

International Christian University
Study and Evaluation Report
2016

INTERNATIONAL CHRISTIAN UNIVERSITY

Table of Contents

Introduction	1
1. Mission and Purpose	4
2. Education and Research Organization	12
3. Faculty and Faculty Organization	17
4. Educational Content, Methods and Outcome	
(1) Educational objectives, policy on degree award, curriculum design and implementation policy	27
(2) Curriculum and educational content	34
(3) Education methods	48
(4) Outcomes	59
5. Student Admissions	66
6. Student Support	81
7. Education and Research Environment	93
8. Social Cooperation and Contribution	103
9. Administration and Finance	
(1) Administration	107
(2) Finance	117
10. Internal Quality Assurance	125
Conclusion	133

Introduction

The International Christian University (ICU) was dedicated in 1953 to serve the God and humankind as its principle. Since then, the university has established an academic tradition of freedom and reverence based on Christian ideals and the Universal Declaration of Human Rights and strived to nurture human resources who can make practical contribution to peace and harmony for mankind around the world.

ICU's curriculum is formulated as something that embodies the university's principle and its basic structure has not changed much from the time of its dedication. From its inception, ICU claimed itself as "a university of tomorrow," which means "a university that is unfinished and lacks in everything (soon after its start)" (Document 0-1), and repeatedly carried out its own inspection and evaluation as well as reform of matters related to ICU's unique curriculum so as to make it closer to its ideal.

This spirit and culture of perpetual improvement and advancement signifies ICU's characteristics, and it established the Regulations Governing International Christian University Self-study in 1999 stipulating matters required for carrying out self-study and evaluation. In particular, it set forth to establish the University Self-study Committee presided by the Vice President for Academic Affairs and conduct self-study every seven years in principle. In 2001 and 2009, the university was evaluated by the Japan University Accreditation Association (JUAA) and obtained accreditation as it conformed to JUAA University Standards.

In the previous self-study and university evaluation in 2009, ICU's strengths of English Language Program, exchange programs that respond meticulously to students' diverse needs, faculty's and staff's support to students regarding course of study, ample grant-type scholarships for students and external evaluation of the university by scholars from overseas universities were commended. At the same time, JUAA suggested improvements to the ratio of current students to the quota in the Graduate School and pointed out a mistake in the description about the auditor's report. The subsequent initiatives and improvements regarding the former is described in Chapter 5. Student Admissions. The latter was corrected at a later date and currently it is described properly.

In the self-study report, ICU states, "while realizing a curriculum that leverages, to the maximum extent, the concept of 'Later Specialization,' which is a feature of liberal arts education, by switching to the major system, the issue is how we can ensure specialization in each major." And, the university tried to address this issue by "having each major provide a specialized and systematic path for studies in an easily understandable form and by establishing the Academic Planning Center and Major Advisors, in addition to the existing advisor system, to enhance advising."

The College of Liberal Arts switched to the major system in the academic year 2008 and the six

Introduction

divisions in one college was replaced by one division in one college (32 majors at that time and currently 31 majors). At the same time, the Graduate School shifted to one division (four majors) and added natural science to the doctoral course. Moreover, the university newly established a 5-Year Program for students to receive Bachelor of Arts and Master of Arts degrees in five years.

Verification of the major system in the College of Liberal Arts began in academic year 2012, after the first batch of students graduated under the system. Based on the improvement measures indicated in the self-study report, the Dean and Associate Dean of the College of Liberal Arts took initiatives, interviewed students and carried out questionnaire survey of faculty members, collected and analyzed various academic data to monitor how the students are studying and the result of the faculty member questionnaire survey was disclosed on the internal portal site in academic year 2013. The verification result will be discussed in 4. Educational Content, Methods and Outcome taking into consideration the result of alumni survey.

In the 2016 Self-study and Evaluation, ICU continued the work with focus on standards presented by the Japan University Accreditation Association as well as the study and evaluation items and also by taking into account the results of the past two Self-study and Evaluation. Its progress is as follows.

Preparatory Committee for University Evaluation and Appointment of the Committee Members

Members: Vice President for Academic Affairs, representatives of faculty members (one each from the fields of humanities, social sciences and natural sciences), Director of the University Secretariat, Director of the School Juridical Person Secretariat

The first meeting: Tuesday, September 15, 2015

The second meeting: Monday, October 5, 2015

The third meeting: Wednesday, October 14, 2015

The fourth meeting: Wednesday, November 25, 2015

The fifth meeting: Monday, November 30, 2015

Alumni Survey (Document 0-2)

Main purpose: To verify the major system by comparing the situation before and after the academic reforms

Period: From February 26 to April 4, 2016

Target: 4,050 people who graduated from the College of Liberal Arts in the period from 2008 to 2015 (graduates from the division system of four years and graduates from the major system of four years)

Respondents: 1,009 (501 on paper, 508 from the website)
(447 graduates from the division system and 560 graduates from the major system)

Response rate: About 24.9%

Languages used in the survey: Japanese, English

Introduction

University Self-study Committee

Members: Vice President for Academic Affairs, three members from the Faculty Members (one each from the fields of humanities, social sciences and natural sciences), two from the Graduate School Council Members, one from among the Research Institute, three members from among general staff members and two members commissioned by the President

(Advisory members: Graduate School Dean, Collage of Liberal Arts Dean, Director of the University Secretariat, Director of the School Juridical Person Secretariat)

The first meeting: Wednesday, February 3, 2016

The second meeting: Thursday, April 28, 2016

The third meeting: Wednesday, September 28, 2016

The fourth meeting: Friday, December 16, 2016

External evaluation

Based on a draft of the self-study report (as of October 6, 2016), an on-site survey was carried out on November 17, 2016 with two external assessors interviewing students and faculty members, and ICU received the evaluation in report form early in December (Document 0-3).

Documents indicating reasonable grounds

0-1 Kiyoko Takeda. *Mirai wo kirihiraku daigaku* (University that shapes the future). p.32

0-2 Alumni Survey 2016 Summary and Aggregate Results

0-3 External Evaluation Report 2016

1. Mission and Purpose

1. Explanation of Current Condition

(1) Are the mission and purpose of the university, college and Graduate School set appropriately?

<1> Entire university (integrating College of Liberal Arts and Graduate School)

ICU was founded in 1953, which was a period of deep reflection in the aftermath of the Second World War. The university was established with the aim of nurturing talented individuals who would help build a free and democratic Japan and contribute to the peaceful development of human society. It became the first College of Liberal Arts in the country.

As a university established cutting across national boundaries by Christians in Japan and North America, ICU holds as its mission and purpose (commitment) “the establishment of an academic tradition of freedom and reverence based on Christian ideals, and the education of individuals of conscience, internationally cultured and with a strong sense of citizenship in a democratic society.” This mission and purpose are stated thusly in ICU’s “Act of Endowment” (Document 1-1).

“This legally recognized body aims to establish a university, other schools as well as appurtenant research institutions in accordance with [Japan’s] Fundamental Laws on Education and School Education Act, based on the spirit of Christianity, conforming with the “Universal Declaration of Human Rights,” and with a foundation in international cooperation.”

Based on the above, ICU holds up the following Three Commitments. (Document 1-2)

- 1) **Academic Commitment (U):** ICU was founded with a mission to pursue truth, defend academic freedom and enrich inner freedom. It cultivates individuals who are able to build connections between fragments of knowledge, create a synthesis of ideas, and contribute to a broad exchange of information that transcends individual fields.
- 2) **Christian Commitment (C):** ICU’s commitment to a Christian philosophy enables us to explore and develop all dimensions of the human existence, including the religious.
- 3) **International Commitment (I):** At ICU, people from different nations and cultures live, study and work together, to form an international community. Our academic program reflects a variety of educational visions, with each individual encountering others from different backgrounds.

Article 1 of the Universal Declaration of Human Rights says “All human beings are born free and equal in dignity and rights” (Document 1-3). It means that the diverse culture, language, religion and values of each individual should be respected. In terms of university, it is the principle going beyond the differences in positions such as students and faculty members, nationality and gender, and it forms the

1. Mission and Purpose

shared foundation of ICU.

ICU was established as a university which must exist in Japan, where Christians are an extreme minority. Social minorities, regardless of their position, have no choice but to be aware of their existence at all times. Reflection on and the hesitation of being swept away by the general trend and the sensitivity to the rights that the majority have without noticing it form the soil for cultivating a critical mind indispensable in academic activities and foster sensibility to listen to those without voices who exist in the cracks of the society. For this reason, ICU continues to be a small-sized university. That is because it believes that it is a must for realizing thorough small-class education.

ICU has been practicing liberal arts education for almost 60 years to achieve these profound mission, purpose and commitment. Liberal arts education is the arts and sciences that liberate mankind and has a close and mutually beneficial relationship with the internationalization of a university. That is, through the encounters with new wisdom brought about by people and learning, and in the process of examining and verifying the wisdom, a person may even doubt his/her existence and will be freed from the values and world view that he/she held till then, and ultimately he/she will continue to remain so. This is the spirit of liberal arts that ICU carries through and the critical thinking it considers important. Liberal arts education places importance more than anything on dialogue for promoting mutual understanding and realization of self and strives to nurture critical thinking.

To embody this, ICU concretely puts into practice (1) basic academic education through language education program, (2) bilingual education in Japanese and English and (3) all-round education through all daily activities on campus.

Taking account the above, ICU sets forth the objective of the College of Liberal Arts and Graduate School as follows:

College of Liberal Arts: *The College of Liberal Arts holds as its mission the establishment of an academic tradition of freedom and reverence based on Christian ideals, and the education of individuals of conscience, internationally cultured and with a strong sense of citizenship in a democratic society.* (Document 1-4 University Regulations, article 1)

Graduate School of Liberal Arts: *In accordance with the aims and mission of the ICU, the Graduate School of Arts and Sciences aims to build on the foundation of general and specialized education laid at the undergraduate level and study and teach on both academic theory and practice; in order to shoulder work that demands a high degree of specialization, ...additionally, it is to make contributions to the development of culture.* (Document 1-5 ICU Graduate School Regulations Article 2)

1. Mission and Purpose

(2) Are the mission and purpose of the university, college and Graduate School made known to members of the university (faculty and staff as well as students) and made public to the society?

The mission and purpose of the university (college) and Graduate School are made widely public to the society and known to the members of the university on ICU's official website (previously mentioned Document 1-2). The Japanese College and University Portraits also displays it (Document 1-6). In addition to them, the prospectus for the college and Graduate School are prepared in accordance with the mission and purpose, and also states the Universal Declaration of Human Rights, which forms the foundation of ICU (Document 1-7, 8). The University Guide, which introduces the university to general public, covers ICU's philosophy and history and is available both as pamphlet and on the website together with the prospectus (Document 1-9).

ICU's mission and purpose are made known to the members of the university through the following measures.

<1> Entire university

1) ICU Archives & Special Collections

As part of the project to commemorate the 60th anniversary of ICU, the university opened the ICU Archives & Special Collections in the first floor of the International Christian University Library (hereinafter referred to as "the archives"). The archives own about 10,000 documents which are primarily the documents collected to compile the 50 year history and include photos and documents from the start of the university to the present. These documents are available for viewing also by those who are not related to the university as long as they go through the prescribed procedure, and a database for searching documents is also offered. It also has exhibitions on a regular basis in cooperation with the Hachiro Yuasa Memorial Museum (Document 1-10).

2) Signing of the Student Pledge and Faculty Pledge

At the Matriculation Ceremony held jointly by the college and Graduate School, all students sign the Student Pledge based on the Universal Declaration of Human Rights to start their activities at the university. Faculty members also take the Faculty Pledge based on the Universal Declaration of Human Rights at the orientation upon taking up the position.

3) Training of faculty and staff upon appointment

At the training of newly appointed staff, the Director of the University Secretariat gives orientation training on ICU's philosophy and organization and the University Minister does the same on the Christianity and hands over a bible to the appointees. Faculty members also receive booklets of the Universal Declaration of Human Rights and ICU's Christianity Principles by post, offering them an opportunity to learn about the mission through books.

4) University chapel services, Christianity Week

1. Mission and Purpose

The university chapel service is held once a week during Chapel Hour to listen to the messages from the University Ministers, faculty and staff, students of the college and Graduate School as well as guests from outside the university, and is the time for prayers. It offers a precious opportunity for all university members to meet. During the Christianity Week (C-Week) held in May every year, a committee led by the students holds various events related to the Christianity for the entire university under a special timetable. They include early-hour services and open house, in which the President and other faculty members who live on campus invite undergraduate and graduate students to their homes, offering opportunities for students and faculty and staff to have dialogues.

5) Formulation of the Mid-term Plan for Academic Year 2020

Taking the opportunity of the appointment of the current President (April 2012), ICU formulated the President's Vision for Education, based on which the Mid-term Plan for Academic Year 2020 (Document 1-11) was formulated in May 2014. The plan was explained directly by the President to all faculty and staff as an initiative to realize ICU's ideal and is also shared on the university's portal site.

<2> College of Liberal Arts

1) New Student Retreat

The College of Liberal Arts every year holds the New Student Retreat, a traditional event held since the start of ICU. It is an orientation event for all new students and is also an opportunity for them to interact with markedly international faculty members (International Commitment) and is an important event deeply related to the Three Commitments of ICU. The event takes place over one night and two days in May during which the University Ministers hold early service (Christian Commitment). Academic Program (Academic Commitment) is held on the first day. In academic year 2016, the faculty members held a panel discussion regarding "trusted global citizens" and the new students were divided into groups and held discussions by involving faculty members.

2) Education regarding ICU

Undergraduates take the Introduction to Christianity, which is the only course required of all ICU students, and learn the basic contents of the Christian belief. As part of the project commemorating the 60th anniversary, which was in 2015, the university in academic year 2013 added two courses regarding ICU titled History of Liberal Arts as General Education Course and Modern Japan and ICU as Specialized Course.

<3> Graduate School (see <1> Entire University)

(3) Is the suitability of the mission and purpose of the university, college and Graduate School being verified on a regular basis?

<1> Entire university (integrating College of Liberal Arts and Graduate School)

At ICU, the same system is used to verify the college and Graduate School and their verification system is described below.

1. Mission and Purpose

The Medium-term Plan targeting academic year 2020 mentioned earlier comprises 12 major items, which are based on International, Christian and Academic Commitments. The plan calls for strengthening of the system to select new students who have the potential and capacity to study at ICU, promoting education reform, giving substance to the Student Pledge and developing an environment desirable for liberal arts and has sufficient consistency with ICU's objective and mission.

The projected activities for each academic year are driven forward based on the project plan finalized by the Board of Trustees upon consultation with the Board of Councillors. Each division formulates goals based on the project plan and they are reflected in individual goals of staff members belonging to the respective divisions (described in the employee performance assessment sheet). The degree of achievement of the project plan is evaluated at the end of the academic year, and a report is prepared in accordance with the Private Schools Act. The report is then reviewed by the Board of Trustees and Board of Councillors and is published on the university's official website (Document 1-12).

Further, upon the 60th anniversary of ICU's dedication, the university examined and assessed its mission and purpose and decided the theme of the commemorative project. This was the outcome of 24 meetings of the 60th Anniversary Preparatory Committee and approved by the Board of Trustees as a prospectus (Documents 1-13 to 1-15). From the perspective of "To pursue this founding philosophy further, amidst the phenomenal changes occurring today, we must reconsider our priorities, carry out necessary reform, and establish a new vision (excerpted from ICU official website)," the project was positioned to once again confirm what kind of university ICU is and consider the next 60 years. With focus on 2013, which is the critical juncture of the 60th year from the dedication, the 60th Anniversary Project Secretariat held meetings every other week over five years from April 2011 (Document 1-16) with the following three pillars.

I. Academic Program

Under the theme of "dialogue," which is at the core of ICU's liberal arts education, further enhance the Academic Program.

II. Promoting the refurbishment of facilities and improvement of the campus environment

Aim to improve the natural environment of its expansive campus and educational facilities that are relevant for liberal arts education appropriate to the times.

III. Promotion of Advancement

Promote further exchange between the university and its stakeholders such as alumni and parents of students and fund-raising activities.

The contents and results of the projects are published on the university's official website (Document 1-17).

2. Study and Evaluation

1. Mission and Purpose

●Degree of fulfillment of Standard 1

ICU's mission and purpose have been appropriately made public as previously described and it has been verified as a project, thus fulfilling the standard.

(1) Matters that have been effective

<1> The 60th Anniversary Projects

In the 60th Anniversary Projects, Academic Program, which is one of the pillars of the projects, was carried out 58 times in total. They once again confirmed and further developed ICU's liberal arts, which has introduced the major system, through diverse dialogues with participants from various countries. There was a case where the dialogues between students and faculty and staff, triggered by an awareness of environmental issues, leading to a new initiative of ICU's aimed at realizing the sustainable campus (Documents 1-18 and 1-19).

The anniversary fund-raising, which supports education and research, collected about 2.3 billion yen in total, with the participation of more than 15% of alumni. Above all, the installation of artificial turf in the field, made possible by the cooperation between the university and the ICU Artificial Turf Promotion Committee formed by 11 ICU student sports clubs, and the fund-raising for the preservation of the cherry-tree-lined street, which spread widely thanks partly to the participation of young graduates, as well as the cooperation of the ICU Alumni Association, opened a new dimension of advancement activities. Moreover, the ICU Peace Bell Scholarships (also described in p.67 Standard 6 Student Support), as a project to carry on the tradition of the university that was built with donations, have been successfully continuing with the support of many including ICU graduates, producing more than 10 scholars every year. The above is posted on the anniversary project website as part of messages from the Chair of the Board of Trustees and the President in the report on completion of the projects (Document 1-20).

<2> Formulation of the Medium-term Plan

To further advance ICU's internationality, which is one of the university's commitments, based on the Medium-term Plan, ICU applied for and got adopted by the Top Global University Project by the Ministry of Education, Culture, Sports, Science and Technology (from 2014 to 2023) following the Go Global Japan Project by the ministry (from 2012 to 2016). The adoption by the projects enabled ICU to acquire subsidies for steadily driving forward achievement of its goals.

(2) Matters to be improved

<1> About 20% of ICU's full-time faculty members have changed in the past five years (Document 1-21). Given this situation, it is necessary to inculcate ICU's mission and purpose, which used to be spontaneously handed down from experienced faculty members, consciously to a certain extent now that it has been more than 60 years since its foundation. For this reason, ICU needs to rethink how to make them known and share them and further strengthen the efforts.

1. Mission and Purpose

3. Development Policy for the Future

(1) Matters that have been effective

<1><2> Common

ICU shall continue to implement anniversary projects at each turning point, and along with regularly carrying out verification of the mission, it shall steadily carry out the Medium-term Plan towards 2020 under the leadership of the President with the Top Global University Project at the core.

(2) Matters to be improved

<1> As for familiarizing the mission and purpose to the faculty, a new orientation program for new faculty members is being developed in cooperation with related faculty and staff so as to provide coherent training and support by comprehensively compiling the program details, which until now was split over multiple divisions. The Center for Teaching and Learning (CTL), which was established in April 2015 to comprehensively provide learning and teaching support, will serve as the main body implementing the program and will complete the development of the program in mid-2017 and will sequentially implement it.

4. Documents indicating reasonable grounds (●Required by Standard 1)

- 1-1 Act of Endowment, the International Christian University (Article 3, Regulations pg 51)
- 1-2 ICU official website “The Three Commitments of ICU”
<https://www.icu.ac.jp/about/commitment.html>
- 1-3 Universal Declaration of Human Rights Article 1 Japanese version
http://www.unic.or.jp/activities/humanrights/document/bill_of_rights/universal_declaration/
- 1-4 ●The ICU University Regulations (Regulations pg 201-)
- 1-5 ●The ICU Graduate School Regulations (Regulations pg 219-)
- 1-6 Japanese College and University Portraits (College of Liberal Arts, top page)
<http://up-j.shigaku.go.jp/school/category01/00000000260801000.html>
- 1-7 ●ICU College of Liberal Arts (2016 Prospectus)
- 1-8 ●ICU Graduate Program (2016 Prospectus)
- 1-9 ●ICU University Guide 2016 (General Prospectus)
- 1-10 Archives & Special Collections website (PDF)
- 1-11 Mid-term Plan for Academic Year 2020
- 1-12 ICU official website “Business Report”
https://www.icu.ac.jp/about/docs/jigyo_houkoku2015.pdf
- 1-13 ICU 60th Anniversary Preparatory Committee establishment (January 21, 2009 Board of Trustees meeting material)
- 1-14 ICU 60th Anniversary Commemoration Preparatory Committee Meeting Minutes (August 20, 2009)
- 1-15 ICU 60th Anniversary Project Prospectus

1. Mission and Purpose

- 1-16 ICU 60th Anniversary Project Secretariat Meeting Minutes (example) (93rd October 8, 2015)
- 1-17 ICU 60th Anniversary Project Report, Event Reports
<http://subsites.icu.ac.jp/anniv60/events/>
- 1-18 ICU 60th Anniversary Project Report “Environmental Studies Workshop” October 22, 2011
- 1-19 ICU official website “News”
(Examples of environmental initiatives: January 22, April 24 and May 20, 2013, December 18, 2015, April 28, 2016)
- 1-20 ICU 60th Anniversary Project Report, Message
<http://subsites.icu.ac.jp/anniv60/message/>
- 1-21 Trend in number of full-time faculty members

2. Education and Research Organization

1. Explanation of Current Condition

(1) Are the education and research organizations of the university such as the college and divisions, Graduate Schools, majors as well as the research institutes and centers attached to the university reflecting the mission and purpose appropriately?

