

**International Christian University School Juridical Person
AY2015 Activities Plan**

ICU established an academic tradition of freedom and reverence based on Christian ideals, to cultivate internationally-minded citizens who serve both God and mankind to contribute to lasting peace. In 2013, it celebrated its 60th Anniversary. ICU will continue to put forward its commitments to scholarship, Christianity and internationalism and realize its principles amid the current of the new era. In September 2014, the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) chose ICU as a Top Global University (SGU), in recognition for the university's *Developing Global Liberal Arts to Cultivate Trustworthy Global Citizens* project. Through unfaltering implementation of this project, we will accomplish our mission with cooperation from liberal arts colleges around the world. Since 2011, we have been implementing a five-year plan to realize our educational philosophy in commemoration of our 60th Anniversary. The year 2015 marks the final year of our plan: we hope to move forward further through our project.

The ICU High School shares the university's founding principles and commitments. The school offers an environment of diversity with two-thirds of the student body consisting of Japanese returnees, learning and living together to deepen mutual understanding. After graduation they further their studies at highly respected universities both in Japan and overseas. Alumni live around the world and pursue careers in diverse fields. In May 2014, MEXT chose the school as a Super Global High School (SGH) in recognition for its objective to cultivate global leaders who have an international perspective and problem-solving abilities.

The School Juridical Person International Christian University intends to proceed with the following projects for AY2015 to further develop the university and high school and fulfill the schools' founding principles based on mid- and long-term viewpoints.

I. University

1. Substantiate educational environment based on the Christian ideals

As a university established on the Gospels, we will lay further emphasis on Christian activities such as chapel hour and Christianity Week. In 2015 we will review our timetable to find a more convenient time for students and faculty to attend the service, for implementation as of 2016.

1. Improving the Admission System to Select Students with the Potential to Study at ICU

(1) General Admissions Examination

We started reform in the General Admissions Examination in 2014, by abolishing admissions based on National Center Exam scores (quota:40 students). We added this quota to the General Admissions Examination, for a total of 290. As of AY2015, the General Admissions quota will be 300 (290 for the A category and 10 for the B category). The examination will test applicants on three subjects rather than four, as in the former system. The new examination system will consist

of the A and B category exams: A following the current system and B to screen students with IELTS/TOEFL scores and interview. Both A and B exams will have a new listening exam (comprehensive knowledge) for admissions based on diverse criteria. We will recruit applicants who empathize with the philosophy of ICU for a well-balanced and diverse student body. The mature student exam will be conducted in accordance with General Admissions Type B (applicants can present TOEIC scores), to recruit students befitting ICU. The exam results will be used for continuous and systematic analysis of data on examinees, applicants, accepted students, and freshmen. PR activities on admissions based on the new system will continue.

We will also introduce online applications as of AY2016 for the applicants' convenience. This will be part of an attempt to expand the gateway to ICU by boosting motivation to apply with information about open campus events and enhancing convenience in application to increase and secure the number of applicants.

Since 2015 will be the first year for the new entrance exam, we will ask applicants and faculty of high schools that send a considerable number of students to ICU every year about their impressions of the new exam and compile a database that can be effectively used for admissions PR activities. We will also visit these high schools for model lectures by our faculty according to each domestic block to strengthen ties with these schools and reestablish working relations.

(2) Admissions for Returnees for April Applicants

For the Admissions for Returnees for April Applicants, we will introduce online application to expand the gateway to ICU by enhancing convenience for applicants and motivation to apply. We would like to decrease the burden of those applying with experience abroad and increase applicants according to each geographical block.

(3) ICU Special Admissions (AO exam)

For the ICU Special Admissions (AO exam), the qualification for application and screening method for the B category exam was changed in 2014. We had two applicants in this category for the first time, one of which passed the exam. With this result, we will develop PR activities with emphasis on our educational style transcending the boundary between the arts and sciences to recruit students befitting our philosophy. With consideration for optimum student quota, we will start a comprehensive review of the system as a whole, with possible changes in all our admissions methods.

