

February 28, 2018

International Christian University
AY2018 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*. In 2018, we will accomplish our mission with cooperation from liberal arts colleges around the world through unfaltering implementation of this project.

The School Juridical Person International Christian University intends to proceed with the following projects in AY2018 to further develop the University and High School in fulfilling the 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 to attend Chapel Hour with faculty 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/ Ability to Study at ICU

We will prepare for the various changes in university admissions that will be implemented by MEXT as of 2021 for admission to the CLA. Accepting IB students, for whom we have much to offer, is of special interest to us. We will also continue to verify the reform in admissions implemented in AY2015, to look into ways we can improve our admissions system and enhance ways to recruit students.

(1) General Admissions Examination

When we implemented reform in our admissions system in 2015, we divided Japan into geographic blocks to spread information about our general admissions test effectively following a multi-year plan based on our principle for student recruitment. We visited high schools and held university orientation sessions, to increase the opportunity to talk with interested students and their teachers. A system we adopted in 2016 that analyzes those accessing the ICU website, has shown professors' lectures and guidance sessions at high schools to be the most effective in demonstrating what we offer at ICU. We will continue to visit schools that send us students

and effectively and efficiently strengthen our PR activities in west Japan (west of Nagoya) with open campus events in Osaka, Fukuoka and Nagoya. We will also look for areas of emphasis in east Japan by cooperating with high school teachers. In addition, we plan to improve the precision of our PR effort by verifying the 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, as with other exams. 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 through lectures 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

The 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) as a graduation requirement, depending on the exam they take. By enabling students to take elective courses in JLP, ELP or World Languages, our philosophy in bilingualism will be realized through our policy of English/ Japanese + another language.

The categories for Universal Admissions are as follows.

- ① September student document screening (document screening in English)
- ② April student document screening (document screening in English)
- ③ April student returnee exam (external English language test score, short essay in Japanese and interview)
- ④ September international student document screening (Examination for Japanese University Admission for International Students, external English test score and interview)

- ⑤ April international student exam (formerly called April international student document screening, document screening including Examination for Japanese University Admission for International Students, external English language test score)

If applicants satisfy requirements, they can apply simultaneously for more than one type of exam, which will increase the number of applications. 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 will continue to investigate how best to provide information to students in domestic and overseas Japanese language schools.

(5) PR activities to recruit students

We will make sure to provide complete information with regard to implemented changes in the MEXT 2021 Guideline for university admissions. In conducting PR activities focusing on the cooperation and connection between secondary and higher education, we will pour our efforts in building a network with domestic and overseas high school college counselors.

For universal admissions, we will strive to acquire more regular students of foreign nationality, based on our philosophy of promoting diversity on campus.

We have had a stable number of September applicants, 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 Japanese returnees, but since 2016, we have been visiting local schools to attract students of foreign nationality from those areas. In 2018, we will focus on Hong Kong, Singapore, Jakarta, and Kuala Lumpur in Asia and major cities in New Zealand in Oceania. We also intend to look for potential applicants in Europe, operating from Amsterdam and Dusseldorf to recruit more students including one-year-regulars, graduate students and kenkyusei in the region. In North America, we will seek candidates for partnership schools especially on the West Coast and promote PR activities including building networks.

For domestic PR activities, we will provide information about how high school graduates in Japan can now apply to ICU via English document screening. We will also pour our efforts into increasing the number of applicants from new targets such as IB World Schools and foreign nationals from domestic Japanese language schools.

(6) Cooperation with High Schools

We have been conducting PR activities by operating from hub cities in each geographic block to increase the number of applicants, in the hope that more from those areas will be accepted and enroll. Actual efforts have started with lectures at high schools, invitations to students who are interested in auditing classes at ICU and taking part in the university's peace project. Our objective is to strengthen the connection between high schools and universities, either high school (3 years) + college (4 years) or junior high (3 years) + high school (3 years) + college (4 years) + master's course (2 years). In AY2018, our efforts in enhancing an organic link between secondary and higher education in collaboration with related high schools will be to

build a network with IB World Schools in Japan and abroad, holding a liberal arts seminar for high school teachers in certain areas of Japan, and offering a summer course in cooperation with the College of Liberal Arts and the Graduate School.

