

International Christian University School Juridical Person
AY2016 Activities Plan (University)

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 Project, 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.

The School Juridical Person International Christian University intends to proceed with the following projects for AY2016 to further develop the university and fulfill the schools' founding principles based on mid- and long-term viewpoints.

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 2016 we will review the timetable so students and faculty can gather for chapel hour to share quality time with Bible in hand, to reflect on how the Christian faith enhances our way of life in learning and research.

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

(1) General Admissions Examination

The first students to be admitted under the new examination system A Category (applicants tested in three subjects rather than four, as in the former system, and a listening exam to test comprehensive knowledge) and B Category (document screening of external English language exam scores such as IELTS and TOEFL, and interview) implemented after the admission reform in 2015, entered ICU this year. We will start a review to see whether this new system based on diverse criteria has enabled us to recruit a well-balanced student body befitting our ideals, by systematic analysis and verification of admissions data including applicants, accepted students, and freshmen. In the last few years, we have divided Japan into geographic blocks to enhance our domestic recruiting activities. We have increased opportunities to meet high school teachers and potential applicants by visiting schools and holding university orientation sessions in each region. Lectures have been most effective in demonstrating what we offer at ICU, so we will continue to visit schools that send us students, with our professors giving model lectures there to promote interest for ICU. The PR activities in west Japan to the west of Nagoya such as open campus events in Osaka and

Fukuoka will continue, while we will also choose areas of emphasis in east Japan for cooperation with high school teachers in the region.

(2) Universal Admissions

As of AY2017, we have decided to introduce Universal Admissions. Students will be able to apply twice a year under five categories regardless of their high school background or nationality. ① September Student International Admissions Examination (results of Examination for Japanese University Admission for International Students (EJU), external English language exam score and interview) will be for those entering in September 2017. Document screening for April entrants will include the ② A Category (Document screening with results of Examination for Japanese University Admission for International Students (EJU) and external English language exam score) and the ③ B Category (same procedure with the present September student document screening) for those entering in April 2018. This framework also includes the existing ④ April returnee special exam and ⑤ document screening for September students.

By using the Examination for Japanese University Admission for International Students in Universal Admissions, we can expand the demographics of potential applicants. In AY2016, we will reach out to those interested in studying at ICU by including domestic Japanese language schools in PR venues, as well as extend our strategic recruiting activities to Southeast Asian cities. We will also speed up preparation for online application, vital to increasing admissions, since applicants from abroad will not have to come to the campus for screening.

(3) ICU Special Admissions (AO Exam)

In addition to the former A Category, we established the B Category in the reform implemented in 2015 to recruit more science students. Applicants have been increasing steadily in this category, with 2 students entering in April 2015, and 6, in April 2016. While enhancing PR activities with emphasis on our educational style transcending the arts and sciences, we will inform potential applicants of the B category to recruit more science students within the framework of liberal arts education.

(4) September students admissions based on document screening

As a result of our effective recruiting strategies developed according to each geographical block (North America and Asia etc.), 90 freshmen entered ICU in September 2015. This is the first time we were able to satisfy this quota after 2010. In AY2016 we will focus on major Asian cities to look for more potential applicants. We will further strengthen networks with counsellors within Japan and abroad to acquire information to satisfy quota in this category.

(5) Cooperation with High Schools

In addition to our strong bond with the ICU High School, we will sign cooperation agreements with several other high schools to implement the content of the agreement as of AY2016. We will ask partnership schools outside of Tokyo to serve as a hub from which to promote our educational principles. In future, we will seek collaboration agreements with high schools abroad.

(6)Others

We will verify the number of applicants for all exams including those entering under the Special Exam for Returnees Entering in April, Mature Student Exam, and Recommendation-based Admission of

Students from Partnership Schools, and continue to follow our students at ICU and beyond. We will pour our effort into securing applicants with effective policies based on choices and targets founded on analysis of the status quo.

3. 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. We will continue to review measures to be implemented in AY2017, based on the items proposed in the CLA Dean's Academic Reform Review Draft and the Top Global University Report. The main pillar of reform will be the introduction of Schools which will enhance the major system. Review of the curriculum and graduation requirements will continue, in addition to a revision of the timetable to make these reforms possible.

