

International Christian University
AY2019 Business Report

Since its founding in 1953, ICU has followed its commitment to academics, Christianity, and internationalism, to cultivate competent internationally-minded citizens who become global leaders through liberal arts education in small classes. In the 21st century, the University will continue to pursue its educational philosophy of cultivating people who will serve God and humankind.

The Ministry of Education, Culture, Sports, Science and Technology (MEXT) designated ICU as a Top Global University in recognition for its Developing Global Liberal Arts to Cultivate Trustworthy Global Citizens project (10-year term: 2014-2023). In AY2019, as the sixth year of the project, the implementation plan was steadily in progress. We will continue to advance the project to accomplish our mission in cooperation with other liberal arts colleges around the world.

To further implement our ideal in liberal arts education and promote globalization, we need to optimize the learning environment. To this end, In AY2019, we have initiated renovations of University Hall and Science Hall as well as a formulation of a basic plan for New Building construction.

In AY2019, ICU implemented the following activities based on mid- to long-term perspectives in addition to its regular operations, to achieve its founding philosophy.

1. Substantiating the Educational Environment Based on Christian Ideals

We promoted Christian activities mainly by encouraging students to attend chapel hour so that students, faculty, and staff can share how the Christian faith is reflected in life and research with Bible in hand. In addition to regular activities such as Christianity Week and retreats, we continued to provide opportunities during vacation time for students, and shared information with the ICU Church. Introductory lectures on Christianity and follow-up sessions for all staff members, which are organized by the Religious Center staff and in the third year since the start, have been held every other month regularly.

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

(1) General Admissions Examination

After implementing reform in our Admissions System in AY2015, we have conducted strategical student recruiting activities through several geographical blocks approach in order to effectively enhance the understanding of our General Admissions to prospective students, following our multi-year plan for student recruitment. Our recruiting activities in AY2019 were as follows: visiting high

schools, conducting university guidance for parents and students, Open Campus events (at ICU and regionally), and information sessions for teachers of high schools/preparatory schools. The increased opportunities for communication with high school teachers and students contributed to strengthening the cooperation with high school and university. As a result, we had 1,381 applicants, a 4% increase compared to the previous year, whereas other competing universities reduced the number of applicants.

Our present PR strategy is based on long-term measures to avoid a plummeting in the number of applicants amidst the accelerating decrease in the 18-year-old demographic after AY2021. Another PR principal is to expand the core target potential students who sympathize with ICU's education by working closely with high school teachers who empathize with the education we offer. We will continue to strengthen and sustain these PR measures in AY2020 and beyond.

(2) ICU Special Admissions (AO Exam)

As for the Category A exam, we promoted recognition of its revision of the Admissions System as of AY2021, which would require additional "External English Language Tests" scores.

In order to recruit more science students in our liberal arts education, we also strived to provide information about the Category B, the "Science" category for exploring science and math at ICU, when conducting our PR activities of General Admissions on the axis of our education that transcends boundaries in the arts and sciences.

We had a total of 201 applicants in this AO Exam, the number close to the previous year. The number of applicants in the Category B was eight, remaining at the same level as in AY2018 (seven applicants). We introduced new attempts, such as lectures for potential applicants in Science Hall. We will continue to recruit more applicants intending to major in the sciences.

(3) Admissions for Students with Recommendations from Partnership Schools

As a result of strengthening ties mainly with designated high school teachers, based on the above PR measures in several domestic geographical blocks, we held university information sessions and model classes at several schools at their requests. It resulted in securing a steady number of applicants in this category.

(4) Universal Admissions

① April Admissions for Returnees

The number of applicants in this category was 259, far exceeding that of AY2017 when we had the largest number of applicants in recent years. It resulted from our efforts into active overseas recruiting activities. We will continue to secure a steady number of applicants in this category.

② April/September Admissions by Documentary Screening

In our overseas recruiting activities, we have poured our efforts into building trust with high school counselors and Japanese language teachers. The activities have explicitly resulted in

the increasing number of applicants in the Documentary Screening for the English-based Admissions for students with educational backgrounds overseas.

As for the September Entry, which had shown an increasing trend recently, the number of applicants was 378, a slight decrease from the previous year when the number of applicants exceeded 400. However, the number of applicants has been stably secured, and we have obtained students with diverse educational system backgrounds.

As for the April Entry in its third year, we had 125 applicants, a 20% increase over the previous year. It shows that our efforts in promoting recognition for our Admissions System have been successful.

③ April/September EJU-based Admissions for International Students by Documentary Screening

This category was adopted to accept students other than from English and Japanese educational backgrounds. It was the fourth year that screening by the EJU (Examination for Japanese University Admission for International Students) had been introduced. Continuing from the previous year, we had conducted our PR activities for Japanese language schools in Tokyo and the Kansai area (southwest Japan) in cooperation with ICU Graduate School, and as a result, the number of applicants for April Entry was increased, from 18 to 32, and from 6 to 7 for September Entry.

We will focus on increasing the number of applicants by continuously expanding our PR target areas from the Tokyo metropolitan area, and conducting joint PR activities with Japanese language schools and ICU Graduate School.