3. Promoting Academic Reform: CLA

Following the mid-term plan that lasts until 2020, we will systematically evaluate and verify the curriculum, education system and educational effect to realize the items listed in the Top Global University Project Report.

(1) Reorganizing departments

The current eight departments with 31 majors will be regrouped considering related areas and the four programs in the master's course, with a major coordinator appointed for each School. We will redesign the curriculum to be of appropriate size on a responsible and sustainable scale. The faculty teaching load will be standardized, with deliberation on how the faculty should be organized. We will also consider a reorganization of the 8 ID majors after the deliberating organs in the CLA and the GS have been integrated.

(2) Stabilizing the curriculum

We will not allow change in the curriculum in AY2018 and AY2019 in order to verify the status of college-wide, general education, foundation, and specialized courses due to preparation for the new AY2020 curriculum with consideration for the appropriate number of courses and timetable for both April and September students. We will decide on the appropriate number of courses for each major and indicate the recommended order of courses in a stable, sustainable curriculum.

1 Specialized courses

We will review the current curriculum with emphasis on integrating courses for majors in related fields. In concrete terms, we will differentiate between general education and foundation courses, assign full-time faculty to teach the required foundation courses for a major and review courses which are not required for a major. We will also review the necessity of specialized courses in the curriculum tree, decrease the total number of courses offered by co-listing specialized courses in related majors with graduate school courses and no longer offering courses, which have not been offered for four or more years.

2 General education courses

The General Education Committee will deliberate the role of general education befitting the 21st century. The distinction between I and II in general education courses will be abolished. General education and foundation courses will be more clearly differentiated. Courses will be reorganized by theme into interdisciplinary and STEM (Science, Technology, Engineering and Mathematics) courses. All full-time faculty will teach general education courses, to sustain a balanced offering of courses with an appropriate number and class size.

3 Language programs

The language curriculum will be reorganized to accommodate students whose first language is either Japanese or English and Universal Admission students with diverse language

backgrounds, adjusting the timetable to offer more courses in slots when language courses are not offered. We will promote research in global language education from the perspective of our Japanese/ English + another language policy and cooperate with faculty in charge of specialized and language courses as we integrate specialized and language education.

I English for Liberal Arts (ELA) Program

- 1) The ELA program was originally designed for first-year April students. It will be expanded to accommodate those entering in September in 2018 through Universal Admissions.
- 2) The Stream 4 curriculum will be redesigned in the existing program to substantiate Extensive Reading for content appropriate to Stream 4 and a curriculum designed in harmony with specialized courses.
- 3) The Senior Thesis Writing for Science Students and the curriculum for graduate students, which are part of the Top Global University Project will continue to be offered with improvements in the time slot they are offered.

II The Japanese Language Program (JLP)

- 1 We will establish a system to accommodate students entering through Universal Admissions and spring-term-only OYR students. Japanese I and Japanese 2 will be offered in the spring term, based on an efficient system with a valid and trustworthy placement test.
- 2 We will implement a revised curriculum with consideration for students' needs in content and study styles. Beginners will be given more meticulous instruction for smooth transition to advanced courses. Those who study Japanese as a foreign language as well as those whose mother tongue or heritage language is Japanese will be given individual instruction. Graduate students will be offered introductory Japanese Step courses throughout the year. Kanji courses will be increased, to make it easier for students to take courses other than JLP.
- 3 Following JLP achievement goals up to AY2017, which were set using the Common European Framework of Reference for Languages (CEFR) , we will review how far goals have been achieved through the courses in 2018 and unify evaluation standards. We will also start compiling textbooks based on this assessment.

III World Languages

In World Languages, we will offer courses with consideration for April and September students, by reviewing the term, timetable and number of courses, to fulfill the quota for each.

4 Physical Education Program

We are working to organically incorporate the new physical education facility to be completed in 2018 into the AY2017 curriculum. We will focus on offering the necessary number of compulsory courses, while others will be reviewed in setting the appropriate number of courses. We will start offering the Introduction to Budo (Martial Arts) course for students admitted through Universal Admissions and other international students from Middlebury College etc.

