

International Christian University
AY2017 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 for its Top Global University Project, in recognition for *Developing Global Liberal Arts to Cultivate Trustworthy Global Citizens*. 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 AY2017 to further develop the university and fulfill the school's founding principles based on mid- and long-term viewpoints.

I . University

1. Substantiate the Educational Environment Based on Christian Ideals

As a university established on the Gospels, we will lay further emphasis on Christian activities such as Chapel Hour and Christianity Week. We will encourage students, faculty and staff to attend Chapel Hour to share quality time with Bible in hand. This will also be an opportunity to talk with faculty about how the Christian faith enhances our way of life in learning and research. We will seek further cooperation with the ICU Church to spread the spirit of Christianity in the ICU community.

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

(1) General Admissions Examination

Following the reform in admissions implemented in AY2015, we increased our visits to high schools and university orientation sessions based on our principle for student recruitment. We talked with interested students and their teachers to find what we need to do to increase applicants for the general admissions exam. We divided Japan into geographic blocks to enhance our domestic activities. Professors' lectures were the most effective in demonstrating what we offer at ICU. We will continue to visit schools that send us students and strengthen our PR activities to the west of Nagoya with open campus events in Osaka, Fukuoka and Nagoya. We will also continue to look for areas of emphasis in east Japan by cooperating with high school teachers. Based on the analysis of a new system adopted in AY2016 that enables us to track down anyone who signed in when they accessed the ICU website, we plan to improve the precision of our PR effort by verifying the duration and effectiveness of various events, when they should be held and which schools to target. We will also continue to talk with high school and prep school teachers to verify how students perform after they enter ICU.

(2) ICU Special Admissions (AO exam)

We will expand choices for students in the A Category by adding alternative English language tests, and also enhance quality of the screening by requiring results of the four-skills instead of two-skills test.

We have a steadily growing number of applicants for the B category, which was introduced to recruit more science students. We intend to keep increasing the number of science students in our student body through PR activities for general admissions with an emphasis on our educational style transcending the arts and sciences, and raising awareness for the B category.

(3) Examination for Students with Recommendations from Partner Schools

We will continue to verify the fluctuation in the number of applicants, and conduct a follow-up study of students entering ICU in this category. We will pour our efforts into the most effective areas by analysis of the status quo, choosing targets where we can best increase the number of applicants.

In the start-up program for students who have been accepted by recommendation from partnership schools or through the ICU Special Admissions Exam, we explain the liberal arts system of learning, to enhance their motivation to learn and explore own interests. We also hope they will pass along information about ICU to those coming after them.

(4) Universal Admissions

Introduction of Universal Admissions is an important pillar in our Top Global University Project. This system expands the demographic of potential applicants: they will have a choice in the screening method and time of entrance in accordance with the educational system they are from and their language ability. Students entering ICU under this system will take either the English for Liberal Arts Program (ELP) or the Japanese Language Program (JLP) depending on which exam they take.

The categories for Universal Admissions are as follows.

- ① September student document screening (existing procedure with application documents in English)
- ② April returnee student exam (existing procedure with external English test score, short essay in Japanese and interview)
- ③ September international student exam (to be implemented in September 2017: Examination for Japanese University Admission for International Students, external English test score and interview)
- ④ April student document screening (to be implemented in April 2018, with application documents in English)
- ⑤ April international student exam (to be implemented in April 2018, formerly called April international student document screening, with Examination for Japanese University Admission for International Students, document screening including external English language test score)

Categories ④ and ⑤ will be implemented as of AY2017. If applicants satisfy requirements, they can apply to take different types of exams at the same time. We will also provide information about the language programs that students will be taking after being accepted through different admission categories. As we will be accepting students whose first language is not English or Japanese, we have started providing information about our system at domestic and overseas Japanese language schools. This effort will be further strengthened in AY2017.

Reforms to be implemented in AY2017 will be a reconsideration of the term of entrance for

international students (categories ③ and ⑤), change in requirements for application in the document screening for April and September students (categories ① and ④) and change in requirements and addition of external English language test for the April returnee student exam (②). We expect these changes to bring in more applicants from schools with IB course programs.

The number of September applicants increased two years in a row, as a result of our mid-term PR strategy according to geographic block for effective recruitment abroad. In our recruitment activities at international schools, our target used to be returnees, but in 2016, we worked with local schools to attract students from that area. We made adjustments in our system to recruit more international students from 2017 by reforming admissions in accordance with the needs of local students and establishing new scholarships.