(5) Domestic PR Activities

Participants in the Summer Open Campus, held at ICU in 2019, exceeded 7,000 due to increased exposure through web advertising. We had been preparing for the Spring Open Campus in March 2020 with programs that emphasized the quality of education we provide rather than focusing on the number of visitors to the event, and that consolidated high school-university cooperating relationship. However, due to the spread of the COVID-19, the Spring Open Campus was determined to alter to be held as an Online Open Campus, instead of campus visit type, by responding to the sudden situation change. Although other universities canceled their spring open campuses across the board, ICU held it online, which contributed, though limited, to make up for the loss of opportunity for examinees in Japan and abroad.

The “Open Campus in Osaka/Nagoya/Fukuoka” was held with 295 participants at the three key regional cities, although Fukuoka was canceled in the previous year. As we have seen that more than 30% of the participants in the Open Campus in key cities have applied for ICU, we regard the events as a highly important part of our recruitment strategy, which enables us to strongly appeal to prospective students, parents, and teachers of high schools/prep schools in regional areas. We will continue to hold Open Campuses in the major cities to provide admissions exam

information sessions, high school visits, and model lectures while carefully examining the target regions and high schools.

(6) Overseas PR Activities

Based on the University's policy, we conducted PR activities to acquire more four-year regular students of foreign nationality. In particular, we strived to build solid foundations with various IB World Schools in each region overseas with the IB Teacher Certificate Program in our GS.

◆ **Asia:**

We continued to enhance recognition for the quality of education we offer by selecting target regions in Asia, including local high schools and international schools, to convey the advantages of studying at ICU to high school guidance counselors. We implemented our new Admissions Scheme connecting to the merit-based scholarship introduced to recruit local high school students, and we have had a steady increase in the number of applicants. (Two enrollees in 2020.)

<Singapore> Despite the termination of the contract with our liaison office midway in AY2018 due to the circumstances of the liaison office, we conducted our own recruiting activities by utilizing the information and network we had accumulated thus far. Specifically, in April 2019, we planned and operated joint information sessions with Sophia University and Nanzan University, in which more than 200 people participated. In September 2019, we participated in university information sessions organized by the Global Education Foundation, reaching out to 70 participants, and visited local IB World Schools. Besides, we accepted a tour of Japanese universities for Singaporean high school students organized by the Foundation for International Assistance to People of Asia, which provided them with university information sessions, model classes, and opportunities to interact with current ICU students on campus.

<Hong Kong> University information sessions with several Japanese universities, scheduled for autumn 2019, were canceled due to the deteriorating security situation. Visits to high schools were also canceled. We continued to provide information regularly to our target schools, such as reporting on the current status of ICU students.

◆ **North America:**

<West Coast and Hawaii> We continued a contract with our liaison office in North America, and strengthened systematic PR activities focusing intensively on the West Coast and Hawaii. We promoted recruitment activities for exploring target schools and establishing a secure network. Specifically, we participated in joint information sessions with several Japanese universities (in spring and autumn) at the proposal of our liaison office, and visited our priority high schools in the local areas. The enhanced connections with high school teachers resulted in their visits to the ICU campus at the school level. Besides, we expanded the merit-based scholarship coverage area to include Hawaii for the purpose of seeking applicants at local high schools, and visited the target schools to explain the scholarship program. In March 2020, we had prepared for an Open Campus event in

LA, which was arranged with the visit to North America by new Executives-to-be in AY2020. However, the plan was canceled due to the spread of the COVID-19. We will explore the possibility of its realization in AY2020. Since the number of applications from participants in the joint university guidance sessions has been increasing, we will continue to strive to recruit students of U.S. or dual nationality as well as returnees. The United States Scholarship Initiative (USSI), a scholarship program for American students offered by JICUF (Japan ICU Foundation), played a significant role in gaining the publicity of the program.

<East Coast> Upon the proposal from our liaison office to conduct new PR activities for the East Coast, we held joint information sessions with other universities in the principal cities: Chicago, Houston, and New York. Particularly in New York, in cooperation with JICUF, we visited local high schools independently, which we affirmed our concerted cooperation system with JICUF.

We have built a solid foundation for our PR activities in North America, as for the West Coast, we work with our liaison office, and as for the East Coast, we collaborate with JICUF. We will develop measures to integrate the support systems of the JICUF and our liaison office to optimize our recruiting activities in the U.S.

♦ **Europe:**

We concentrated on IB World Schools in Paris, Amsterdam, London, Frankfurt, and Dusseldorf for comprehensive recruiting in cooperation with our IB Teacher Certificate Program launched in AY2019. Specifically, the faculty members visited IB World Schools to explain the quality of ICU education through information sessions and model classes. In order to start our concrete effort to IB program teachers overseas who expressed interest in our IB Teacher Certificate Program, we had been planning to visit schools in France and Germany in March 2020 by our faculty members, who were in charge of the IB Teacher Certificate Program. However, all plans were canceled due to the ongoing COVID-19. We will re-arrange our visit opportunities in AY2020 aiming that these activities will increase in the number of applicants from Europe where we have had few applicants to date.