ICU, since its dedication, has been offering not only humanities and social sciences but also natural science majors such as biology, physics and chemistry including experiments under its College of Liberal Arts as the first liberal arts university in Japan, under the single division system.

In 2008, in order to further lower the barriers between different fields, the university eliminated six divisions that existed in the College of Liberal Arts and consolidated them under the single division of Arts and Science. With this reform, the students become “intentional learners” after joining the college and choose their major after exploring the various options, thus making it an organization that can leverage the features of liberal arts to the maximum.

The Graduate School, which is placed above the College of Liberal Arts, also switched to one school from four in 2010 leveraging its interdisciplinary strengths. The natural sciences program, which earlier consisted of the Master’s course, was extended to include the Doctoral course. With these reforms, the university, while basing the course on specializations, established an educational and research environment that nurtures a comprehensive ability to identify and solve the various real life issues that exist beyond the boundaries of specializations.

In research field, eight research institutes and centers have been established (Documents 2-1, 2-2) across the university in accordance with Article 5 of the ICU University Regulations, which not only have full-time faculty members but also relevant researchers such as experts from outside the university and Graduate School students engaged in research activities. Further, though there is no natural sciences research institute established, active research comparable to research at other research institutes is carried out at the Science Hall, a teaching and research block which is the base for natural sciences.

Recently, other colleges professing liberal arts have started appearing in Japan, and the liberal arts philosophy which starts with “Artes Liberales” traditionally including the “quadrivium” the four subjects of mathematics, geometry, astronomy and music and it is essentially impossible to have a liberal arts education that does not include natural sciences. The educational and research organizations of the university, right from the beginning, have been continuing this traditional mainstream and modernizing it, and it can be considered as worthy of educational philosophy that ICU aims for. The faculty members who are in charge of liberal arts education not only need to maintain a broad view over other fields but also have had achieved sufficient academic specialty in their own respective fields. If a college of liberal

2. Education and Research Organization

arts is set up as a division at a large university with many divisions, faculty members providing specialized education are mostly allotted to different divisions. By contrast, at ICU, which introduced a single division system with the College of Liberal Arts, faculty members, who have accomplished specializations in their respective fields, all belong to one college of liberal arts and jointly provide education. In this point also the organization of ICU is suitable for executing the education and research held up as its purpose.

Further, a small group system is a must for studying liberal arts. Close relationship between faculty members and students and between students themselves within and outside the class room is suitable for education that encourages students' growth in all aspects of their personalities.

The college of liberal arts as a single undergraduate program within the university requires a considerably different method of operation from conventional Japanese universities that have allotted faculty members by planning classes in accordance with the student quota set for each specialized field. It means significantly greater freedom for the student in choosing a major, and at the same time it requires the students to have the independence to design what they will learn on their own and plan the courses they need to take. On the other hand, for the university, this system means that it has to build an organization which can flexibly respond to the changing interests and requirements of students, as it is not possible to determine in advance the number of students who would select a given major. As a result, the new system, which started with 31 majors in 2008, required capability of quickly integrating, abolishing and renaming courses in response to the needs of the students and the changing times. Currently, there has been no change to the number of majors, which stays at 31, but their names and inner structures have changed.

Regarding the allotment of faculty members also, the established norm now is for the department, which is the main body of handling majors, to request the President for the faculty member quota required for the most optimum curriculum operation at that point of time. When there is a vacancy in faculty quota due to the retirement of an existing faculty member, etc., the President would not automatically fill the position with a faculty member in the same field, but reallocate it to a field requiring it depending on the changes in the situation.

Education and research at the Graduate School is also constituted broadly while maintaining the interdisciplinary nature of the college. Students studying in collaboration with overseas programs are unique to ICU especially in peace studies, which is the university's strength. These students contribute significantly by directly conveying the scientific and social movements abroad to the university members.

(2) Is the suitability of the education and research organizations being verified on a regular basis?

From academic year 2012, the year in which the academic reform was completed, ICU began verifying

2. Education and Research Organization

the existing department system and established the Committee for the Review of Meeting Bodies under the Faculty Council. The committee submitted a report in October 2012 following a questionnaire survey of faculty members, discussions at each department and holding of forums (Document 2-3). As a result, a recommendation to integrate the departments into a medium size was approved and following negotiations throughout academic year 2013, 16 departments were integrated in a phased manner into eight departments in academic year 2015.

AY2008 to AY2012: 16 departments

AY2013: 13 departments

AY2014: 11 departments

AY2015: 8 departments

This verification process is still continuing and making progress today.

On the Graduate School level, organizational reform was discussed at the Graduate School Reform Committee Meetings that were held from April to October 2008 (Document 2-4). First of all, it aimed to improve the rate of fulfilling the student quota and also to formulate curriculum that enables cross-field course selection, establish common subjects that form the foundation of research and improve operation method through standardization of guidance method and decision-making process. The reform proposal to integrate four Graduate Schools into one from 2010 was approved by the Graduate School Council in November 2008 (Document 2-5). Together with the integration, the contents of admission selection was also standardized, and the rate of fulfilling the student quota has been improved, making it an organization that is desirable as a Graduate School linking from the undergraduate course (see Standard 5 Student Admission).

2. Study and Evaluation

●Degree of fulfillment of Standard 2

The education and research organization of ICU is appropriate in light of its mission and purpose. (There is room for further improvement, but there is also a common understanding of the current situation and the direction of improvement, and improvement is currently underway.)

(1) Matters that have been effective

<1> As ICU switched from the division system, in which the number of faculty members was fixed for each division, to the department system, in which the number of faculty members is fixed for the entire department, hiring of faculty members is now being considered from a university-wide perspective. A request for allotting faculty members is now considered from the perspective of optimal allotment of faculty members to fields that the university will require in the future rather than appointing a successor to that specific field, making it a matter where the President can demonstrate leadership. When requesting for allotment of a faculty member, the department is required to clarify the future view, the number of students expected to take the course which the faculty member will teach and the language in which the course will be taught. Based on the data, the President flexibly considers it in line with the

2. Education and Research Organization

university's original mission and the issues it faces, obtains approval of the Senate and counsel from the Faculty Council, which operates the Faculty Meeting, and then presents it to the Faculty Meeting.

(2) Matters to be improved

<1>

Some departments are too small as a faculty member organization and they sometimes face difficulties in personnel changes of full-time faculty members and election of various committee members. It was proposed to convert such departments to appropriate sizes and as described earlier it resulted in eight departments from 16 departments. However, there still remain departments where the number of basic members are 10 or fewer and these departments will be further integrated with other departments.

Departments are the smallest unit that is responsible for a major but cross-field type ID majors (the interdisciplinary [ID] majors such as Asian Studies, Development Studies and Peace Studies) including environment, regional studies and gender, which cannot be absorbed by a specific department, are not included in the departments. Operation of such majors have not been fully established and this needs to be improved.

As for the Graduate School, faculty member affiliation to each major is done to a certain extent but there is some inconsistency with the undergraduate department structure. Upon modification of the undergraduate department organization, meetings on the college and Graduate School sometimes overlap, and it should be kept in mind to create one-to-one correspondence between the two structures.

<2> The research institutes and centers have varying history and background of establishment and their operation regulations remain inconsistent. The Research Institute Directors Meeting continues to discuss the qualification, duty and treatment of research fellows and research institute assistants stipulated for the entire university by the supervising regulations of individual regulations, as a new common understanding across the university is being sought from the perspectives not only of execution of daily operations but also of nurturing of future research fellows.

3. Development Policy for the Future

(1) Matters that have been effective

<1> In response to the university-wide goals such as increasing the number of courses taught in English that are also listed in the Top Global University Project, the President allot faculty members appropriately from the overall perspective.

(2) Matters to be improved

<1> To realize reorganization of departments that is consistent with Graduate School and department operation including ID majors, the Committee on the Intruduction of the School System was established under the President as a Faculty Council special committee in March 2016 and it submitted a report in September 2016 (Document 2-6). As of October 2016, the Faculty Council continues to deliberate on the

2. Education and Research Organization

report. The policy regarding the organization system will be formulated within academic year 2016.

<2> Standardization of regulations and operation policy of research institutions will progress within academic year 2016 and facilitate information sharing among the research institutes. With these, acquisition of external funds and joint research with other institutes will be devised.

4. Documents indicating reasonable grounds

- 2-1 (Previously mentioned Document 1-4) The ICU University Regulations
- 2-2 ICU official website “Education and Research Organizational Chart”
http://www.icu.ac.jp/about/docs/Organization_Academics.pdf
- 2-3 Committee for the Review of Meeting Bodies Final Report
- 2-4 Graduate School Reform Committee Meeting Minutes (April 15, 2008)
- 2-5 Graduate School Reform Committee Meeting Minutes (October 14, 2008) and Graduate School Reform Proposal
- 2-6 Committee on the Introduction of the School System Final Report

3. Faculty and Faculty Organization

1. Explanation of Current Condition

(1) Are the ideal image of faculty and faculty organization formulation policy clearly set forth?

<1> Entire university (integrating College of Liberal Arts and Graduate School)

The ideal image of faculty that ICU seeks is clearly stipulated in the Bylaws of the Act of Endowment Article 9 as “shall be a Christian” (Document 3-1) as well as in the Regulations Re Appointments of Academic Staff Members of the International Christian University Article 3 as “Christian believers who have a deep understanding of the purposes and programs of ICU, who have a positive conviction concerning the realization of these purposes and programs.” It is accepted to make exceptions as necessary, but in such exceptions also it is stipulated that faculty shall “be rated high in both learning and educational experience, understand Christian ideals and ICU’s educational purpose and have a positive conviction concerning supporting them” (Document 3-2).

Upon appointment of faculty, the university in light of the Three Commitments of ICU seeks the candidates to have the three qualities of “excellent educational research capability,” “internationality” and “understanding and realization of Christianity.” The candidates describe in detail their own views regarding these three points, with respect to “liberal arts education,” “appropriate balance between education and research” and “contribution to ICU as a Christian” in the application documents they submit, which will be disclosed at a Faculty Meeting.

While the faculty organization formulation policy is not stipulated as regulations, the faculty organization of ICU, which has a single division for its college and one division for the Graduate School, consists of the division as its base and there is no independent faculty organization for the Graduate School, which is the feature of ICU. Based on the faculty organization described above, the Dean of College of Liberal Arts takes responsibility regarding undergraduate education, the Dean of Graduate School the education and research at the graduate school, and the Vice President for Academic Affairs supervises the personnel affairs and overall education and research.

The College of Liberal Arts has in place the Faculty Meeting and Faculty Council based on the Regulations of the Faculty Meeting, and the Graduate School has the Graduate School Council based on the Regulations of the Graduate School Council to share information regarding operation of education and research and deliberate the matters for resolution by the President (Documents 3-3, 3-4).

The description below, as a rule, is common for the College of Liberal Arts and the Graduate School.

(2) Is there a developed faculty organization that is appropriate for the curricula for the Liberal Arts College and Graduate School divisions, etc.?

<1> Entire university (integrating College of Liberal Arts and Graduate School)

The missions and future visions drafted by each major serve as the base for developing the faculty organization. They are specified as a “curriculum tree” by the department, which bundles the majors. The tree shows the compulsory foundation courses and specialized courses for the field of specialization as well as the classification with elective courses other than those, faculty members in charge and course

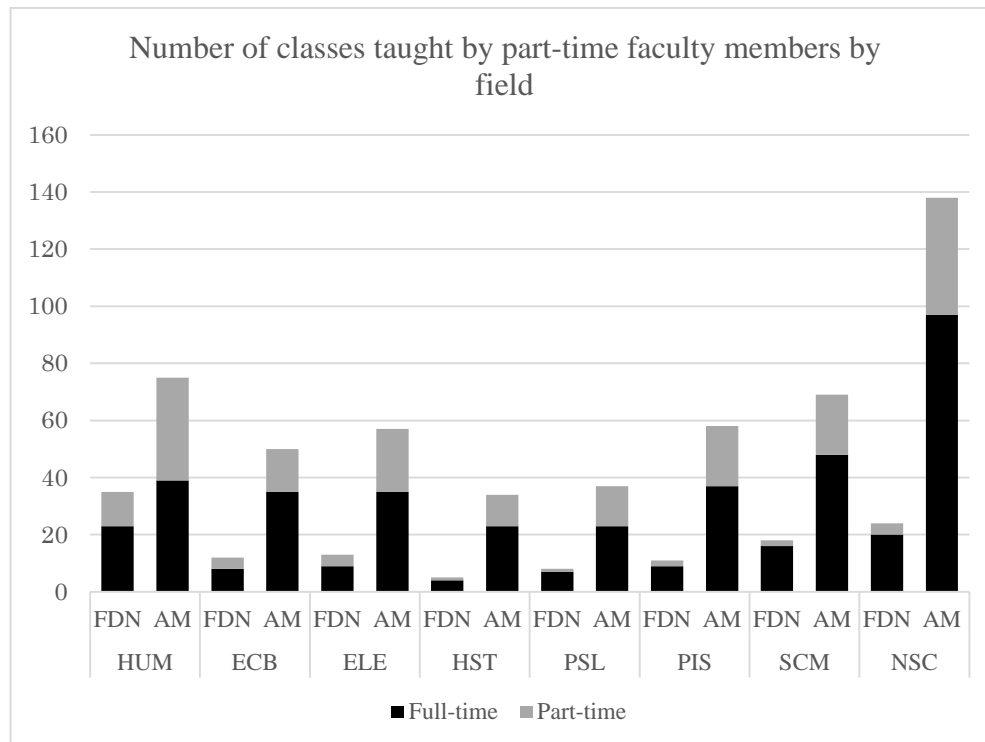
3. Faculty and Faculty Organization

schedule (Document 3-5). The Curricular Committee decides the building of curricula for the College of Liberal Arts and the Graduate School Programs Committees and the Graduate School Doctoral Committee for the Graduate School (Documents 3-6, 3-7, 3-8).

Full-time faculty members are appointed in a process that starts with the Department Chair submitting “the request for a Faculty position” to the President. This is a document that clearly states its necessity from the curriculum perspective, a list of the courses to be taught by the faculty member, the number of students who take the courses and the language in which the courses are taught. The President consults with the Faculty Council on whether or not to approve the request and makes the decision on the position. Consequently, the faculty member will be well aware of the courses to teach and duties expected of him/her at the university upon taking up the post, enabling the person to work on education and research with ample preparation and enthusiasm.

ICU has been imparting liberal arts education for a long time and all the full-time faculty members, as a rule, teach courses on all levels. Each of general education courses for all levels, foundation courses and specialized courses for each field as well as graduate school courses, if the person is appointed to teach courses for the Graduate School, are distributed evenly to the faculty and there is no faculty member who teaches specialized courses alone or general education courses or foundation courses alone.

Of these courses, it is desirable that full-time faculty members teach general education courses and foundation courses as much as possible, though there are cases where the university has to rely on part-time faculty members depending on the field and faculty distribution. The below is the number of the foundation courses (FDN) and specialized courses (AM) taught by part-time faculty members by field.



FDN: foundation courses

AM: specialized courses

As of May 1, 2016

HUM: Department of Humanities

ECB: Department of Economics and Business

3. Faculty and Faculty Organization

HST: Department of History

PSL: Department of Psychology and Linguistics

PIS: Department of Politics and International Studies

SMC: Department of Society, Culture and Media

NSC: Department of Natural Sciences

In particular, when requesting a part-time faculty member to teach a foundation course, the full-time faculty member requesting the part-time faculty member has to provide sufficient guidance to the member regarding the purpose of the course and issues and its positioning within the curriculum. Its implementation and achievement is verified using the result of the Teaching Effectiveness Survey, and the Department Chair or Dean of College of Liberal Arts may provide appropriate guidance if there are any issues.

<(Limited to Master's and Doctoral courses)>

Faculty members, who teach the courses under the Graduate School and serve as thesis advisors, will have to obtain approval by getting their credentials examined by the Graduate School Council. ICU's full-time faculty members, other than lecturers of language courses, undergo the examination of credentials at the time of appointment on the premise that the member would definitely teach up to Master's courses, and almost all have a doctorate (100 out of 105 faculty members as of September 2016). The Graduate School Council authorizes the qualification of doctoral course research advisors in accordance with the Regulations Governing Graduate School Faculty Member Authorization (Document 3-9).

(3) Are recruitment, appointment and promotion of faculty members carried out appropriately?

<1> Entire university (integrating College of Liberal Arts and Graduate School)

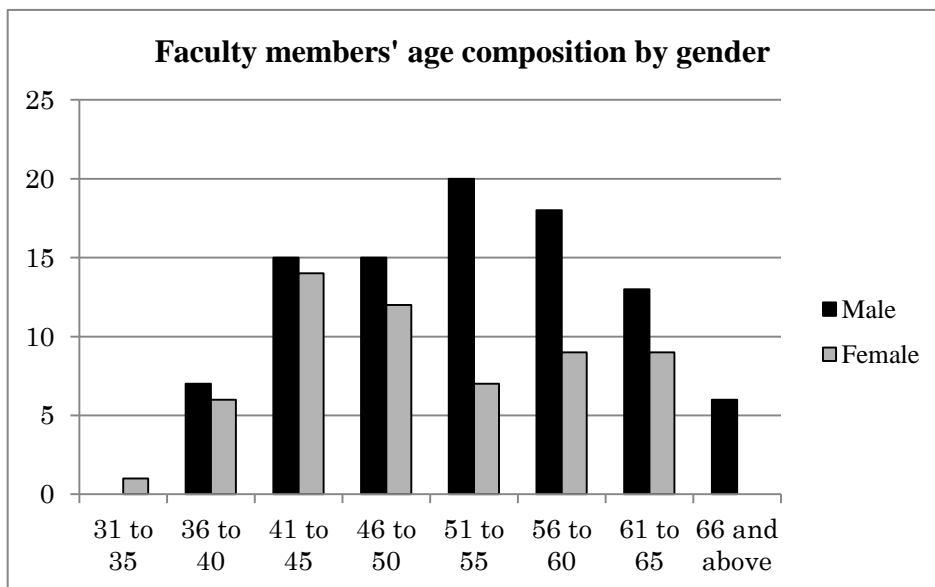
Full-time faculty members, as a rule, are recruited internationally. There are some very exceptional cases that are not done in open recruitment, and in such cases the reason for the recruitment should be clearly stated in the report of confirmation of the new Faculty position. When a request for new Faculty position attached with detailed conditions described in the preceding paragraphs is approved, the Vice President for Academic Affairs first of all establishes the Candidacy Committee. The committee consists of five members: a faculty member and the Department Chair requesting the new faculty position, one faculty member who specializes in a related field and two faculty members who specialize in totally unrelated fields. This is a structure stipulated to promote nurturing of knowledge cutting across various fields of liberal arts education. The composition of the committee is not made public and the deliberation process through the determination of the final candidate is implemented independently also from the department.

The information of open recruitment is posted not only on ICU's official website and JREC-IN, a career support portal website for researchers operated by the Japan Science and Technology Agency, but also on the open recruitment lists of related and specialized academic society meetings overseas. The Candidacy Committee prepares a shortlist from the applicants, selects the final candidate by holding open class for students and interviews and reports it to the President. The President requests the final

3. Faculty and Faculty Organization

confirmation to the Vice President for Academic Affairs, Dean of College of Liberal Arts, Dean of Graduate School and Director of Religious Center and consults with the Faculty Council regarding the candidate who was confirmed to have no issues. The Faculty Council examines the candidate's compatibility with the appointment conditions, specialized academic qualification and quality as a faculty member. Subsequently, it is deliberated by a Faculty Meeting and only those holding a position equal to or above the said faculty position in question vote. On receiving the above results, the President recommends the candidate to the Board of Trustees (Document 3-10).

The faculty members who have been hired through such process have shown diversity that is significantly greater than the levels at other universities in terms of both internationality and gender since its foundation. As of May 2016, 54 of 152 faculty members are foreign nationals, 58 are Japanese nationals who earned degrees at universities overseas and 29 Japanese faculty members studied outside Japan for one year or longer in total, for a combined total of 141 faculty members (92.8%). There are 59 female faculty members (38.8%). As the graph below indicates, there is no major deviation in terms of gender and age compositions. As far as the university continues international recruitment for years to come, not only internationality but also appointment of female faculty members would become similar to the levels overseas, which is more or less natural. Almost all of Professors, Senior Associate Professors, Associate Professors and Assistant Professors who compose ICU's Faculty Meeting have received the final degree (doctorate). While ICU faculty members' retirement age is 65, in 2014 it established a system to continue employing the faculty members as professors till 70 by special appointment (Document 3-11).



