

February 26, 2020

International Christian University  
AY2020 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 2020, 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 Christian ideals, we will lay further emphasis on Christian activities such as Chapel Hour and Christianity Week. We will encourage Chapel Hour attendance as much as possible among students, faculty and staff, and aim to create a safe space for all members to enrich their spirituality through exploring Christian faith and scripture. We will also seek to offer opportunities for discussion and dialogue on how the Christian faith enhances one's way of life in academic and non-academic settings, as well as to cultivate mutual respect among those with different religious faith and culture. We will seek further cooperation with the ICU Church which has a mission in realizing the spirit of Christianity in the ICU community, so as to further develop communication and cooperation among the many various activities on campus.

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 to be implemented in AY2021. Changes in the AY2021 entrance examinations will be as follows.

- ① General Admissions: additional external English language tests are accepted for application in the B Category
- ② ICU Special Admissions: introduction of a new category for students from IB World Schools and additional external English language tests accepted in the A Category
- ③ Universal Admissions - EJU –based Admissions-: Admissions for International students entering in both April and September are unified to documentary screening and an interview, and there will no longer be a minimum cut-off for external English language scores.
- ④ Change in quota for General Admissions, ICU Special Admissions, and Universal Admissions (excluding Examination for Students with Recommendations from Partnership Schools and

## Special Entrance Examination for Mature Students)

### ⑤ Change of name in entrance examinations (See below)

We will continue to monitor the trend in domestic university entrance examinations, such as MEXT's decision to postpone the use of external English language test scores in the standardized university entrance exams, as well as the decision not to apply open-ended questions in the mathematics and Japanese tests. When we devise our strategies for the entrance examination and public relations for recruiting students, we will bear in mind that the first students studying under the revised Education Guideline will enter university in AY2025. We will also strengthen our relations with high schools by expanding our network with high school teachers and university counselors. In addition, we will provide information to the general public about the quality of education we offer to enhance the ICU brand among all stakeholders, by integrating PR operations for the university and entrance examinations. We will investigate screening methods implemented in Japan and abroad while effectively providing information about our admissions through the use of Website and SNS. Collaboration with other universities to contact multiple high schools as a group of universities will also be strengthened.

#### (1) General Admissions: Japanese name changed to *Ippan Sembatsu* form AY2021

As of AY2021, additional external English language tests are accepted for application in the B Category, which will expand the opportunity for students living in smaller cities to apply. After reforming our admissions system in AY2015, we divided Japan into several geographic blocks to effectively visit high schools and offer university guidance to enhance the understanding of our General Admissions, following a multi-year plan based on our principle for student recruitment. As a result of increased opportunities for communication with high school teachers and students, we had 1,381 applicants, a 4% increase compared to last year. Students (and their parents) usually consult high school teachers when they make choices for university. Although we intend our exam to be an aptitude test, teachers say students need specific training for the ICU exam. Teachers understand the fundamental vision in our unique screening methods but have difficulties combining instruction with that for conventional entrance exams. To provide an opportunity to properly understand our educational philosophy and entrance examination system, we held open campus events and meetings to explain our screening system to high school and prep school teachers, applicants and their parents. The result has been an increase in the number of applicants despite the severe situation surrounding universities. The rapid decrease of 18-year-olds will increasingly mean that students, rather than universities, will have the upper hand when making choices. We are at a crossroads with the need to consider not just the student quota, but also our screening methods to accept students who meet our criteria.

The core of contacting our target schools will be model lectures, which embody the quality of our liberal arts education, and guidance at high schools. The strategic public relations operations we are conducting to the West Japan, such as the open campus events in Osaka, Fukuoka and Nagoya, will be strengthened. As for East Japan, we will continuously contact and cooperate with high school

teachers in our hub area (Ibaraki, Tochigi, Chiba, Saitama and Kanagawa Prefectures). At the same time, we will review the effectiveness of various events, their timing and target schools, to improve the effect of our PR activities. Hearings with high schools and prep schools, and follow-up studies of new entrants will continue in order to study the outcome of our entrance examinations.