The number of ICU visit tours from various regions was noticeably increased, which we attributed to our effect for increasing information release, including our website, and the enhanced contact with students and high school teachers in appropriate forms in each region. Through the direct ICU experience on campus, we have promoted a deep understanding of ICU towards many international students. Due to the impact of COVID-19, holding information sessions and visiting high schools overseas are not realistic options. Based on the experience of the Online Open Campus in March 2020, which broadcasted live university guidance in English, it is strongly requested to further enhance the information provided online and consultation system in response to the current demands.

(7) Cooperation with High Schools

We have conducted PR activities by operating from for hub cities in each geographic block to increase the number of applicants, in the effort to accept more from those areas. Recruiting activities continued to be carried out by giving lectures at high schools, inviting high school students for auditing classes at ICU, etc.

For a smooth transition from secondary to higher education, we have considered a series of new educational programs for high school students to assist them in working on their own initiative and in collaboration with others. Thereby, we initiated two pilot projects in AY2019 as follows.

- ① Global Challenge Forum: A class to experience the essence of a liberal arts education combining online lectures with face-to-face courses on campus
- ② A workshop entitled “Thinking about Peace in Liberal Arts”: A joint program by ICU and Middlebury College to experience the essence of a liberal arts education in English.

Participants joined from high schools in the Tokyo metropolitan area and from all over the country. We provided high school students with opportunities for new interests and stimulations and gained high praise from the participating high school teachers. Regarding another pilot project for intensive-class targeting high school students, it was canceled due to COVID-19. We will continue to consider which programs to promote in the future.

3. Promoting Academic Reform: CLA (College of Liberal Arts)

Based on our mid-term plan implemented through AY2020, we systematically evaluated and inspected our curriculum structure, educational system, and educational effect. Besides, we intensively performed the tasks itemized in the “Top Global University Project Report.”

(1) Reorganizing Departments

Aiming to improve the quality of ID (Interdisciplinary) majors, the newly established ID Major Meeting (IDMM) has been held once a term to review the curriculum periodically. Although the establishment of a new major in “Regional Studies” by integrating “American Studies” and “Asian Studies” had been deliberated as part of the developmental integration of the majors, it was canceled since a further investigation was required.

(2) Stabilizing the Curriculum

The revision of the curriculum structure for AY2020 was implemented by inspecting the status of College-Wide, General Education, Foundation, and Specialized Courses. The appropriate number of courses and optimal timetables were deliberated with consideration for both April and September entrants when redesigning the curriculum. Through these efforts, the number of courses in each major was set at an appropriate scale, and a new curriculum framework was created. We established the recommended order of courses and managed the curriculum in a sustainable and stable manner.

① Specialized Courses

For each major's curriculum, we examined to establish the recommended order of course, and to manage curriculum sustainably and stably in cooperation with related fields. In

particular, we aimed to differentiate between General Education and Foundation Courses. Besides, we formulated new plans that full-time faculty would provide Foundation Courses that were required for selecting majors, and we set a fixed number of students (180 students in one class in principle.)

② General Education Courses

We deliberated the role of GE courses befitting in the 21st century. In order to establish new courses for cultivating literacy in mathematics, statistics, and information in the future, we confirmed that we would continue to investigate the details of new courses.

③ Language Programs

A) English for Liberal Arts Program (ELA)

We expanded the ELA program to accommodate those who enrolled in September to the ELA course in the freshman year. Also, we established a new course, “Senior Thesis Writing in English for Social Science Students,” for writing instruction in English. The sophomore “English Thesis Writing” course was redesigned with different levels to strengthen students’ writing skills effectively.

B) Japanese Language Programs (JLP)

To meet the needs of the increasing number of diverse students who enrolled through Universal Admissions, we have taken improvement measures to offer “Special Japanese 1” in all terms. A new curriculum was developed for AY2020 in line with the recent trend of students’ course registrations.

C) World Languages

As a result of considering the appropriate class size for more effective learning, the classroom occupancy rate has improved. In addition, we discussed to develop a system to enable September entrants to take the “World Languages” course readily.

④ Physical Education Program (PE)

The completion of the new Physical Education Center has created an effective instruction in the PE classes without regard to the weather. Also, part of the facilities was utilized for classes other than the PE program for undergraduate education. The revised PE curriculum introduced in AY2017 is in its third year and has also been operated smoothly by offering the necessary number of courses in the appropriate size.

⑤ Senior Thesis

The "Faculty Retreat," an annual conference to share the current state of teaching and to examine issues for problem solutions, was held in November 2019. In the conference, "Enhancing Writing Instruction" was deliberated, and the importance of connecting language programs in the first year with undergraduate education was pointed out. In response to the discussions, the Center for Global Language Studies surveyed writing skill issues in undergraduate education.

⑥ Increasing Courses Offered in English

The number of courses offered in English has been expanded, with the ratio of the courses provided in English exceeded 35% in major courses in AY2019, of which 40% is in the Foundation Courses. The environment for selecting majors in both Japanese and English languages has been developed.

⑦ Faculty Information Across Undergraduate and Graduate Schools

ICU Faculty Portfolio System concerning educational members of undergraduate studies was constructed to integrate information on faculty members, such as results of course offers, syllabus information on courses, course registration results, results of Teaching Effectiveness Survey, and research achievements. Besides, as part of the information-sharing process, we have begun to consider the online system for overseas business travel expenses.