As of May 1, 2016

The Bylaws regarding the Appointment of Professors, Senior Associate Professors, Associate Professors and Instructors stipulates qualifications for promotion (Document 3-10, Article 3, p.2250). The minimum number of years of experience desirable for faculty members to become Professor or Senior Associate Professor is stipulated, but ICU changed its job classification system in 2015, in which

3. Faculty and Faculty Organization

“Senior Associate Professors” and “Associate Professors” in the previous system became “Associate Professors” and “Assistant Professors” respectively under the new system, and the minimum number of years of experience for appointment to the respective positions have also been slightly adjusted.

The Department Chair recommends the promotion to the Dean of College of Liberal Arts, but the system was revised in the academic year 2008 to enable the faculty member who seeks the promotion also to make the request him/herself. The Dean of College of Liberal Arts reports the submitted promotion recommendation to the Vice President for Academic Affairs and decides the candidates taking into account fairness, transparency and the balance between various fields of ICU. The candidates are discussed by the Faculty Council, after which the Faculty Meeting votes on them for approval. The President, upon receiving the result of the voting, recommends the candidates to the Board of Trustees.

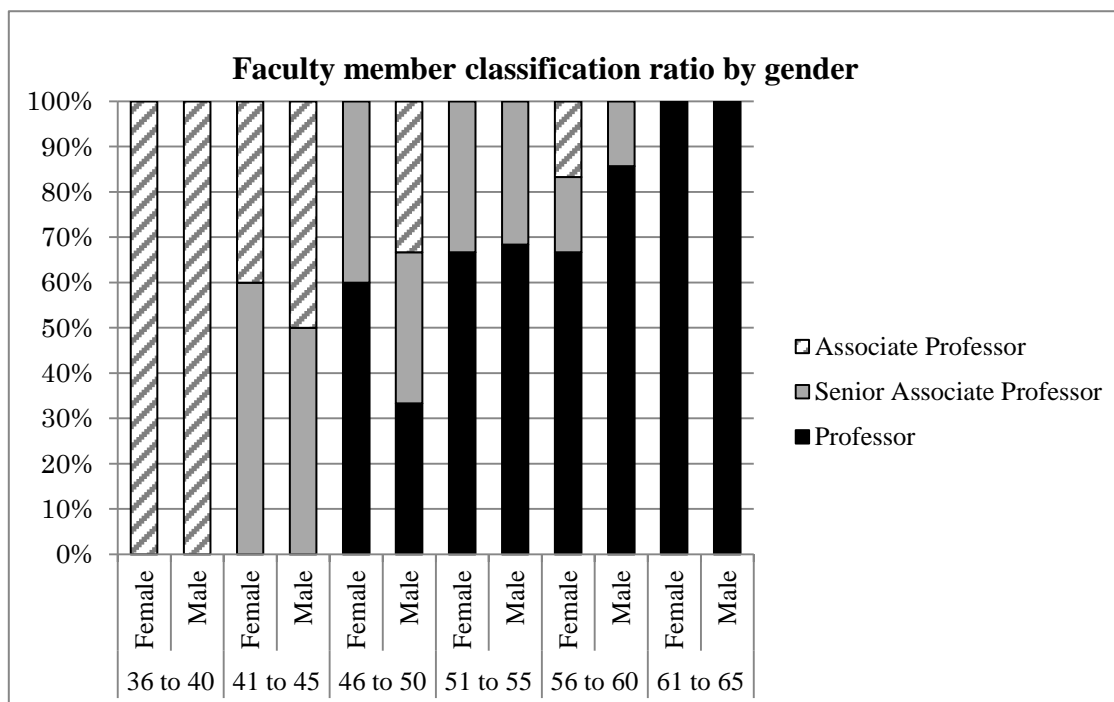
Assessment is carried out regarding the qualifications for each position stipulated in the regulations regarding appointment as well as the following matters.

- 1) Contributions in education
- 2) Achievements in research
- 3) Contribution to ICU, academic society and society

The assessment document has description from the aspects of both quality and quantity and a review of the years at ICU is attached along with self-assessment. ICU began operation of the new job classification system in the academic year 2015 and the system introduced the new tenure track of “Assistant Professor” system. This is a university-wide system, to be described later, that assesses the three fields of education, research and social contributions by score. The assessment document is prepared by utilizing the Researchers Information System showing contributions and achievements of the full-time faculty member. ICU makes available the researcher information widely to the society through the Internet (Document 3-12).

It could be said that ICU’s faculty member promotion has no significant imbalance by gender as the graph below shows, although some imbalance is seen (the graph excludes one male lecturer, one male assistant professor and five male professors by special appointment for the purpose of simplification).

3. Faculty and Faculty Organization



As of May 2016

(4) Are measures being taken to improve quality of faculty members?

<1> Entire university (integrating College of Liberal Arts and Graduate School)

In the academic year 2015, ICU started the tenure track system and the first Assistant Professor was appointed under the system in the fall of the same year. The system at ICU, rather than selecting the best person from multiple candidates through competitive testing, first appoints the most excellent candidate through a careful selection process and continuously nurture the person to be a faculty member worthy of ICU.

To achieve this goal, ICU compared the systems overseas and created a handbook in Japanese and English for Assistant Professors to be appointed on the tenure track at ICU. The handbook describes in detail the aim of the system, the timing of appointment and review, and the mentor system and faculty portfolio used in review as well as the process of the interim and final assessment, documents to be submitted and assessment standards (Document 3-13).

In nurturing of faculty members, ICU focuses, more than anything, on clearly indicating the quality required of ICU's faculty members and sharing of the goal to be achieved. In assessment, the university especially respects fairness that is not affected by race, nationality or gender, transparency of expected contents, improvement with constructive opinions and securement of growth opportunities, and it also stipulates the rule for an Assistant Professor to file an objection to a given assessment.

In addition to the qualitative assessment implemented so far, ICU introduced a quantitative assessment method to the assessment standards. The quantitative assessment had the three pillars described earlier of research, education and social contributions and specifies the common minimum score to be met for the entire university as well as additional points specifically for respective fields depending on the department. ICU made efforts of quantification based on the university-wide general understanding and

3. Faculty and Faculty Organization

the faculty member assessment of the university is made even more objective and transparent.

Among these, we describe the contributions within and outside the university in this section. This includes the two aspects of participation as a university member in various operations required for operating the university and social contribution outside the university. Internal operations of the university include tasks of various committees and student life, activities targeting high school students preparing for entrance examination and duties in the entrance examination and events held by the university. Social contributions include academic and specialized activities outside the university such as duties at various organizations, giving advice to the administration and government agencies and operations of academic societies, especially by clearly indicating the position as an ICU faculty member.

As part of university-wide faculty development (FD) at ICU, the university holds the “faculty retreat” every March led by Vice President for Academic Affairs and participated by all faculty members. It, in principle, is a training for all university-wide educational staff every year and is a traditional event that dates back to 1954, a year from the foundation of the university (at that time, it was called the “Faculty Meeting Retreat”). In recent years, the scope of participants has been widened to General Staff and is serving as a self-assessment opportunity for faculty and staff to think together about university-wide issues. It is an opportunity to have focused discussions on a specific subject every year, and it has been deliberating the grasping of the actual condition of the department system and its improvement proposals from a university-wide perspective continuously since the academic year 2013 (March 2014). In the academic year 2016, it is scheduled to discuss the simultaneous reorganization of faculty organization and curriculum (Document 3-14). The Faculty Meeting of ICU held every month is a valuable opportunity where all faculty members meet and FD seminars are held several times a year before the start of Faculty Meetings. Since the academic year 2012, not only academic affairs but also management such as financial status of the university and faculty member assessment system introduced at other universities have been taken up as themes of the Faculty Retreat and the seminars held before the Faculty Meetings (Document 3-15).

The faculty member portfolio was introduced along with the start of the new tenure system. In addition to basic information such as the academic and professional careers of faculty members at the time of appointment, the portfolio includes conditions described in the requested faculty position at the time of open recruitment, record of performance from the perspectives of the three pillars of research, education and contributions within and outside the university following the appointment and comments from the faculty member. The Department Chair, Mentor and Dean of College of Liberal Arts enters assessment comments in line with their respective authority in the portfolio, which is then submitted to the Vice President for Academic Affairs, who has the final responsibility for faculty personnel appointment.

To support nurturing of newly appointed faculty members, ICU revived the mentor system in the academic year 2015. The system was once introduced before 2008 but became inactive as it failed to get a matured common understanding among faculty members. The university introduced it this time by ensuring its awareness among the staff. Mentors are chosen from Full-Professors who have long experience at ICU and they are appointed from a department other than the one the faculty member

3. Faculty and Faculty Organization

belongs to in order to build broad personal relationships within the university. Mentors are positioned as a supporter who stands close to the faculty member rather than as a neutral assessor, and offers materials for positive judgment to the Department Chair and Dean of College of Liberal Arts when it is necessary.

2. Study and Evaluation

●Degree of fulfillment of Standard 3

Based on the above explanation of the current situation, ICU clearly sets forth the ideal image of faculty and formulates faculty organization reflecting the basic concept. Moreover, the appointment, promotion and initiatives to improve quality of faculty members are appropriate and satisfy the standards.

(1) Matters that have been effective

<1> The ratios of faculty members with degrees obtained outside Japan and female faculty members are sufficiently high as a result of ICU appointing all faculty members through international open recruitment (as of May 1, 2016, 92.8% and 38.8%, respectively; Document 3-16). The number of faculty members with foreign nationality accounts for a third of all faculty members, and faculty members with Japanese nationality are also appointed through the process of international open recruitment, which is significant from the perspective of international competency.

(2) Matters to be improved

<1> As the faculty members who were hired before the introduction of the tenure track system do not have mentors, they need sufficient mentoring at the appointment such as advising, which the university is particularly focusing on to guide students. To further ensure implementation of this mentoring, the university should make improvement to assign a mentor to all newly appointed faculty members irrespective of their classifications as of the appointment.

<2> The current new faculty member orientation covers this function to a certain extent, but it is held during the busy schedule soon after the appointment and is obviously insufficient as a response to the issues that occur successively. First of all, the university should verify the content of the orientation and limit clerical information to the minimum by moving them to documents or the internal website to make the orientation an opportunity for communicating ideals of education and research at ICU in the original sense by going further than simple explanations of current situation.

<3> While ICU has established university-wide qualitative and quantitative evaluation standards for faculty members on the tenure track, a similar system needs to be introduced also for other faculty members, in other words, Associate Professors (Senior Associate Professors) and Professors, who make up the majority of the Faculty Meeting members. ICU has originally been implementing strict assessment for promotion of faculty members primarily by the Faculty Council, but it has been limited to qualitative assessment and does not apply a system that objectively indicates the faculty member's performance and contributions academically and socially by converting them into figures. In addition, there is no opportunity to perform qualitative assessment of Full-Professors once they are appointed.

3. Faculty and Faculty Organization

3. Development Policy for the Future

(1) Matters that have been effective

<1> ICU will continue with international open recruitment especially associated with International Commitment, one of ICU's three commitments. Moreover, in order to further raise the international profile of the university, especially to achieve the university-wide goal of increasing the number of courses conducted in English by academic year 2023, ICU will steadily hire staff who can conduct classes in English.

(2) Matters to be improved

<1> As far as the university attaches importance to the role of mentors, it is required to further enhance the mentor system, though there are very few cases that serve as reference in Japan. The enhancement of the mentor system is included in the Top Global University Project, in which ICU is also a participant, so the university should search a format that is more suitable to ICU by inspecting systems overseas in particular by utilizing the Project. As a first step, the university decided to allot a mentor to existing faculty members who have been appointed recently based on their request and the allotment was completed in October 2016.

<2> The Center for Teaching and Learning was newly established as the central function for enhancing orientation for faculty members (Document 3-17). While it is a faculty member support organization that is common at universities overseas, at ICU it is a support organization for both faculty members and students and it plays a role in future faculty member nurturing, actualization of the mentor system and enhancement of TA system. In the academic year 2016, the university officials visited Global Liberal Arts Alliance (GLAA), an association of liberal arts universities around the world, of which ICU is a member, to observe overseas cases. The university plans to implement the orientation based on the new format from the academic year 2017 (Document 3-18).

<3> ICU will start working on grasping the current situation in order to consider methods to assess faculty member activities. In particular, the new faculty member data system, introduced in the academic year 2016 to start operating in the fall of the academic year 2017, is expected to enable the university to sort out items that could not have been grasped as data until now. The university will sort out the current situation by using that data as the base and consider appropriate assessment and its reflection in treatment of educational staff regarding education, research and the operation of university.

4. Documents indicating reasonable grounds (●Required by Standard 3)

- 3-1 ●Bylaws of the Act of Endowment
- 3-2 ●Regulations Re Appointments of Academic Staff Members of the International Christian University (Regulations p.2201)
- 3-3 ●Regulations of the Faculty Meeting (Regulations pp.431-434)
- 3-4 ●Regulations of the Graduate School Council (Regulations pp.475-478)
- 3-5 Curriculum Tree
- 3-6 ●Curricular Committee Regulations (Regulations pp.461-463)

3. Faculty and Faculty Organization

- 3-7 ●Regulations of the Graduate School Program Committees (Regulations pp.479-481)
- 3-8 ●Regulations of the Graduate School Doctoral Committee (Regulations pp.483-485)
- 3-9 ●Regulations Governing Graduate School Faculty Member Authorization (Regulations pp.397-400)
- 3-10 ●Bylaws regarding the Appointment of Professors, Senior Associate Professors, Associate Professors and Instructors (Regulations pp.2249-2255)
- 3-11 ●ICU Regulations on Hiring *Tokunin Kyōju* (Professors by Special Appointment) (Regulations pp.2211-2212)
- 3-12 ●International Christian University official website Researchers Information System (research achievements of full-time faculty members) <https://www.icu.ac.jp/research/ris/>
- 3-13 Tenure Track Handbook for Assistant Professors
- 3-14 Academic Year 2016 Faculty Retreat Proposal: Simultaneous Reorganization of Faculty Organization and Education Program
- 3-15 FD (Management) Retreat/Seminar Cases Since Academic Year 2012
- 3-16 Ratios of Faculty Members with Degrees Obtained Outside Japan and Female Faculty Members
- 3-17 Regulations of the Center for Teaching and Learning (Regulations pp.683-686)
- 3-18 Design and Implementation of a New Faculty Development Program for Liberal Arts Education

4. Educational Content, Methods and Outcome

(1) Educational objectives, policy on degree award, curriculum design and implementation policy

1. Explanation of Current Condition

(1) Is the policy on degree award specified based on educational objectives?

<1> Entire university

(See the paragraphs under College of Liberal Arts and Graduate School).

<2> College of Liberal Arts

The policy on degree award (diploma policy) is stipulated as follows at the College of Liberal Arts (Document 4-1-1).

ICU aims to nurture capable human resources who serve God and humankind by acquiring the education and responsibilities as global citizens who build peace, based on Christian ideals and the Universal Declaration of Human Rights. In order to realize that goal, ICU holds up the three commitments of Academic Commitment, Christian Commitment, and International Commitment, and will confer a degree to those who complete the specified course that goes beyond humanities and science to broader fields and have acquired the following skills:

1. The ability to consolidate the foundation for learning and independently make plans as a spontaneous learner, while learning creatively
2. The ability to handle languages so as to be able to converse with people of the world by learning in both Japanese and English
3. The ability to identify and solve problems based on critical thinking with respect to self and others
4. The ability to integrate diverse knowledge going beyond humanities and sciences and utilize them practically
5. The ability to explain based on effective descriptive and communication skills

<3> Graduate School

The Master's and Doctoral course program of Arts and Sciences School (Arts and Sciences program) currently stipulates its diploma policy to nurture human resources that have both high specialization as well as an interdisciplinary and multidisciplinary perspective by assigning one program for one school; will train human resources possessing the research skills needed to pursue a career as a self-reliant researcher in a research field of study or in some other advanced profession requiring a particularly high level of expertise, while providing the requisite foundation of in-depth knowledge. This is stated in the Admissions Handbook (Document 4-1-2 p. 2) as well as the Promotion and Mutual Aid Corporation for Private Schools of Japan "Japanese College and University Portraits" (Document 4-1-3 [previously mentioned as 1-6]). Nevertheless, this objective is for training of human resources. Therefore, it is

4. Educational Content, Methods and Outcome (1) Educational objectives, policy on degree award, curriculum design and implementation policy

necessary to redefine this within academic year 2016 in accordance with the revision to the Enforcement Regulations for the School Education Act so that it is suitable as the graduate certification and diploma policy and then announce it afresh. The new proposal was approved by the Senate on March 16, 2017 and preparations are underway to publish it on ICU's website on April 1 (Document 4-1-4).

(2) Is the curriculum design and implementation policy specified based on educational objectives?

<1> Entire university

(See the paragraphs under College of Liberal Arts and Graduate School).

<2> College of Liberal Arts

The policy on curriculum design and implementation policy (curriculum policy) is stipulated as follows at the College of Liberal Arts (Document 4-1-1).

Based on its objectives and mission, ICU's curriculum cultivates the skills outlined in its diploma policy.

ICU believes in "later specialization," a feature of liberal arts education which allows students more time to study a variety of subjects before deciding on a major. Students choose courses, many offered in small classes, according to their individual needs with appropriate advising from faculty. The curriculum consists of college-wide and specialized courses.

College-wide courses are for language study, general education courses and physical education. Based on our policy of bilingualism, students take language courses in their freshman and sophomore year (English for those who join the college in April and Japanese for those who join in September). In addition to language proficiency, these courses provide training in academic skills such as thesis writing and discussion to enhance competence in critical thinking and communication.

World Languages courses provide instruction in languages other than Japanese and English. They provide students with the opportunity to explore unfamiliar cultures and thinking in order to nurture a broad perspective. General education courses, studied over a period of four years, form the core of liberal arts curriculum: the humanities, the social sciences and the natural sciences. By experiencing the essence of various academic fields, students are able to choose their major. In addition, the courses offer opportunities to locate the chosen field and theme from multiple perspectives, thus playing the key role of liberal arts education. Physical education cultivates students' holistic growth by helping them enhance their physical, mental and moral well-being. These college-wide courses enable students to come in contact with the world of diverse knowledge and develop broad perspective and flexible thinking.

Having built a firm academic foundation with their general education courses, students narrow down their interests by choosing a major from the humanities, social sciences and natural sciences by the end of their sophomore year. Intermediate and advanced courses offer a deep-learning experience through seminars and experiments in small classes. Students can choose from interdisciplinary majors, as well as single, double and major/minor arrangements, which allow them to explore several different fields at the same time. Seniors use the three

4. Educational Content, Methods and Outcome (1) Educational objectives, policy on degree award, curriculum design and implementation policy

terms of their last year in the College to work on senior thesis research as the final summary of their studies by organically integrating knowledge accumulated through their learning in diverse academic fields. In this process, the students learn to disseminate intellectual outcome by converging the knowledge and thinking ability acquired over the four years into a specific theme and compiling that into the senior thesis.

<3> Graduate School

Currently, there is no curriculum policy set for the Graduate School and the university will formulate it within the academic year 2016. The new proposal was approved by the Senate on March 16, 2017 and preparations are underway to publish it on ICU's website on April 1 (Document 4-1-4).

(3) Are the educational objectives, policy on degree award, and curriculum design and implementation policy made known to members of the university (faculty and staff as well as students) and made public to the society?

<1> Entire university

(See the paragraphs under College of Liberal Arts and Graduate School).

<2> College of Liberal Arts

These are made known to the members of the university through ICU's official website (Document 4-1-1), the University Guide (for the general public) (Document 4-1-5 [previously mentioned as 1-9]), and the Japanese College and University Portraits (Document 4-1-6 [previously mentioned as 1-6]) and are also made available to the public. The fundamental rules on graduation requirements are stipulated in Article 27 (Regulations pp. 204-205) of the University Regulations (Document 4-1-7 [previously mentioned as 1-4]) and the subject categories, required and elective subjects as well as credits required for each category for obtaining the degree are described in the Graduation Requirements booklet (Document 4-1-8) distributed at the time of joining, the Student Handbook (Document 4-1-9) distributed every year to the students, as well as in the ehandbook (Document 4-1-10 pp. 7-10) of the university portal site.