(4) Admissions for Recommendees from Schools in Association of Christian Schools in Japan

For Admissions for Recommendees from Schools in Association of Christian Schools in Japan, the qualification to apply will become the same as those from other designated schools as of AY2016. We will verify the result of this change. For students with recommendations from ICU High School, we will consider the status of applications in 2015 and start a review for reform in the related committees. We will consider the system with the other exam systems (quota etc.) in perspective.

(5) Documentary Screening for September Applicants

We reconsidered the document screening system for AY2015 with a change in the qualifications for application with SAT scores to expand opportunities for application to increase the number of applicants. We introduced online application in the hope of increasing the number of

applications by requiring less documents than we used to by postal mail, and enhancing convenience by enabling applicants to fill out applications online. We will continue to place emphasis on Asian countries and districts (Thailand, Singapore, and Hong Kong etc.), not only to increase applications from Japanese returnees studying at international schools in these areas, but also four-year-regular students from local schools. We plan to visit schools in Asian and European countries as well as the U.S., by participating in study abroad fairs etc. In further strengthening ties with local schools, we will provide more information to increase the number of applicants.

Online application will enable us to analyze potential applicants efficiently, which will enable us to optimize the PR approach for admissions. At the same time, we will increase the number of courses offered in English in each major in the curriculum, to increase applicants for September entrants to satisfy the quota of 90. We will focus on recruiting September entrants efficiently through effective PR activities.

These efforts should increase the number of four-year regular students from the international community by means of recruiting strategies developed according to each geographical block such as North America and Asia. In addition, the related committees will comprehensively consider reform in the document screening system, to establish an admissions office exam for foreign April entrants and September Japanese entrants.

2 Promoting Academic Reform: CLA

(1) Improvement in the CLA

In autumn 2013, the President formally declared that we would start reviewing the academic reform, whereby systematic review started under the supervision of the CLA Dean. Various committees have been deliberating this topic for implementation of reform in AY2016 founded on drafts based on the CLA Dean's "Academic Reform Review," and items proposed in the SGU report. The central feature of the draft is the introduction of school system that would further enhance the effect of the major system, reconsideration of the curriculum, and substantiation of support for learning and teaching. This would include streamlining freshmen for language courses according to their ability when they enter ICU; substantiating the World Languages program; regrouping the general education program and ID majors; resolving big classes in foundation courses; increasing the number of courses offered in English, reconsidering the timetable, and establishing the Center for Teaching and Learning by integrating related offices. Part of these can be implemented as of AY2015, but basically they will be implemented in AY2016, while preparing and making adjustments in the previous year.

1 Introduction of the school system and the review of the curriculum

(i) school system

We will regroup the present 23 majors into five schools: the humanities; social sciences 1; social sciences 2; natural sciences; and, education and psychology. Classifying these groups as an academic field would serve as the basis in choice of major. Students will choose a certain school by the end of the third term at ICU and choose from 31 majors including ID majors by the end of the sixth term at ICU. We will start this regrouping process to introduce school system in AY 2015 and

also consider a review of the curriculum to accommodate this arrangement.

(ii) Foundation courses

We will consider offering foundation courses for each school and across separate school as of AY2016. By introducing the school system, the number of faculty and students registering for each will be evened out while maintaining the number of courses offered in English.

(iii) General Education courses

General Education courses will be differentiated from foundation courses while Group I and II will be reviewed for implementation in AY2016. We will consider joint offering of General Education courses by separate school as well as courses in small classes.

(iv) ID majors

In addition to the existing 8 ID majors, we will consider offering an interdisciplinary ID major, by which students can choose their own combination of majors, as of AY2016. We will also consider regrouping ID majors, the distribution of full-time faculty, and management of majors.

2 Streaming new students into appropriate ELA and JLP programs after they enter ICU

We will strengthen the relation between the ELA and JLP programs, to investigate and review the curriculum appropriate for April and September entrants. The University Regulations will be amended to make it possible for April entrants to take JLP courses and September entrants, ELA courses.