(3) Promoting Instruction in Writing

As a lecture for students who worked on their senior theses, Center for Teaching and Learning (CTL) and the Library jointly held a seminar in which 150 students participated. Regarding the thesis writing support service in English, the proofreading service had been initially limited to senior theses. However, it was expanded to class assignments in English to promote awareness of the proofreading service and encourage students to write their senior theses in English.

To improve the writing skills of tutors at the Writing Support Desk, workshops on academic writing and critical thinking were held by the faculty of the Liberal Arts English Program (ELA) for tutors who had not received English education at ICU.

(4) Enhancement of Support for Teaching and Learning

① Support for Students

We held poster sessions for new entrants to introduce each major and provided a place for interaction between faculty, students, and faculty beyond the academic fields. Besides, the format for online information has been unified and improved, which would create more possibilities for holding online sessions in the future.

The Academic Planning Support, Special Needs Support Services, and Writing Support Desk (all under the administration of the CTL), have strengthened comprehensive support systems for students.

② Revision of Student Survey Items and Methods

We revised the survey items on the Student Engagement Survey and the Senior Exit Survey. We also newly started Student Entry Survey and Freshman Survey. Moreover, we have established a system that helps students reflect on their way of learning at every point of their life at ICU and posted the results on our website.

The Teaching Effectiveness Survey (TES), which had been conducted using mark sheets previously, was renewed to an online survey to speed up the tabulation and the release of results. The TES results have been released on our intranet website in each faculty member's portfolio (icuMAP). In addition, students can access the TES results from the syllabus, which has facilitated course selections for students.

③ Improving the Teaching Assistant (TA) System

We prepared to initiate the new TA system in AY2020 by creating an improved format for TA appointments for all courses employing TAs. Workshops were held to raise awareness of the renewed TA system and encourage opinion exchanges on the effective use of TAs. Faculty who plan to use the TA system in AY2020 participated.

④ Improving Syllabi

To help students plan their courses of study efficiently, we increased items on the syllabi and enhanced the guidelines for syllabi preparation. Also, we reviewed the procedures and systems by third-party checks.

4. Promoting Academic Reform: Graduate School (GS)

The School of Arts and Sciences, which was established in AY2010 by integrating the four divisions in the Graduate School, granted degrees a total of 74 students in AY2019: 68 in the master's course and 6 in the doctor's course. The total number granted thus far has been 445 MAs and 32 PhDs. The integration, as mentioned above, has enabled students to take multiple classes from various fields to delve deeply into their specialty and cultivate rich knowledge.

We conducted the following measures to improve the GS qualitatively while verifying whether the intended human resource development was achieved at the time of the reform by reviewing the curriculum and teaching system.

(1) Evaluation and improvement of Graduate School reform

The GS Exit Survey, introduced in AY2016, was conducted. The response rate for the GS Exit Survey was 58.8% in June 2019 and 65.0% in March 2020. We examined the results of the Survey to investigate measures to improve GS management. Besides, we will continue to examine survey methods and survey items to increase the response rate of the questionnaires.

(2) Enhancing the Curriculum for the Doctor's Course of the Graduate School

In order to enhance educational and research instruction for students in the doctor's course, two new courses were established for the doctor's course in AY2019: "Techniques for Researchers I - Academic Presentations" and "Techniques for Researchers II - Research Grant Writing." Either of them is requested to take as a compulsory elective course. We have taken the necessary steps to start the courses in AY2020.

(3) Establishment of Three New Graduate Programs

To foster global citizens, achieve permanent peace, and nurture practitioners with a liberal arts background, ICU Graduate School has initiated to offer three unique and innovative learning programs in AY2019: International Baccalaureate (IB) Teacher Certification Program, Diplomatic and International Public Service Program, and Responsible Global Corporate Executives and Financial Professionals Training Program, mainly for "5-year Program" students. We established a committee of faculty members of each program to prepare the curriculum and the implementation system.

(4) Promoting the 5-year Program

We have expanded and improved the quality of education and research for the 5-year Program, which was introduced in AY2012. This program allows students to earn a bachelor's degree and a master's degree in five years with the three new programs, as mentioned above. The number of students for the 5-year Program has continued to increase, with 36 candidate students (fourth-year undergraduate students) starting in April/September 2019, and 21 enrollees (graduate school) beginning in April/September 2019.

(5) Building an implementation system for IB Teacher Certification Program (for those with practical experience)

The curriculum and its implementation system for IB Teacher Certification Program (IB Certificate in Teaching and Learning Research [ACTLR]) for those with teaching experience were developed, and the program has started in April 2020 (no enrollment results).

(6) Strengthening student recruitments through strategic PR activities

In cooperation with the Admissions Center, we held university entrance fairs, visited Japanese language schools, and promoted the distinctive features of ICU Graduate School through various opportunities such as our websites, public relations media, and information sessions.

(7) Strengthening strategic job search support

In cooperation with the Placement Group of the Student Services Division, a job search support system has been established for students in the 5-year Program. We will further strengthen our support in the future.