<3> Graduate School

As described earlier, the information is made known to the members of the university and made public to the society through the admission requirements in the Graduate School's official website and the Japanese College and University Portraits. Once the diploma policy is reviewed and the curriculum policy is set, the university is planning to publish it in a much easily noticeable place on the Graduate School website. The degree requirements for the Master's course and the Doctoral course are stipulated in the Graduate School Regulations (Articles 38, 39, 40, Regulations pp. 226-227) and specified (Document 4-1-11 [previously mentioned as 1-5]). This is published in the ICU: The Bulletin of the Graduate School, distributed every year to the students (Document 4-1-12 pp.1-2) and the school portal site (Document 4-1-13).

(4) Are the appropriateness of the educational objectives, policy on degree award, and curriculum design and implementation policy being verified regularly?

<1> Entire university

(See the paragraphs under College of Liberal Arts and Graduate School)

<2> College of Liberal Arts

Besides holding the departmental meeting once every month at departments, which are responsible for majors, serving as the starting point for curriculum design of specialized fields, the college also holds regular meetings of the General Education Committee, which handles general education, the Language Education Committee, which discusses the English, Japanese and World Language courses. The Dean of College of Liberal Arts invites the representatives to the Curricular Committee, an entity that deliberates the college-wide curriculum collaborations, which assesses the entire curriculum every month (Document 4-1-14 [previously mentioned as 3-6]). Also, the matters discussed at the Curricular Committee are reported at the Faculty Council, which steers (Operations Committee) the Faculty Meeting, and plays the role of the verification function regarding the curriculum design and implementation.

Further, as this verification is done from the side of the students, the college also regularly carries out graduation survey, student learning awareness survey and alumnus survey.

<3> Graduate School

The Curriculum Design Policy of the Graduate School is confirmed regularly at the Doctoral Program Committee and the Graduate School Council and the school strives to maintain and operate an optimum program. Also, to have students verify the policy, the school has started a Graduate School Graduation Survey starting with the graduates of March 2015.

2. Study and Evaluation

●Degree of fulfillment of Standard 4 (1)

ICU is working hard on the Graduate School's diploma policy and curriculum policy in line with the legislative amendments, while the policies are established for the College of Liberal Arts. The medium is slightly different for the College and the Graduate School, but these are basically listed in an easy-to-understand format, taking into account the usability factor, on the university's official website, etc. to deepen the understanding of the students, faculty and staff, students taking exams, high school students, and people involved in education.

Also, the appropriateness of these design policies is verified at the Faculty Retreat and departmental meeting and subsequently these are verified by the Dean of College of Liberal Arts, the Dean of Graduate School and the Vice President for Academic Affairs. Based on these two points, it could be said that the above criteria is being met on the whole.

(1) Matters that have been effective

<1> The University Guide and the official website of the university explains the above three policies in both Japanese and English, in line with ICU's bilingual philosophy. The official website of the university

4. Educational Content, Methods and Outcome (1) Educational objectives, policy on degree award, curriculum design and implementation policy

is prepared from the perspective of the members of the university and is smartphone-compatible. Its ease-of-use helped it rank sixth in the nation-wide survey of university website usability for smartphone for 2015-2016, conducted by Nikkei BP Consulting, Inc. (Document 4-1-15).

The Japanese College and University Portraits has been acclaimed for the contents created from the students' perspective. The Nihon Keizai Shimbun, in an article dated September 9, 2015, made special mention of the features of the website contents, stating, "It is written in a style that speaks to the high school students about the features of the university's education" (Document 4-1-16). ICU was chosen as one of the "private universities that can devise expression" in an article entitled the "University where you want to study rather than just can enter: one year of operation of public information search website; towards solving mismatch; multiple comparison and smartphone compatibility issues".

<2> In the Exit Survey (Document 4-1-17) and Student Engagement Survey (Document 4-1-18) of the College of Liberal Arts held every year, the high student satisfaction level and the self-awareness regarding enhanced abilities are the unique features.

In particular, the alumni survey carried out in academic year 2015 focused on examining the major system introduced in 2008 to further enhance the effectiveness of the university's philosophy from the perspective of interdisciplinary education.

As a result, for the question of whether the university offers education in accordance with the diploma policy, "Do you think ICU's education is suitable to acquire the following abilities?" it got a low 58% combining only "strongly agree" and "agree" for skills to use knowledge in practical situations, but in the other 10 questions it averaged a high score of 85.6% on the whole (with the highest score of 95.90% in "ability to independently plan as a spontaneous learner).

On the other hand, in terms of self-awareness regarding enhanced abilities, ICU's rating is remarkable compared to other universities in critical thinking (examine closely without just accepting matters because it is customary or because some said it) aimed by liberal arts and a thinking based on global vision such as "(I) came to reserve value judgment and became able to think why it happened," "tolerance related to religion increased," "awareness increased about bearing household responsibilities regardless of gender," "awareness increased regarding gender equality in society," and "awareness increased regarding global problems such as environmental and poverty-related issues" (Document 4-1-19 [previously mentioned as 0-2]).

(2) Matters to be improved

<1> It is necessary to revise the Graduate School's diploma policy from the currently defined aim of development of human resources to something which is worthy of the "policy regarding graduate certification." Moreover, as the Graduate School currently lacks a curriculum policy, the university will newly formulate the policy and they will be appropriately made public.

3. Development Policy for the Future

(1) Matters that have been effective

<1> The official website of the university is being renovated, aiming for a 2018 launch. The website will

4. Educational Content, Methods and Outcome (1) Educational objectives, policy on degree award, curriculum design and implementation policy

ensure further improvement in value of ICU by thoroughly disseminating important information such as its policy and in a way that is easy for high school students and applicants to understand.

<2> As for the student survey that is indispensable for assessing the policies of the College of Liberal Arts, the Center for Teaching and Learning and the IR Office together will closely inspect the survey items of the various ongoing surveys and carry out detailed analysis of the cross-tabulation in collaboration with from academic year 2017 onwards. For the Graduate School also, the revision of questions, etc. in the recently started graduation survey shall be made if necessary in collaboration with the Center for Teaching and Learning.

(2) Matters to be improved

<1> The review of the drafting and announcement of the diploma policy and the curriculum policy of the Graduate School was proposed and approved by the Senate on October 17, 2016 and was approved at the university-wide Faculty Meeting in November. Subsequently, under the responsibility of the Dean of Graduate School, the Graduate School Council worked on it, and as described earlier, it was approved at the Senate meeting on March 16, 2017. Further, the admission policy and the three policies will be clearly published on an easily locatable place on the official website. These will be completed by the revision date of April 1, 2017 (Document 4-1-20).

4. Documents indicating reasonable grounds

- 4-1-1 ICU Official Website (College of Liberal Arts) Policies
<https://www.icu.ac.jp/academics/undergraduate/>
- 4-1-2 ICU Graduate School AY2016 Admissions Handbook (Diploma Policy p.2) (Graduate School)
- 4-1-3 Japanese College and University Portraits (Graduate School top page)
<http://up-j.shigaku.go.jp/department/category01/00000000260801009.html>
- 4-1-4 ICU Graduate School three policy proposals (materials for the Senate meeting held on March 16, 2017)
- 4-1-5 (Previously mentioned as 1-9) ICU University Guide 2016 (General Prospectus) p.6 Three policies of College of Liberal Arts
- 4-1-6 (Previously mentioned as 1-6) Japanese College and University Portraits (College of Liberal Arts top page)
<http://up-j.shigaku.go.jp/school/category01/00000000260801000.html>
- 4-1-7 (Previously mentioned as 1-4) The ICU University Regulations
- 4-1-8 ●Graduation Requirements booklet (a. those joining in April, b. those joining in September)
- 4-1-9 Student Handbook extract (Graduation Requirements)
- 4-1-10 ●College of Liberal Arts Guide to Academic Matters ehandbook
- 4-1-11 (Previously mentioned as 1-5) Graduate School Regulations of ICU
- 4-1-12 ●ICU: The Bulletin of the Graduate School 2016-2017
- 4-1-13 Graduate School graduation requirements in the university portal site
- 4-1-14 Curricular Committee Regulations (Regulations pp.461-463)
- 4-1-15 Nation-wide survey of university website usability for smartphone for 2015-2016, conducted

4. Educational Content, Methods and Outcome (1) Educational objectives, policy on degree award, curriculum design and implementation policy

by Nikkei BP Consulting, Inc.

- 4-1-16 Evaluation of Japanese College and University Portraits mentioned in the Nihon Keizai Shimbun article dated September 9, 2015
- 4-1-17 Exit Survey (over the years) satisfaction level p.1, enhancement of abilities pp.9-16
- 4-1-18 Student Engagement Survey (over the years) enhancement of abilities pp. 5-6
- 4-1-19 (previously mentioned as 0-2) Alumni Survey 2016 Summary and Aggregate Results p. 6 Q1, p.16 Q25
- 4-1-20 Formulation and publishing of the three policies (material for Senate meeting of October 17, 2016)

4. Educational Content, Methods and Outcome

(2) Curriculum and educational content

1. Explanation of Current Condition

(1) Are the courses established in an appropriate manner, and the curriculum in a systematic manner, based on the curriculum design and implementation policy?

<1> Entire university

ICU appropriately establishes the courses and formulates the curriculum in a systematic manner in accordance with the educational philosophy as well as educational purpose stipulated by the ICU University Regulations and Graduate School Regulations (Documents 4-2-1 [previously mentioned as 1-4] Article 1, 4-2-2 [previously mentioned as 1-5] Article 2). Currently the university offers a total of 1,284 courses -- 1,013 undergraduate courses and 271 graduate courses.

ICU sets forth course rules for the various courses offered in the undergraduate and graduate programs, which include the course number, title, course summary, course status (course type such as general education course, foundation course, etc.), the fundamental language used to teach the course (Japanese, English, other language), the fundamental term in which the course is offered (Spring, Autumn, Winter, etc.), the academic year in which the course is offered (annually, biennially, etc.), co-listing (co-listing courses: courses offered by other majors that can be counted as the credits of a course offered in the student's own major), etc. The course rules are verified and revised every year, which is a feature of ICU, to offer more appropriate courses to contribute to the improvement of the students' systematic learning. Moreover, course offerings (the course time tables) are also changed along with the changes in course rules (Document 4-2-3). For undergraduate courses, these changes are decided by the Curricular Committee after discussions by the General Education Committee and each major. At the Graduate School, they are decided by the Graduate School Council following deliberations by the Graduate School Program Committees, etc.

Of the courses being established, 1,473 courses were actually offered in one year of the academic year 2015. When the courses that were offered multiple times in the academic year are counted as one, 881 courses (742 undergraduate courses* and 139 graduate courses) were offered, which is quite diverse for a university of its size. (*Excluding language as well as health and physical education courses.)

At the same time, the courses are offered with a limited number of faculty members, especially with 446 courses (43.7%) out of all the undergraduate courses (excluding language course) being taught by part-time faculty members (including teaching together with full-time faculty members).

At ICU, it is possible, as a rule, for all undergraduate students to take all types of courses during their whole period of enrollment. Each and every students make a selection individually and at his or her own will and the university introduced the course number system (numbering system) at its inception to enable them to appropriately decide which courses to take. A course number denotes the sequential nature of the course and its position in the curriculum system and is given to all courses. They consist of alphabetic characters (three letters for undergraduate and four for graduate) and three numbers. The alphabets denote the course classification and the numbers denote the level of specialty of each course.

4. Educational Content, Methods and Outcome (2) Curriculum and educational content

The numbers 100 to 199 are given to foundation courses of a major and the introductory courses for World Languages of college-wide courses, with the level of specialty increasing as the number moves on to the 200s and 300s. Further, the numbers 400s to 600s are assigned to graduate courses (Documents 4-2-4, 4-2-5). Students learn the positioning of the course based on the course number and formulate the study plan accordingly. The course summary describes the requirements for taking the course and persons targeted by the course, and serves as a guide when selecting courses. The fundamental language used to teach the course is selected from English, Japanese or other languages (Documents 4-2-6, 4-2-7).

<2> College of Liberal Arts

The 136 credits required for graduation consist of college-wide interdisciplinary courses and specialized courses. The college-wide interdisciplinary courses are made up of language courses (the English for Liberal Arts [ELA] Program and Japanese Language Program [JLP]), general education courses and health and physical education courses, and specialized courses are classified into foundation courses, area major courses, electives and senior thesis.

◆Systematic assignment of courses with a sequential nature

Students select his or her own major after learning various fields after joining the college, and when they select a major, a student needs to fulfill the major selection requirements (Document 4-2-8). While the college-wide number of credits necessary for graduation is established, there are no graduation requirements such as compulsory courses for each major other than these credit requirements. To assist students to systematically study specialized courses in their respective majors under such circumstances, ICU has been enhancing major website (Document 4-2-9). In addition, each major establishes curriculum trees for respective courses and presents models as a guide for the students (Document 4-2-10 [previously mentioned as 3-5]). ICU also assigns Major Advisors, specialized in advising on learning contents for each major, who provides consultation service to students regarding curriculum and course selection and supports systematic learning by students.

<3> Graduate School (Document 4-2-11 [previously mentioned as 4-1-12])

The courses of Master's Course are divided into school-wide interdisciplinary courses, program foundation courses, specialization courses and research courses, and students are required to take necessary numbers of courses and credits from each category. The school-wide interdisciplinary courses are aimed at learning language skills, analytical ability and research planning ability that are necessary for studying at a graduate school. Regarding the program foundation courses and specialization courses, students can take courses across the four majors, making it a highly flexible curriculum for carrying out interdisciplinary education and research. This flexibility enables the offering of cross-field learning programs requiring education and research from the interdisciplinary perspective such as the Peace Studies Program of the Public Policy and Social Research Program. Further, the Graduate School offers appropriate courses and systematically designs its courses, for example, the Education and Psychology Program sets courses that strongly recommend taking courses from the program specialization courses, while Comparative Culture Program and Natural Sciences Program establish compulsory courses in

4. Educational Content, Methods and Outcome (2) Curriculum and educational content

program foundation courses.

In the Doctoral Course, the Graduate School offers the Advanced Research (three courses for six credits) by research advisors for the students to receive specialized instructions regarding research methods and contents. These courses were given credits upon reorganization into Graduate School of Arts and Sciences. In the first year, the students take the Advanced Research taught by research advisors and receive specialized instructions regarding research methods and contents. In the second year, the students acquire the Doctoral Candidacy and in the third year they write a Doctoral Dissertation, which is reviewed by an Evaluation Committee, and are conferred the degree.

ICU is not a university for training students to become teachers, but it is a graduate school that advocates liberal arts education and it continues to aim to nurture superior teachers with its lofty ideals and a group of enhanced courses and guidance system. It prepares “specialized courses for the teaching profession” as well as “specialized courses regarding subjects” for students who wish to acquire specialized license for each subject and have the students understand and enjoy high-level liberal arts learning that cannot be nurtured in just class rooms, or in other words experience and enjoy academic learning and the width and depth of specialized learning, and emphasizes on nurturing of strengths in the specialized field that enables them to demonstrate the future development of the subject they would teach.

<5-year Program for Bachelor of Arts and Master of Arts Degree>

In 2011, ICU established the 5-year Program, in which a student can acquire a master’s degree in one year at the Graduate School (Master’s Course) after gaining a Bachelor of Arts from the college in four years. The program is aimed at nurturing human resources who can demonstrate international leadership in response to the demands of the modern international society which is based on a mature knowledge foundation. It awards outstanding undergraduate students a high level degree early on to give them diverse career options after graduation.

The 5-year Program lets students in the fourth year of the college to take courses offered by the Graduate School and receive guidance from research advisors regarding thesis. After joining the Graduate School, the students prepare a master’s thesis side by side with taking graduate school courses and gain the master’s degree in one year. ICU has a system that allows the undergraduate students in the third year and above to take graduate school courses in the 400s even before the establishment of the 5-year Program and the credits from these courses are accepted for graduation requirements. The 5-year Program was realized against this background of the clear sequential nature of these courses and the linkage between undergraduate and graduate school. For this reason, the program allows the students to complete the prescribed Master’s course in one year, or half of the usual time required, as they start taking the graduate courses from their fourth year and work on the master’s thesis at the same time as they join the Master’s course by further deepening their works on their respective compulsory undergraduate theses.

(2) Is the university offering education content appropriate for each curriculum based on curriculum design and implementation policy?

4. Educational Content, Methods and Outcome (2) Curriculum and educational content

<1> Entire university

With its Christian Commitment, ICU establishes courses and offers programs that embody the founding philosophy through Christianity to assist personality development of students.

Introduction to Christianity, which is a general education course and the only university-wide compulsory course, is a unique opportunity for all undergraduate students to come in contact with Christianity. It is offered in Japanese and English every term and it is a course that links learning and Christian philosophy.

The activities conducted by the Religious Center are listed below. Participation in these programs are not compulsory but they are aimed at profoundly conveying the Christian philosophy, which is the base of ICU, by offering opportunities to come in contact with Christianity in daily campus life.

- A) University chapel services
- B) Christianity Week
- C) Work camps

In addition, the center organizes small-sized student retreats, small lecture meetings and group discussions.

<2> College of Liberal Arts

In the curriculum design for undergraduates, the courses are offered based on the following categories.

General education courses (Document 4-2-12)

ICU's general education courses are not an introduction to specialization, an overview course or a beginner's course but are aimed at nurturing flexible critical and creative thinking in students that enables them to always grasp the essence of issues from a comprehensive perspective by an interdisciplinary study of the field. They, therefore, are traditionally considered to be important courses in which students come in contact with the essential part of liberal arts, and the students take the courses through their four years at the college. The general education courses are categorized into the three fields of "Humanities," "Social Sciences" and "Natural Sciences" and they are roughly divided into Area I, which is based on traditional values of liberal arts, and Area II, in which courses are more interdisciplinary and advanced. Students are required to take one course (three credits) or more each from 3 fields and it is a graduation requirement to earn a total of 21 credits including the credits of the Introduction to Christianity, which is compulsory for all students.

ICU's general education courses, the essence of its liberal arts education, are taught by full-time faculty members, as a rule, and aimed at conveying the soul of learning to students soon after joining the university and also for students who are not specializing in the field of the course. Moreover, although the courses can enroll up to 150 students, they attach importance to dialogue between the faculty member and students even if it is a class with a large number of students and the students are encouraged to actively participate in the class. Many of general education courses are scheduled to avoid the same time slots as the language courses, which are compulsory for the first-year students, to make it easier for them to attend.

4. Educational Content, Methods and Outcome (2) Curriculum and educational content

Language courses (Documents 4-2-13, 4-2-14)

Ever since its foundation, ICU has been carrying out bilingual education with both Japanese and English as its official languages. It is a graduation requirement and compulsory that students joining the college in April to earn 25 credits in English for Liberal Arts [ELA] Program, while those joining in September should get 35 credits in Japanese Language Program [JLP]. Both are intensive language programs aimed at enabling the students to take university-level courses in both English and Japanese. In the ELA Program, students receive comprehensive training on listening, speaking, reading and writing with academic topics set as the theme. They not only acquire academic language skills for conducting research and writing papers in English but also thoroughly master critical thinking, which enables them to carefully and logically analyze given information from multiple viewpoints without taking it at face value. Thereby, the students will proceed with learning with language skills, academic techniques and ability to think, which are required for learning at a university and the program supports students' smooth transition from higher secondary education to higher education. Likewise, JLP is also designed so that the students acquire the ability that form the foundation of learning at a university rather than mere language acquisition.

Health and physical education courses (Document 4-2-15)

ICU's health and physical education courses not only maintain and enhance students' mental and physical health as part of the liberal arts education but also are aimed at nurturing human resources who can widely contribute to the society. Students need to take lecture courses (two courses for two credits) and practical courses (six courses for two credits) as a requirement for graduation. Students learn knowledge regarding the human body in lecture courses and understand the mechanism of their own body and exercises through practice of physical activities in practical courses to grow holistically with a good balance of physical, mental and moral wellbeing.

Specialized courses

The specialized courses consist of foundation courses, area major courses and senior thesis offered by 31 majors. Students choose a major not when they join the college but at the end of their second year. Some majors have certain requirements such as taking designated courses that include score requirement by the time of selecting the major and students are required to take these courses systematically. After selecting a major, the mechanism also allows students to take courses offered by other majors, a feature that enables an environment in which students can realize interdisciplinary learning (Document 4-2-16). If a student takes a specialized course offered by a major other than his or hers, the course can be included in the graduation requirement as an elective course.

In addition to Japanese and English, which are the foundation of bilingual liberal arts education, ICU offers World Language courses (Chinese, Korean, Arabic, Indonesian, French, German, Spanish, Russian and Italian). The basic combination for each course is six class periods and four credits and students learn not only the language but also the culture and thought behind respective languages (Document 4-2-17).

Moreover, the university offers courses in which students learn through Service Learning, and some

4. Educational Content, Methods and Outcome (2) Curriculum and educational content

courses award credits for experience at government agencies and NGOs in Japan and abroad.

In order to sum up the learning, ICU makes senior thesis compulsory for entire college. In the final year, the students work on senior thesis to put together a thesis, on a theme he or she has set forth, over the course of the year, under the guidance of a full-time faculty member (thesis advisor (Document 4-2-18)).