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

(i) Schools

Based on the results of the 2015 review, we will propose a plan to group 31 majors into Schools. To further enhance the strengths of the major system, majors in related fields can hold joint curriculum sessions to provide enhanced guidance to students in their course of study, from choice of major to graduation. We will also consider stating the academic significance of the graduation requirement in taking foundation and general education courses, as well as review the distribution of full-time faculty and management methods.

(ii) General Education courses

We will differentiate the GE and foundation courses. As of AY2017, GE courses will be classified in three categories (introductory, inter-School and seminar-type courses in small numbers) rather than two (I and II) as in the former system.

(iii) Physical Education Program reform

We focused on safety management and educational effect in the reform to be implemented as of AY2017, with smaller classes for compulsory courses. With fewer students in a class, lectures will be more effective and safety further insured in physical training classes. Only 20 students will be allowed to take physical training courses, while the lectures will be limited to 70-80 students, with 50 as the ideal. The content of the courses will focus on preventive education and maintaining health along our educational principles in the PE Program, while the graduation requirement will be amended. We will also consider offering new courses and electives, based on student need.

(iv) ID major

We will consider either grouping the existing 8 interdisciplinary majors into a new School or distributing them to different Schools. Regrouping and management of ID majors and distribution of faculty will also be reconsidered.

2 Introduction of a new language program

Based on the results of a survey for the optimum language curriculum for both April and September students, we will redesign the timetable so September students can attend ELA courses and April

students, JLP courses. The investigation will continue in 2016 to increase the courses that can be taken.

3 Reviewing the timetable, etc

To implement major changes in the academic system such as the introduction of Schools and a new language and PE program, we need to revise the timetable with consideration for the needs of freshmen taking intensive language courses, sophomores, and juniors/ seniors. We will take care to design an easy-to-understand system for appropriate management of the academic system.

4 To promote an organic link between the three language programs (ELA, JLP, World of Languages), we will initiate preparation for the establishment of the Language Education Center (temporary title).

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

We will continue to develop ELA, the central pillar of education for freshmen entering in April. In addition we will improve the curriculum further for September and graduate students as part of the MEXT Top Global University with the following measures.

1 As a follow-up course to be taken after the compulsory ELA component courses for freshmen and sophomores, a new elective course will be offered in training for writing senior thesis in English for students aspiring to major in the natural sciences. This course (title to be decided later) will be offered as of AY2017 after making changes in the curriculum. We will continue to select natural science reading material for the ELA reader, using pilot readings to verify student interest.

2 The curriculum will be changed in accordance with Universal Admissions to be implemented as of AY2017. We will continue to verify the curriculum for September students.

3 As of autumn term 2016, all Graduate School students will be able to take the Academic English and Academic English for Researchers offered in the Public Policy and Social Studies as of AY2015, as school-wide courses.

(3) Expanding the Japanese Language Programs (JLP)

The curriculum reform initiated in September 2013 has gained momentum. Two tokunin-koshi were appointed in 2015 in relation to the Top Global University project. We will develop JLP further to satisfy diversified student needs.

1 April students in ELA Streams 1 and 2 will be required to take the JLP placement test, a measure initiated from 2015. Students who need to improve their Japanese will be strongly recommended to take the appropriate JLP courses in 2016.

2 We will start offering Japanese Step 1~4 to graduate and OYR students. In contrast to the existing 8 classes/ week, the new course will be 4 classes/ week. This will satisfy student demand by decreasing the burden.

3 We will start offering a new course for returnees *Introduction to Japanese for Those Whose First (Heritage) Language is Japanese*, and the Japanese reading course for graduate students. By expanding the variety of Japanese courses students can take, we hope to broaden the scope of potential applicants.

4 We will continue to develop teaching materials for JLP. In addition, we will initiate development of

e-learning materials and consider offering part of the placement tests online.

5 As of 2015, those continuing to study at ICU after the summer will receive credit for Summer Courses in Japanese. We will provide information about this on campus to promote the number of students taking this course.

4. Promoting 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 Liberal Arts. After integration, it has become possible to take courses from a variety of choices to cultivate deep knowledge while specializing in a certain field. We will verify the curriculum and the system of instruction further to analyze whether the education we offer has been effective in cultivating students as envisioned in the graduate school reform. We will conduct efficient PR activities to provide information about the graduate school to potential applicants, to enhance the number of new students and satisfy the quota.