(8) Enhancing the JICA Program

The funds for this program were actively utilized to support the research activities of the students who were granted this program funds, such as supports for study tours and attendance at conferences in Japan and abroad. We worked closely with related institutions and offices of the University and poured our efforts into supporting students' studies and livelihood.

(9) Enhancing the Rotary Program

At the request of Rotary International Headquarters, the University's Rotary Peace Center developed the Emergency Protocol to address natural disasters and mental health issues. Working closely with Rotary Headquarters, Rotarians in Japan, host counselors, and other related parties, we have mentored and supported the students' studies.

(10) International Exchange with graduate schools overseas

We have improved the implementation system for sending our students to the Network on Humanitarian Action (NOHA) member schools. To strengthen partnerships with overseas universities, Skype meetings were held as necessary with overseas university staff.

(11) Introduction of Collaborative Online International Learning (COIL)

In AY2018, Ministry of Education, Culture, Sports, Science and Technology (MEXT) adopted the "Inter-University Exchange Project to Formulate Academic Ties with the United States and Other Countries Utilizing COIL-type Education (international interactive educational method using

online).” As part of the above initiative, we cooperated with the Tokyo University of Foreign Studies to provide interactive education by connecting the seven online classes with five universities in the U.S. We accepted and sent students and faculty members with three universities. Initially, we introduced COIL-type education, mainly in GS courses. However, as the efforts progressed, it was developed into a university-wide initiative, including undergraduate subjects.

Notably, from December 2019 to March 2020, when the University of Southern California’s business administration online class was connected to ICU’s media and communications class, the two university students worked together as mixed teams to exchange opinions on management issues of six Japanese global companies. Consequently, they developed business proposals, which were presented online to each company, and gained high praise by company officials.

The universities that offered COIL-type classes in AY2019 and their academic fields are as follows. University of Southern California (Media Communication, and Sociology); University of California, Riverside (Educational Psychology); University of California, Irvine (Education); California State University, Northridge, and Tokyo University of Foreign Studies (Peace Studies); University of California, Santa Barbara (Musicology).

(12) Reviewing System for GS Admissions

The online GS application system was introduced in the April Admissions in 2017, and periodical reviews of the system by external services contributed to its quality improvements, which resulted in increasing the number of GS applicants. In the future, while referring to domestic and overseas cases, we will work on reviewing the external services and strengthening the online application system’s security, aiming to further increase the number of applicants and improve the convenience of applicants.

5. Emphasizing Adherence to the Student Pledge

We continued to promote ethical awareness for conscious adherence to the pledge, the law, and university regulations in our daily student instructions. Especially for international students, differences in culture and language may cause trouble, and the key is building trust with students based on daily communication. With this in mind, we have strived to respond to them in a meticulous manner.

The Special Committee for Measures against Drug Abuse was held three times in AY2019. The Committee conducted the Student Exit Survey, organized a special lecture for all freshmen who enrolled in April and September, and provided lectures during Law and PE courses to all students. At the pre-departure orientation session for all our study abroad programs, we distributed materials to raise awareness of drug-abuse prevention. Furthermore, we held a poster competition on campus to create an opportunity to view drug problems as a personal matter lurking around us.

6. Developing the International Education Program

- (1) We have strived to enrich the year-long Exchange Program and Study Abroad Programs (inbound and outbound) in accordance with student needs, by seeking additional partnerships. We have signed new other partnership agreements for academic exchange with University College Dublin (Ireland), Western Washington University (USA), and the University of Warsaw (Poland). Besides, while working in cooperation with ICU Summer Courses in Japanese, we have developed improvement measures to seek a balance in academic exchange with our partner universities where outbound students from ICU exceed inbound students. Although the actual number was reduced due to the impact of COVID-19, the number of students who participated in the Exchange Program of AY2019-20 was 147 outbound (from ICU) and 135 inbound (to ICU).
- (2) We have worked to stabilize the operation of the Study Abroad English (SEA) Program and expand the number of Credit-Bearing Short-term Study Abroad Programs. Also, we have built a system in response to students' strong motivation to study abroad. Consequently, we sent 189 students through the SEA Program and 59 students through the Summer Study Abroad Program in AY2019.
- (3) A total of 59 students participated in the Summer Study Abroad Program in AY2019:
48 students in the Summer Study Abroad Program, 10 students in the French Studies Abroad, and 1 student in the Overseas Teaching Practicum in Japanese.
- (4) In addition to developing a wide range of Study Abroad Programs in diverse contents, terms, and destinations, we delivered easy-to-understand information and meticulous individual support. Actual measures included: reviews on the pre-departure orientation session, promotion of the use of i-Room Study Abroad Information Lounge, and enhancement of the advising system by two students who had the Study-Abroad experience. As a result, the number of applicants for the AY2020-21 Exchange Program recruited in AY 2019 was 112%, increasing from the previous year.
- (5) We engaged in PR activities to enhance the student's awareness of information on the "Accelerated Entry Program" by the Middlebury Institute of International Studies at Monterey (MIIS). We also promoted cooperation with other graduate schools abroad and strengthened the promotion of the university-wide international education program.
- (6) Through the International Service-Learning (SL) Program, we sent 40 students to six partner institutions in five Asian countries (China, the Philippines, Indonesia, Thailand, and India) for about 30 days during the summer vacation, whereas five students were sent to Community Service-Learning in Japan. Two students participated in Peace Service-Learning Program during the summer under an inter-university agreement with Nagasaki University starting in AY2019. Besides, ten students from Asia (Thailand, the Philippines, and India) and Middlebury College participated in the Japan Summer Service-Learning Program that was planned and managed jointly by Middlebury College and ICU faculty and staff. Six ICU students worked with the ten

international students to learn together through service in neighboring communities and farming-mountain villages.