We will expand our target in AY2017 to Oceania by starting PR activities in major cities in New Zealand, in addition to cities in Asia such as Hong Kong, Singapore, Jakarta, and Kuala Lumpur. We also intend to look for potential applicants in Europe, operating from the Netherlands to recruit more students in the region. In North America, we will cooperate with JICUF to visit candidates for partnership schools on the East and West Coasts.

We will strengthen our network with college counselors in each area and the ICU Alumni Association to provide information about ICU, bringing in more students to fulfill the quota. The university's principle of diversity will be further promoted by attracting more foreign nationals as regular students.

(5) Cooperation with High Schools

ICU initiated partnership agreements with high schools in AY2014. There are now seven such schools. We regard these schools as important hubs for our PR activities to encourage more students to apply, offering model lectures there, inviting interested students to attend classes at ICU and take part in the university's peace project. The cooperation project will evolve from a one-on-one agreement between the partnership school and ICU to one between several partnership schools in Japan and abroad. This expansion will contribute to ICU's outreach by enhancing interest in ICU through media reports, further improving the ICU brand.

3. Promoting Academic Reform: CLA

(1) Improvement in the CLA

In autumn 2013, the President formally announced that we would start reviewing the academic reform, whereby systematic review started under the supervision of the CLA Dean. We will continue to implement measures in our Top Global University Project Report and issues presented to the next CLA Dean for improvement.

① Appropriate faculty reorganization to review the curriculum and substantiating faculty development (i) Reorganizing departments

The current eight departments and 31 majors in related areas will be integrated in the curriculum to strengthen the major system. Courses will be reviewed to enhance the effect of the new timetable, integrating those that can be offered as one course. Guidance for students will be strengthened to make it easier for them to understand their course of study leading to

choice of major and graduation. At the same time, distribution of full-time faculty and management of the curriculum will be reviewed.

(ii) General education courses

We will notify students of the new course, Liberal Arts Seminar, and the increase in the required general education natural science credits, which have been doubled. We will analyze the effect of requirement changes in general education and E courses, which have also been doubled, on course registration and consider the results in designing Course Offerings for the benefit of students. The General Education Committee will deliberate the role of general education in accordance with the reorganization of departments.

(iii) Reform in the PE program (carried over from AY2016)

We set the student quota in exercise and lecture courses. We will verify if the new curriculum from AY2017, which operates in small classes, has managed to maximize safety management and educational effect. We will analyze the situation of registration for PE courses to consider how to enhance students' benefits in this area.

(iv) ID major

Regrouping and review of faculty distribution for the current eight ID majors will continue, along with the reorganization of departments. A full-time faculty will be appointed to the environmental studies major.

② Management of new language programs

The language curriculum will be reorganized to accommodate April, September and Universal Admission students with diverse language backgrounds, adjusting the timetable to offer more courses in slots when language courses are not offered. Cooperation with World Languages and faculty in charge of major courses will continue to be considered.

③ Increasing courses offered in English

Courses offered in English increased under the new timetable. We plan to have a balanced number of these courses for each major. At the same time, we will continue to review courses offered in foundation, specialized and general education courses from the perspective of student registration and appropriate formation of the timetable.

④ Introduction of the IB Teacher Certificate Program

MEXT has set a target of 200 IB Diploma Program designated schools by 2018. The objective of the IB Diploma Program and our educational principles align quite closely. Thus it will be meaningful to establish an IB Teacher Certificate Program at ICU. We will apply for designation from the International Baccalaureate during 2017 to establish the program in AY2018.

⑤ Preparing for reauthorization of the Teacher Certificate Program

We will start preparing for reauthorization of the Teacher Certificate Program in or after 2017, by maintaining and improving the quality of the Teacher Certificate Program. At the same time, in deciding on the appropriate size of the teacher certificate program including that for the IB teacher certificate, we are considering offering fewer subjects students will be certified in.

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

The ELA program originally designed for first-year April students will be expanded to those entering in

September through Universal Admissions in 2017. The following measures will be implemented as part of the Top Global University Project, to improve the curriculum for science and graduate students.

- ① Prepare to accept new September students in the ELA program (providing information about the placement test given to September entrants in March the following year, to decide the stream for each student)
 - ② Senior Thesis Writing for Science Students, an elective for science majors writing their senior thesis in English will be offered as of AY2017. This course should be taken after the compulsory ELA freshman and sophomore component.
 - ③ The Academic English and Academic English for Researchers courses offered from 2015 as specialized courses in the Public Policy and Social Research Program will be designated as school-wide courses in Spring Term 2017.
- (3) Expanding the Japanese Language Program (JLP)

In addition to the four- and one-year regular (OYR) students who have been taking JLP courses, the program has been expanded to those in ELA Stream 1 and 2, graduate students, spring-term-only OYRs. Those entering through Universal Admissions will also be able to take JLP courses.

