

February 27, 2019

International Christian University
AY2019 Activities Plan

ICU established an academic tradition of freedom and reverence based on Christian ideals, to cultivate competent internationally-minded citizens who serve God and mankind to contribute to lasting peace. The university continues forward in its commitments in scholarship, Christianity and internationalism to 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 of *Developing Global Liberal Arts to Cultivate Trustworthy Global Citizens*. In 2019, we will accomplish our mission with cooperation from liberal arts colleges around the world through unfaltering implementation of this project.

1. Substantiating 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, as well as to cultivate mutual respect transcending differences in religious faith or culture. We will seek further cooperation with the ICU Church in realizing the spirit of Christianity in the ICU community, as we plant the seeds of cooperation throughout the university.

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

We will continue to inspect the reform in CLA admissions implemented from AY2015, as we prepare for various changes in university admissions that will be implemented by MEXT as of AY2021 to look into ways we can improve our admissions system and PR strategy in recruiting students. We will make sure to provide complete information with regard to implemented changes in university admissions. We will continue our PR activities with emphasis on the link between university and high school education, by pouring our efforts into building a network with high school college counselors. Effective study of the admissions system to recruit both domestic students and those from overseas will be carried out. We will organize joint sessions with other universities to provide information about our admissions system to students from various schools.

(1) General Admissions Examination

When we implemented reform in our admissions system in AY2015, we divided Japan into geographic blocks to spread information about our general admissions examination effectively following a multi-year plan based on our principle for student recruitment. We have increased opportunities for communication with high school teachers and students by visiting their schools

and holding meetings for potential applicants. To cope with the expected decrease in applicants due to the diminishing 18-year-old population, we will continue to seek ways to recruit students with the potential to study at ICU through general admissions and the adequate quota for each examination category. We will visit high schools for professors' lectures and guidance sessions which are most effective in demonstrating what we offer at ICU to interested students and their teachers. We have been visiting schools that send us students for effective and efficient PR activities in west Japan (west of Nagoya) with open campus events in Osaka, Fukuoka and Nagoya, but 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 inspecting 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 follow how students perform after they enter ICU.

(2) ICU Special Admissions (AO exam)

Our special admissions exam has already gained a degree of recognition. We will continue to provide information about the type of student we seek to further enhance the quality of applicants. Information about the B category, which was introduced to recruit more science students, will be provided along with that for general admissions with an emphasis on our educational style in liberal arts transcending the arts and sciences. We will provide information about the IB Schools Category Exam, to be introduced in AY2021, to related high schools.

(3) Examination for Students with Recommendations from Partner Schools

We will continue to evaluate 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 applying only for ICU, or through the ICU Special Admissions Exam, we provide lectures in liberal arts 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. We will start providing this follow-up program online to accepted students residing overseas or far from Tokyo.

(4) Universal Admissions

Universal Admissions, an important pillar in our Top Global University Project, has expanded the demographic of potential applicants. Compared to 2015, we have had an increase of about 300 applications. In this category, students 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. Those entering through 1 will take JLP, and those entering under 2,3 and 4, the ELP.

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

If applicants satisfy requirements for Categories ① and ②, they can apply simultaneously for other types of exams, so we can expect an increase in applications with this arrangement. We will provide information about which language program students will be taking for each admission category. As we will be accepting students whose first language is not English or Japanese through categories ③ and ④, we will continue to investigate how best to provide information to students in domestic Japanese language schools. We will also look into their background to see whether they have the potential to study at ICU.

In our efforts to acquire more regular students of foreign nationality based on our philosophy, we have strived to promote diversity on campus. As a result of our effective PR activities for each geographic block, we have had a stable number of September applicants. We will continue to pour our efforts into building trust with high school college counselors and Japanese language school teachers.

In our recruitment activities for AY2019, we will concentrate on major Asian cities such as Hong Kong, Singapore and Jakarta. In Europe, we will be operating from IB World Schools in Paris, Amsterdam, London, Frankfurt and Dusseldorf for comprehensive recruiting with cooperation from our IB teacher-training program. In the U.S., we will seek candidates through the United States Scholars Initiative (USSI) provided by JICUF, by seeking candidates for partnership schools especially on the West Coast and in Hawaii by promoting PR activities including building networks. For domestic PR activities, we will seek applicants from new targets such as IB World Schools and foreign nationals in domestic Japanese language schools.