In order to integrate the learning in SL, which students confront various issues interacting with people with different points of views, into the learning at the University, and to set SL as one of the cores of our educational programs that relate to internationalism and Christianity, we have poured our efforts into the following: formulating a specific rubric to clarify academic outcomes, establishing a co-listing with ID majors (Development Studies, Peace Studies, Environmental Studies, and Asian Studies), establishing scholarships, developing service-learning partnership institutions, and strengthening the more active involvement of faculty.

7. Providing Student Support for Placement

(1) Providing an Environment to Support Placement and Enhancing Services

In AY2019, we continued providing support on employment, continuing education, and career development, in line with “Strategic Implementation of Effective Plans for Placement,” listed in the plan of the previous year, while paying close attention to and corresponding to the trends in corporate recruitment.

In terms of individual support, one additional staff acquired the national certification for “Career Consultant” with the aim of enhancing the expertise of the full-time staff. During the peak season (March through June), multilayered support was offered by arranging a system that utilized external personnel (temporary staff career counselors) and by collaboration with other offices (Counseling Center, Special Needs Support Services Office).

Regarding the support for groups, we offered various support activities and events beneficial to students by cooperating with companies and organizations, and through strengthened collaboration with the ICU Alumni Association and Alumni, other universities (national, public and private), and companies that provide employment information. Emphasis was placed on the following four points.

- ① We enhanced our information communication system in order to facilitate accessibility for students by utilizing information transmission tools such as SNS. In order to increase how frequently the office is used, efforts were made to create a casual atmosphere by improving reference materials and office equipment.
- ② We enhanced support for students with special needs taking into consideration the recent enforcement of laws and growing needs for support. As a new initiative, we provided guidance for employment and company round-table discussion opportunities to students with special needs.
- ③ We provided support for the placement of international students and returnees in cooperation with other related offices, other universities, and companies. We also increased our English-speaking full-time staff from one person to two, in order to accommodate English-speaking students.

- ④ We cooperated with graduate students who have recently continued to graduate studies and held a panel discussion and round-table discussion for those aspiring to pursue graduate studies, all of which were favorably received.

(2) Substantiating Support for International and Returnee Students

With the revised Admissions System, we currently have a diversified student body, including returnees and international students.

In order to help ensure a smooth start for new students in their new environment, we offered the following support: pickup service at the airport, support on resident registration and health insurance enrollment at the city office, and opening bank accounts. We also offered office hours (consulting service) provided by the Associate Dean of Students. These office hours were available only to dormitory residents for this term. However, we plan to expand the availability to all students enrolled at ICU in the coming term.

Furthermore, we promoted participation in home-visit programs and community activities so that the international students have an opportunity to experience Japanese culture, by cooperating with groups within and beyond ICU.

Finally, as part of the orientation program for first-year students, we held a freshman retreat in October to enhance their understanding of ICU and facilitate communication among the September entrants and students who entered in April. (Details will be provided in the freshman retreat section.)

(3) Reviewing the Scholarship System

We reviewed the selection criteria and scholarship (tuition reduction) amounts of the “ICU Torch Relay Graduate School Scholarship for New Students,” and made improvements to ensure fair and appropriate usage, and generous financial aid (we added both a full-tuition exemption and a 2/3 tuition reduction) for outstanding students.

(4) Freshman Retreat

Freshman retreats had always taken place in May. However, we held the retreat in October in AY 2019 considering the significance of having both April entrants and September entrants of the same grade participate in the retreat together.

The students who entered in April described the progress they made through their English language programs during the spring term and SEA programs (Study English Abroad Program) by actively engaging in English discussions without hesitation with the September entrants. In the questionnaire following the retreat, many students mentioned that they were glad that the April entrants and September entrants had an opportunity to interact with each other. On the other hand, some April entrants, who had already spent more than half a year as ICU students, mentioned that they would have preferred the retreat be held immediately after they entered ICU.

Considering the above feedback, we will discuss when to hold the retreat in the coming years and consider the possibilities of exchange between the April entrants and September entrants at the freshman retreat and other activities.

8. Promoting and Supporting Research

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

For the first time, assistant professors by special appointment were appointed to manage research institutes. Two assistant professors by special appointment were appointed in April and September 2019, respectively, to administer the Center for Gender Studies and Social Science Research Institute. These assistant professors have been teaching undergraduate courses in addition to performing their duties at the research institutes. We hope this will lead to the stable management of the research institutes and young researchers' cultivation.

(2) Support for Acquiring External Grants (*Kakenhi*, etc.)

