.

1. Waterproofing and façade renovations for dorms

Since leaks have been found in old dorm buildings waterproofing and façade renovations will be conducted at Canada House, Third Women's Dorm, Fourth Women's Dorm, Sibley House and Global House.

2. Implementation of energy saving measures

ICU is to promote a decrease in energy consumption and an increase in the efficiency with which it consumes energy. It is to aim for a reduction in consumption of electricity and coal gas – its primary energy sources – by 10% compared to AY2013. Additionally, further concrete policies are to be implemented in order to meet the Tokyo metropolitan government's mandate to reduce emissions of greenhouse causing gasses.

3. Establishing systems for ILC's digital media classrooms

In the digital media classrooms in the ILC (active learning classrooms, CALL classrooms, Mac classrooms) ICU is to update computers and presentation systems, unify operational systems for digital media equipment, and increase usability.

4. Building system for integrated authentication

Security and convenience are to be improved by establishing in stages the foundation for a system that provides integrated authentication for such IT services as the ICU portal site, document management system, and educational database. In AY2014, the foundation that was built in AY2013 is to be used as a base to build an integrated authentication system and to authenticate and link related systems.

## II. High School

Current conditions are difficult for private high schools and ICU High School is neither a university high school, technically, nor does not have a junior high school from which to draw a student body. Therefore, maintaining its traditional competitive edge is not a simple matter. The high school submitted an application to MEXT for its "Super Global High School" (SGH) project. Through cooperation with the university it is to strengthen internationalism in its own unique curriculum.

In AY2014, the high school is to carry out the following projects.

### A. Education

1. Policies moving towards implementation of new curriculum

ICU is to make thorough preparations to implement the new curriculum that is in line with the main tenets of the new study and advising in place from AY2013.

2. Strengthening internationalism

ICU is to begin realization of the vision for the high school as proposed in the SGH project application.

a. Development of program to cultivate "global leaders"

b. All first-year classes taught by bilingual/native English speakers; all students required to take TOEFL upon graduation; introduce AP classes (in literature) to start in AY2016; other further improvements to English curriculum

c. Proactive work to identify students who wish to go to overseas universities and strengthening support systems

d. Close monitoring/careful consideration of International Baccalaureate in Japan

3. Strengthening college counseling systems

Continued considerations among teachers are to be made on what form of college

counseling is appropriate for the high school.

4. Implementing policies to improve library
  - a. Consider hiring a bilingual library in order to build a bilingual library, which is one of the pillars on which the SGH vision is built.
  - b. Replace stacks that have been used since the library was first opened and strengthen the facility's ability to withstand earthquakes.
  - c. Together with the introduction of new stacks, change layout of browsing desks and further improve library functions.
  - d. The relationship with the university library is to be strengthened in order to improve such class services as document searches.

#### B. Publicity and recruiting activities

ICU is to actively promote recruiting activities in Japan and overseas together with the cooperation of teachers and staff.

1. Publicity activities in Japan: The high school is to participate in various group introductory presentations. At combined introductory presentations and counseling meetings held on campus for both returnees and students of Japanese schools, the unique features of the high school's educational policies and admissions are to be explained. Current students are to play a central role in explaining student life and club activities.
2. Publicity activities overseas: The high school is to participate in various introductory presentations in particular in North America, Europe and Asia. It is to continue working together with ICU (University), JICUF and Japan Overseas Educational Services. In all these cases, the high school is to work together with alumni living in the area in order to put forward the greatest possible effort and at the same time build its network of alumni living overseas.
3. Information on private contractors is to be given in response to requests to have dorms open on weekends. (This request comes largely from applicants and parents living overseas as well as from people working at cram schools.)
4. Strategic developments are to be made on the high school website.
5. A new DVD explaining the high school is to be made.

#### C. Financial plans and facilities improvements

1. Based on a simulation of the high school's finances, mid- and long-term plans are to be started for facilities construction.
2. Work related to IT infrastructure is to continue.
3. The old 3F special classroom (特別教室) is to be renovated and new HVAC equipment is to be installed in this room and in the 2F teacher and staff offices.

#### D. Building emergency management systems

A thorough awareness of emergency management is to be developed from the perspective of the administration, teachers and staff, with a focus on disaster response, IT matters and personnel management.

### III. School Juridical Person

#### A. Promoting 60th Anniversary Project

The 60th Anniversary Project has promoted the theme of "dialogue" and has been developed on improvements in three areas: academic programs, the campus and learning environment, and financial aid. For public events, ICU is planning a 60th Anniversary Service, lecture in

recognition of interfaith dialogue, JLP reunion, homecoming, “global human resources” symposia, exhibition at the Hachiro Yuasa Memorial Museum and other events. For special events sponsored by the anniversary board, it is planning ICU’s 5th performance of Handel’s *Messiah*, “Formal Approaches to Japanese Linguistics,” and other events. ICU is also to work with the University Archives to record and preserve ICU’s history in the form of “oral histories” through a “living witness” interview project.

B. Energizing fundraising activities

Fundraising activities are to be developed based on the idea of “creating the next 60 years.” The theme for fundraising activities is to be clearly defined and used to “energize” activities. Fundraising themes are to be based firstly on the campus master plan and focus on replanting cherry tree lined streets and rebuilding University Hall and athletics facilities. The fundraising website is to be further improved in order to clearly promote fundraising information and to simplify the giving process. ICU is to seek the cooperation of the Alumni Association, establish and strengthen a system for reaching out to alumni from each class, and aim to raise the rate at which alumni make donations.

C. Improving fundraising administration

The IT system for administration of fundraising activities is to be developed together with the improvements made to the university’s central IT system. Individual systems made separately at different times to allow fundraising administration to expand are to be integrated in a new system and, based on that, ICU is to aim to build a foundational system that allows fundraising activities to develop more adaptably. Also, continued planning is to be given to the project to integrate data from the donor and alumni databases together with data from the Educational Affairs Division’s and Alumni Association’s databases and make all more valuable from a usability standpoint.

D. Review of personnel systems for educational staff

The Personnel and Salary Systems Review Committee, which was established as part of the Board of Trustees, is to consider personnel systems for ICU educational staff. In particular, with regard to evaluation systems, it is to obtain an understanding of the current situation by transferring necessary information to a database and make considerations towards introducing systems appropriate to ICU.

E. Implementing policies to make financial improvements

1. Changes have been made so that a “university education and research budget” has been established that separates out expenses for the Dialogue House, University Dining Hall and other new buildings. The changes give the president responsibility for the process of drawing up the FY2014 budget and university operations are to be managed so that expenses do not exceed income by an amount stipulated by the Board of Trustees. Moving forward, the president is to decide a plan to achieve balanced income and expenses by FY2020 and implement fiscal improvements while ICU is to have the Board of Trustees and university work a single unit and aim to build sustainable university finances.
2. ICU is to consider endowment management policies for the current difficult financial conditions. At the same time, it is also to draw up and implement concrete plans for funds required to build new facilities to strengthen ICU’s liberal arts education, such as the construction of a new University Hall, staff residences, PE facilities and student dorms.