(2) ICU Special Admissions (AO exam): Japanese name changed to *Sogogata Sembatsu* from AY2021

As of the AY2021 entrance examination, we will introduce the IB World School Category, in addition to two existing Categories. The Special Admissions Examination, which has gained considerable recognition, will be promoted further with emphasis on providing information about the new Category to related high schools and the type of students we seek, to enhance the quality of students entering ICU. For “External English Language Tests” Category, the types of external English tests accepted for application will be revised. In the effort to recruit more science students in our liberal arts education, we will provide information about the “Science” Category when we promote General Admissions on the axis of our education that transcends boundaries in the arts and sciences.

(3) Examination for Students with Recommendations from Partnership Schools

We will continue to conduct the trend analysis of the number of applicants and the follow-up studies of this category, just as we do with all our other screening methods. We will pour our efforts into the most effective areas by analyzing the status quo to secure diversity among our applicants. We offer start-up program for students who have been accepted through recommendation from partnership schools, the ICU Special Admissions (*Sogogata Sembatsu* from AY2021), and April Admissions for Returnees. In the start-up program, we offer lectures and discussion sessions so that new students can experience liberal arts education, and enhance their motivation to learn and explore own interests before they matriculate. We also hope they will pass along information about ICU to those coming after them. We will expand follow-up program online for accepted students residing overseas or far from Tokyo.

(4) Universal Admissions

Universal Admissions, an important pillar in our Top Global University Project, shows a strong growth in the number of applicants. Since AY2015, we have had an increase of approximately 300 applications (174%). In this category, students have a choice in the screening method and time of entrance in accordance with the educational background and their language proficiency. Students entering ICU will take either the English for Liberal Arts Program (ELA) or the Japanese Language Programs (JLP) as a graduation requirement, depending on the screening method they take. Regardless of their graduation requirements, students are able to take English or Japanese courses as elective courses. There is also World Languages available. All these measures contribute to realizing our philosophy of bilingualism, as well as our policy of “2+1 (English, Japanese + another language)”.

Admissions categories in Universal Admissions are as follows. Those entering through 1 will take

JLP, and those entering under 2 and 3, the ELA.

- ① English- based Admissions (April/September Entry) (documentary screening)
- ② April Admissions for Returnees (external English language test score, essay exam in Japanese and interview)
- ③ EJU-based Admissions (April/September Entry) (documentary screening using EJU, external English language test score, etc. and interview) : changes implemented in AY2021

If applicants satisfy eligibility requirements for admissions categories 1 and 2, they can apply simultaneously for both. This arrangement can thus increase applications for a certain period of time. At the same time, we need to closely monitor the rapid change in screening methods at other universities. For student recruitment, we will include information about which language program students will be taking in each admission category. Those accepted through above category 2 will also be offered the start-up program along with those accepted by recommendation from partner schools. This measure is expected to enhance the motivation to study at ICU by providing the essence of our education before they matriculate.

In Category 3, screening method will be the same for both April and September entrants, with the same criteria used for evaluation. The minimum cut-off for external English language test scores will be abolished. As we will be accepting students whose first language is not English or Japanese, we will continue to investigate how best to provide information to students in domestic Japanese language schools. Our research through visiting to Japanese language schools in the last few years has corroborated our premise that there are potential applicants of ICU in these language schools. Due to the increasing anxiety factor among Asian nations, many from the region are studying at Japanese language schools seeking to enroll at graduate schools. We will collaborate with our Graduate School to provide information about ICU through information session.

In our effort 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 overseas geographic block, we have had a steady increase in the number of non Japanese and Japanese applicants for both April and September documentary screening since AY2017. We will continue to pour our efforts into building trust with high school guidance counselors and Japanese language school teachers. In our recruitment activities for AY2020, we plan to invite counselors to the ICU campus from our target areas (Target school in Singapore and Hawaii in AY2020, Hong Kong in AY2021) to provide information about the university.