We continued providing comprehensive support for filing applications both in English and Japanese for Grants-in-aid-for Scientific Research (*Kakenhi*). In AY2019, 34.7% of applications for *Kakenhi* were accepted (The national average was 28.4%), maintaining a high rate of acceptance. A number of competitive funding for contract research was also adopted.

Under the ICU Postdoctoral Researcher System established in AY2016 to cultivate young researchers, 5 ICU doctoral course students were appointed as Postdoctoral Researcher A (funded with the university budget), and 3 were approved for the B category (funded by an external budget).

Regarding the Japan Society for the Promotion of Science Research Fellowship for Young Scientists and ICU Postdoctoral Researcher system, we hold annual postdoctoral researcher application information sessions mainly for graduate students in February, where thorough support is offered both in English and Japanese.

9. Appointment and Training for Faculty and Staff

(1) Establishing an Administrative System for Faculty Appointment

Compared to previous years, we increased information sharing and strengthened cooperation on operations between offices dealing with faculty appointments. By establishing an online application system based on previous faculty appointment data, international applications have become easier to file. Accordingly, administrative work regarding faculty appointment is pursued by paperless operations, leading to a partial reduction in workload for the University Secretariat.

(2) Support for New Faculty

We held an orientation program for new faculty (NFDP) initiated in AY2017, where 13 new faculty participated and received a certificate of completion. Based on the questionnaire responses of the participants and facilitators, we reviewed the contents of the orientation in order to plan for the upcoming years. NFDP is composed of online content, in-person lectures, and

discussions. However, we have decided to provide part of the in-person content online starting next year. The purpose of this change is to make the necessary information available to new faculty as soon as possible after their appointment and reduce the new faculty's burden on physically attending the program.

(3) English Medium Instruction (EMI) for Faculty Whose First Language is not English

As was the case last year, we held an Oxford University EMI training course at ICU. Due to the spread of COVID-19, the course was offered online using the learning management system (Moodle) and video conference room system (Zoom). Participants of the course comprised 25 faculty, including 6 from ICU. It provided an opportunity not only to benefit from the EMI training but also to learn about possibilities for offering online classes.

(4) Strengthening Academic Advising

We collected case reports regarding support for students with special needs and students struggling in their studies in order to enhance our database and utilize the information for students' academic support. The Associate Director of the Center for Teaching and Learning and staff continued to offer consultation services to students with learning difficulties, and collaborated with student advisors

(5) Institutional Research (IR) Seminars

We held a joint IR seminar with Sophia University in August 2019 to train our staff to analyze, examine, and plan based on the use of relevant data in order to realize our educational goals and philosophy at ICU. We also offered practical training on methods for utilizing internal data in October and December 2019.

(6) Staff Training Program

We held the following staff training programs based on the "ICU Principles for Staff Development (SD)."

- ① Training for all staff (risk management training)
- ② Orientation for new staff (explanation of the ICU history, finance, management structure, etc.)
- ③ Globalization training (English language training organized by JAFSA, training at affiliated schools [the Linnaeus University in Sweden, Maastricht University in the Netherlands], support for taking TOEFL/ IELTS tests)
- ④ IR Seminars (data processing, visualization of academic achievement [including joint seminars among ICU and other universities], etc.)

10. Integration and Use of University Information

(1) Construction of the Integrated Faculty Portfolio

As planned, we have introduced an ICU Full Time Faculty Portfolio System that centralizes information on full-time faculty as a database and has begun using it in our meetings to discuss faculty personnel promotion, etc. This portfolio system has made it possible to verify the faculty members' contributions to the University, and their teaching and research achievements, which

had been University's issues for many years. Besides, in accordance with introducing the system, various faculty-personnel related guidelines and manuals were prepared.

(2) Evaluation based on Academic Data

As the main IR activities of AY2019, we conducted analyses of the study abroad questionnaire data and Academic Data. The results of analyses clarified the characteristics and effects of the Study Abroad Programs at the University, which was very helpful in reflecting on the study abroad program.

11. Demonstrating ICU's Strengths to Society (PR, SNS, and ICU website)

In AY2019, we integrated the public relations functions; the liaison office responding to all the inquiries from the ICU community, parents of students, applicants, the media, alumni, and donors have been consolidated in the Public Relations Division to provide appropriate information about ICU. In order to deliver the right content to the right people at the right time, we will post information to the University's official website from a variety of perspectives, including interviews with active alumni, our distinctive learning, student and faculty activities, various academic rankings, and contributions to society. Moreover, we have launched new channels: the University's official Twitter and Facebook sites. We will measure the PR effects of using SNS to provide our information. Under the influence of the COVID-19, we will continue to consider further enhancements such as optimizing the website and SNS content.

12. Optimizing the ICU Environment for Liberal Arts

(1) Establishing a Management System for Two New Student Dormitories and Enhancing Their Community Activities

The new Fir Dormitories and Maple Dormitories, which opened in April 2017, have seminar rooms on the first floor. The rooms are open to any students other than residents and have been utilized more actively for dorm community activities.