(5) 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. We established the Office of ICU-High School Collaborative Projects in AY2018 to strengthen our effort in connecting secondary and higher education. We hope to expand this link between the 3 years in high school and 4 years in college, by including 3 years in junior high school and 2 years in the master's course. In AY2019, 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 liberal arts seminars for high school teachers in certain areas of Japan, and developing summer programs for high school students (including a COIL program) with cooperation from the CLA and GS to offer accredited advanced placement programs in cooperation with the Office of ICU-High School Collaborative Projects.

3. Promoting Academic Reform: CLA

Following the mid-term plan implemented through AY2020, we will continue to systematically evaluate and inspect 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 connection with the four programs in the master's course. Appointment of full-time faculty teaching CLA and GS students, and the curriculum that concerns both the CLA and GS such as that for the 5-year program, will be deliberated in the first half of the GS program meeting. We will redesign the curriculum to be of appropriate size and continue to consider regrouping of departments to meet the needs of our liberal arts education. We will also consider a reorganization of the 8 ID majors in the integrated deliberating organ of the CLA and the GS. This will start with the integration of America Studies and Asia Studies into a Regional Studies major as of AY2021. The newly established ID Major Meeting (IDMM) will function as the deliberating organ in charge.

(2) Stabilizing the curriculum

We will examine the status of college-wide, general education, foundation, and specialized courses to prepare 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 set student quotas for each. We will consider abolishing foundation courses, which are not required in choosing a major. We will also review the position of specialized courses in the curriculum tree

and decrease the total number of courses offered by co-listing specialized courses in related majors with graduate school courses and no longer offering courses that have not been offered for four or more years.

② General education courses

We will deliberate the role of general education befitting the 21st century and the education ICU offers. Themes for courses will be chosen from an interdisciplinary and global perspective. With support from JICUF, we plan to organize a global link seminar, an international experiential learning course. All full-time faculty will teach general education courses, to sustain a balanced offering of courses of appropriate number and class size.

In the Introduction to the Service Learning course offered in general education twice a year (spring term in Japanese; winter term in English), students including those from the international community will do 18 hours of practical training as of this year. They will work together in the vicinity of ICU with those from the local community, sharing and reflecting on their experiences.

③ Language programs

The language curriculum will be reorganized to accommodate students whose first language is 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 specializing in majors and language courses as we integrate specialized and language education.

A. English for Liberal Arts (ELA) Program

- 1) We will continue to provide the Senior Thesis Writing in English for Science Students, which is part of the Top Global University Project, and the writing curriculum for graduate students. We will also expand writing instruction in English by offering a new course called Senior Thesis Writing in English for Social Science Students.
- 2) The ELA program, originally designed for first-year April students, will be expanded to accommodate those entering in September as of 2018 through Universal Admissions.
- 3) The sophomore English Thesis Writing course is offered to students in Streams 3 and 4, but for more effective instruction, it will be redesigned with different content levels for those two Streams.

B. The Japanese Language Program (JLP)

- 1) To accommodate those entering through Universal Admissions and OYR students, we will adjust the term in which Japanese language courses are offered. Among courses for students whose first language or heritage language is Japanese, Special Japanese 1 will be offered in all three terms.
- 2) We will implement a revised curriculum in AY2020 with consideration for students' needs in study styles and course of study design.

3) Using the Common European Framework of Reference for Languages (CEFR) , we will review how far goals have been achieved and compile textbooks based on this assessment.

C. World Languages

In World Languages, we will offer courses in languages such as Korean, taking in consideration both April and September students. In AY2020 we will offer Korean I, II, and III, leading to an advanced course, as well as an intensive course that starts in the autumn term. We will continue to review the term, timetable and number of courses, to fulfill the quota for each course.

④ Physical Education Program

We will examine the review of the curriculum introduced in AY2017 and how effectively the physical education facility completed in AY2018 is being used. We will focus on offering the necessary number of compulsory courses, while others will be reviewed to offer an appropriate number. We will also review enrollment to the Introduction to Budo (Martial Arts) course we are now offering to students including those admitted through Universal Admissions and those 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.

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 take compulsory courses.

⑦ CLA and GS faculty information

To sustain an appropriately-sized curriculum, we will compile a folio of all CLA faculty with cooperation from the IR Office as soon as possible, which will include education and research achievements, syllabi of courses taught, course quota fulfillment rate and results of the Teaching Effectiveness Survey. We will provide an online system for overseas travel expense compensation to secure transparency in faculty-related information and more efficient documentation.