In recruiting students this year, we will continue to concentrate Singapore and Hong Kong, as well as exploring possibilities in other major Asian cities where there is potential demand. In Europe, we will concentrate on IB World Schools in Paris, Amsterdam, London, Frankfurt and Dusseldorf for comprehensive recruiting by cooperating with our IB teacher-training program. In the U.S., we will seek applicants through the United States Scholars Initiative (USSI) provided by JICUF, by seeking applicants from target areas in the West Coast and in Hawaii by promoting recruitment activities including building networks. For domestic recruitment activities, we will seek applicants from new targets such as IB World Schools by providing information about Special Admissions new

quota targeting IBDP students for the AY2021 admissions.

#### (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 giving lectures at high schools, inviting high school students for auditing classes at ICU and providing opportunity to participate in peace project. The reaction from teachers in these high schools has been very positive. We established the Koudai Setsuzoku Suisin Shitsu (Office for high school- university connection enhancement) in AY2018 to strengthen our effort in connecting secondary and higher education. We hope to expand the 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. 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 with cooperation from the CLA and GS to offer programs in cooperation with the Koudai Setsuzoku Suishin Sitsu. We initiated two educational programs in 2019 for high school students to experience the essence of a liberal arts education: Global Challenge Forum and a workshop entitled Thinking About Peace in Liberal Arts, a joint program by ICU and Middlebury College. The contents, participants and frequency of these programs will be expanded as we continue to hold them. To accommodate the vision promoted by MEXT to connect secondary and higher education, we will continue to consider whether to give credits to the Advanced Placement Program in the U.S., the IB Higher Level and credits acquired at polytechnic schools abroad. We will also continue to hold other events at ICU for high school students for exchange and cooperation.

### 3. Promoting Academic Reform: CLA

#### (1) Managing the Curriculum

Based on the review of the curriculum structure and recommended order of courses for each major, we will manage the curriculum in a sustainable and stable manner.

#### (2) General Education Courses

We will substantiate general education courses that offer an opportunity to experience the essence in a variety of subjects. These courses will be differentiated from foundation courses which provide an introduction to each subject. The liberal arts seminars in small classes will be expanded. Faculty will start deliberation on the syllabus for a new course that cultivates literacy in mathematics, statistics and information science.

The liberal arts seminar is a general education course limited to 15 students for instruction in basic reading and academic writing skills. Critical thinking will be cultivated through academic dialogue with faculty. In AY2020, seven such seminar courses will be offered.

Faculty will establish a working group led by the Associate Director for the Curriculum in

preparing the syllabus for new courses in basic mathematics, statistics and information science. This is to emphasize that our liberal arts program encompasses a wide range of subjects, including the natural sciences. Recently, high schools within Japan and abroad have been emphasizing education in mathematics and data science, so we need to accommodate the demand for an education in the sciences by providing information about a good science program as well as those for the humanities and social sciences.

### (3) Language programs

#### A. English for Liberal Arts Program (ELA)

To cultivate graduate-student tutors who support undergraduates write reports and theses, we will offer a new English course entitled Basics in Academic Writing Tutoring.

As part of our endeavor to cultivate global human resources, we emphasize writing ability to express ideas in both English and Japanese. Our target for the proportion of students writing senior theses in English is 45%. The effort in the CLA to strengthen writing ability starting with the ELA writing courses in the freshman year, reports and theses for specialized courses, and the final senior thesis, will be substantiated further.

#### B. The Japanese Language Program (JLP)

- 1) We will introduce a new placement test to accommodate the diverse language backgrounds of the increased number of OYRs and those entering through Universal Admissions.
- 2) We will implement a revised curriculum in AY2020 with consideration for learning targets based on CEFRI and actual management of courses. The text for the intermediate level will be compiled.
- 3) In the Japanese as a Foreign Language program, a new intermediate course in vocabulary and Chinese characters will be offered with consideration for students' needs.
- 4) Courses will be rearranged in a time frame convenient for students, to make it easier for them to register for courses in the First Language/ Japanese as a heritage language program including academic writing.

#### C. World Languages

To develop critical thinking by understanding diverse cultures, learning to make broad observations and express ideas, we will expand the program with courses that allow students to gain command of another language in addition to Japanese and English. We will continue to consider both April and September entrants when setting courses.

### (4) Physical Education Program

We will continue to review the PE 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 courses in appropriate sizes.

### (5) Courses offered in English

To enhance the educational environment for students from diverse language backgrounds, we will increase the ratio of courses offered in English in each major.