- ① Using the international standard for language proficiency, Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) levels, and CEFR Can-do Statements, we will compile and announce achievement goals for the JLP. This will clarify JLP content, making it easier for those considering study at ICU to see what they will learn here. It will give those returning to their home institutions a clear record of what language skills they have acquired.
- ② We will pour our efforts into introducing two new courses below offered from AY2016.
 - (i) Japanese Language Step 1~4: for graduate and OYR students
 - (ii) Introduction to Japanese as a First /Heritage Language, Readings in Japanese for College Students: for returnees
- ③ We will continue to develop introductory level Japanese language teaching materials.

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*. As of March 2016, the Graduate School granted 264 master's degrees, and 15 doctor's degrees. 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 provide potential applicants with information about the graduate school through efficient PR activities, for more new students to satisfy the quota.

In AY2017, we will engage in the following projects to fulfill objectives stated above.

(1) Evaluation and improvement of GS reform

Based on data we acquired in the GS Exit Survey conducted from AY2016, we will verify whether the objective stated in GS 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

The seminar for academic integrity will continue, a critical measure for thesis compilation not fully covered in coursework.

② Improving the graduate student lounge and study areas

The graduate school lounge and study areas must be improved to provide a comfortable environment for students to proceed with their research and compile theses. With more students following an increase in programs, we will make effective use of the facilities available for graduate students.

(3) Strengthening student recruits through strategic PR activity

① Verifying and improving online application

We introduced an online application system from those entering in April 2017 (exam in October 2016). We will verify the system with the data acquired from the exam, and make proposals that would lead to an increase in the number of applicants.

② Increase in the number of five-year program students

(i) For high school students

We will continue to introduce the five-year program as part of our liberal arts program to high school students, so they can be motivated to apply to ICU and also know more about the ICU GS.

(ii) For ICU students

We will cooperate with the CLA to motivate students to apply for this program. We will provide orientation at the time students become eligible for the five-year program, in addition to the time they enter the GS. This will help students in the program take GS courses systematically, a means to strengthen support for those studying in the program.

③ Introduction of the International Baccalaureate (IB)Teacher Certificate Program

As is the case in the CLA, in 2017, the GS will also apply for designation as an International Baccalaureate (IB)Teacher Certificate school, to establish the program in AY2018.

(4) Enhancing the Rotary, JDS, ABE and Pacific-LEADS Programs

We will provide meticulous assistance to graduate students who come to ICU through external organization programs including the Pacific-LEADS Program, by which we started accepting students in September 2016. The African Business Education Initiative for Youth (ABE Program) initiated in 2015, will be over in 2018. If ABE students return home with great appreciation for this program, we have a good chance of more students coming from Africa, where our university is not well known. This will open doors to a new region from which to recruit students.

(5) Network with graduate schools around the globe

As of AY2017, we will participate as a global partner in the Joint Master's Program in the Network for International Humanitarian Action (NOHA), with eight established European graduate schools. We will prepare to accept students from this program as of Autumn Term 2018.

5. Emphasizing Adherence to 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 dormitory life by talking to our students, to enhance conscious adherence to the pledge. The strategy against drug abuse that we have been emphasizing from 2014 will be strengthened by continuing lectures we started in 2016 to provide accurate information on measures against drug abuse in class.

6. Developing the International Education Program

(1) Exchange program

In accordance with student needs, we will continue to seek partnership schools for the exchange program (inbound and outbound) and enhance content of programs. We will provide information about these programs to applicants and continue to cooperate with the Global Liberal Arts Alliance (GLAA) schools and seek new agreements with institutions located in countries where more students seek study abroad opportunities than we offer.

(2) Short term study abroad

For short study abroad programs such as the Study English Abroad (SEA) Program and the summer study abroad program, we will continue to improve the way we provide information to students to increase those who take part. We will reconsider the quota for the sophomore SEA program.

(3) Academic exchange with Middlebury College

As part of our Top Global University Project, we signed an academic exchange agreement with Middlebury College in the U.S. through which we will be sending ICU students to the master's course at Middlebury Institute of International Studies at Monterey (MIIS) for a five-year program. We have started receiving applications for this program, through which students will acquire a Bachelor's degree from ICU and a master's degree from MIIS. In 2017, students will study in the Teachers of English to Speakers of Other Languages (TESOL) or Teaching Foreign Language (TFL) specializations. We plan to expand our agreement to include International Policy and Development, and Translation and Interpretation, to send more students to MIIS.