(3) Promoting instruction in writing

We will strengthen instruction in writing through the writing support desk and proofreading services for students writing their senior thesis in English. We will cooperate with faculty providing writing instruction in the English for Liberal Arts and Japanese Language Programs, to provide support in connecting language education with thesis compilation in a specialized field.

(4) Substantiating support for learning and teaching

① Support for students

We will provide support for students who have learning issues by providing individual tutorials and workshops in time management, basic report-writing skills and use of digital tools (support for student success).

We will introduce poster sessions when introducing majors during freshman orientation, and enrich content offered online.

② Review of the method and items in surveys

We will review items in the Student Engagement Survey and Student Exit Survey to make better use of their results to help students reflect on their way of learning, improve the curriculum and the campus environment.

The Teaching Effectiveness Survey will be carried out online instead of using marksheets for efficient analysis of the status quo and feedback.

③ Improvement of the TA System

We will prepare for the new TA system to be introduced as of AY2020 by holding workshops on effective use of TAs and how to fill out a TA appointment plan.

④ Improving syllabi

We will check content carefully and increase items on the syllabi, so students can make better use of them when they plan their course of study.

4. Promoting Academic Reform: Graduate School

In the School of Arts and Sciences, students can take courses from a variety of choices to cultivate deep knowledge while specializing in a certain field with the key phrase *Developing Expertise Through Liberal Arts*. Based on our three policies, we will cultivate human resources who serve God and humankind through a flexible and attractive curriculum, strengthened system of instruction and a clear degree-awarding policy. 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 examining 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) Improving the curriculum for the doctor's course

We will go through procedures to offer new compulsory courses in the doctorate course in AY2019 to improve coursework and research instruction in the doctor's course.

(3) Start of three new programs

To cultivate international human resources for the achievement of perpetual peace and practitioners with a background in liberal arts, we will start offering three new programs in AY2019

for mostly five-year program students: the International Baccalaureate Teacher Certificate Program, Diplomat and International Civil Servant Program and the Responsible Global Corporation Executive/ Financial Specialist Program. Students completing the specified requirements will be awarded a certificate. Each program will have a faculty committee to deliberate the curriculum and other particulars.

(4) Promoting the 5-year program

The 5-year program introduced in AY2012 for which students complete their undergraduate and master's degree in 5 years, will be improved with the above-mentioned three programs at the core. Recognition for these programs will be enhanced by informing CLA applicants and ICU students of these programs.

(5) Building a system for the International Baccalaureate (IB)Teacher Certificate Program for those with teaching experience

We will compile a curriculum for the IB Advanced Certificate in Teaching and Learning Research (ACTLR) for those with teaching experience and prepare for the introduction of this program in April 2020.

(6) Strategic PR activities to strengthen student recruits

We will cooperate with the Admissions Center to carry out PR activities efficiently to provide information about the characteristics of the GS and its strengths online, through other media and during orientation meetings.

(7) Strengthening strategic support for job hunting

We will strengthen support for the job hunt in collaboration with the Student Services Group for 5-year program students.

(8) Enhancing the JICA Program

We will adjust the curriculum so we can accept more foreign students through the JICA program in new areas. We will enhance student satisfaction in these programs by improving efficiency of documentation in related offices, instruction and support for foreign students.

(9) Enhancing the Rotary Program

We will continue to cooperate with the US and Japan Rotary Headquarters to improve the program by reviewing the curriculum, instruction and support for students.

(10) International exchange in the GS

We will prepare to send students to membership schools in the Network on Humanitarian Action (NOHA) as of AY2019. We will strengthen cooperation with graduate schools abroad for future realization of joint and double degrees.

(11) Introducing COIL

We will realize an efficient learning environment for graduate students by introducing collaborative on-line international learning (COIL) to make lectures more attractive.

(12) Review system for GS admissions

We will review online GS application introduced from students entering in April 2017 to secure

measures for improvement. We will also continue to review the required application documents and conditions for presentation, at the Program Head Committee and GS Admissions Guideline Committee.

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 will be strengthened by holding Special Committee for Measures for Prevention of Drug Abuse meetings three times a year. Based on the results of the Exit Survey, we will continue to offer lectures that provide accurate information about measures against drug abuse during class, and provide the opportunity to learn from external lecturers during orientation sessions for freshmen and outbound students in the study abroad program.