In AY2016 we will engage in the following projects to fulfill the objectives stated above.

(1) Evaluation and improvement of GS reform

Based on data acquired in the Graduate School Graduates Survey, we will verify whether the objective stated in the Graduate School reform, cultivation of deep knowledge transcending the arts and sciences, has been realized, and procedures and support system for theses compilation are appropriate from the point of view of students completing the program, to propose measures for improvement.

(2) Enhancing the Educational environment for graduate students

1 Seminars

(i) Academic integrity seminar

There will be a seminar for academic integrity, which is critical in thesis compilation but not fully covered in coursework.

(ii) Research and careers seminar

Seminar for those completing the doctoral program and other young researchers about potential careers for doctorate holders

2 Improving the icuMAP for graduate students

Information infrastructure for graduate school course of study such as the Units Table, uploading progress in doctoral thesis will be improved.

(3) Strengthening student recruits through strategic PR activity

1 Introducing online application for graduate school

As of the admissions scheduled in October 2016 to screen students entering in April 2017, we will introduce online application to increase the number of applicants (target: 1.3 times the number in 2015). We will enhance diversity in graduate school with expected applications from areas where very few applicants applied in the past.

2 Creating a video to introduce the Graduate School

In accordance with the changing mode of information gathering in a global society, we printed a compact Graduate School Guidebook, which features strengths and shows links to sites on the Web. In the next stage of the PR strategy, we will create a video about the Graduate School scheduled for release on the Web in early June 2016. The contents will include the pursuit of specialized areas transcending traditional disciplines and interviews of students from diverse backgrounds, to attract viewers' attention to the lively atmosphere in the Graduate School.

3 Increase of students in the 5-year program

(i) For high school students

We will continue to introduce the 5-year program as part of our liberal arts program, to high school students, so they can be motivated to apply for ICU and also advertise the Graduate School.

(ii) For ICU students

We will cooperate with the CLA to motivate students to apply for this program. We will create a Guidebook so students who are interested can acquire useful information with cooperation from present 5-year students. This book will include information necessary from the perspective of students, such as an actual example of courses taken in five years, messages from present 5-year students, and list of offices where students can acquire information about the program.

(4) Enhancing the Rotary, JDS and ABE Programs

We will provide meticulous assistance to graduate students who come to ICU through these external organization programs. The African Business Education Initiative for Youth (ABE Program), which began in 2016, will be over in 2018. If ABE students return home with great appreciation for this program, we have a good chance of having more students from Africa, where our university is not well known. This will open doors to a new region from which to recruit students.

5. Emphasize the Student Pledge

To provide an environment to cultivate global citizens who respect others from diverse backgrounds and hold different values, we will grasp the state of extra-curricular activities, on-campus events and student life in general by talking with our students, to enhance conscious adherence to the pledge. The strategy against drug abuse that we have emphasized from 2014 will be strengthened by including lectures on measures against drug abuse in class to provide accurate information.

6. Developing the International Education Program

(1) 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 from the University of California as of 2016. We will increase the number from schools with a disparity in inbound and outbound students, by offering the opportunity for a single-term stay or a combination of the summer course and autumn term. As a means to expand accredited short-term study abroad programs, we will start sending students to the Council on International Educational Exchange (CIEE) summer program. In addition, we will cooperate with World Languages faculty to develop a new summer

program.

(2) For the Study English Abroad (SEA) Program, we will invite partnership schools to the SEA Program Workshop to be held in autumn 2016 to enhance understanding for our English language curriculum, and to improve the program in accordance with student needs and the characteristics of each partnership school. We will be conducting a survey of students and our partnership schools to improve all our international programs.

(3) In International Service Learning, we will continue to send students to partnership schools and organizations in the Service Learning Asia Network (SLAN). We will strengthen this network to assure quality of content in the program. As we have strong requests from SLAN partnership schools to accept their students every year, we will expand the system of service learning to accept more inbound students. As of 2016, we will review the length of stay for inbound students, and accept students from the Chinese University of Hong Kong in the spring and summer. In future, we aim to increase the number of students from our partnership schools in China (Nanjing), Thailand and the Philippines.