### (6) Collaborative Online International Learning (COIL) Program Project

In 2018, MEXT chose ICU's Mutual Exchange and Support with U.S. Universities Using COIL-type Education Methods for its Global Development Strengthening Project (Type A, term: AY2018~2023). We will further promote our joint online international project with Tokyo University of Foreign Studies entitled *Trans-Pacific Collaborative Online International Learning for Multiculturalism and Conflict-Resilience* to prepare for the mid-term evaluation. An outline of the project will be announced within and outside the ICU community with reports to follow.

(7) Promoting instruction in writing

We will strengthen instruction in writing through the Writing Support Desk (WSD) and proofreading services for students in collaboration with the English for Liberal Arts and Japanese Language Programs. We will substantiate workshops for tutors to strengthen support and compile writing guidelines for academic writing in each major.

The one-on-one proofreading service, which was limited to senior theses, will be extended to reports for courses offered in English. Meticulous support in writing skills will be provided throughout the undergraduate course, starting with the ELA for freshmen up to the senior thesis. We will list up courses that help improve writing ability in each major to compile a road map leading to the senior thesis in cooperation with faculty, to enhance student use of the WSD and proofreading services.

(8) Support for Teaching and Learning

① Support for students

We will continue to hold poster sessions initiated last year for new entrants, to introduce each major. Information about majors will be offered online to strengthen support for students before they matriculate. We will review the results of the Student Engagement Survey and the Academic Planning Essay, to make better use of the results to help students reflect on their way of learning and improve the curriculum.

② Making use of data from student surveys

The Entry Survey, Freshman Survey, Student Engagement Survey and Exit Survey will be analyzed for feedback and reflection by students.

We will improve the response rate of the Teaching Effectiveness Survey now offered online, analyze results efficiently and effectively, and provide feedback to students. The Faculty Development Committee will provide feedback to faculty. We will investigate assignments in courses that require relatively longer hours of study outside the classroom and share good practice examples at FD seminars and in the FD Newsletter.

③ Improving the TA System

The new TA system introduced in AY2020 will be reviewed using questionnaires and TA Reports. We will consider effective use of TAs and how to train them. Workshops for faculty and TAs will be held to introduce examples of TA roles.

④ Strengthening educational methods

By using the video platform introduced in AY2019, we will promote flip teaching and compile teaching materials with digital contents. This will expand study methods for not only those with

special needs, but also other students, to improve the quality of learning.

#### 4. Promoting Academic Reform: Graduate School

##### (1) Stable management of the 5-year Program

We will emphasize the continuation of the undergraduate and graduate programs in education and research, career-formation support in our public relations activities for undergraduates.

##### (2) Plans for three new programs

To cultivate practitioners with a background in liberal arts, we will further enhance our three new programs: the Diplomat and International Civil Servant Program, the Responsible Global Corporation Executive/ Financial Specialist Program and the International Baccalaureate Teacher Certificate Program.

The Network on Humanitarian Action (NOHA) will be part of the Diplomat and International Civil Servant Program, for student exchange with 8 European graduate schools, in realizing our mission of cultivating human resources for establishing perpetual peace. For the NOHA program, we will seek to stabilize the number of incoming and outgoing students and the expansion of the curriculum including a study tour to the Tohoku region.

The Responsible Global Corporation Executive/ Financial Specialist Program will start offering courses taught by businesspeople.

The International Baccalaureate Teacher Certificate Program will promote the Certificate in Teaching and Learning (CTL) and prepare for the implementation of the Advanced Certificate of Teaching and Learning Research (ACTLR).

##### (3) Substantiating the Rotary and JDS Programs

We will continue to accept students in the master's course through the Rotary Program by cooperating with Rotary International to cultivate leaders who promote world peace and resolve conflict, as well as the Project for Human Resource Development Scholarship(JDS) for young government officials, businesspeople and researchers from mainly Asia. The quality of both programs will be improved.

##### (4) Cultivating researchers

To cultivate young researchers in the doctor's course, we will start offering Techniques for Researchers I- Academic Presentations and Techniques for Researchers II- Research Grant Writing.