Specialized courses for teacher certification program

ICU's teacher certification program positions the Principles of Teacher Education, Curriculum and Instruction, Guidance to Teaching Practice and Seminar for Teaching Professions at its core curriculum, offering a program that is unique to ICU. It aims to nurture important qualities as a teacher with high moral values and problem-solving, ready-to-teach capability in the students. At the same time, it is making a great effort to nurture teachers who are global citizens rooted in liberal arts education (Documents 4-2-19, 4-2-20).

The types of certifications students can obtain in this program are as follows.

Junior High School First Type Teaching Certificate	Japanese, Social Studies, Mathematics, Natural Sciences, Foreign Languages (English), Religion
Senior High School First Type Teaching Certificate	Japanese, Geography and History, Civics, Mathematics, Natural Sciences, Information, Foreign Languages (English), Religion

In addition, ICU plans to establish the International Baccalaureate (IB) teacher certification program to further enhance its teacher certificate program. According to a questionnaire survey of students taking the teacher certificate program, about 90% of students were interested in acquiring the qualification for an IB teacher and answered that they would like to take the IB teacher certification program if it becomes available (Document 4-2-21). As IB aims to nurture people with an international perspective and it is connected at a fundamental level with ICU's philosophy to "nurture trustworthy global citizens," the university has set up a preparatory committee to start nurturing IB teachers and plans to start offering the course in April 2018. Further, ICU offers the Japanese language teacher training program along with the teacher training program, so it also plans to nurture IB teachers in Japanese language education and enable to acquire the certificates in the 5-year Program for Bachelor of Arts and Master of Art's Degree.

Specialized courses for the curatorial training program

The features and aim of ICU's curatorial training program are the nurturing of human resources who have a wide range of curatorial and academic knowledge, the language skills that support internationality and high practical competency.

Also, the compulsory course of Museum Practice uses the museum on the campus, which is unique to ICU, and the curators, who are full-time faculty members of ICU, give the students more specialized and practical practice (Document 4-2-22).

Courses taught in English

One of the features of ICU is the bilingual education, in which it offers all courses, other than Japanese and English language courses, in both Japanese and English. For this reason, students who

4. Educational Content, Methods and Outcome (2) Curriculum and educational content

joined the college in April are required to acquire nine credits or more, as the credits required for graduation, in courses taught in English. Conversely, students who joined the college in September need to earn nine credits or more in courses taught in Japanese.

On the other hand, the ratio of courses taught in English is limited to 16.6% for the College of Liberal Arts and 28.2% for Graduate School and 18.3% in total in academic year 2015 (however, the figures exclude the courses that use both Japanese and English such as English teaching materials even though the language used to teach the course is not English. If these are included, the ratio is about 27% for the university as a whole.) (Document 4-2-23) 30.9% of the College of Liberal Arts students wrote the compulsory senior thesis in English in 2015.

Enhancing the courses taught in English has been a challenge faced by ICU for long time, and taking advantage of the university's selection for the Top Global University Project, it decided to aim to achieve a 40% ratio across the university for courses taught in English by 2023 and the ratio of senior thesis written in English to 45% of total. ICU decided to implement concrete measures to increase the number of courses taught in English in order to increase challenging opportunities to learn their specialization in English for students whose mother tongue is Japanese, while holding fast to specialization education in Japanese as a Japanese university, and also to increase the options of courses relevant for the language skills of the students who understand learning content better in courses taught in English.

<Offering of education content catering to internationalization>

Diverse programs for studying abroad corresponding to the learning objectives

All overseas study programs at ICU are verified by the Committee on International Programs, which is an advisory committee to the Vice President for Academic Affairs, and are selected strictly to enable dispatch of students reflecting the objectives and contents.

The most significant strength of ICU's Study English Abroad Programs and Study Abroad Programs is that they are positioned to supplement and further deepen learning of liberal arts and students are required to earn credits in the programs (Document 4-2-24).

This requires the students to have a clear objective for studying abroad. For this reason, ICU has a meticulous advising structure consisting of those who have studied abroad, faculty members who have acquired a degree or done research abroad and departments led by the International Office. In particular, it holds briefings by students who studied abroad, disclose database of questionnaire survey results after returning from studying abroad including the lists of courses the students took overseas and interviews with academic advisors (faculty members).

Moreover, ICU's curriculum allows the students to acquire learning skills that are valid in classes of regular courses at colleges overseas. Students get familiarized with learning methods such as the writing, reading and presentation skills in ELA and discussions, debates and group works in specialized course classes from their first year with ICU. The students from overseas are entitled to take all classes offered at ICU, creating some sort of an international society where foreign students study in same classrooms and stay on same dorms with local students.

The students who thus studied overseas are to transfer the credits they earned overseas after returning to ICU, which is a requirement for applying for an exchange program. The average number of credits

4. Educational Content, Methods and Outcome (2) Curriculum and educational content

transferred by the students who came back from exchange program is about 23, which accounts for about 17% of the overall credits required for graduation. ICU sent 130 students in exchange programs to colleges and universities overseas in the academic year 2016-2017 and about 20% of students in one grade have experience studying abroad mainly for three terms.

Ever since its foundation, ICU has been playing the role of a bridge that binds Japan and the world while being in Japan. In recognition of ICU's initiatives regarding its mission of internationalization, the university was chosen for the Go Global Japan Project in academic year 2012 and the Top Global University Project in 2014 by the Ministry of Education, Culture, Sports, Science and Technology (Document 4-2-25). Through these global projects, ICU has been striving to enhance the short-term summer study abroad program, a step towards long-term overseas study. As a result, 62.1% of ICU students gain overseas study experience by the time they graduate in academic year 2015 (Document 4-2-26). The university will continue to further strengthen its globalization including development of programs tailored to diverse students.

Service-Learning (Document 4-2-27)

Unlike regular voluntary works, Service-Learning is an educational program for students to experience social service without compensation for a certain period, in which they convert what they had learned as knowledge into experience and learn live knowledge from what they experienced. For this reason, the university has created a curriculum featuring thorough learning before and after the program and the students in the program visit the fields in and outside Japan and work together with local residents and students from various backgrounds. In particular, the international Service-Learning at partner universities and institutions mainly in Asia nurture awareness in the participating students regarding qualities required in human resources who are successful in the international society. It also has been established as an educational program that would lead to studying abroad.

<3> Graduate School

The Master's course has set school-wide interdisciplinary courses, which are compulsory for all students. These courses are not only positioned as courses indispensable for nurturing human resources who will play leading roles in Japan and abroad but also creates an environment where students with varying majors interact and carry out interdisciplinary research. Writing for Researchers, a course in which graduate students learn the research publication requirements of their chosen disciplines, is offered in both English and Japanese, while Computing for Researchers is offered for students to learn basic elements and acquire data analysis skills necessary for preparing research papers. Academic English and Writing for Researchers are offered so that students will acquire capability of debate, research presentation and basics for preparing papers. These courses, which are graduate school courses unique to the liberal arts field, are designed so that the students would acquire comprehensive linguistic performance through the course works.

In the Doctoral course, the school offers Advanced Research I, II and III every term so that the students can take them in their first year and also take them without trouble when they start the courses in spring or autumn. Research advisors guide students through the Advanced Research courses so that

4. Educational Content, Methods and Outcome (2) Curriculum and educational content

they would decide and deepen their respective research themes and the students are required to prepare and submit annual study reports based on the research activities for the year. To acquire Doctor of Philosophy, student has to first gain the Doctoral Candidacy, submit a Study Plan for the Doctoral Dissertation, Final Draft of a Doctoral Dissertation and Doctoral Dissertation & Abstract and receive approval in review. Research advisors, therefore, confirm the progress of research and thesis preparation status in each step through the submission of the dissertation and give advice to help the students pursue their research independently.

To acquire the Doctoral Candidacy, a student generally has to be studying in the course for one year or longer and clear the Doctoral Candidacy Examination after scoring a certain level of marks in Advanced Research I, II and III. In addition to the field of specialization, the students need to take tests for two related subjects and foreign language and the process for preparing the examination is structured to enable the students to learn basic knowledge and research methods necessary for preparing a Doctoral Dissertation while nurturing interdisciplinary and multidisciplinary perspectives. The school offers an education that is worthy of a Graduate School based on liberal arts by appropriately incorporating course works and research works throughout the process of acquiring the degree: depending on the student's research contents and research activity status, the research advisor may specify the courses the student should take in the Master's course and earn the credits (Document 4-2-11 [previously mentioned 4-1-12 p.9 "1. Requirements for Acquiring Doctor of Philosophy" (4)]).

<Offering of education contents catering to internationalization>

ICU's Graduate School is the only school in Asia designated by the Rotary Peace Center. In 1999, the Rotary Peace Center was established at ICU in cooperation with Rotary International Foundation to cultivate a leader to contribute to world peace and conflict resolution, and it has been continuously accepting Rotary Peace Fellows every year since 2002. Rotary Peace Fellows belong to the Graduate School's Master's course, engage in research on international problems centered on peace and conflict resolution and acquire Master's degree.

As one of about 20 universities in Japan, ICU participates in the Project for Human Resource Development Scholarship (JDS) by the Japanese government and accepts young promising administrative officials, business people and researchers from Asian countries including the Philippines and Myanmar with JDS, which is a program to accept students with JICA grants. In addition, the Graduate School has been accepting young human resources who play main roles in industrial development in the Japanese government's African Business Education Initiative (ABE Initiative) for African youths since 2015 and young human resources working on major development issues in Oceania in Pacific Leaders' Educational Assistance for Development of State (Pacific-LEADS) since 2016. Some 20 to 25 students join the Graduate School every year through foreign student acceptance programs in collaboration with outside organizations and government agencies, and foreign students account for more than half of the Graduate School students (Document 4-2-28). As described above, ICU's Graduate School offers unique graduate school programs befitting the university's mission to aim for realization of peace.

Almost 30% of the graduate school courses are taught in English for these students with various

cultural background (p. 31), and the previously mentioned courses for students, whose mother tongue is not English or Japanese, to acquire academic skills in English to write research thesis in English.

2. Study and Evaluation

●Degree of fulfillment of Standard 4 (2)

ICU has established appropriate courses and structural design of the curriculum and offers educational contents suited to the different programs based on the curriculum design and implementation policy, and can therefore be considered as sufficiently fulfilling the said standard. Nevertheless, it will work on further developing education in the future as a university that places emphasis on the education of students.

(1) Matters that have been effective

<1> Entire university: ICU established the Advisory Committee for Courses in English and Related Policies to enhance the courses being taught in English in October 2015, and a concrete result of that is the decision on implementing the following (Documents 4-2-29, 4-2-30).

- 1) Redefinition related to the language notation of the courses
(Started reflecting the new definitions to the course and syllabus from April 2017)
- 2) Change in number of required credits for the courses taught in English and Japanese, other than the language courses necessary for graduation
(Implemented for those who joined in academic year 2017 onwards, existing nine credits were increased to 18 [with some exceptions])

Languages offered were classified into E (English), J (Japanese) and O (Other than English/Japanese), eliminating E/J (importance for English), J/E (importance for Japanese), F (French), C (Chinese) and K (Korean), etc. There was no consensus view such as, the ratio of English being used for E/J class was different depending on the class, or a course where the lectures were in Japanese but the primary textbook was in English was classified as J. In order to eliminate this ambiguity, ICU defined the EJO categories and made it mandatory to clarify which language is used in a class and in what way in the syllabus for each course component. Through this measure, the classification was made clear as to which courses are in English and which are in Japanese, and a clear explanation was provided regarding the language used in the class for a specific course. By redefining the courses, the ratio of courses offered in English across the university rose to 28% in academic year 2016.

The university has also enhanced the support such as providing training for faculty in charge of courses in English but are non-native speakers of English and appointment of proof readers to assist in writing graduation thesis in English.

<2> College of Liberal Arts: The students are asked their desired major at the time of admission, but about 70% of the students graduate with a major that is different from their first preference at the time of admission. Moreover, some 50% graduate with a major that was not included in the first three preferences as major. This points to the fact that the students are coming in contact with subjects in

4. Educational Content, Methods and Outcome (2) Curriculum and educational content

various fields by learning freely after joining the college without being constrained by the prejudices they held before the admission (Document 4-2-31). Also, when the major system was introduced, there were restrictions on the time before which a chosen major could be changed (ninth term from registration), but currently a student can change the major in the last term of graduation (12th term from registration) enabling flexible response to the changes in a student's interests.

<3> Graduate School: The new curriculum of the 5-year Program for Bachelor of Arts and Master of Arts Degree, being offered by the school, has started showing results. In the most recent three years the number of applicants has been increasing steadily, from two in 2014 to four in 2015, eight in 2016, and 16 prospective applicants in next academic year (doubling every year). It is a clear indication that students who consider the undergraduate courses with an eye on Master's degree are steadily increasing.

(2) Matters to be improved

<1> College of Liberal Arts: The college expects the students to acquire a broad perspective that goes beyond humanities and sciences. For that purpose, while the college has stipulated mandatory credits in the fields of humanities, social and natural science for general education courses, there is a trend where a student majoring in humanities completes only the minimum required credits in natural sciences (Document 4-2-32).

<2> College of Liberal Arts: As health and physical education courses are compulsory courses, there are more than 40 students in some exercise courses and some lecture courses have more than 150 students. In particular, in the practical courses with more than 40 students, not only there are issues with safety management, but there are also concerns of decline in efficacy of the classes. It is extremely difficult to maintain the university's meticulous education through small number of students.

<3> Graduate School: In research guidance, the issue is that the contents and research method largely depend on the experience and responsibility of the individual faculty member.

3. Development Policy for the Future

(1) Matters that have been effective

<1> According to the alumni survey, the graduates have taken the worries regarding the selection process of majors in a positive way and looking back after graduation have given comments such as "It was good that I realized the differences in the specialization fields" and "I was able to study the field I really wanted to study" (Document 4-2-33 [previously mentioned as 0-2]). ICU will continue to maintain the major system at the College of Liberal Arts which enables deep learning by offering opportunities to come in contact with various academic fields.

<2> The redefinition of the course language notation has just been implemented and academic year 2016 is the first academic year. The key is, how to achieve the bilingual education as advocated by the university while maintaining the quality of the courses being offered instead of simply increasing the

4. Educational Content, Methods and Outcome (2) Curriculum and educational content

number of courses offered in English. For this purpose, assessment will be carried out in academic year 2017 led by the Vice President for Academic Affairs regarding the impact and effect of the redefinition of the language course notation so that it not only broadens the opportunities to study for students with Japanese as their mother tongue by providing courses in English while fostering deep understanding of contents in English but also achieves sufficient education success for international and returnee students who have courses in Japanese.

<3> The College will continue to raise the unity between the college and the Master's course to further improve the attractiveness of the curriculum and contents of the 5-year Program. Specifically, the curriculum for the college and graduate school will be linked to decide the course offerings (courses offered each academic year) in order to constantly offer the courses a student in the 5-year Program can take. Also, the university will hold intensive classes taking advantage of the holidays between terms so as to offer courses which the students in the 5-year Program can complete outside the term period without straining themselves and study the possibilities of taking the earlier mentioned IB teacher training program.

(2) Matters to be improved

<1> General education courses (improvements for strengthening education that goes beyond humanities and sciences)

The graduation requirements for the general education courses will be changed from academic year 2017 and the credits required in the natural science field will be increased from three to six so as to make it mandatory to study more science subjects. Further, ICU will newly establish general education courses with a smaller number of students from academic year 2017. This would complement the role of the introduction to college education played by ELA, etc. in the general education field.

<2> Health and physical education courses

From academic year 2017 onwards, the number of students in the exercise courses of health and physical education courses will be set at 20 and the upper limit of the number of students will also be set for the lectures. The contents of the courses will incorporate, in addition to focusing on the existing basic strength maintenance, comprehensive elements such as improvement of leadership and followership as well as learning through experience about life and quality of life (QOL). Following these changes, graduation requirements for health and physical education courses will change to two credits – one for exercise and one for lecture – from the existing four credits of two each for exercise and lecture.

<3> Graduate School research guidance

ICU, under the leadership of Dean of Graduate School, will start studying formulation of research guidance plan for each major, within academic year 2017, so as to enable research guidance as well as thesis guidance based on the school-wide common understanding.

4. Documents indicating reasonable grounds (●Required by Standard 4 (2))

4. Educational Content, Methods and Outcome (2) Curriculum and educational content

- 4-2-1 (previously mentioned as 1-4) The ICU University Regulations
- 4-2-2 (previously mentioned as 1-5) The ICU Graduate School Regulations
- 4-2-3 AY2016 List of Curricular Changes
- 4-2-4 ehandbook Course number (College of Liberal Arts)
- 4-2-5 ehandbook Course number (Graduate School)
- 4-2-6 ICU official website “Course List”
<https://campus.icu.ac.jp/public/ehandbook/CourseList.aspx>
- 4-2-7 ●ICU official website “Syllabus”
<https://campus.icu.ac.jp/public/ehandbook/SearchCourseAndSyllabus.aspx>
- 4-2-8 List of Prerequisites of Majors
- 4-2-9 Major website (American Studies as an example)
- 4-2-10 (Previously mentioned as 3-5) Curriculum Tree
- 4-2-11 (Previously mentioned as 4-1-12) ●ICU: The Bulletin of the Graduate School 2016-2017
- 4-2-12 ICU official website “General Education Courses”
<https://www.icu.ac.jp/academics/undergraduate/generaleducation/>
- 4-2-13 ICU official website “English for Liberal Arts Program (ELA)”
<https://www.icu.ac.jp/academics/undergraduate/ela/>
- 4-2-14 ICU official website “Japanese Language Programs (JLP)”
<https://www.icu.ac.jp/academics/undergraduate/jlp/>
- 4-2-15 ICU official website Health and Physical Education Courses
<https://www.icu.ac.jp/academics/undergraduate/healtheducation/>
- 4-2-16 ICU official website “Major System”
<https://13.230.128.93/academics/undergraduate/curriculum/>
- 4-2-17 ICU official website “World Languages”
<https://www.icu.ac.jp/academics/undergraduate/worldlanguage/>
- 4-2-18 ICU official website “Graduation Requirements”
<https://www.icu.ac.jp/academics/undergraduate/requirements/>
- 4-2-19 ICU official website “Certification Programs Teacher Certification Program”
<https://www.icu.ac.jp/academics/certification/>
- 4-2-20 ICU’s Concept of Nurturing Teachers (purpose of establishing the teacher certificate program)
- 4-2-21 IB Teacher Certification Program Questionnaire Survey Results
- 4-2-22 AY2016 *Gakugei-in katei Rishu no Tebiki* (Curatorial Training Program Guidebook)
- 4-2-23 Excerpt from Top Global University Japan Project 2016 Follow-up Survey:
Number of courses taught in foreign languages and their ratio
- 4-2-24 ICU official website “Exchange Program, Study Abroad Program, Summer Study Abroad Programs”
<https://www.icu.ac.jp/academics/global/>
- 4-2-25 ICU Top Global University Japan Project
<http://www.icu.ac.jp/globalicu/>
- 4-2-26 Ratio of Students with Experience of Study Abroad to the Number of Graduates (AY2015)

4. Educational Content, Methods and Outcome (2) Curriculum and educational content

results)

- 4-2-27 ICU official website “Service-Learning”
<https://www.icu.ac.jp/academics/sl/>
- 4-2-28 ICU official website “Number of Current Students, Capacity Ratio (number of foreign students at the Graduate School)”
- 4-2-29 Redefinition of Coding System for Language of Instruction
- 4-2-30 Final Report from the Advisory Committee for Courses in English and Related Policies
- 4-2-31 Selection Status of Majors at Graduation of Students Who Entered in Academic Year 2011
- 4-2-32 Natural Science Course Credit Acquisition Status
- 4-2-33 (Previously mentioned Document 0-2) Alumni Survey 2016 Summary and Aggregate Results
p. 7 Q4

4. Educational Content, Methods and Outcome

(3) Education Methods

1. Explanation of Current Condition

(1) Are the education methods and learning guidance appropriate?

<1> Entire university

Towards achieving the educational objectives, the teaching period and credits required are stipulated by each class format in Article 41 of the University Regulations in accordance with the Standards for Establishment of Universities (previously mentioned as 1-4, Document 4-3-1). Also, having three terms in one academic year and following the method of completing classes in each term increases the opportunities for selecting the courses and enables the development of a curriculum that reflects the interests created in the students during learning. Multiple classes are conducted for each subject every week and this accounts for majority of the courses and increases the impact of the education (Document 4-3-2). These contents are reflected in the timetable and syllabus and are communicated to the students through the educational affairs system (Document 4-3-3).