3 Reviewing the timetable

To realize large-scale change in the academic system such as the introduction of school system and language programs, a review of the timetable will be indispensable. This system should be easy to understand for students while making it possible to operate the academic system appropriately.

(2) Substantiating the English for Liberal Arts (ELA) Program

The ELA program initiated in 2012 will remain a central pillar in freshman education. We will implement the following measures to substantiate the curriculum not only for April students, but also September and graduate students as part of the SGU project.

1 To verify the educational effect and further improve the command of the English language, students have been taking IELTS (since 2014) when they complete the ELA program (varying according to stream from autumn term in the freshman year to spring term in the sophomore year). The results will be used to clarify the command of the language in terms of the Common European Framework of Reference for Languages (CEFR) (new measure for 2015). Furthermore, as part of the support for learning, a new course (Advanced English: IELTS) will be offered as of 2015.

2 As of 2015, we will choose a group of students to take IELTS during the first term of their freshman year. This will be a separate measure from the placement test (TOEFL:ITP) they take when they enter ICU. The same group will take IELTS when they complete the ELA program. Their scores will be compared to evaluate the effect of the curriculum.

3 To substantiate learning in the natural sciences, a natural science topic will be included in the Research Writing course, the final course in ELA for all April students. In addition, we will choose

more natural science texts for the ELA Reader (original text for ELA). In AY2015, articles being considered will be used as pilots, and included in the text as of AY2016.

4 To establish a flexible and diverse language program, we will start deliberation on the English ability of September students and the necessary curriculum towards expansion in the academic writing courses for September entrants.

5 In addition to the Academic Writing for Researchers (English) course (offered during the winter term), we will start offering the Academic English and Academic English for Researchers courses for graduate students needing support in improving English language ability and writing thesis as of AY2015

(3) Expanding the JLP

We implemented reform in the JLP curriculum in September 2013. We will expand the scope of courses and develop teaching materials to meet diverse student needs and enhance autonomous learning. In AY2015, we will conduct a placement test for April students as the first step in linking the JLP and ELA programs to recommend them to take the appropriate Special Japanese course. We will offer the Academic Writing in Japanese course in more than one term for April entrants. To prepare for one-year-regular students entering in April as of AY2015, we will increase the number of courses offered more than once year. In JLP, we use an original text developed in 1963. In 1995, we also published an elementary Japanese language text, *Japanese for College Students Vol. 1-3*. Both texts are widely used around the world. In future, we will develop and publish new texts in accordance with the change in the times.

3 Promotion of Academic Reform: Graduate school

In March 2013, the project initiated in AY2010 to integrate the four divisions into a single School of Arts and Sciences was completed with the key phrase “developing expertise through advanced liberal arts.” The ICU GS has so far granted a total of 150 master’s and 11 doctor’s degrees. After integration into a single School, it has become possible to take courses from a variety of choices to cultivate deep knowledge while specializing in a certain field at the same time. We will verify the curriculum, the system, management and operation for further improvement. Utmost priority will be laid on fulfilling the quota by developing a strategy of recruiting our undergraduate students for the 5-year program as well as students from other universities in Japan and abroad.

To realize the above objectives, we will implement the following measures.

(1) Evaluation and improvement of GS reform

In lieu of the Teaching Effectiveness Survey, we will conduct a survey with a questionnaire on teaching and instruction in research. We will verify, from the perspective of those completing the program, whether the GS lives up to its ideal of cultivating diverse and specialized scholarship in fields across the humanities and sciences, and the instruction and curriculum reflect the diploma policy in each program, to evaluate and improve graduate school reform.

(2) Strengthening recruits for graduate students

1 Full revision of the 5-year program leaflet

(i) Shifting the target to high school students (applicants)

We had distributed the leaflet to our undergraduate students, but we will focus on high school students to offer them information about this program as an aspect of the liberal arts education we offer to motivate them to apply for ICU. We will also enhance the degree of recognition for the GS before students enter ICU, so they will include it in their choice of graduate schools.