6. Developing the International Education Program

- (1) In accordance with student needs, we will continue to expand the year-long exchange and study abroad programs (inbound and outbound), by seeking additional partnership agreements for academic exchange. We will strengthen cooperation with the Summer Courses in Japanese Program, as we consider measures for schools where outbound students from ICU exceed inbound students, to seek a balance in academic exchange with partnership schools.
- (2) We will seek to stabilize operation of the Study English Abroad (SEA) Program and expand the accredited summer study abroad program, to build a system that will meet enhanced student demand for study abroad.
- (3) We will continue to improve the way we provide information about study abroad programs and increase opportunities for individual consultation along with our efforts to provide diverse study abroad programs, in terms of program content, duration and destination. We will review the content of the pre-departure orientation session for all our study abroad programs, encourage frequent visits to the study abroad information lounge i-Room, and improve the way we provide advice for study abroad.
- (4) We will continue to strengthen our international education programs by providing information about the Accelerated Entry Program at Middlebury Institute of International Studies at Monterey (MIIS), and enhancing cooperation with graduate schools abroad.
- (5) We will expand the number of students we send to the international service-learning program for 30 days during summer vacation, which we organize with universities and organizations in 7 regions in 6 countries: China, the Philippines, Indonesia, Thailand and India from Asia, and Kenya

(from 2018). By securing safety measures for our students we will send a stable number to their desired destinations. Inbound students from Asia (scheduled from Thailand, the Philippines and India) and Middlebury College will join ICU students in the Japan Summer Service-Learning Program, which ICU and Middlebury College faculty will jointly plan and manage. We intend to place international service learning at the core of our education program founded on internationalism and Christian ideals, by learning from and working with students from diverse backgrounds, as an opportunity to integrate university-level education.

7. Support for Placement

(1) Creating an environment to support and enhance placement

In AY 2019, we will follow trends in corporate recruiting activities to offer support in the job hunt and help students choose institutions to further their education or form a career. We will continue to implement the Strategic Implementation of Effective Plans for Placement initiated in AY2018, by concentrating on the four areas indicated below. Full-time staff will provide one-on-one consultation, as will external personnel.

When holding events, we will strengthen cooperation with the Alumni Association, alumni, other universities (public and private) and job-hunt consulting companies, while pouring our efforts into amassing information of benefit to students.

- ① We will use SNS and other platforms 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, corporations and other universities. 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 assist students from the international community and returnees to start life on campus smoothly. Upon request, our students will welcome newcomers at the airport, accompany them to the town hall to register for a resident certificate, to acquire health insurance and to open a bank account. This will also provide an opportunity for exchange between students from diverse backgrounds.

Home visit programs and local activities will be arranged in cooperation with groups within and outside ICU, so foreign students can experience Japanese culture. We will also provide support for students who need support in daily life due to religious reasons.

(3) Reviewing the scholarship system

- ① Scholarships for foreign students will be reviewed through an accurate grasp of student need for financial support and scholastic ability for fair and effective employment, with consideration for the ever-diversifying backgrounds of our international students. We will make effective use of financial sources such as FOI, to expand the quota for international student scholarships in accordance with the increase in inbound students.
- ② We will review criteria such as family income by which we award scholarships to graduate students, for a fair and appropriate system.

(4) Freshman Retreat

The Freshman Retreat has always taken place in May, but from AY2019, it will be held in October. We will arrange for a program that will enhance exchange between April and September students, as they will be attending the same retreat.

8. Activating and Supporting Research

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

As of AY2019, an assistant professor in charge of managing research institutes will be appointed for the first time. For efficient management of research institutes, we will review how duties are assigned to this assistant professor by special appointment, research institute assistants and Center for Strategic Research Planning and Support staff.

(2) Support in applying 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 by providing more information on the portal. To cultivate young researchers, we will provide timely and appropriate information about the JSPS Postdoctoral Fellowship and the Post-doctoral researcher system at ICU.

9. Appointment/Training for Faculty and Staff

(1) Establishing a single office for faculty appointment

We will review the faculty appointment system to one befitting the bilingual liberal arts education we offer. We will integrate the various offices in charge of appointing faculty into a single office responsible for appointment.

(2) Support for new faculty

The combination of online content, one-on-one lectures and discussion will continue for new faculty orientation initiated in AY2017, and their content will be shared with all faculty.