#### 5. Emphasizing Adherence to the Student Pledge

Students have sworn allegiance to the Student Pledge since the first matriculation ceremony held at ICU in 1953. It is an indispensable means to secure a campus environment which cultivates international citizens who respect diversity and different cultural values. We will grasp the state of student life through dialogue with students including extra-curricular activities and life in the dormitories, to enhance conscious adherence to the Pledge within the ICU community.



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, in view of the fact that the legality of drugs and how countries handle the problem of excessive alcohol consumption vary. We will provide students accurate information about drugs based on the results of the Exit Survey, through lectures by external lecturers at freshman orientation sessions, study abroad program orientation sessions, and lectures during class about drug abuse, with emphasis on the physical effects.

## 6. Developing the International Education Program

We will continue to expand the year-long exchange and study abroad programs in accordance with student needs, by seeking additional partnership agreements for academic exchange. We will strengthen cooperation with the Summer Courses in Japanese Program and the Japan ICU Foundation (JICUF), in considering diverse exchange programs with partnership schools, to seek a balance in academic exchange where outbound students from ICU exceed inbound students. We will also review partnership schools and the quota for the SEA Program. We will expand short-term accredited study-abroad programs to accommodate students' demand to study abroad. Our effort in promoting international programs will also include providing information about the Middlebury Institute of International Studies at Monterey (MIIS) Accelerated Entry Program, as well as strengthening cooperation with graduate schools abroad.

In addition to developing a diverse range of study abroad programs in content, term, and destination, we will deliver easy-to-understand information and meticulous individual support. Actual measures include enhanced use of the i-Room Study Abroad Information Lounge, substantiating study-abroad advising by those who have experience and building a study-abroad information Website.

In international service learning, we now have agreements with five countries in Asia (China, the Philippines, Indonesia, Thailand and India) as well as Cape Town University in South Africa and San Isidro University in Argentina. In AY2020, we plan to send students to 7 countries in 6 areas for 30-day summer programs in cooperation with universities and institutions. We will continue to expand the number of outbound students, secure their safety and devise measures that will enable us to send a stable number of students abroad.

In domestic community service learning, we will implement (1) programs in collaboration with external institutions such as the program with Nagasaki University; (2) programs students find on their own; and (3) Japan Summer Service-Learning (JSSL), co-organized with Middlebury College through which we accept students from Asia (Thailand, the Philippines, India and Indonesia) and Middlebury College, which will be improved further by reviewing content and how we host incoming students.

AY2020 will be a year to strengthen the relation between service learning and each of the majors. Service learning will be an endeavor for the whole university, closely connected with each major. We will offer service learning courses based on the initiative of faculty and students, that stimulates creativity and enhances academic thought as well as contribute to society.

## 7. Support for Placement

### (1) Support for the diversified recruiting schedule and enhancing the environment for placement

Job-hunting for ICU students graduating in 2020 started with the summer internship in the junior year, showing that this recent trend has taken root. Active debate within the government, industry and universities for review of unified recruitment for those fresh out of college, may lead to diversification in the recruiting schedule. In AY2020, our support for the job-hunt will be based on the following principles.

#### ① Introduction of Placement Week

Events for job-hunting students start with introductory guidance, followed by several seminars on specific themes (self-analysis, study of corporations and training sessions for job interviews and examinations), and Placement Week. In AY2020, this process will start from April and September, to cater to students graduating in both March and June 2022.

#### ② Support for special-needs and international students

We found more demand than we expected for the Job-Hunt Guidance Session for students with special needs. Lately, we have been providing more support to students with developmental and mental disorders. This will be strengthened in cooperation with the Counseling Center and other external specialized organizations. International students often lack the command of the Japanese language required as employees at Japanese corporations, but we will cooperate with JLP faculty to provide full support.

#### ③ Support for those seeking to study at graduate schools

In addition to meetings held in cooperation with alumni who have just started studying at graduate schools, we will consider holding a GS-version Placement Week for those seeking to study at graduate schools other than ICU. The Placement Office will not be able to provide adequate support for this purpose on its own, so this will be planned in cooperation with offices in charge of academic support.