The university still practices small-class education, which is one of its education philosophy, even now when the number of students has increased exponentially compared to the time of its establishment. For that purpose, with interactive classes, such as those with group work and discussions, as the base the university offers education by adopting a format that promotes students' class participation by realizing interaction between faculty members and students and among students as much as possible, even for courses taken by large number of students, leveraging information communication technology (ICT) and comment sheets. For more than half the lectures, the syllabus has keywords such as group, discussion and presentation that show the class format promoting interaction (Document 4-3-4).

Further, for the question "Were there enough opportunities for student participation?" in the Teaching Effectiveness Survey (TES), an overall mean of 87% students responded that it was sufficient. More than 90% of the students in small classes of 30 or fewer students responded that there were sufficient opportunities for student participation. Even in classes with large number of students in excess of 100, more than 80% have responded that it was sufficient, from which it can be surmised that there are enough opportunities for student participation even in classes with large number of students (Document 4-3-5).

The university introduced a supervisor system from the time of its dedication, and along with making it mandatory to have interviews with the advisor on the registration day of each term, it is necessary to get the advisor's approval for the course registration. A syllabus has been established for advising also, which describes the objectives and the path of advising (Document 4-3-6). Students can search faculty members' office hours on the web and faculty members respond to the queries from the students. The advisor system is also described in Standard 6 "Student Support."

<2> College of Liberal Arts

4. Educational Content, Methods and Outcome (3) Education Methods

The English for Liberal Arts Program (ELA), a compulsory course for students joining in April, has around 20 students in one section and curriculum is set for each section. In subjects other than the English for Liberal Arts Program, 77% has 30 or fewer students.

In the College of Liberal Arts, where the major is selected after joining, ICU started the Academic Planning Center along with the introduction of the major system in academic year 2008 in order to strengthen support for course selection, and advising services are enhanced with faculty and staff as well as student staff, who have received training (ICU Brothers and Sisters), working full time at the center to handle various queries regarding courses and major selection (Document 4-3-7).

<3> Graduate School (Documents 4-3-8, 4-3-9)

At the Graduate School, ICU thoroughly maintains small-class education respecting each student for both the Master's and Doctoral courses, and the research advisor provides meticulous individual guidance to the students. In the Master's course, the dedicated research advisor assigned to the first-year students at the time of joining provides general guidance and in the second year, the research advisor, who will be the chief examiner, offers master's thesis preparation guidance and general guidance. In research courses, the research advisor, along with providing specialized guidance regarding research methods and contents, has the student take classes not only in the specialized field but also in the related fields to promote learning cutting across humanities and sciences for preparing the master's thesis. The research advisor grasps the academic performance trend of the students under his/her charge in each term and offers appropriate help as needed to fulfill the graduation requirements. In case of any change in theme, the research advisor can be changed through specific procedure. In the Doctoral course, the professor who had consented for the guidance at the time of the entrance exam will become the research advisor after the student joins. The research advisor provides guidance regarding the research plan at the time of admission, submitted immediately after joining, and offers assistance when the student compiles the research activities over the year into a report. In Advanced Research, the research advisor offers guidance to decide and deepen the research theme. In the doctoral candidacy examination, not only the research advisor, but multiple faculty members in the Doctoral Candidacy Examination Committee probe into the topic or the data, pose questions to raise the accuracy of the research and offer guidance to work on it. Upon preparing the Doctoral Dissertation, not only the research advisor, but also multiple faculty members of the Evaluation Committee offer assistance and guidance so as the student gains an interdisciplinary and multidisciplinary perspective (Document 4-3-10 [previously mentioned as 4-1-12] p.3).

The students are required to go through respective prescribed steps to obtain the degree in both the Master's and Doctoral courses, and in that process, ICU leverages its small graduate school features to provide substantial guidance through research advisors.

(2) Are the classes held based on the syllabus?

<1> Entire university (integrating College of Liberal Arts and Graduate School)

ICU follows a three-term system with classes completed in each term, and the syllabus used to be input in each term. In academic year 2012, however, the university made it mandatory for each faculty

4. Educational Content, Methods and Outcome (3) Education Methods

member to post the syllabus for the whole year on the web. The Center for Teaching and Learning, established in 2015, has been preparing the syllabus guidelines. Furthermore, by improving the syllabus format, it has been enhancing the contents by promoting faculty members to provide both Japanese and English descriptions and enter details on the diverse usage of languages for each course as well as learning time and contents outside of the classroom (Document 4-3-11).

The syllabus has the following contents: 1. Description, 2. Learning Goals, 3. Contents, 4. Language of instruction, 5. Grading Policy, 6. Expected study hours outside class, 7. References, and 8. Contact Address. All the contents except 7. References are mandatory items and by making the goals and grading policy clear, ICU ensures that no discrepancy is there between the actual implementation of the classes and the students' expectations.

The description of the syllabus in both Japanese and English is an initiative launched in 2016 to help the students upon selecting their courses to take, according to their understanding of Japanese or English and regardless of their linguistic background, by providing Japanese summary of courses in English and adding English to syllabus with courses that are offered in languages other than English.

A management committee member of the Center for Teaching and Learning checks whether the syllabus is published or not and its contents prior to the start of the academic year. By establishing the syllabus guidelines, the standardization of the contents were ensured along with the description in both English and Japanese languages, and this serves as a help to students from diverse linguistic backgrounds in choosing their courses. Also, Grading Policy, Expected study hours outside class and Contents were made mandatory and published without fail.

While the consistency between the syllabus and the teaching contents/method is not inspected minutely, more than 90% of the students have responded "Strongly Agree" or "Agree" to the questions "the goals of the course were clear" and "grading standards were clear" in the Teaching Effectiveness Survey conducted at the end of each term for academic year 2015 (Document 4-3-12).

(3) Are grading and credit approval carried out appropriately?

<1> Entire university

The criteria for number of credits is stipulated in Article 41 of University Regulations for each class format in accordance with the Standards for Establishment of Universities etc. (Document 4-3-1). Depending on the class format, one credit will be granted for 1.5 hours class per week for 10 weeks for lectures, 3 hours per week for 10 weeks for seminars and 3 to 4.5 hours per week for 10 weeks for laboratory and exercise courses, and appropriate number of credits is decided for learning outside the classroom etc.

Grading will be based on tests (mid-term, final), reports, lecture attendance, presentations, class participation, etc., and the grading policy per course is clarified to the students through the syllabus, etc. Further, if students have any doubts regarding grading, they can make inquiries (Document 4-3-13).

ICU has adopted a Grade Point Average (GPA) method to measure academic performance, in which the total marks for the courses taken is divided by the number of credits. Performance marks are A=4 marks, B=3 marks, C=2 marks, D=1 mark and E=0 mark, and the corresponding marks are multiplied by the number of credits for the subject and will include all the subjects that are registered. As far as E is

4. Educational Content, Methods and Outcome (3) Education Methods

concerned, for which no credits are granted, while there are many universities that do not record this in the performance record, the grading of ICU, which includes 'E's in the calculation of GPA, can be said as being carried out extremely strictly (Document 4-3-14). GPA, in addition to being a benchmark for internal selection for scholarships and exchange programs, and teaching/curatorial training program registration, is also used for guidance of underachieving students and as criteria for obtaining qualification as a graduation candidate in Graduate School. In the 5-Year Program of four years at the College of Liberal Arts and one-year Master's course at the Graduate School to obtain both Bachelor's and Master's degrees, one of the application requirements is clearing the GPA standard pass mark.

ICU has a long track record of operating the GPA system and it is used as a judgment criteria in various scenes. It is not just an evaluation of the superiority or inferiority of the student but has become indispensable to learning at ICU as a benchmark for achievements. Students also keep GPA in mind at all times and engage in studies with this at the core.

There are two types of GPA – average grades for each term and a cumulative GPA (total GPA of grades for all terms) as an average of the total marks from the time of admission, and the status of a student's studies can be grasped continuously by tracking the trends in cumulative GPA and the GPA by term. On the registration day of each term (three times a year), the advisor hands over a performance report with all subjects registered and their performance for each term, cumulative GPA and GPA in each term to the student, and based on this offers counselling to the student regarding the learning status till then and the learning plan for the term. The student will prepare the learning plan based on this.

In addition, the Faculty Meeting shares the Grade Distribution data by each course category for both the College of Liberal Arts and the Graduate School three times a year. If extreme discrepancy is found, the Dean of College of Liberal Arts etc. monitors it and provides counselling to the faculty members.

<2> College of Liberal Arts

Setting the upper limit of course registration

Attendance credit standard for each term is set at 13 credits (13 1/3 credits in case of taking physical education practical courses), and with the permission of the advisor up to 18 credits can be registered (however, 1st year students taking ELA and JLP are excluded as they have to concentrate on those programs). On the other hand, students with cumulative GPA 3.40 or above can register more than 18 credits as long as they have the permission of the advisor and the Dean of College of Liberal Art (Document 4-3-15).

Ways to verify and ensure the quality of the students in each year and at time of graduation

ICU does not have the concept of academic year promotion and the required criteria are set for the curriculum's stages. Upon selecting the major, which should be done by the completion of the second year, ICU has established the "major selection requirements" for some majors and "performance criteria" is set for subjects identified as prerequisite courses. Further, at the time of completion of third year, limits are set on the credits required for graduation to be completed in the fourth year (the course credits required for graduation to be completed in fourth year should be 40 or fewer), and only those who satisfy the requirements are given the authorization to start senior thesis. The students carry out the senior thesis

4. Educational Content, Methods and Outcome (3) Education Methods

research, over the three terms in the final academic year, upon obtaining the authorization to do so, and all students graduate after submitting the theses (Document 4-3-16).

Since the spring term of academic year 2014, ICU put in place a student system called icuMAP, a portal site for individuals, which enables students to manage their own learning progress by simulating course selections and confirming time table, grades and graduation requirements. This system is shared by academic advisors, allowing them to monitor students they are assigned to and provide appropriate advice at the time of registering courses (Document 4-3-17).

As for underachieving students, ICU has established a rule that they would be expelled from the college if their GPA falls below 1.0 for a certain number of times. However, it is not applied mechanically and the advisors, the Associate Deans and the Dean of College of Liberal Art interview such students in a hierarchical manner depending on the number of times their grades fell below the mark to identify the causes. Upon doing so, the progress of each case is recorded and followed to give close and appropriate guidance. Nevertheless, there are students whose grades do not show improvement over a long period of time (there were 29 students on average whose grades were below the mark for three terms or longer consecutively or in total from academic year 2013 to 2015, which was 1.2% of total), and it is necessary to take measures at an early point. As a measure against this, the Center for Teaching and Learning established in 2015, in addition to the existing Counselling Center, has been cooperating with the Dean of the College of Liberal Arts as a hub for student support, playing a role in line with the expectations. In particular, it distributed a list of sample questions to ask students to advisors who are assigned to underachieving students as a guide on the course registration day for the winter term of academic year 2016 (December). In addition, the CTL Madoguchi, a counter for questions and consultation with no restriction on themes, was created in September 2016 at the center. If there are students identified by the initial response alerts of advisors, the college expects the Madoguchi to help in preventing mild-underachieving students from worsening to severe cases, and will keep monitoring the utilization status of the Madoguchi and its impact.

Credit transfer, credit approval, etc.

<Credit approval> (Documents 4-3-18, 4-3-19)

The College of Liberal Arts accept students who had been enrolled in another university for one year or longer and wish to join it as Transfer Students. The credits earned by Transfer Students at another university and the credits earned by students joining the college's first year previously at another university which they graduated or left without graduating can be transferred, if the college approves that the courses are equivalent to those at ICU or acceptable as part of the graduation requirement given their grades are C (marks: 70) or higher. The upper limit of credits to be transferred is 60 for Transfer Students and 30 for those students joining in the first year of the college for the credits earned at other colleges.

At the same time, one of the features of ICU's study abroad program is that it is premised on students' earning credits at overseas colleges and universities. Of the credits earned during the study abroad program after joining ICU and those earned at other colleges and universities in Japan as a credit auditor etc. which are approved as part of courses required for graduation at ICU, up to 40 credits with grade D (marks: 60) or higher can be accepted (the breakdown of 40 credits is: up to 15 for general education

4. Educational Content, Methods and Outcome (3) Education Methods

courses, two for health and physical education courses in lecture format, two for health and physical education practical courses and nine in foundation courses among specialized courses). The upper limit was raised in academic year 2012 from the earlier 30 credits and the transfer of credits on laboratory and practical courses was also approved, which expanded the possibility of transferring credits when students participated in multiple study abroad programs.

<Credit transfer> (Documents 4-3-20, 4-3-21)

As for credit transfer system based on agreements with other college and universities in Japan, ICU currently has credit transfer programs with Tama Academic Consortium (TAC), EUIJ (EU Institute in Japan) - Tokyo Consortium, Tokyo University of Foreign Studies and Tokyo University of Agriculture and Technology.

The Educational Affairs Group handles the operations related to application for recognizing credits. The group sorts out the criteria for grades and credits, which differ from country to country and institution to institution, and prepares and manages the criteria for approving credits from other colleges and universities as ICU's credits. It seeks students to submit documents that show the lecture contents of courses whose credits they want to transfer and grading criteria and curriculum contents of other colleges and universities where they studied and carries out a strict review, including an interview if necessary. Following the introduction of the major system, the credit approval review of foundation courses of specialized courses as well as area major courses is carried out by a faculty member of the department to which the student's major belong.

The Dean of College of Liberal Arts makes the final decision regarding credit approval and the approval results are notified to students by the Educational Affairs Group. Upon doing so, students are told to notify within a week if they have doubts or are not satisfied with the results so as to ensure clarity and fairness of review.

<3> Graduate School

<Grading and means for verifying and ensuring the quality of students at graduation>

The foundation courses, program foundation courses and specialization courses of the Master's course are mainly in the format of lecture and seminar. Grading is based on participation in classes (participation in discussions, preparation for classes, etc.), research presentation and reports (research papers). The ratio of each element differs depending on faculty member and it is explained and disclosed in the syllabus. The Master's course requires students to complete 18 credits or more of course work in each major for gaining the Master's Degree Candidacy. Moreover, it requires them to have an average grade of B or higher for the 30 credits of the courses required by the major.

The Doctoral course premises students to have an average grade of B or higher in compulsory Advanced Research I, II and III for gaining the Doctoral Candidacy. In addition, students have to write either a written test or a report and have an interview. The three-person Candidacy Examination Committee strictly carries out these tests and interviews and gives approval (Document 4-3-22 [previously mentioned as 4-1-12]).

Like the College of Liberal Arts, students and their research advisors grasp the learning status,

including the requirements for completing the course, grades and time table, online utilizing the student system icuMAP.

As described so far, the Graduate School actively utilizes GPA as a criteria for students to acquire degree. It carries out grading in an appropriate manner and ensures means to guarantee students' quality.

<Credit approval, credit transfer>

With the aim of expanding opportunities for Graduate School students to take courses and delivering outstanding results in education and research, ICU has six education exchange agreements with graduate schools of other universities in Japan as well as the Entrusted Auditor System of Association for Graduate Schools in Mathematics. The upper limit of the credits that can be transferred is 10 credits together with undergraduate courses within the scope of elective courses and they are approved as the credits required to complete the Master's and Doctoral courses (Document 4-3-22 [previously mentioned as 4-1-12]). The main destination is the United Nations University, and about 10 students engage in research by utilizing these programs every year.

(4) Is the university verifying the outcome of the education on a regular basis and utilizing the results in improving the curriculum, educational content and methods?

<1> Entire university

As described in Chapter 3. Faculty and Faculty Organization, ICU holds annual Faculty Retreat as part of university-wide faculty development activities and it featured review of the Curriculum Tree in academic year 2014 and multiple important academic themes such as enhancement of courses taught in English in academic year 2015 (Document 4-3-23). The faculty development activities, which were under the office of Dean of College of Liberal Arts until academic year 2014, are currently handled by the Center for Teaching and Learning to enable implementation in a more university-wide organizational structure under the Vice President for Academic Affairs. The Center for Teaching and Learning, while offering support for students, conducts the faculty development activities, boosts awareness for promotion of new education style utilizing ICT and carries out faculty training support activities. Concrete measures include orientation for new faculty members, FD Seminar (twice a year) themed on latest trends in education and workshops for introducing ICT tools that can be useful in classwork. The outcomes of these activities are posted on the center's website (Document 4-3-24) and FD Newsletter (Document 4-3-25) and notified to all faculty members.

The operation of the Center for Teaching and Learning is carried out by the director, staff members and 13 committee members (faculty members) selected from all departments, language programs and health and physical education. They study the current situation and look for improvements in three workings groups of "syllabus," "Teaching Effectiveness Survey" and "support for special needs students."

Graduate School faculty members at ICU also work as College of Liberal Arts faculty members and they share same themes as issues. The faculty members, therefore, are not divided into those of the college and graduate school as a rule and the faculty development activities are held jointly. Nevertheless,

4. Educational Content, Methods and Outcome (3) Education Methods

advising for research and thesis, which is unique to graduate school, was held separately in academic year 2014 and were summarized as a feature in FD Newsletter (Document 4-3-26).

<2> College of Liberal Arts

The College of Liberal Arts conducts the Teaching Effectiveness Survey (TES) for students (Document 4-3-27). This survey is aimed at improving the quality of individual classes as well as that of the entire curriculum by grasping the problems of curriculum, time table and facilities through a college-wide survey. The survey results of individual class data, comparative data of overall courses offered in the concerned term and comments from students are individually distributed to faculty members teaching the courses and the aggregate results and comments from faculty members regarding the results are disclosed on the internal website. The comments from students are available at the office. They are useful also for students as reference material to prepare their course plans.

The college conducts the Student Engagement Survey, targeting the third year students of the College of Liberal Arts, and the Exit Survey for Graduating Students for students at time of graduation to grasp the students' learning experiences and the level of their understanding of classes (Documents 4-3-28, 4-3-29). The results of the surveys are reported at the Curricular Committee and Faculty Meeting, whose members are the Chairs of all Departments, and these results are also disclosed on the website with changes over the years to notify all faculty members.

<3> Graduate School

About 90% of the courses offered by the Graduate School have five or fewer students (based on the courses offered in academic year 2015) and it has not carried out the Teaching Effectiveness Survey given the difficulty to ensure anonymity. Instead, Rotary International and JICA respectively interview the Rotary Peace Fellows and students receiving the Japanese Grant Aid for Human Resources Development Scholarship (JDS), which together account for most of the Graduate School students. In addition, the Graduate School verifies its teaching effectiveness through ICU's preparation and submission of reports. It also conducts the Graduate School Exit Survey, reports the results at the Graduate School Council and confirms the issues that need to be solved. This survey has questions regarding classes in general to evaluate all the courses.

2. Study and Evaluation

●Degree of fulfillment of Standard 4 (3)

As has been described so far, ICU judges that its education method is fulfilling Standard 4 (3), though there are issues resulting from aiming to realize education of a higher quality.

(1) Matters that have been effective

<1> The introduction of icuMAP enabled quick grasping of the learning progress online and it is innovative in the sense that it allows a student to prepare a course plan indexed on GPA, refer to it in the meetings with the advisor every term and share with the advisor the plan including the status of the courses after the meeting. ICU originally has been notifying the grades only to the students and do not send the report cards to their guarantors. This is based on the university's idea that students themselves should manage their learning including their grades, and it is a unique system that can be effectively

4. Educational Content, Methods and Outcome (3) Education Methods

utilized by ICU, only because which has an established advisor system. It can be accessed by all students including foreign students and advisors and is used at all times.

<2> As the results of the Teaching Effectiveness Survey of the students in the College of Liberal Arts suggest (p.38), almost 90% of students said they are given enough opportunities to participate in the class and ICU judges that it is offering classes that encourage students' independent participation throughout the college.

(2) Matters to be improved

<1> Based on the idea of "Later Specialization" (to delay specialization and spend time learning extensively), ICU recommends students to decide on their major after broadly learning the general education courses and foundation courses of various majors. In general education courses, which have to be completed in four years, an upper limit is set for the number of students and enrollment is decided by lots, but there are no limits set for the number of students in the foundation courses, which students need to take by the seventh term, in which they choose major. This, therefore, sometimes means some courses attract many students and there are about 50 general education courses capped over 100 and foundation courses with more than 100 students every year, exceeding by far the desirable number of students per course.

As previously described, some 80% of students in the Teaching Effectiveness Survey have said that they had enough opportunities for participation in the class even when the class had more than 100 students, but reducing the size of the class is an issue for ICU, which advocates small-class education, to realize its education in a more desirable way.

<2> While the results of the Teaching Effectiveness Survey are fed back to each faculty member and disclosed on the university portal site to help students select courses, there have not been enough analyses of the survey results or initiatives for improvement. It also needs to consider how to carry out survey of the effectiveness of classes with extremely small number of students such as the ones typically found at the Graduate School.

3. Development Policy for the Future

(1) Matters that have been effective

<1> ICU will continue to maintain the GPA system and carry out verification and necessary modification of icuMAP every year.