5 Senior Thesis

We will conduct a detailed survey of senior thesis instruction allotted in the actual timetable introduced as of AY2018. We will seek ways to improve senior thesis instruction and balance out the number of senior thesis students each faculty member advises. Senior thesis instruction at Tsukuba University based on a cooperation agreement will start this year.

6 Increasing courses offered in English

Our target will be to increase the number of courses offered in English to 40% by 2023. We plan to enhance this ratio especially in compulsory foundation courses for choosing a major to make it easier for students with diverse language backgrounds to choose majors in English or Japanese.

7 Application for Recertification of the Teacher Certificate Program

During the application period from March 2018 to end of April, we will apply for recertification. We will maintain and improve the quality of the program during the inspection following application.

(3) Faculty Development

We will further promote faculty development for newly appointed faculty and reconfirm the core of our liberal arts education, which has been shared among ICU faculty since its foundation.

(4) Substantiating support for learning and teaching

We will move the Center for Teaching and Learning to the Library to integrate support for student learning and faculty in teaching courses and advising students.

1 Support for students

An Academic Support Area will be established in the Othmar Library where academic planning, writing support (writing support desk, proofreading services for students writing their senior thesis in English), and tutorials will be provided to meet diverse student needs to support student learning.

2 Review of the method and items of surveys

We will continue to analyze the Teaching Effectiveness Survey, Student Engagement Survey and Student Exit Survey. Based on the proposal the Teaching Effectiveness Survey Working Group presented last year, questions will be reviewed and preparation for online conduct of the surveys will proceed.

3 Improvement of the TA System

Based on results of the Senior TA Survey and the TA System Working Group, the TA system will be reviewed with the result reflected in new TA appointments next year.

4. Promoting Academic Reform: Graduate School

In AY2010, we integrated the four Divisions into a single School of Arts and Sciences with the key phrase *Developing Expertise Through Liberal Arts*. The integration has made it 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 reform. We will engage in the following projects to improve the quality of education the Graduate School offers.

(1) Evaluation of GS reform and improvement

We will review items of the GS Exit Survey conducted since AY2016, in verifying 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 these compilation are appropriate from the point of view of students completing the program, to propose measures for improvement.

(2) Strengthening student recruits through strategic PR activity

We will cooperate with the Admissions Center to implement strategic recruiting activity and continue to review the online application we introduced from the admissions for students entering in April 2017 to make improvements based on issues in the status quo.

(3) Expanding the five-year program

We will compile a curriculum to prepare for the introduction of programs to cultivate future diplomats, international civil servants, responsible global corporation executives/ financial specialists and the International Baccalaureate (IB)Teacher Certificate Program as of AY2019.

(4) Enhancing the JICA Program

We will review the curriculum so that we can accommodate international students from new fields in addition to the areas such as the JICA Program from which we have been accepting students.

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

We had initially planned to introduce the IB Teacher Certificate Program in both the CLA and GS, but as a result of discussions with the International Baccalaureate organization, we have decided to apply for establishment of the program in the GS as of AY2019.

(6) Network with graduate schools around the globe

1 We will make adjustments in the curriculum and accommodation to prepare for incoming international students from the Network for International Humanitarian Action (NOHA).

2 We will activate international exchange in the GS by encouraging graduate students to participate in the AY2018 Summer Study Abroad Program.

3 We will establish ties with international organizations and related universities in preparation for the introduction of programs for future diplomats and international civil servants.

(7) Review system for GS admissions

We will establish a GS Admissions Guideline Committee to consider issues in GS admissions and start deliberation for a system to verify GS admissions.

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 student life including extra-curricular activities and life in the dormitories, 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 to offer lectures that provide accurate information so that more students will be informed of measures against drug abuse.

6. Developing the International Education Program

(1) In accordance with student needs, we will continue to provide useful information and expand the exchange program (inbound and outbound). We will also continue to seek additional partnership agreements for academic exchange in countries and regions for which applicants exceed the quota. In addition, we will update our website to more effectively provide information for inbound OYR students from partnership schools for better support.