### (2) Substantiating support for international and returnee students

We will assist students from the international community and returnees (hereinafter called international students) start life on campus smoothly.

① Students welcome new students at the airport, accompany them to the town hall to assist in procedures such as registering for a resident certificate and acquiring health insurance. This helps international students start life in a new environment smoothly and also promotes exchange between students from diverse backgrounds. Home visit programs and participation in seasonal events and festivals are arranged in cooperation with groups within and outside ICU for international students to experience Japanese culture.

② To accommodate the increasing number of students whose mother tongue is a language other than English or Japanese, we will cooperate with the Counseling Center to provide appropriate

support.

- ③ We also provide support for international students who need support in daily life due to religious reasons in cooperation with related offices.

### (3) Reviewing the Scholarship System

We will provide guidance for the new national scholarship system, in understanding the system and explaining how to combine government and ICU scholarships. Further financial support will enable students to concentrate on their studies.

- ① 1 Scholarships for foreign students will be reviewed for fair and effective employment through an accurate grasp of student need for financial support and scholastic ability, with consideration for their ever-diversifying cultural and educational background. 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. Scholarships for new students in the graduate school had either exempted or reduced the tuition for the first term and the facilities fee. Financial support will be expanded to tuition of the second and third terms by appropriate distribution of existing funds.
- ③ We will provide scholarships that can be combined with the new national scholarship (grants and exemption/ reduction of tuition).

### (4) Freshman Retreat

As was the case in AY2019, April and September students will attend the same AY2020 Freshman Retreat in October. While April students were less motivated to attend this event in the fall, those who did were eager to attend the English programs. The October arrangement brought in more September students last year. We will arrange for a program that will enhance exchange between April and September students.

## 8. Activating and Supporting Research

### (1) Support in applying for external grants such as Grant-in-Aid for Scientific Research (Kakenhi)

We will continue to support active application for Kakenhi and other contract research grants by providing information. We will also provide timely support in applying for external grants other than Kakenhi, as well as secure appropriate use of research funds. We will also provide information and support to graduate students applying for the Japan Society for the Promotion of Science Research Fellowship for Young Scientists and the ICU Postdoctoral Researcher System.

### (2) Support in Activating Research and Effective Management of Research Institutes

As of AY2019, assistant professors have been appointed to manage two institutes. Assistant professors by special appointment, research institute assistants and the Center for Strategic Research Planning and Support staff will cooperate to activate research in the Institutes and for efficient management.

## 9. Appointment and Training for Faculty and Staff

### (1) Consolidating offices for faculty appointment

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

### (2) Support for new faculty

The schedule and ratio of online content to one-on-one lectures for new faculty orientation initiated in AY2017 held in autumn will be revised. To avoid disparity in the training for faculty appointed in April and September, information necessary immediately after appointment will be provided online, while other lectures will be delivered at the appropriate time.

### (3) Faculty Development

The FD Workshops were held irregularly based on themes faculty suggested, but regular workshops will be planned on topics related to the university's objectives such as use of ICT, offering courses in English and use of TAs. We will organize workshops for faculty who have been teaching at ICU for more than 5 years and promote exchange among faculty through discussion. We will also introduce cases of effective senior thesis instruction and organization of classes.

### (4) 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.

### (5) Strengthening academic advising

Support for students who struggle in their studies is an urgent concern. Advisors need to provide them with meticulous advice. We will continue to share information about students who have difficulty in learning with the Associate Director of the Center for Teaching and Learning and interviews with Academic Planning Support Center staff and share information acquired with advisors.

### (6) 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.

### (7) Security seminars

We will start providing training to all our employees excluding part-time faculty in cutting-edge cyber-security. This will be provided online to make it possible for all to take part. Furthermore, we will provide regular lecture sessions to staff who frequently handle personal information, in accordance with their clerical needs.

### (8) Training staff members

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, such as training in examining

data using a statistical approach, adopting global perspectives and operating the juridical person with advanced techniques in financial and higher-education management.

## 10. Integration and Use of University Information

### (1) Use of the integrated faculty portfolio

Information integrated into the expanded icuMAP (ICU full-time faculty portfolio) will be used when considering tenure, promotion and appointment to administrative positions, to speed up acquisition of necessary documents.