(4) International Service Learning Program

We will continue to hold the International Service Learning Program as we did in 2016 during summer vacation with Middlebury College. In AY2017, ICU and Middlebury College students will host those from Assumption College (Thailand), Silliman University (Philippines), Seoul Women's University (Korea) at ICU, for service learning activities in agricultural villages and in the Mitaka area.

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* (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) Promoting MIIS Accelerated Entry Program

We will promote the Accelerated Entry Program, a five-year program for a bachelor's degree from ICU and a master's degree from a graduate school abroad, with MIIS. (See 6. (3))

(2) Preparation for the interim evaluation

In compiling a mid-term report to be presented in AY2017, we will verify appropriate implementation of the project and elicit opinion from specialists through an external evaluation.

(3) Introduction of Universal Admissions (See 2. (4))

(4) Promoting instruction in writing

College-wide instruction in writing will be promoted after the completion of the MEXT Promoting Global Human Resource Development project in AY2016, through which we implemented courses offered in English with special support for writing assignments. To achieve this purpose, we will increase FD opportunities for faculty offering courses in English. Support in proofreading, which we started last year for students writing senior thesis in English, will continue.

(5) Exchange with the College of Wooster

We will continue to promote exchange in science with the College of Wooster in the U.S. that we started in Winter Term 2015.

(6) Strengthening support for teaching and learning

The Center for Teaching and Learning (CTL) will support students learn and faculty in teaching and advising. ICT will be promoted and supported, by using visual images, Web and cloud-based applications. This will help challenged students and those taking courses offered in a language other than their primary language.

① Support for students

Cooperation between the CTL, Academic Planning Center and the Office of Special Needs Support Services (SNSS) will be strengthened to support students coping with challenges. Training for peer support will be integrated where possible. The curriculum tree format will be reviewed for improvement to clearly indicate the requisite and recommended order of courses with detailed information about majors listed, on the Web.

② Review of survey items and methods

The Teaching Effectiveness Survey, Student Engagement Survey and Exit Survey will be analyzed to improve the curriculum and management of courses by reviewing survey items where necessary. We will also consider the introduction of a Teaching Effectiveness Survey suited for small classes and graduate school courses.

(7) Training for clerical staff

We will continue to offer clerical staff training at our study abroad partnership schools in appropriate departments to enhance their intercultural understanding.

8. Support for Placement

(1) Creating an environment to support and enhance placement

We will follow Keidanren Career Formation Guidance to offer support by concentrating in the following four areas.

① We will use SNS to provide students information, improving usability of and awareness of our SNS

accounts.

- ② Offices in charge will provide support to challenged students following laws and regulations in cooperation with corporations.
 - ③ We will provide support to students from the international community and returnees with help from related offices and cooperation with corporations. Materials will be distributed in both English and Japanese.
 - ④ We will continue to promote placement including to those who go on to graduate school with the cooperation of students who have already been accepted by companies or graduate schools.
- (2) Expanding support for students from the international community and returnees
- We will support students from the international community and returnees start life on campus smoothly. For those worried about adjusting to life in Japan, our students will welcome newcomers at the airport. We will hold a September Retreat, and enhance exchange between students from diverse backgrounds. Short-term homestay programs and local activities will be arranged so foreign students can experience Japanese culture.
- (3) Reviewing the scholarship system
- ① A review of the present scholarship system will be implemented for effective use of financial resources such as donations, to establish a fair and pragmatic system that supports students from diverse backgrounds.
 - ② The ICU High Endeavor Scholarship will be reviewed from the perspective of eligibility and limit of household income, and the scholarship for current students will be reviewed for limit in household income and GPA. We hope to support students from low-income families study at ICU without being stressed about their finances.
 - ③ Scholarships for foreign students will be reviewed through an accurate grasp of the student's need for financial support and scholastic ability for fair and effective employment.

9. Activating and Supporting Research

(1) Effective management of research institutes

Clerical staffers serving other research institutes were assigned to the Center for Research Planning and Support established in 2016, to share information among institutes and work on a common regulation for them. We will continue to make effective use of the limited resources we have to activate research activities and enhance implementation of shared projects. We will also support application for external funds for interdisciplinary projects conducted by more than one institute.

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

We will support active application for public research funds such as Grant-in-Aid for Scientific Research (Kakenhi) and other contract research grants including that for joint and donated-fund research to increase income through overhead expenses and management costs.

Support will include ① compiling detailed application forms by clerical staff; ② strengthening support for faculty whose primary language is not Japanese; ③ promoting doctoral student application for DC and PD (from other universities) to enhance the Post-doctoral Researcher System initiated in 2016. We will provide information not only to graduate students, but also undergraduate students

considering further study in the graduate school.