(ii) Specifying the model curriculum

In addition to the procedures and qualifications for application, a model curriculum and interviews of those who have completed the program (officials at international organizations, financial analysts, curators etc.) will be included in the leaflet to enhance interest. We will continue to provide information about the 5-year program to our students, and indicate eligibility in the transcript on the icuMAP (information site for student/faculty) by incorporating it in the IT system to approach those who are qualified directly.

Overall renewal of the Graduate School Guidebook

(i) Focusing on student recruits

We had formerly compiled the Guidebook for both applicants and the general public, but we will focus on applicants to clarify our intention to recruit more students.

(ii) Differentiating the role of the website and printed materials

In accordance with the change in information amassing tools due to globalization, we will clarify the role of printed materials. The Guidebook will showcase the advantages of studying in the Graduate School to lead readers to our website: detailed information will be provided with effective design for excellent readability. Both media should fulfill their roles in publicity.

(iii) Different content for Japanese and English sites

We will differentiate the site into that for domestic and overseas applicants. Contents will be rearranged to suit their interests for effective provision of information.

3 Substantiate the Graduate School Meeting we started in 2014. This takes place in the form of interviews between individual students and faculty. It will be open to ICU students and those from outside ICU. We will increase the number of faculty for these interviews to meet the needs of the applicants.

(3) Maintaining and developing the Japanese Grant Aid for Human Resource Development Scholarship (JDS) and the Rotary Program

For our international programs, we have applied for the African Business Education Initiative for Youth (ABE Initiative) as of AY2014. Although we did not have any applicants in this category, we will continue preparations to accept students from Africa.

(4) Review of the research instruction for doctorate candidates

We will consider rearranging the items in the existing research instruction, the name of the course and introduction of new interdisciplinary areas.

(5) Abolishing the Education and Psychology Program Clinical Psychologist course

In accordance with the abolishment of the Psychology Clinical Psychologist Program by AY2017, we will continue to take the necessary steps starting from suspension of applications in September 2014.

4 Emphasize the Student Pledge

As all our students sign the ICU Student Pledge when they enter ICU, we will engage in university-wide efforts for conscious adherence to the pledge. We will also grasp the state of extracurricular activities and continue to promote awareness of student morals with cooperation from faculty and student organizations. The strategy against drug abuse that we have emphasized from 2014 will be strengthened by disseminating information to prevent students from engaging in acts that violate their duties as students.

5. Developing the International Education Program

We will continue to seek new partnership schools and expand programs in the exchange (inbound and outbound) and SEA programs in accordance with student needs. The exchange program (inbound) will be expanded for more students in the spring-term-only category and also a combination of the summer course and autumn term. To substantiate accredited short study abroad programs, we will strengthen relations with language education faculty.

To support one-year-regular students who come to study at ICU from our partnership schools, we will introduce the Buddy System that connects them with our students. We will also strengthen support further by organizing exchange meetings for one-year-regulars, students who have studied at partnership schools and student groups supporting foreign students at ICU.

6. Promotion of MEXT SGU Project

We will implement the SGU project *Global Liberal Arts to Nurture Trustworthy Global Citizens*, chosen by MEXT (term of project: ten years between 2014~2023) steadily. We will offer information on progress in the project through our website and *The ICU* etc.

(1) Establishing an admissions system open to the world and an academic program to accommodate these students

To accept students we had previously accepted in September in April, we will start deliberation on a new student admission system. To establish a flexible and diverse language program to accept these students, we will test April students' language ability with CEFR.

(2) Cooperation with liberal arts colleges around the world: Developing global liberal arts

In cooperation with the Global Liberal Arts Alliance (GLAA) we will start sending students to the Global Scholars Program. We will start preparation for faculty exchange with GLAA membership schools. In the Advanced Entry Program that enables students to acquire a BA from ICU and MA from a university abroad in 5 years, we will enter into an exchange agreement with the Middlebury Institute of International Studies at Monterey to finalize the detailed schedule of the exchange

program. The staff would enhance their skills through participation in faculty training sessions at partnership schools overseas.