<2> The examples of classes that encourage students' active participation and are conducted in an interactive manner, etc., even if they are held in large-sized classrooms, are shared among faculty members through faculty development activities, and the Center for Teaching Learning will continue to implement it every year. In particular, it is currently studying cases that are effectively utilizing TA to share them among faculty members. The center will put together the research results within academic year 2016 and start discussing how to increase the cases in academic year 2017.

(2) Matters to be improved

4. Educational Content, Methods and Outcome (3) Education Methods

<1> Regarding the foundation courses with extremely large number of students, ICU has already been reducing the number of students of large-sized classes by offering such courses multiple times a year or a term (Document 4-3-30). On the other hand, there are cases where the concentration of students cannot be avoided among some courses (two courses), so the university will enhance disclosure of Curriculum Tree and strengthen advising to promote understanding towards curriculum and courses in the specialization fields the students wish to pursue. At the same time, ICU will use various methods to share the cases of course with large number of students becoming effective by giving feedback in the following class using comment sheets and incorporating mutual evaluation of students.

<2> The university set up a working group regarding review of syllabus and the Teaching Effectiveness Survey under the executive committee of the Center for Teaching and Learning in March 2016 and it is currently deliberating on the review of the system and improvement methods. The working group for the Teaching Effectiveness Survey has been reviewing the survey items and discussing means for implementation and will put together the policy within academic year 2017 and link it to formulation of concrete measures for class improvement.

4. Documents indicating reasonable grounds

- 4-3-1 (Previously mentioned as 1-4) ICU University Regulations (Article 41, Regulations p.206)
- 4-3-2 ICU official website, GPA
 - Trimesters <https://www.icu.ac.jp/academics/system/>
 - GPA <https://www.icu.ac.jp/academics/evaluation/>
- 4-3-3 ●ehandbook Common Time Table for College of Liberal Arts and Graduate School: Annual Class Timetable
- 4-3-4 AY2015 Syllabus Analysis (Class format by key words)
- 4-3-5 AY2013-2015 Teaching Effectiveness Survey (TES) Opportunities for Student Participation
- 4-3-6 Advising Syllabus
- 4-3-7 ICU official website Academic Support (Advisor System)
<https://www.icu.ac.jp/academics/support/>
- 4-3-8 ICU official website Graduate School of Arts and Sciences – Master’s Course (MA)
<https://www.icu.ac.jp/academics/gs/ma>
- 4-3-9 ICU official website Graduate School of Arts and Sciences – Doctoral Course (Ph.D.)
<https://www.icu.ac.jp/academics/gs/phd/>
- 4-3-10 (Previously mentioned as 4-1-12) ICU: The Bulletin of the Graduate School 2016-2017 p.3 “3. Research Guidance and Preparation of Thesis” (1) Thesis Advisor 1, 2, 4
- 4-3-11 Syllabus Guideline
<http://ctl.info.icu.ac.jp/services/edu-support/faculty-development/syllabus>
- 4-3-12 AY2015 Teaching Effectiveness Survey “Consistency with Syllabus”
- 4-3-13 ehandbook “Grade Inquiry”
- 4-3-14 ehandbook “Grade Point Average (GPA)”
- 4-3-15 ehandbook “Course Registration”
- 4-3-16 ehandbook “Requirements for Confirmation of Candidacy for Senior Thesis Research”

4. Educational Content, Methods and Outcome (3) Education Methods

- 4-3-17 icuMAP sample screen (students, advisors)
- 4-3-18 ehandbook “Transferring Credits from Other Universities”
- 4-3-19 ehandbook “Transfer Students” (transfer of course credits)
- 4-3-20 ehandbook “RYUGAKU (Exchange Program, Privately-funded Study Abroad)” (transfer of course credits)
- 4-3-21 ehandbook “Credit Auditors, etc.” (transfer of course credits)
- 4-3-22 (Previously mentioned as 4-1-12) ICU: The Bulletin of the Graduate School 2016-2017
“Degree Candidacy” (for Master’s Course) pp.3-4,
“Degree Candidacy” (for Doctoral Course) p.9
“Agreement on Educational Exchange and Credit Transfer with Other Universities” p.6
- 4-3-23 AY2014, 2015 Faculty Retreat Program
- 4-3-24 Center for Teaching and Learning Seminars and Workshops
<http://ctl.info.icu.ac.jp/services/edu-support/seminar-workshop>
- 4-3-25 FD Newsletter back numbers
<http://fd-newsletter.info.icu.ac.jp/>
- 4-3-26 FD Newsletter May 2014 Issue Vol.18 “Advising within the Graduate School”
- 4-3-27 Teaching Effectiveness Survey (TES)
<http://ctl.info.icu.ac.jp/services/research/tes>
- 4-3-28 2016 Student Engagement Survey Request and Survey Sheet Sample
- 4-3-29 2016 Exit Survey for Graduating Students Request and Survey Sheet Sample
- 4-3-30 Examples of Concentration of Students and Reduction of Class Size 2013-2015

4. Educational Content, Methods and Outcome (4) Outcomes

1. Explanation of Current Condition

(1) Has the university been producing results that are in line with the educational objectives?

<1> Entire university

ICU has introduced the GPA system as the grading index, and expressing the students' performance in marks had made it easier for the students to grasp their learning achievement objectively, while allowing faculty members to give meticulous advice regarding selection of courses. Both students and faculty members always monitor the education outcome using GPA (see pp.50-51).

ICU uses the Teaching Effectiveness Survey (TES) by students for grading of each course (see p.55). Survey consists of questions regarding the "overall course," "faculty members," "student him/herself" and "time table" as well as items that can be added freely by the faculty member and comments section (Document 4-4-1). The results of the survey are posted on the internal portal site as data on individual courses (Document 4-4-2), and the trends by field and for the entire term are put together and shared among involved parties, and issues are discussed by the executive committee of the Center for Teaching and Learning (Document 4-4-3). In academic year 2016, the university formulated the syllabus basic policy proposal (Document 4-4-4). ICU held the Student Engagement Survey of the third year students and the Exit Survey for Graduating Students at the time of graduation in the College of Liberal Arts, and also carried out Alumni Survey along with the implementation of this self-study (Documents 4-4-5, 4-4-6, 4-4-7 [previously mentioned as 0-2]). At the Graduate School, ICU also began carrying out an exit survey from academic year 2015, which ensured the opportunity for measuring outcomes for the entire university (Document 4-4-8).

<2> College of Liberal Arts

Starting in academic year 2008, in which ICU introduced the major system, ICU has been requiring students to submit the academic planning essay. Students record the goals of learning at ICU before joining the university, review of each academic year and outlook at each turning point such as major selection, thesis and academic track to put together their own thoughts and perform self-check on a regular basis (Document 4-4-9). These essays are submitted through the previously mentioned icuMAP (p.38) and shared by advisors.

Students who are taking English for Liberal Arts [ELA] Program write IELTS, which is an English proficiency test, soon after completing a certain part of the ELA Program. This offers an opportunity for them to compare with the results of the placement test they took at the time of joining the college, recognize the growth in their English skills and obtain an official English score. It is also aimed at promoting overseas studies (Document 4-4-10).

Since March 2005, the university has been carrying out the Exit Survey for Graduating Students regarding the students' experience at the college and future plans at the time of graduation targeting those who are expecting to graduate in March and June with the aim of identifying what the university should be doing in the future and measures to realize it. The survey's response rate is 60 to 70%. In the

4. Educational Content, Methods and Outcome (4) Outcomes

survey held in March 2016, 94.4% answered that they were satisfied to the question “How satisfied are you regarding the education at ICU?” 84.4% said they were satisfied when asked “How satisfied are you regarding your major?” Regarding the changes after joining ICU, 87.2% of the respondents said their attitude to “think critically” became stronger (14.5% said there was no change), 85.5% said their ability to “think analytically and logically” became stronger than it was before joining the university, 84.1% said their ability to “communicate” improved and 87.6% replied their “knowledge regarding other cultures and human races” was enhanced (Document 4-4-6).

Regarding undergraduate students, ICU, since April 2005, has been carrying out the Student Engagement Survey once every year for the third year students regarding their classroom experiences, special educational activities, educational learning outcomes, exchange with faculty members and academic planning to understand and improve their learning experiences and outcomes. In 2009, the university introduced an online survey format and switched to a web-only format in 2014.

In the survey in April 2016, 72.5% of the respondents said their “critical and analytical thinking ability improved” in the section of educational activity outcomes, and 81.5% said “they became able to accept people with different backgrounds and understand them” (Document 4-4-5).

Diverse career paths is one of the outcomes of liberal arts education. On an average year, 70% of the graduates get a job and about 20% go on to graduate school (16.1% in May 2016). That is higher than 12.2% on average for those who went on to the next stage of education in the Fiscal Year 2015 School Basic Survey results, and 11% (seven students) of those who sought to go on to higher education directly joined graduate school overseas in the academic year 2015 results. However, as a little fewer than 30 students graduate from the college while still preparing for graduate school or waiting for the result of examination, the actual figure is higher than this. About 70% of science major students go on to graduate school. Some 95% of the students seeking a job gets a job, and rather than name value and size, they tend to decide on the company to join based on what they want to do and what they aspire to be in the future, with versatile views and without limiting to certain industries (Document 4-4-11). As can be seen in the responses to the question “How important are the following matters when you think of your future occupation?” in the Exit Survey for Graduating Students held in March of academic year 2016: 73% said “Doing a job that is highly creative and expressive” was the most or very important and similarly 81.8% chose a job that “makes the world better” as the most or very important matter when thinking of a job, which could be considered as proof of the success of ICU’s education (previously mentioned as 4-4-6).

<3> Graduate School

The Graduate School has been conducting the Graduate School Exit Survey starting with the graduates of March, academic year 2015.

The survey asks about 1) overall impression of courses at the Graduate School, 2) thesis guidance at the Graduate School, 3) rate of satisfaction regarding features of the Graduate School, 4) support for course selection, 5) the procedure through the graduation, 6) troubles experienced while studying at the Graduate School and 7) support required at the Graduate School. Nine out of 20 graduate students replied to the survey in March 2016 and 21 out of 30 responded in the June 2016 survey. The respondents answered “very satisfied” and “fairly satisfied” to multiple questions (Document 4-4-8).

4. Educational Content, Methods and Outcome (4) Outcomes

In addition, ICU commends students with good academic results (A for both the grade and thesis evaluation) among the students who graduate within the standard enrollment period, and the number of students being honored has been showing an increasing trend (three in 2014, six in 2015 and nine in 2016).

(2) Are degrees awarded (graduation, completion certification) in an appropriate manner?

<1> Entire university

As stipulated in Article 14-3 of the University Regulations, ICU sets forth the President as the person who makes the final decision on graduation (completion), and the Faculty Meeting for undergraduate and the Graduate School Council and the Program Committee for graduate school deliberate on and resolve the decision, and the university has been following the procedure in accordance with the regulations (Documents 4-4-12 [previously mentioned as 1-4], 4-4-13).

<2> College of Liberal Arts

Criteria for award of degree at the College of Liberal Arts are stipulated in the Graduation Requirements for each academic year of enrollment (Document 4-4-14 [previously mentioned as 4-1-8]). They are also described in the website (Graduation Requirements in ehandbook; Document 4-4-15 [previously mentioned as 4-1-10]), and students can confirm how much of the requirements they have fulfilled on the online system (icuMAP) and they confirm the status of courses with the advisors at the course registration three times a year. The number of credits a student needs to acquire by graduation is stipulated and senior thesis research is compulsory for all students.

ICU's senior thesis focuses on the process that leads to thesis preparation and an intermediate grade is given for each of First Term of Senior Thesis and Second Term of Senior Thesis, and only those who passed both are allowed to move on to Final Senior Thesis Term. Comprehensive grading is given to senior theses that are submitted after going through this process (Document 4-4-16). In addition to the grade, Friends of ICU Academic Awards are given to especially outstanding theses. They are awards established based on donations and currently there are 14 awards. They are given to students who prepared the most excellent senior thesis, master's thesis or grade in the year in wide-ranging academic fields of peace studies, education, economics and natural sciences (Document 4-4-17). Moreover, ICU holds up "The ability to explain based on effective descriptive and communication skills" as the diploma policy and further established the goal of achieving a 45% rate in senior thesis written in English by academic year 2023 (30.7% in academic year 2015) to realize "The ability to handle languages so as to be able to converse with people of the world by learning in both Japanese and English" in senior thesis research. It is held up as the independent index in the Top Global University Project (Document 4-4-18) and ICU has been providing support for writing and enhancing courses taught in English.

<3> Graduate School

Completion requirements for the Graduate School are stipulated in the Bulletin of the Graduate School, the Regulations for Submitting the Master's Thesis and the Regulations for Submitting the Doctoral Dissertation and the requirements are widely notified to students at the orientation at the time

4. Educational Content, Methods and Outcome (4) Outcomes

of joining the school and individual guidance at each stage (Document 4-4-19 [previously mentioned as 4-1-12], 4-4-20, 4-4-21).

To earn Master's degree, a student is required to gain 30 or more credits in his or her major (specialization field) and an average grade of B (3.00) or higher. The Bulletin of the Graduate School stipulates that Master's thesis needs to express the student's originality and wide understanding regarding the concerned specialized field, and taking it into account, an Examination Committee consisting of three or more faculty members fairly and strictly reviews the submitted Master's theses and carries out final examination. The result is decided by the Graduate School Council, and the awarding of Master's degree can be said to be performed appropriately.

Doctor of Philosophy is given to a student who completes Advanced Research I, II and III with a prescribed grade, acquires the Doctoral Candidacy upon receiving research guidance, submits the Study Plan for a Doctoral Dissertation, Final Draft of a Doctoral Dissertation and Doctoral Dissertation & Abstract and passes the doctoral dissertation review and the final examination. When submitting Doctoral Dissertation, as a rule, the student is required to have at least one paper related to the Doctoral Dissertation published in an external academic journal. At the same time, upon submitting the Doctoral Dissertation, confirmation will be carried out regarding (1) quoting of sentences, (2) quoting of diagrams, photographs and drawings and (3) reuse of published papers (Document 4-4-21, p.39).

In addition to these strict review criteria, the Doctoral Dissertation Examination Committee for reviewing Doctoral Dissertations consists of three or more faculty members and the student receives guidance and advices not only from the research advisor but also from multiple faculty members in neighboring fields, enabling a review that combines high specialization and the interdisciplinary and multidisciplinary perspective (Document 4-4-22).

The approval of doctoral dissertation and final examination results is carried out through the process of the decision by the Graduate School Council based on the report from the Evaluation Committee like in the case of Master's course, and the awarding of the Doctor of Philosophy is carried out in an appropriate manner.

2. Study and Evaluation

●Degree of fulfillment of Standard 4 (4)

ICU judges that it fulfills Standard 4 (4), as described so far, and it uses surveys to measure the outcome of education throughout the university, awards degrees in an appropriate manner and holds aloft even higher goals at the College of Liberal Arts.

(1) Matters that have been effective

<1> College of Liberal Arts: As the data of surveys targeting students and alumni suggest, ICU is highly rated for its nurturing of critical power and communication ability in students (pp.47-48) and it is getting results in line with ICU's educational objectives.

<2> Graduate School: In the Graduate School Exit Survey, many answered that they were very satisfied

4. Educational Content, Methods and Outcome (4) Outcomes

or fairly satisfied to the questions regarding “to foster broad and deep scholarship across humanities and sciences” and “interdisciplinary learning,” which are the features of ICU’s Master’s course and “to cultivate people who are equipped with both a high degree of specialization and an interdisciplinary and multidisciplinary perspective,” which characterizes its Doctoral course. As the reasons for feeling satisfied about these points, many students chose “I was able to receive guidance from faculty members of other programs and those other than research advisors” and “I was able to study school-wide interdisciplinary courses and courses offered by other programs.” The students rate it as a graduate school with liberal arts features, which is the outcome of the Graduate School’s educational content and methods (Document 4-4-8).

(2) Matters to be improved

<1> College of Liberal Arts: ICU does not set the limit for the number of students for each major and therefore it is not possible for the university to institutionally avoid uneven numbers of students for each major. Further, as guidance for senior thesis research, which is compulsory for all students, is carried out by a limited number of faculty members in limited fields, it is sometimes difficult to match the themes interested by students and the scope of the guidance that can be given by the faculty members, resulting in a situation where some faculty members end up giving senior thesis guidance to an extremely high numbers of students (Document 4-4-23).

<2> College of Liberal Arts: It is necessary to utilize the Teaching Effectiveness Survey not only for improvement of individual courses but also for improvement of the quality of education of the entire university. It has been eight years since ICU carried out the academic reform and one year since the establishment of the Center for Teaching and Learning, and the time is ripe for the university to review the questions in the Student Engagement Survey and Exit Surveys.

The response rate of the Student Engagement Survey held at the third year remains around 30% on a regular year and it is necessary for the university to discuss the survey method, timing and questions asked in the survey etc.

<3> Graduate School: Enhancement of the Graduate School Exit Survey

It is partly because it has been only a short time since ICU started the Graduate School Exit Survey, and the survey’s response rate is low at 45% to 70%, necessitating a review of the survey contents and submission method. The Graduate School also needs to examine the 5-Year Program and grasp students’ requests and improvements that need to be made regarding the graduate school education using as many responses as possible.

3. Development Policy for the Future

(1) Matters that have been effective

<1> The study confirms that ICU has been generating results regarding contents that are also advocated by the university’s diploma policy and ICU will maintain it and continue to verify the outcome through

4. Educational Content, Methods and Outcome (4) Outcomes

student surveys.

<2> ICU will continue to maintain and offer educational content leveraging its Graduate School's features, and measure educational effectiveness through implementation of exit surveys in completion timings of March and June. Moreover, it will accumulate the data to verify the program over a period of time as well as on a single year basis.

(2) Matters to be improved

<1> ICU will drastically review, from a medium-term perspective, the uneven numbers among majors, of students in senior thesis guidance. To begin with, the university will consider establishing a review panel under the Dean of College of Liberal Arts in academic year 2017. It will start rethinking the guidelines such as the aims of thesis research and guidance method as a liberal arts college and discussing what schemes to be taken to implement them.

<2> ICU will hire human resources with specialized knowledge and further analyze the issues regarding the surveys. The Center for Teaching and Learning and IR Office will work together to cross-sectionally analyze various surveys and create evaluation index that further clarify the outcome of ICU's education to improve the academic and learning environment. ICU will devise ways to improve the response rate of surveys such as review of implementation timings, reminding by advisors and sending multiple reminders to the students who have not replied to the survey. In addition, ICU will consider drastic review of the surveys to make them more meaningful for the university through measures such as modification to make the responses comparable from the time of joining the university through graduation.

<3> Graduate School: ICU will make it easier to make evaluation, especially for the 5-Year Program, which requires the linkage of the college and graduate school, by grasping the trends in the student surveys by the Center for Teaching and Learning and developing graduate school student surveys from a university-wide perspective. The departments in charge at the Graduate School will play a central role to learn the knowhow for improving the response rates from the college, which has a track record of conducting student surveys, to collect data that is useful in further enhancement of graduate school education and boosting its attractiveness widely in completion timings.

4. Documents indicating reasonable grounds (●Required by Standard 4 (4))

- 4-4-1 Teaching Effectiveness Survey (TES) Sample Sheet
- 4-4-2 ehandbook Teaching Effectiveness Survey
- 4-4-3 The Center for Teaching and Learning Executive Committee Meeting Minutes
- 4-4-4 Basic Policy Recommendations on Use of Teaching Effectiveness Survey
- 4-4-5 2016 Student Engagement Survey Aggregate Results (College of Liberal Arts)
- 4-4-6 2016 March Exit Survey for Graduating Students Aggregate Results (College of Liberal Arts)
- 4-4-7 (Previously mentioned as 0-2) Alumni Survey 2016 Summary and Aggregate Results

4. Educational Content, Methods and Outcome (4) Outcomes

- 4-4-8 2016 Graduate School Exit Survey Aggregate Results
- 4-4-9 Academic Planning Essay
- 4-4-10 University portal site ICU Portal “IELTS” Guide
- 4-4-11 ICU official website “Paths after Graduation”
<https://www.icu.ac.jp/campuslife/career/>
- 4-4-12 (Previously mentioned as 1-4) ICU University Regulations (Article 14 (3), Regulations p.203)
- 4-4-13 ●International Christian University Provisions for Degrees (Regulations pp. 237-240)
- 4-4-14 ● (Previously mentioned as 4-1-8) Graduation Requirements booklet
- 4-4-15 ● (Previously mentioned as 4-1-10) College of Liberal Arts Guide to Academic Matters
e-handbook (pp.7, 8)
- 4-4-16 ●College of Liberal Arts Senior Thesis Guidelines
- 4-4-17 Friends of ICU Academic Awards website
http://subsites.icu.ac.jp/fundraising/foi_acd_awd.html
- 4-4-18 Top Global University Project independent index
- 4-4-19 ● (Previously mentioned as 4-1-12) ICU: The Bulletin of the Graduate School 2016-2017
(Description regarding the degree review criteria: pp. 3, 4, 7, 8, 9, 10-12)
- 4-4-20 Regulations for Submitting the Master’s Thesis 2016
- 4-4-21 Regulations for Submitting the Doctoral Dissertation 2016
- 4-4-22 Doctoral Dissertation Summaries of content and review results (example)
- 4-4-23 Research Advisor List 2016

5. Student Admissions

1. Explanation of Current Condition

(1) Is the university's student admission policy clearly stated?