(2) We will seek to stabilize operation of the Study English Abroad (SEA) Program and expand the summer study abroad program. We will continue to improve the way we provide information about short study abroad programs and how we manage them to increase participants.

(3) We will continue to substantiate outbound study abroad programs such as the Accelerated Entry Program at Middlebury Institute of International Studies at Monterey (MIIS), and programs to study in England and India through Middlebury College C.V. Starr, the exchange program with Wooster College for science students, and a study abroad program through our Campus-with-Campus partnership with Tsukuba University.

(4) International Service Learning Program

During summer vacation, ICU and Middlebury College will co-host a Japan Summer Service-Learning Program, hosting students from Asian service learning partners where our students take part in service learning activities. In AY2018, we will host students from Assumption College (Thailand), Silliman University (Philippines), and Middlebury College (U.S.) for service learning activities. We intend to increase the number of ICU students participating in the program and also accept students from other Asian universities to expand the scope of this project. As was the case last year, ICU and Middlebury College faculty will jointly plan and manage the program. ICU students will cooperate with Asian and American students to engage in service activities in agricultural villages and the vicinity of ICU. Cooperation with international service learning partnership schools will be strengthened, making it a core of our international education program at international NGOs etc. in addition to community service learning within Japan.

7. Support for Placement

(1) Creating an environment to support and enhance placement

We will follow trends in corporate recruiting activities and as was the case in AY2017, offer support in the job hunt and help students choose institutions to further their education or form a career by concentrating in the following four areas for strategic implementation of effective plans. Full-time faculty will provide consultation, as will external personnel. When holding events, we will strengthen cooperation with the Alumni Association and alumni. We will also establish close ties with other universities or associations of universities (supporting future careers of university students) and pour efforts into amassing information of benefit to students.

- ① We will use SNS to provide students useful 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 related offices and 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 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. To help them adjust to life in Japan, our students will welcome newcomers at the airport. We will hold a September Retreat to enhance exchange between students from diverse backgrounds. Short-term homestay programs and local activities will be arranged in cooperation with groups within and outside ICU, so foreign students can experience Japanese culture.

(3) Reviewing the scholarship system

1 The ICU Torch Relay High Endeavor Scholarship was expanded to applicants of all exam types. We will verify the quota and limit of household income so that students from low-income families can study at ICU without being stressed about their finances.

2 Scholarships for foreign students will be reviewed through an accurate grasp of students' diverse need for financial support and scholastic ability for fair and effective employment.

8. Activating and Supporting Research

(1) Support in Activating Research and Effective Management of Research Institutes

As of AY2018, a professor by special appointment in charge of managing research institutes was appointed for the first time. Following this measure, we will move from the Points-based RIA Employment System to concurrent operation of the professor by special appointment and the RIA Employment System. We will review how human resources are assigned at research institutes for efficient management and cultivate young researchers. We will also establish a foundation to acquire external funds.

(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 providing information about external funds on the portal; ② increasing application for Kakenhi by providing more information to faculty in the program and strengthening support for faculty whose primary language is not Japanese; and, ③ providing more information concerning the JSPS Postdoctoral Fellowship and the Post-doctoral researcher system at ICU to cultivate young researchers.

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

For efficient management and appropriate implementation of Kakenhi funds, we will compile a manual for faculty and staff in charge. We will also include detailed rules for other external grants. Due to an increase in the number of cases brought before the Research Ethics Committee, we hope to speed up the process by providing practical information concerning appropriate conduct of research activities, including an explanation of what the Research Ethics Committee will be looking at, with examples of actual cases.

9. Appointment/ Training for Faculty and Staff

(1) Support for new faculty

The newly appointed faculty orientation program introduced in 2017, which combines one-on-one explanation and online content will be reviewed and redesigned based on feedback from facilitators and participating faculty. In AY2018, it will be implemented in the autumn term.

(2) English Medium Instruction for faculty whose first language is not Japanese

As of 2016, we have been sending faculty to the English Medium Instruction held at Oxford. A similar training session will be conducted on campus in AY2018.

(3) Training clerical staff

To train clerical staff, we will develop a systematic training system. We will continue to hold training programs to nurture global human resources such as the intercultural understanding seminar at exchange partnership schools, and on-site training session at related offices. We will review the personnel evaluation system to set guidelines for establishing new targets.