(3) Establishment of the Center for Teaching and Learning: Building and substantiating comprehensive support

1 Initiate the establishment of an office where students from diverse backgrounds can seek help in cooperation with the Academic Planning Center

2 Cooperate with the writing desk to cultivate writing skills in all students through the W course etc.

3 Offer more lecture videos and notes through ICU Open courseware to the public and increase content that can be browsed on campus. This would support students with various difficulties, improve the quality of learning outside classes, and expand means of learning using ICT.

4 A new support organ for faculty will provide systematic support such as by substantiating content of new faculty orientation, support for faculty on tenure track, and improving teaching skills using ICT.

5 Substantiating orientation for nurturing and employing Teaching Assistants (TA) and Classroom Supporters (CS) to share good practice

6 Integrate various student surveys for analysis and improvement

(4) Promoting Institutional Research (IR)

The IR Office will assume the central role in preparing for the verification of various academic data for management to realize the SGU project, the self-evaluation report planned for 2016 and future authorization opportunities.

7. Support for Placement

(1) Creating an environment to support placement and its substantiation

Career formation guidance will be offered to connect study and work to substantiate job hunt support, by enabling students to fully recognize the potential they have nurtured at university. College-wide support for placement will be continued this year by enhancing understanding about the job hunt and career support in faculty and sharing problems. When choosing future careers or schools, we will make it easier for students to consult us. In AY2015, we will focus on strengthened support for those aspiring to study in graduate school by substantiating the status quo and enhancing visualization.

(2) Substantiating support for September entrants

We will substantiate support for September students, so that foreign and returnee students will be able to start their lives smoothly at ICU. We will maintain support for daily needs and enhance exchange between September and April students with the cooperation of student international exchange groups.

(3) Review of the scholarship system

To operate the system effectively in accordance with the status quo, we will review the scholarship system. We will build a fair and pragmatic system to provide financial support to students with

diverse backgrounds. We will offer the ICU High Endeavor scholarship as of spring 2015 to provide freshmen with the necessary fees for entrance (entrance fee, tuition and facilities fee for the first term) so they will not have to decline acceptance for financial reasons. For those entering in the fall, we hope to introduce the ICU High Endeavor scholarship as of AY 2016.

8 Activating and Supporting Research

(1) Active use of common special budget for research institutes

In 2014, we introduced the common research institute special budget for individual projects, joint projects conducted by more than one institute, and those conducted with partial funding from external sources. This measure will be continued in AY2015 for effective use of the research institute budget as a whole and activation of research activities.

(2) Support for application for Grant-in-Aid for Scientific Research and prevention of unlawful behavior in research

We will support active application for Grant-in-Aid for Scientific Research and contract research grants from Ministries and other government organizations etc., to increase the number of applications for increase in income through overhead expenses and management costs. To support appropriate research, we will firmly promote compliance in faculty to prevent unlawful acts.

(3) Integrating regulations for research institutes

We will review the regulations for each institute and after deliberation at the Research Institute Directors' Meeting, we will reestablish regulations that will be unified, consistent and impartial for all institutes.

9. Appointment/ Training for Faculty and Staff

(1) Appropriate management of the new tenure system and substantiating training for young faculty
New faculty appointed under the Faculty Job Classification System introduced as of April 2014 will start working at ICU in AY2015 with the employment of the new tenure system. Assistant professors will prepare for the mid-term examination in the 9th term from appointment, and the final examination in the 15th term for tenure. They will be expected to accumulate experience and achievements in research, education and service. Mentors of assistant professors and members of the department where the assistant professor belongs to, will support him/her acquire tenure from a perspective befitting the cultivation of faculty at ICU. The Vice President for Academic Affairs and the Faculty Development Director will work closely with the mentor and the department for stable operation of the system.

(2) Setting individual objectives by each faculty member in accordance with the activities plan and calculated training for staff

1 Substantiate training etc. for those to be evaluated and based on the evaluation sheet amended in 2014, assure that appropriate objectives can be set. For this, the ideal faculty image should be

clarified to compile and substantiate training plans for staff: they have the future of the university in their hands.