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

We will support faculty in charge of courses offered in English to share information and cooperate with faculty sent to the English Medium Instruction held at Oxford University.

(4) Strengthening academic advising

We will share information about students who have difficulty in learning with the Center for Teaching and Learning, which will act as a hub for information.

(5) IR Seminars

We will introduce IR-related seminars to train our staff to analyze, examine and realize our educational goals and philosophy with relevant data.

(6) Staff Training Program

We will develop a systematic training system for staff members to prepare them for administrative decisions befitting ICU based on our principles for Staff Development, with training in management of the juridical person including cutting-edge skills in financial and higher-education management, data examination using a statistical approach and adopting global perspectives.

10. Integration and Use of University Information

(1) Faculty portfolio

The integrated faculty portfolio will be used to examine the contribution each faculty member has made to the university with their education and research achievements.

(2) Examination based on educational data

The IR Office will support analysis and review of data concerning the major system and the study abroad program for improvement.

11. Demonstrating ICU's Strengths to Society

To provide information about ICU to more users, we will launch new channels using SNS and improve existing means with the results of user questionnaires. Operation of the official University Website server will be reviewed to strengthen the means to provide information in case of large-scale disasters, to make sure we provide appropriate information through multiple means in emergencies. As we do in our routine PR activities, we hope to offer accurate news and facts promptly when a crisis occurs.

We will also provide information about progress in our Super Global University Project and results of surveys, to highlight our strengths with numerical values and other appropriate means.

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 the dormitories

The Fir and Maple Dormitories have a seminar room, living and dining room on the first floor that are open to students other than residents. They are used for dorm community activities including seminars, workshops and projects on themes designated by the university and students. In autumn 2019, ICU will participate in the Mitaka City Disaster Prevention Training event, at which our dorm residents will run a booth.

(2) Smooth operations in the new physical education facility and support for extra-curricular activities

Courses and extra-curricular activity befitting our liberal arts education will be implemented in the physical education facility completed in November 2018 and the renovated facilities. They will

benefit our physical education courses offered in small classes, activate extra-curricular activities in sports and expand opportunity for use by individuals in the ICU community. While making sure that safety measures are in place, we will encourage effective use of the indoor swimming pool and gymnasium by opening them to the ICU community.

(3) Strengthening the network on campus

In addition to the high-speed wireless LAN installed in all classrooms in 2018, we will extend wireless LAN to all offices and conference rooms for an even better ICT environment on campus.

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

① Based on the Campus Grand Design in view of the next 60 years to optimize the campus and facilities for our liberal arts education in the 21st century, we constructed two student dormitories (Fir and Maple Dormitories with 320 residents opening in April 2017) in AY2016, and physical education facilities including an arena, indoor swimming pool and roofed tennis court (use starting in December 2018). In accordance with the Facility Construction Plan compiled in AY2018, we will start deliberation of plans for the construction of Main and Science Halls, and the 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, as well as the construction of faculty and staff residences.

② In AY2019, we will implement the third stage in the renovation of the Taizanso, a Registered Tangible Cultural Property. The first stage was completed in 2017, the second in 2018. The toilets in the Main Hall will be renovated, the outer walls of the Integrated Learning Center painted and its roof waterproofed. We will install an emergency electricity generating apparatus in the Main Hall, make repairs in the former P gymnasium, and waterproof the roof of the E gym. The acoustics in the university chapel will also be improved.

13. Promoting Wholesome Finances and Balancing the Budget

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

The objective of balancing the university education and research budget by AY2020 implemented through the Plan to Balance the Budget as of 2014, was achieved in 2018. From AY2019, these measures will continue to be implemented with the education and research budget integrated with the interest from Fund investments and budget earmarked for facility-related expenditure, which were managed as part of the Board of Trustees budget. Based on the average return from the ICU Fund in the past decade, we will work out the amount to be transferred in compiling a budget and sustain wholesome finances in the mid- to long-term.

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

In addition to the present fund-raising drive for scholarships, we will continue our activities in donations for facilities. We will strengthen ties with alumni and other donors residing around the world, and stay in touch with them through the Web. In collecting donations for building and renovating facilities, we will start considering the fees required for the maintenance and

preservation of the Main Hall, Science Hall, and the Diffendorfer Memorial Hall East Wing, to calculate the target for fund-raising by means of donations.