Within the themes set by the University, which were (1) disaster prevention, (2) diversity and inclusion, (3) leadership and followership, and (4) mental and physical health of students, we laid emphasis on disaster prevention-related activities in AY2019. A total of 25 faculty, staff, and dorm residents participated in the Mitaka City Osawa District Disaster Prevention Training Session, and we conducted dormitory evacuation drills that included drills for assembling temporary toilets, workshops on disaster prevention, and emergency food rescue cookouts. Alumni, dorm residents, faculty, and staff also worked together to organize a total of six lectures and workshops on a wide range of topics, including food, clothing, housing, energy, and leadership.

(2) Operation of the New Physical Education (PE) Center and Enhanced Support for Extracurricular Activities

The new PE Center completed in November 2018, which realized a small number of PE classes suitable for liberal arts.

In terms of the extracurricular activities at the new PE Center, we have prepared for its better management plan in cooperation with sports-related student organizations and the Sports Clubhouse Council. Besides, we extended personal use hours of the indoor swimming pool and gyms, which has contributed to an increase of use not only by students but also by faculty and staff members. It has led to health promotion for all members.

(3) Strengthening the Network on Campus

Following the enhancement of wireless LANs in classrooms in AY2018, all offices and meeting rooms were strengthened with wireless LANs in AY2019, enabling the use of ICT (Information and Communication Technology) in all classrooms, offices, and meeting rooms at ICU.

(4) Campus Facility Development Plan and Maintenance of University Facilities

① New Building, University Hall, D East Wing, and Campus Housing

Looking ahead to the next 60 years, the renovation of University Hall and Science Hall as well as the construction of New Building have been in progress, as some of the facilities had been showing signs of severe age deterioration. Thus, we determined to develop the facilities for the 21st century ICU liberal arts education.

In AY2019, we started to formulate a “Basic Plan for the New Building” based on the “Campus Facility Development Plan” developed in AY2018. Several sub-committees were established to investigate expected functions for New Building as follows: “Sub-Committee for Classroom and New Functions” chaired by the Dean of College of Liberal Arts to discuss the classroom and learning environment; “Sub-Committee for Science Hall Relocation and Its Function” chaired by Chair of Department of Natural Sciences to review the relocation of Science Hall; “Sub-Committee for Layout of Administrative Function” to examine the office functions of New Building and University Hall, chaired by Director of University Secretariat.

All the results of deliberations were reported to the “Committee for Facility Development,” chaired by Managing Trustee for Financial Affairs.

Regarding the construction of New Building, Kengo KUMA & Associates and Nihon Sekkei were approved by the Board of Trustees as the basic and detailed design of the New Building. The Board also approved Nikken Sekkei Construction Management as a construction implementation operation contractor, and we have started to formulate its design work plan.

The final report compiled by the “Committee for Facility Development” was submitted to the “University Management Committee” and formally authorized in February 2020. With the aim of the New Building’s completion in the summer of 2022, regular design meetings have been held to develop the New Building plan.

In regard to the deteriorating Diffendorfer Memorial Hall East Wing, “D East Wing Renovation Committee” was established to promote the study of the basic plan for its conservation and its renovation.

Regarding campus housing for the faculty and staff, the renovation works of two severely aging houses were completed at the end of AY2019. We have been proceeding with a plan to

construct new campus housings for faculty and staff (multiple dwelling houses for 12 households).

② **Taizanso and other facilities**

Taizanso, a national registered cultural property, was implemented the renovation work (garage) in the third phase, continuing in AY2017 and AY2018.

Other facilities maintenance in AY2019 are as follows; renovation works of sanitary facilities on the east side of University Hall and the west side of ERB; the exterior painting work and roof waterproofing work of ILC (C building); the reinforcement work of the emergency power supply system in Administration Building; roof waterproofing works of the P and E old Gyms; renewal of acoustics facilities, etc. in University Chapel.

Besides, urgent seismic reinforcement work has been implemented at Science Hall based on the results of the seismic diagnosis that was carried out as part of the Facility Development Plan (the work has started aiming for completion by the end of November 2020).

Furthermore, the deteriorating centralized control system by Central Power Station will be abolished in the future. We have been compiling a renovation plan to promote individual air conditioning systems for each building in AY2020 and beyond.

13. Promoting Wholesome Finances and Balancing the Budget

(1) Balancing the University's "Education & Research" Budget by AY2020

As for the management accounting framework, with a goal of balancing revenues and expenses started in AY2014, we decided to abolish the budgetary distinction between "Education & Research" and "the Board of Trustees" (a budget earmarked to endowment management and facilities-related expenditure). Instead, these have been integrated for comprehensive management since AY2019. We compiled a budget founded on similar principles for wholesome finances in the mid- to long-term by setting the amount to be transferred from the endowment to the University Budget, based on the actual average rate of return for the past decade of ICU endowment fund.

(2) Activation of Donations and Creating New Plans for Advancement

Not only the fund-raising drive centered on scholarships, but also we continued our fund-raising efforts in donations for facilities development.

Regarding our unique scholarship "ICU Peace Bell Scholarship", which is in its 12th year and started from the idea of alumni, we introduced a new fund-raising system called "Fund management type donation" (Peace Bell scholarship). We prepared to start the fund-raising for the facilities, based on the Campus Facilities Development Plan, with a comprehensive review of constructing, renovating and preserving buildings such as the University Hall, Science Hall, and Diffendorfer Memorial Hall East Wing, etc.