2 Consider duties and active use of staff in various positions based on social trends and our financial status and make amendments where necessary.

10. Integration and Use of University Information

Student and course data collected through the new education system will be analyzed from various perspectives and we will start analysis of student surveys to compile data for the verification of the academic reform and the basic data for the self-inspection survey planned for 2016. We will start arrangements to integrate data for the introduction of the University Information database that will integrate data on the education system, faculty and staff.

11. Public Relations to Demonstrate ICU's Strengths to the Wider Society

The formal ICU website renewed in AY2014 will be thorough in conveying the values of the university in an easy-to-understand form. We will regularly analyze access to the site and improve content, so that we can readily provide the necessary information. Contents that are frequently browsed by users will be compiled jointly by the office in charge and the Public Relations Office.

12. Optimize the Environment for Liberal Arts Education

(1) Building two new dormitories and substantiating existing ones

As we look towards opening new dormitories in April 2017, the Committee for the Study of Educational Dorms will start the project on building two new dormitories based on the deliberation for the construction plan at the Dormitory Construction Support Committee. At the same time, existing dormitories will be maintained to establish an environment for immersive study through dorm life.

(2) Establishing the Living and Learning project

To expand the educational aspect of the dormitories, we will start deliberation to connect living and learning in the dormitories as a Living and Learning Community (LLC). The first step would be the continued implementation in AY2014 by students in the Living and Learning Community Project.

(3) Consideration of campus maintenance by reconstruction of university facilities

We will continue to deliberate our ideal for implementing liberal arts education when considering reconstruction and full-scale renovation of facilities on campus such as the new main building, new gymnasium, new D-kan and faculty residences etc.

(4) Consideration for campus energy

ICU will aspire to establish an eco campus by decreasing CO₂ emissions to ease the burden on the environment as declared in the *ICU Declaration of the Environment*. With the consideration for the Campus Grand Design being compiled at the moment, we will consider mid to long term plans for

the next 60 years from a comprehensive and calculated perspective for energy principles for the campus.

13. Finance and Balancing the Budget

(1) Aiming to balance the university educational and research budget by AY2020

To achieve the Balanced Budget Strategy approved at the February 2014 Board of Councillors and Trustees, we will continue to enhance revenue and decrease expenditure in AY2015. To achieve the *Midium-term Plan for AY2020* indicated by the President in AY2014, we will effectively prioritize distribution by means of the special budget such as the President's discretionary fund.

(2) Activation of donations

With the *Creating the Next 60 Years* project at the center, we will continue to ask for donations to create the next 60 years. We will call for participation in the 60-Year Commemoration Project and clarify the theme for donations to draw interest. The ICU Sakura Fund initiated in 2014 has improved participation of alumni. With this expansion of the range of donations, we will develop the Peace Bell Scholarship to activate donations. In addition to a call through the website and *The ICU*, we will also expand the call for donations through each graduating class etc.

(3) Establishing a system of advancement

The IT system for donations synchronized with that of the improved system of the university will be initiated. Through improvement in operations by the introduction of this new system, we will speed up collection of information on donators, specification of use for the donation, collecting information on related affairs, and sending thank you notes and receipts. The President's meeting with donors, and another for those donating for education and research purposes will be stabilized within the Advancement Office as a system. The 50th year commemoration since entrance will be expanded to the 25th year to augment the scope of donors for deeper communication and closer relations with alumni and other donors.

II. ICU High School

The environment for the High School remains severe. Competition has been tough in recruiting returnees among top-tier schools. It will not be easy for ICU HS to maintain its leverage if it does not emphasize its affiliation to ICU or its excellent potential to send students to top-tier universities. MEXT chose the school for the Super Global High School in April 2014. An original SGH curriculum will be developed to strengthen sustainable competitiveness. We will realize the school's financial simulation and continue to repair aging facilities.