7. Promoting the MEXT Top Global University Project

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

(1) The Advanced Entry Program, which grants a B.A. from ICU and an M.A. from a Graduate School overseas in a minimum of five and a half years, will start this year. This is based on an agreement between ICU and Middlebury Institute of International Studies at Monterey.

(2) Prior to the mid-term report scheduled in 2017 to evaluate this project, an external evaluation committee will be established to evaluate the project and gather opinion from scholars and other professionals.

(3) The MEXT Go Global Japan Project will reach its final year in 2016 (term of project: five years between 2012 and 2016). We will verify whether the three pillars of the project, further improvement in English competency; cultivating information transmission capacity (writing) through courses offered in English; and, accredited study abroad, as a means to verify achievement of educational objectives. We will focus especially on the effect of the W course, which aims to enhance academic writing skills, to look into the writing education at ICU.

(4) The first inbound students for the exchange with the College of Wooster, a science- specific international program, will arrive this year.

(5) The Center for Teaching and Learning (CTL) is in its second year from establishment. It supports students plan their course of study and, faculty who are offering more courses in English to cater to diverse student backgrounds. It also suggests new styles in learning for further development of the major system introduced in 2008. It will cooperate with the Academic Planning Center to provide students with information about majors using videos and the web, and also enhance the quality of study outside the classroom by means of the ICU Open Courseware and the ICU-TV offered as of last year.

8. Support for Placement

(1) Creating an environment to support and enhance placement

Career formation guidance and support will be offered and enhanced. With attention to the Keidanren guidelines for corporate recruiting activities, we will promote appropriate career support including that for further study in graduate school. We will also collaborate with related offices to support students with special needs in accordance with new regulations. We will strive to create an inviting environment and comfortable atmosphere for students making career decisions.

(2) Strengthening support for September students

We will strengthen support for September students, so that foreign and returnee students will be able to start their lives smoothly at ICU. We will try to minimize anxiety for new students, by creating opportunities to befriend other students. ICU students will meet new students at the airport and accompany them to their dormitories. We will improve the September student retreat and establish a system for the whole ICU community to help new students make the most of their experience here while effectively communicating our principles. We will support international students experience Japanese culture, by arranging for them to work with the local community. In cooperation with local organizations, we will create an environment for foreign students to participate in local activities without anxiety.

(3) Review of the scholarship system

We will review the existing scholarship system for a fair and pragmatic system to provide financial support to students with diverse backgrounds. The ICU High Endeavor Scholarship initiated with students entering in April 2015 will also be available for September students entering in 2016. We will review the income limit of applicants and establish an effective scholarship system by analyzing the status of application, screening, and enrollment. Scholarships for international students will be reviewed based on merit and need for fair and effective employment.

9. Activating and Supporting Research

(1) Establishment of the Center for Research Planning and Support

The Center for Research Planning and Support will be established for integrated support in research. Undergraduate and graduate students will receive support in research, while faculty will be supported in their application for external grants such as the Grant-in-Aid for Scientific Research. The Research Support Group within the General Affairs Division and the offices for the Research Institutes within the Academic Affairs Division will be integrated to serve as the Center for Research Planning and Support office.

(2) Support in application for the external grants such as Grant-in-Aid for Scientific Research

We will support active application for the public research funds such as Grant-in-Aid for Scientific Research and the other contract research grants to increase the number of applications for increase

in income through overhead expenses and management costs. To support young excellent researchers, we will promote doctoral student application for DC and PD (from the other universities) for JSPS Research Fellowship for Young Scientists Program.

(3) Appropriate implementation and management of external grants and prevention of fraudulent activities in research

For public grants among external grants, prevention of fraudulent activities in research has become more emphasized. The Committee for the Prevention of Fraudulent Activities will continue to rigidly promote compliance of Research Activity Code of Conduct (enacted in 2014) and implement measures for the establishment, implementation and verification of the Plan for the Prevention of Fraudulent Activities. Support for appropriate conduct of research will be provided in various ways such as an research ethics screening carried out by the Research Ethics Committee. As of last year, we have an obligation to provide ethical education to researchers and their assistants who have received public grants. We will continue to have the research assistants as well as our researchers take ethical education lectures with follow up tests.