### (2) Evaluation 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 to implement new systems and programs.

### (3) Preparing a system to make use of information the IR Committee provides

As requests to the IR Office have become more diverse, an IR Committee comprised of faculty and staff will be established to prepare a system for appropriate use of IR data. Committee members will meet regularly to report and deliberate analysis at the IR Office and support for IR activities in each office, as well as to share this information with the campus community.

## 11. Demonstrating ICU's Strengths to Society

In AY2019, the public relations for the ICU community, parents of students, applicants, the media, alumni and donors was consolidated in the Public Relations Division to provide appropriate information about ICU. We will use SNS platforms launched in 2019 for users abroad and improve existing means to expand the number of followers.

In AY2020, the President as well as some administrative executives will be replaced. Administrators will make an announcement about the incoming President to guarantors and alumni in Nagoya, Osaka, and Fukuoka, where open campus events will be held. We hope to use this opportunity to enhance understanding for the university and our presence in those cities to attract more applicants from this area.

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.

## 12. Optimizing the ICU Environment for Liberal Arts

### (1) Strengthening the management system of the student dormitories and enhancing their community activities

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 and workshops for student projects or themes designated by the university. This year, we

will lay emphasis on disaster prevention, compiling a disaster prevention manual in accordance with the specific needs of each dormitory. We will also strengthen cooperation with the local community, by continued participation in the Mitaka City Disaster Prevention Training event, at which our dorm residents run a booth.

(2) Business Continuity Plan (BCP) for information infrastructure

Networks and a virtual infrastructure are most effective in stabilizing the campus ICT service on campus. An external maintenance service will be used for rapid recovery from system failure. Data backup for virtual infrastructure will be transferred to cloud for business continuation during crises.

(3) Improving the campus environment for effective use of ICT

The PC rental service for students in the library will be expanded to improve the ICT campus environment outside the PC rooms. We will strengthen the high-speed wireless LAN network installed in all classrooms in AY2018-2019. The firewall will be upgraded to 10G to prepare for increased high-speed connections.

(4) Review of the University Facilities Maintenance Plan and maintenance of university facilities

We will continue to deliberate plans for the maintenance of university facilities such as the Main Hall, Science Hall and the Diffendorfer Memorial Hall East Wing. We will also proceed with the design of the planned new buildings such as the building with science functions, large classrooms and the student lounge. Construction of faculty residences (6 houses and two apartments) will start, with residents moving in next year. The existing residences will be renovated with anti-quake measures (8 houses in AY2020).

In addition to the above, the following renovations will be implemented

- ① Anti-quake measures for the Science Hall
- ② Renovation of toilets in the Main Hall
- ③ Air-conditioning facilities

The Central Power Station will stop providing hot water to the campus. All buildings will be installed with individual air-conditioning facilities, starting with the Library, Hachiro Yuasa Memorial Museum, Global House, four existing dormitories and Alumni House in AY2020.

### 13. Promoting Wholesome Finances and Balancing the Budget

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

The Plan to Balance the Budget implemented as of 2014 as a framework for balancing the university education and research budget by AY2020, and the Board of Trustees budget interest from Fund investments and budget earmarked for facility-related expenditure) have been integrated for comprehensive management in AY2019. In AY2020 we will compile a budget founded on similar principles for wholesome finances in the mid- to long-term, by transferring the average return from the ICU Fund in the past decade to the school budget.

(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 and support for students who were victims of natural disasters in recent years. We will ask those who have not yet made a donation for small sums through the Friends of ICU. We will strengthen ties with alumni and other donors residing around the world and stay in touch with them through the Web. Introducing our incoming President in 2020 will be an opportunity to connect with alumni and students' parents at the open campus events scheduled in Nagoya, Osaka, and Fukuoka, in providing the latest information about the university and cultivating a mindset for donations.

We will start asking for specific-purpose donations based on the Facilities Maintenance Plan, with a comprehensive review of the budget for building, renovating and maintaining buildings such as the Main Hall, Science Hall, and the Diffendorfer Memorial Hall East Wing.