In 2015, the following measures will be implemented:

1 Education

(1) Implementing the Super Global High School project

Implementation of the SGH approved *A Proposal for Social Contribution Aiming for Coexistence in a Multi-cultural Society*. We will start the Problem-Solving Course this year which is at the center of

the project.

(2) Christian education

We will verify the former status after the change in the faculty in charge and substantiate and deepen Christian education.

(3) Measures to implement the new curriculum

We will implement the new curriculum for third-year students in AY2015 without delay.

(4) We will consider the new admissions quota in accordance with the implementation of foreign student quota.

(5) Strengthening instruction for college guidance

We will continue to review college guidance to strengthen the system. We will also substantiate instruction for application to universities abroad in close cooperation with the SGH Project.

(6) Measures to substantiate the library

1 Continue to substantiate the library facilities for that befitting an SGH

2 Strengthen cooperation with the university library to support teaching with reference retrieval etc.

(7) Plan for growth of students in each class and year

(8) Substantiate mental growth of students through school events, extracurricular and student council activities.

2. Projects for PR and recruits

Develop recruiting activities with the cooperation of faculty for domestic and overseas students

1 Domestic PR should be promoted through participation in various joint school meetings. The meetings held at the school for returnees and domestic students will give the educational philosophy and characteristics of the admissions exam. Students will introduce school life and extracurricular activities.

2 For PR abroad, we will hold meetings in Europe, the U.S. and Asia. We will continue cooperation with the University, the JICUF and Japan Overseas Educational Services. In all the cases, we will enlist cooperation and support from local alumni and establish a network of alumni living abroad.

3 Renew website

4 Compile a DVD introducing the school

3. Measures for Financial plan and improving facilities

(1) Continue the high school financial simulation

(2) Based on the high school financial simulation, improve facilities to secure safe and comfortable school life for students

(3) Continue to improve IT related infrastructure

4. Measures for control in emergencies

Through emergency control in disaster prevention, student instruction among the administration, faculty, and staff.

1 Consider and compile a Safety Manual for Educational Activities Abroad

2 Distribute disaster prevention manual to students

III. School Juridical Person

1 Promoting the 60th Anniversary events

This will be developed under the theme of Dialogue in three pillars: substantiating the academic program; substantiating the campus and educational environment; and substantiating scholarships. A formal event will be the invitation of the President of Hope College to deliver a sermon at the 60th Anniversary Service. During Homecoming Day at the ICU Festival, a professor will deliver a lecture to visiting alumni. We will also cooperate with the ICU Archives and Special Collections to record oral history. As the final year of the 60th Anniversary project, we will offer a report on website about the events of the five years of the project.

2. Compiling the University Campus Grand Design

The University Campus Grand Design initiated in 2014 will be completed by September 2015. This forms the foundation for creating a campus befitting our liberal arts education as something we can be proud of in Japan and abroad, from the perspective of research, international exchange, the natural environment and energy concerns, as well as nurturing global human resources.

3. Consideration for building two new dormitories and the campus maintenance plan

1 To construct and open two new dormitories by April 2017, we will prepare for construction funds and apply for loans.

2 Based on the Campus Grand Design, new facilities such as the new Main Building, new gymnasium, new D-kan, and faculty residences will be constructed befitting the liberal arts we offer at ICU and a comprehensive plan for campus maintenance will be compiled. In addition, we will investigate approaches to refinance and invest the fund to consider ways to fund the plan.

4. Balance of payments in the school juridical person

We will aspire to achieve a balance in the university education and research funds and the high school, with consideration for the future of a balanced budget with construction plans in perspective.

5. Response to the new School Juridical Person Accounting Standard

In accordance with the new School Juridical Person Accounting Standard to be implemented as of April 2015, we will shift to the new system smoothly, and compile and implement the AY 2015 budget appropriately.

6. Smooth Operation of Nasu Campus Solar Energy Business

This is the first large-scale profit-making business for ICU. Electricity will be marketed as of April 2015. The management system for this project will be established for smooth operations and to secure stable income to be transferred to the university accounts, which will contribute to the education and research of the university.