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

In using public grants in external funding, prevention of fraudulent activities in research has become more emphasized. The Committee for the Prevention of Fraudulent Activities will continue to rigidly promote compliance with the Research Activity Code (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 research ethics screening carried out by the Research Ethics Committee. Since the number of applications for screening by this Committee has been increasing, we will consider ways for strict and efficient examination. We also 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) Introduction and management of a tenure track system

We adopted a new tenure track system in 2014. Associate professors must take an examination for the tenure track three to five years after they begin teaching at ICU. In addition to a qualitative evaluation, we quantify the candidate's achievements in the three areas of research, education and service, for which the university has set target scores. Each faculty member has a portfolio with scores for academic activities: publications, presentations at academic meetings, educational achievement and service to the university and society. The candidate's mentor, a faculty member from outside the candidate's department, gives advice and guidance while the candidate is an associate professor. The first faculty members to be appointed under the new tenure system will be screened for a final examination in AY2017. We will evaluate them in accordance with the Tenure Track Guideline we compiled when we adopted the system and verify methods for management.

- (2) Support for new faculty

We will combine one-on-one explanation and online content to develop and implement a new faculty orientation program. We will support faculty whose primary language is not English in their teaching, by holding workshops in best practice. We will also support faculty translate the syllabus into English for courses offered in Japanese.

- (3) Training clerical staff

To train clerical staff, we will hold seminars for evaluators to establish a systematic training system, reviewing the personnel evaluation system and guidelines for establishing new targets.

11. Integration and Use of University Information

- (1) Promoting Information sharing

The IR Office will launch an information site providing data that can be shared within the ICU community to raise awareness and understanding for IR.

We will review the way we share information within the university, starting from the materials

distributed at faculty conferences in April 2017. Materials will be digitalized and data will be shared to shorten the time necessary to prepare for conferences and promote efficiency by making data easier to read.

(2) Managing a faculty database

The faculty database we have been compiling since AY2015 will be used as of autumn 2017. Educational activities (courses taught, committee membership and administrative positions) and research achievements will be integrated in one place. By progress in IR activities, we can keep track of accurate information about faculty members to enhance work efficiency in educational and clerical staff.

12. Demonstrating ICU's Strengths to Society

The official university website will be renewed in AY2018. Important features about the university such as its philosophy and the status of education and research will be appropriately publicized, in an easy-to-understand manner for high school students and applicants based on their needs, to further enhance the ICU brand.

13. Optimizing the ICU Environment for Liberal Arts

(1) Opening two new student dormitories (Momi House and Maple House) and renovating existing ones

We will prepare for the April 2017 opening of Fir and Maple Dormitories with the basic understanding that dormitories are part of ICU's educational environment. Various programs will be offered in the Living and Learning Community. To enhance experiential learning through dorm life, we will support the independent management of the dorms and help improve the environment in all the dorms.

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

Based on the 2015 Campus Grand Design to optimize the campus and facilities for our liberal arts education, construction of a new gymnasium (opening scheduled for autumn 2018) and faculty residences, will start in 2017. We will install an additional emergency generator engine fuel oil tank and extra-high level voltage facility for campus energy.

(3) Refurbishing university facilities

We will implement anti-quake measures in the University Chapel for non-structural elements (such as the ceiling and exterior walls). We will avoid affecting university events by confirming dates to plan work for reinforcement. Large-scale renovation of the Taizanso, a Registered Tangible Cultural Property, will be implemented based on a two-year plan.

(4) Strengthening the Emergency Control System

We will strengthen our readiness for natural disasters by distributing the Manual for Large-Scale Earthquakes (pocket version, compiled in AY2016) to freshmen and others to promote awareness; consulting with Mitaka City about the compilation of a disaster prevention manual in accepting Mitaka citizens on campus should a major disaster occur; and, replacing emergency stockpiles.

14. Promoting Wholesome Finances and Balancing the Budget

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

Measures for Balancing the Budget by AY 2020, approved at the February 2014 Board of Councilors and Trustees Meeting, was partly revised in May 2016 after considering plans for university facilities based on the Campus Grand Design. Thus we will make steady progress towards balancing the budget in implementing the AY2017 budget with measures to increase income and decrease spending.

(2) Activation of donations and creating new plans for advancement

We will activate donations by making full use of the strengthened ties between advancement (cooperation with alumni and asking for donations) and public relations. In addition to existing donations for mainly scholarships, we will continue the drive to raise funds for campus facilities as envisaged in the Campus Grand Design. The target for Donations for the New Dormitories initiated in September 2016 will be 40 million yen by March 2019.