10. Integration and Use of University Information

(1) Operation of the new portal

The old and new portals, which were used concurrently as of January 2017, will be integrated into a new portal in AY2018. This measure will allow for easy, high speed access on smartphones and tablets. Based on requests and opinion from users, a revision plan for 2019 will be compiled.

(2) Managing a faculty database

The faculty database introduced in 2017 and the education database will be linked so that faculty information including courses, thesis instruction, and research can be seen at a glance.

(3) IR Training

We will hold IR training sessions to share a common understanding of the direction of our efforts. Our aim is to deepen university staff awareness of the importance of verifying the data they use to make administrative decisions.

11. Demonstrating ICU's Strengths to Society

The official university website will be redesigned and launched in April 2018. The main target will be applicants and high school students. Usability on smartphones will be enhanced with new content that features the university philosophy in an easy-to-understand manner. Meticulous care

will be given to meet users' needs such as providing Chinese and Korean versions of the university guide.

We will integrate the design of university websites that are open to the public during AY2018 to make them easily identifiable as part of ICU.

12. Optimizing the ICU Environment for Liberal Arts

(1) Establishing a management system of two new student dormitories (Fir and Maple Dormitories) and enhancing community activities in student dormitories

The Fir and Maple Dormitories, which opened in April 2017, have a seminar room on the first floor with living and dining rooms that are open to students other than residents. Dorm community activities are held on the following themes designated by the university, with lectures and workshops planned by students.

- 1 Disaster prevention
- 2 Diversity and inclusion
- 3 Leadership and followership
- 4 Physical and mental health

The university provides an educational environment in the dorms for all students, supporting the student-managed dormitories by ensuring that the facilities are well maintained.

(2) Completing construction of the new physical education facility and start of smooth operations

New physical education facilities now under construction will be completed in 2018: the roofed tennis court in April and the new gymnasium and swimming pool in November. These facilities will benefit our physical education course offerings in small classes, activate extra-curricular activities and expand use by individuals in the ICU community.

We will also improve existing facilities by sound-proofing part of the gymnasium and installing air conditioning in the sports club house and lounge to provide an environment befitting our liberal arts education.

(3) Strengthening the network on campus

We are expanding ICT to provide high-speed wireless LAN in all classrooms for stable access to the Internet during class. We are also strengthening information security as we extend wireless LAN to locations other than classrooms and promote paperless conferences.

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

In view of the next 60 years, based on the 2015 Campus Grand Design to optimize the campus and facilities for our liberal arts education, we will construct a new gymnasium (opening scheduled in November 2018) and start deliberation for construction of on-campus faculty residences. For renovation of buildings with classrooms, we will consider maintenance and preservation of the Main Hall and the Science Hall. Preservation of the Diffendorfer Memorial Hall East Wing, which Docomomo (international organization concerned with the documentation and conservation of buildings, sites and neighborhoods of the Modern Movement) chose as a modernist structure, will be considered.

(5) Renovating university facilities

We will begin the next stage in renovating the Taizanso, a Registered Tangible Cultural Property. The first stage was completed in 2017.

We will renovate the Seabury Chapel, repair the outer wall of the library, install an emergency electricity generating apparatus, and renew the central power station chilled/hot water generator.

13. Promoting Wholesome Finances and Balancing the Budget

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

Measures for Balancing the Budget by AY2020, approved at the February 2014 Board of Councilors and Trustees Meeting, was partly revised before compiling the budget for AY2018 after considering plans for university facilities, main sources of income (tuition, subsidy from the government, donations etc.), and status of expenditure. In AY2018 we will work on increasing income, find ways to decrease spending to make steady progress towards balancing the budget by AY2020.

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

In addition to the present fund-raising drive for scholarships, we will activate donations for facilities. In donations for scholarships, we will strengthen ties with alumni, who make up a large proportion of donors. The term set for new donations for building new physical education facilities to be completed in November 2018 will be 2 years between April 2018 and March 2020, with a target of JPY10 million. Further communication will take place for donations with emphasis on the importance of physical education courses in liberal arts education.