10. Appointment/ Training for Faculty and Staff

(1) We will enhance support for faculty through the Center for Teaching and Learning, which is in charge of improving teaching and managing classes. We will focus on use of information and communication technology, Open Courseware website with videos of classes and seminars and ICU-TV. We will strengthen the technical support for faculty, so all students can share what they learn on campus and use these resources outside of the classroom to study. In addition we will promote measures to increase the number of courses offered in English, including support for faculty.

(2) We will expand the TA system and introduce the Postdoctoral Researcher System to improve undergraduate education and nurture graduate students and young researchers.

(3) We will encourage clerical staff to take TOEIC and IETLS to enhance their English language ability. We will continue to send staff for training purposes to partnership schools.

11. Integration and Use of University Information

(1) In preparation for the Self-inspection Survey to be conducted to apply for Certified Evaluation by the Japan University Accreditation Association, the Institutional Research Office and the Center for Teaching and Learning will work closely to start analysis of the status quo of undergraduate and graduate education based on relevant data. We will lay emphasis on survey and analysis of our study abroad program to further promote internationalization.

(2) We will integrate faculty data to build a faculty database. This will enable us to keep track of educational activities (courses taught, committee membership and administrative positions) and research achievements in one place. We can use this as basic data to analyze and verify our Top Global University project.

(3) We will strengthen cyber security measures to protect the university from technically

sophisticated cyber-attacks. By introducing an optimum system, we will enhance① preventive properties of our network apparatus,② anti-virus measures for PCs, and ③strengthen the user authentication system of the educational system DB server

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

We will start using the Social Networking Service as part of the emphasis on PR activities through the web. This will enable us to send information to potential September students abroad who look for information online. We will feature the new student dormitories to be opened in 2017 to communicate the strengths of the undergraduate and graduate education at ICU and our Top Global University project in Japanese and English. We will continue to improve Website content based on the results of student surveys. As part of our effort to strengthen the ICU brand, we will send messages with the new ICU logo, which will take the place of the 60th anniversary logo (use terminated in 2015), for all our activities.

13. Optimize the ICU Environment for Liberal Arts Education

(1) Preparation for the opening of two new dormitories and maintaining existing dormitories

We will be opening new dormitories in April 2017, with construction ongoing from 2016. Based on opinion from student members in the New Dormitories Construction Committee, we will consider management of the dorms to fulfill our objective of educational dorms. Measures for the Living and Learning Community to be realized in the new dorms will be considered at the LLC Committee established as an advisory organ to the Second Educational Dorm Consideration Committee. In addition, the management and facilities in the existing dorms will be reviewed to strengthen the system where students can learn through life in the dorms.

(2) Review of university facilities based on the Campus Grand Design

In AY2015, we created the Campus Grand Design to optimize the campus and facilities for our liberal arts education. In 2016, we will conduct a detailed inspection of university facilities (new gymnasium, new faculty residences, etc.) exterior design, and campus energy.

(3) Anti-quake measures for non-structural elements (reinforcement)

Anti-quake measures for non-structural elements (such as the ceiling and exterior walls) will be implemented in the university gymnasium, auditorium in the Diffendorfer Memorial Hall East Wing, and the university chapel. We will avoid affecting the various university activities in these facilities by confirming the dates of events to plan work for reinforcement. The work in the chapel will take place in 2017.

14. Finance and Balancing the Budget

(1) Balancing the university research and education budget by AY2020

It has been two years since the balanced budget strategy was approved at the February 2014 Board of Trustees and Board of Councilors. We will analyze and verify progress and reconsider measures

to balance the budget.

(2) Activation of donations and creating plans for advancement

1 With the *Creating the Next 60 Years* at the basis, we have achieved results with our alumni with a call for donations to the 60th Anniversary Fund and the Sakura Fund established in 2014. In 2016, we will continue to ask more alumni to donate and ask previous donors to continue to support us through the website and *The ICU*, asking them to join us at various events on campus. By enhancing communication with donors and alumni, we hope to improve relations between the university and its supporters.

2 We will create new donation schemes for building the new dormitories, new donations to be employed together with the endowment etc., to take the place of the 60th Anniversary Fund and Sakura Fund completed in 2015.

(3) Improving clerical work for donations

The donations system to be operated as of April 2016 will integrate information, to promote efficient collection of donations through multilateral approaches and gathering related information and data on donors. At the same time, it will be utilized as a marketing tool in our advancement strategy.