<1> Entire university (see the College of Liberal Arts and Graduate School)

<2> College of Liberal Arts

ICU adopts one college, one division system of the Arts and Sciences division under the College of Liberal Arts, and the College of Liberal Arts collectively accepts students. Its admission policy, described below, is clearly stated on its university official website (in Japanese and English), information for applicants (excluding early decision admission) and the University Guide, a pamphlet for students preparing for entrance examination (Documents 5-1 to 5-6).

Founded on the principles of the Universal Declaration of Human Rights, ICU aims to cultivate "responsible global citizens" who will contribute to world peace and to help people from diverse backgrounds live together harmoniously. ICU has been a pioneer in liberal arts education in Japan since its founding in 1953, pursuing, as its name suggests, international, Christian, and academic missions. In order to realize this vision and meet challenges in the rapidly changing global community, ICU seeks students from Japan and the world possessing the following qualities:

- Intellectual curiosity and creativity that transcend disciplinary boundaries
- Sound judgment based on powers of logical, critical thinking
- Global communication skills necessary for dialogue with people from cultural and linguistic backgrounds
- Self-motivated individuals who identify, solve, and engage real world problems

Our goal is to admit, irrespective of nationality, students who have studied a wide range of subjects with the core competencies to integrate basic knowledge and foreign language skills for doing liberal arts.

ICU offers a variety of admissions and assessment procedures in order to enroll students who seek to change both themselves and the world.

ICU also clearly states, in the last pages of the information for applicants and University Guide, the university's policy that it does not discriminate in its entrance examination or curriculum, as described below (Documents 5-2 to 4, 5-6 to 10).

ICU does not discriminate on the basis of race, color or national origin in the administration of its educational policies, admission policies, financial aid, employment, or any other University programs or activities.

In various information for applicants and through ICU official website, the university notifies that it

5. Student Admissions

takes special measures for special needs students in admission examinations based on the Basic Policy for Students with Special Needs that are equivalent to those stipulated in National Center for University Entrance Examinations' Special Points of Consideration for visually impaired, hearing impaired, physically handicapped or health impaired students (Documents 5-2 to 4, 5-7 to 11).

<3> Graduate School

The Graduate School of Arts and Sciences clearly states the Admissions Policy below in the ICU Graduate School Admissions Handbook, the university's official website, ICU Graduate Program Prospectus, etc. (Documents 5-12 [previously mentioned as 4-1-2 p.3], 5-13, 5-14).

ICU Graduate School has an admissions system that enrolls students in April and September. The selections are done through a document screening and an interview screening. Multiple reviewers examine the submitted documents to select those who are judged as having learning and research ability above a certain level. Subsequently, multiple members of the teaching faculty, who teach the fields of specialization and peripheral fields, conduct thorough interviews of the applicants to further review their aptitude for the specialized field, enthusiasm for research, awareness of goals and potential and decide on the admission. To nurture leadership human resources who are highly specialized and play the role of a bridge between Japan and the world based on bilingual education in Japanese and English, the Graduate School aims to select students who have not only deep knowledge but also independent research skills and problem-solving ability. For this reason, the Graduate School evaluates and judges applicants' academic qualities, aptitudes, interests, and enthusiasm from multiple angles by closely reviewing the submitted application materials (application form, research plan, academic report, thesis, results of English proficiency test, etc.) in either Japanese or English and by conducting thorough interviews.

In the screenings for both April and September admission, the Graduate School aims to select students who have not only deep knowledge but also independent research skills and problem-solving ability to nurture leadership human resources who are highly specialized and play the role of a bridge between Japan and the world based on bilingual education in Japanese and English. The policy on accepting special needs students and on discrimination is in accordance with those of the College of Liberal Arts.

The Graduate School plans to formulate and announce its Admissions Policy for each of Master's course and Doctoral course by the end of academic year 2016. The new policy has been approved by the Senate meeting on March 16, 2017 and preparations are underway to make it available on ICU's official website on April 1 (Document 5-15 [previously mentioned as 4-1-4]).

(2) Is the university fairly and appropriately accepting applications and screening of applicants based on its admission policy?

<1> Entire university

The Public Relations Committee, a university-wide organization chaired by the President, meets four

5. Student Admissions

times a year to make the public relations of student recruiting by the college and graduate school consistent with the university's public relations policy. It also shares awareness with the Placement Group, which contacts recruiters of companies, in an effort to communicate consistent value outside the university. See the respective sections of the College of Liberal Arts and Graduate School for their student recruitment and screening of applicants.

<2> College of Liberal Arts

<<Screening of applicants>>

Screening of applicants is carried out as follows in the college. Since the college has a one college, one division system, all students join the Arts and Sciences division under the College of Liberal Arts irrespective of the type of admissions examinations. The college clearly indicates the ideal student profile sought for each screening and it sets screening methods suited for the respective student profile. The college does not have an "foreign students" classification, and students select a screening method that is appropriate for them based on their respective educational background and language handling ability. In the April admission, the college mainly accepts those who had education in Japanese, while in September it enrolls those who had education mainly in English. This means the language requirement for graduation is English for the April admission students and Japanese for the September admission students to achieve ICU's philosophy of bilingualism. There is no other distinction in curriculum for all students other than the language requirement.

Type of admissions examination	Language in which examination is held	Language requirement after enrollment
April admission		
General Admissions ICU Special Admissions (AO examination) April Admissions for Returnees Admissions for Recommendees Admissions for <i>Shakaijin</i> (Mature Students) Admissions for Transfer Students	Japanese	English
September admission		
September Admissions by Documentary Screening Admissions by Recommendation Admissions for Transfer Students	English	Japanese

April admission

In the April admission, the college primarily accepts students whose primary language is Japanese and admissions examinations are held in Japanese (excluding English as an examination subject and external test of English proficiency). Once enrolled, it is compulsory for these students to take the English for Liberal Arts Program (ELA) as the language requirement. Most of the applicants are students of

5. Student Admissions

Japanese high schools, but students of foreign educational systems can also take the examinations as far as they have Japanese proficiency.

<General Admissions> (Document 5-2)

ICU positions the admissions examinations as part of learning of Liberal Arts and screens applicants by measuring their aptitude for learning of liberal arts in light of its Admissions Policy. ICU, therefore, sets forth unique examination subjects that differ from conventional academic achievement tests given by most universities. In academic year 2015, it carried out a major system reform and introduced the Aptitude Test for Liberal Arts (ATLAS). The university aims to screen for students with quality to learn independently beyond passive learning through its unique test methods. Examination subjects of Format A are the following three.

(i) Aptitude Test for Liberal Arts (ATLAS) (including listening)

First of all, students listen to a short lecture of about 15 minutes and then answer interdisciplinary questions regarding the lecture. Subsequently, the students read description or material regarding the lecture topic from the perspectives of humanities, social sciences and natural sciences and answer each question. The test assesses the applicant's ability to respond to various issues with intellectual curiosity in wide areas.

(ii) "Humanities and social sciences" or "natural sciences" (choose one)

In the examination of "humanities and social sciences," applicants read about 10 pages of an essay written by an ICU faculty member in the fields of literature, philosophy, art, religion, politics, economics, history, social studies, etc. and answer the questions regarding the contents. It assesses the applicants' ability to think and judge to solve problems by utilizing the knowledge they had acquired in related subjects at high school.

In the examination of "natural sciences," the applicants choose two fields from the four fields of mathematics, physics, chemistry and biology and answer the questions. The questions have short materials. The scope of the questions asked in each field is stated in the information for applicant, the ICU official website and the University Guide (Documents 5-2, 5-16, 5-6 [previously mentioned 1-7 p.105 (p.99 of the PDF version)]).

(iii) English (including listening)

The test of "English" also assesses the applicants' aptitude for "learning in English" after enrollment and is aimed at measuring their ability to think, understand and analyze in English. They are required to have the ability to understand the overview of the written question and logical composition as well as local parts based on the understanding of the former. The examination has two parts – listening followed by reading comprehension.

General Admissions examination Format B uses the ATLAS and official score of an external English proficiency test (IELTS or TOEFL) in the first stage of screening, and conducts an individual interview

5. Student Admissions

in the second stage of screening to ascertain the applicants' aptitude as prescribed in the Admissions Policy. It sets and clarifies the minimum score for the external English proficiency test.

What ICU's general admissions examination aims to achieve is to broadly measure the learning ability that cannot be expressed by test score deviations and the potential for nurturing that ability, while clarifying whether or not the examinee has the necessary qualities required for learning of liberal arts by simulating a university class where examinees are required to listen to a lecture, read materials and learn by integrating the information with their own knowledge in the admissions examination. This examination itself is the message to the applicants and an invitation for studying liberal arts. ICU broadly seeks students who are brave enough to accept the message and enjoy taking on the challenge.

The college also has an admissions system for applicants who wish to transfer from another college or university. However, it does not offer any special examination for transfer students and they have to take the General Admissions examination.

<April Admissions for Returnee> (hereinafter referred to as "admissions examination for returnees")
(Documents 5-4, 5-17)

The admissions examination for returnees target those students who had education under a foreign educational system for two years or longer in the junior high and high school period. The subjects are an essay, an official score of an external English proficiency test (TOEFL or IELTS) and an interview. In the essay test, the examinees read literature written by an ICU faculty member for the examination and answer the questions regarding the literature in writing. Again it is for assessing the applicants' ability to understand academic literature, combine it with own knowledge and express in their own words, which are the abilities required in a college class. The interview incorporates group discussion, which is often used in classes at ICU, to assess the applicants' aptitude for college classes. There is no standard score for an external English proficiency test in this examination. If a student is proficient in Japanese, he or she can directly apply for the admission examination for returnees from a foreign educational system.

<ICU Special Admissions (hereinafter referred to as the "AO examination")> (Document 5-7)

This admission has Categories A and B, and both categories have document screening as the first stage of screening, and an interview for the second screening. It sets and clarifies the benchmark for the grade average at high school for both Categories A and B to ensure academic ability, and screen students with high aptitude for learning at ICU.

As documents for Category A, the applicants need to submit the reason for the application and a self-analysis written by them as well as recommendation letters and the official score of an external English proficiency test (one of IELTS, TOEFL, the Test in Practical English Proficiency [Eiken] and TOEIC). In the first stage, the applicants are screened comprehensively based on all the submitted documents. For this reason, it does not set a benchmark for the external English proficiency tests. In the second stage of screening, which is an interview, group discussions are held.

In Category B, the first stage screening requires the summary of independent research in the natural science field or the science project research outcome in addition to the reason for the application and a

5. Student Admissions

self-analysis written by the applicant as well as recommendation letters. The second stage of screening is the presentation of the summary of the afore-mentioned independent research or research outcome. This screening method was introduced in the system reforms in academic year 2015, replacing the previous method, which targeted those who had participated in the International Science Olympiads, so as to broaden the scope of the entrance to those who have selected science courses.

<Admissions for Recommendees> (hereinafter referred to as the “recommende examination”)
(Documents 5-8 to 5-10)

There are the recommende examinations for high schools designated by ICU, member schools of the Association of Christian Schools in Japan and the International Christian University High School. The college clearly notifies the high schools of the benchmark for grade average at high school for all categories in the information for applicants and accepts students who are suitable for ICU.

The examination for students from the high school designated by ICU and the member schools of the Association of Christian Schools in Japan includes an essay and interview. In the essay test, examinees read literature written by an ICU faculty member and answer the questions regarding the literature in writing. Interviews are held individually to confirm the students’ aptitude for learning at ICU. The applicants’ acceptance is judged comprehensively including the admission form, recommendation letters and other submitted documents.

For the students of the International Christian University High School, the college makes holistic evaluation of the applicants, respecting the fact that they are recommended by a high school under the same management.

The total of the students from all categories of the recommende examination does not exceed half of the capacity of the overall college.

<Admissions for *Shakaijin* (Mature Students)> (Document 5-3)

The examination is the same as Format B of General Admissions. The first stage of screening is done using ATLAS and the official score of an external English proficiency test (IELTS or TOEFL) and in the second stage an individual interview is done to assess the applicants’ aptitude for learning liberal arts, as a member of the society. The minimum score for an external English proficiency test is set the same as that of Format B general admissions.

September admission

<September Admissions by Documentary Screening> (Document 5-5)

This screening method was established soon after the university started to accept students from educational systems outside Japan. The admission is based on document screening assuming applications from overseas students. ICU uses this method to screen such students, who are usually accepted in the admissions examinations for foreign students at most other universities. In addition, Japanese students who graduates from international schools in Japan and abroad also use this quota to enroll in the college. The students of the Japanese high schools adopting International Baccalaureate system recommended by the Ministry of Education, Culture, Sports, Science and Technology also apply

5. Student Admissions

for admission using this screening method (including the recommendation system for high schools designated by ICU). Taking into account the convenience of overseas applicants, the admission is based on screening of documents and an application form which can be generated using online application system (introduced in academic year 2015) and acceptance is decided without the applicants having to visit the university. This is positioned as a method to promote diversity of students, to which ICU especially attaches importance. The students admitted through this screening include transfer students in addition to regular students. This screening primarily targets students whose primary language is English and has enough English proficiency for attending classes taught in English. For this reason, it is compulsory for the students admitted through this screening to take the Japanese Language Program (JLP) while the students who are enrolled through other screening methods and whose primary language is Japanese are required to take the English for Liberal Arts Program (ELA).

<<Student recruitment>>

ICU implements publicity activities for student recruitment such as information dissemination through the University Guide, various information brochures for applicants, the ICU official website, email newsletters, open campus outside of the Tokyo Metropolitan area in addition to the ICU campus, acceptance of tours to the university, participation in the college fairs, school visits and placement of ads on newspapers, magazines and web media. The university, as a rule, responds on a daily basis to individual visitors who visit the campus and holds campus tours by current students as far as possible during office hours in a term. It also places importance on information sharing with high school teachers and holds college briefing for high school teachers (counselors of international schools) once a year on the campus. It also actively conducts tours of high schools throughout Japan, international schools in Japan and abroad and local schools overseas. It mobilizes a large number of ICU students for events such as open campus to implement programs introducing the learning at the university and overall student life in an easy-to-understand manner (Document 5-18 to 20).

As recognition of liberal arts is especially low in Japan, the university focuses on gaining understanding of the original liberal arts, which not only goes beyond humanities and sciences but combines them for integrated learning, by introducing ATLAS, the General Admission examination subject, as an entry point to liberal arts in student recruitment. The university recruits students throughout Japan to accept diverse students. In particular, ICU takes measures to strengthen information dissemination to regional high schools, in which it identified key regions, narrows down high schools that have educational affinity with itself and holds personal interactions with teachers of such high schools and lectures for students regarding liberal arts and learning at the college.

To further ensure diversity, which ICU emphasizes as its philosophy, the university enhanced information dissemination in Asia in addition to Europe and the U.S. It also introduced online application from academic year 2015 in a phased manner taking into account the convenience of the applicants. In academic year 2015, online application was introduced for September Admissions by Documentary Screening, and in academic year 2016 for the General Admissions, April Admissions for Returnees and Admissions for *Shakaijin*. It makes the application procedure easy regardless of where the applicant is as far as he/she has an internet connection (Document 5-21).

5. Student Admissions

<<Acceptance of exchange students>>

The College of Liberal Arts has a long standing record of accepting exchange students, besides the acceptance of international students as regular students for earning degree. In academic year 2015, it accepted a total of 126 exchange students from 19 countries based on the student exchange agreement. It also accepts non-regular students, as needed, in service learning programs and short programs organized by faculty members of liberal arts colleges and universities in the U.S., including offering them accommodation (Document 5-22).

<3> Graduate School (Document 5-12)

<<Admissions>>

The selection of students at the Graduate School for both the April admission (fall screening, spring screening) as well as the September admission is carried out based on document screening and interviews. For those applicants living outside Japan, ICU conducts interviews over Skype, thus enabling them to take the examination prior to arrival in Japan. From academic year 2011, after the completion of the Graduate School reforms, students who completed a college or university course in Japan were also added to those who could apply for the September admission, which till then was limited to those who completed a college or university course abroad. With this, both the April and September admission began following the same admission procedure. With the introduction of the online application service from academic year 2016, the application process became easier not only from within Japan but also from overseas.

In the screening, multiple reviewers examine the submitted documents to select those who are judged as having learning and research ability above a certain level. Subsequently, multiple members of the teaching faculty, who teach the fields of specialization and peripheral fields, conduct thorough interviews of the applicants to further review their aptitude for the specialized field, enthusiasm for research, awareness of goals and potential and decide on the admission.

Further, ICU also has the 5-Year Program that enables students who had excellent results in its College of Liberal Arts courses to complete the Master's course in a minimum of one year. Along with document screening with the third year results and credits acquired at the College of Liberal Arts as qualification, the in-house screening for admission into the Graduate School under this program is carried out through document screening and interview with the results at the time of completion of the first term of the fourth year also set as qualification.

<<Student recruitment>>

The Graduate School disseminates information about the school primarily through the ICU Graduate Program Prospectus, ICU Graduate School Admissions Handbook as well as through ICU's official website and websites operated by outside vendors (Document 5-14 [previously mentioned as 1-8], 5-12 [previously mentioned as 4-1-2], 5-13, 5-23). ICU also holds consultation for promotion to the Graduate School and in the Open Campus conducted on the ICU campus as well as regionally to recruit students in cooperation with the College of Liberal Arts. In particular, besides the conventionally held briefings,

5. Student Admissions

ICU sets up opportunities to directly converse with its students in collaboration with the Center for Teaching and Learning in order to boost the publicity of the 5-Year Program, and is engaged in publicity activities such as the Open Campus to promote the program among prospective students applying for the College of Liberal Arts and their guardians before they join the college by mobilizing existing students.

<<Acceptance of international students>>

ICU accepts about 20 international students every year in cooperation with International Rotary. Along with this, ICU also actively participates in the Japanese Grant Aid for Human Resources Development Scholarship (JDS), a Japanese government program for accepting international students, the Master's Degree and Internship Program of African Business Education Initiative for Youth (ABE Initiative), and the Pacific Leaders' Educational Assistance for Development of State (Pacific-LEADS), and as befitting an international graduate school program, almost half of the students in the program are international students, thus proactively accepting students as a research division (Document 5-24).

ICU decided to join the Joint Master's Programme of the Network on Humanitarian Action (NOHA) in November 2016 as a global partner university (Document 5-25). This is a master's program offered by a consortium of eight European universities and is aimed at nurturing specialists in humanitarian support. The Graduate School has a peace research program as an interdisciplinary research program and aims to enhance its peace building program and to build an international network through this interaction.

(3) Does the university set appropriate student capacity to accept students and are the enrolled students appropriately managed based on the admission capacity?

<1> Entire university (see the College of Liberal Arts and Graduate School)

<2> College of Liberal Arts

As the enrollment rate of students is high, the college manages the overall capacity by compensating for those students who leave and has set an appropriate capacity.

<Admission v/s capacity>

Academic year	2012	2013	2014	2015
College of Liberal Arts enrollment capacity fulfillment rate	0.98	1.01	0.92	1.06

As for capacity management, ICU makes the admission decision based on its Admissions Policy and taking into account the nationwide application trend from major prep schools, etc. and the trends in admission to the college in recent years. The college accepts all successful candidates from all methods of screening, and since it does not carry out second round of admissions, replacement promotion, waiting list, etc., it is necessary to secure students by announcing the results once* for each screening in order to maintain the quality of the students (*if there is a second stage of screening, until the results for the second stage of screening). For this reason, ICU aims to fill the 620 admission capacity through the year taking into account the balance between admission rate and student quality in all selection, but it is extremely difficult to predict, because of which the fill-rate varies slightly depending on the academic year. Nevertheless, in order to realize the small-class education, indispensable especially in the first year for the language program and physical education practical courses, it quite carefully and appropriately

5. Student Admissions

manages the admission so that admissions do not overly exceed the capacity.

<3> Graduate School

In the university evaluation of 2010, the Graduate School research division with the lowest enrollment rate was 0.21 for the Master's course while the division with the highest rate had 0.42; the Doctoral course for public administration program had a low 0.28 rate. The school, therefore, was advised to carry out improvements. In response, ICU carried out the Graduate School reforms in 2010 integrating four divisions into one (Graduate School of Arts and Sciences), reduced the admission capacity (from 107 to 84 in the Master's course and 36 to 20 in the Doctoral course) to streamline the capacity. The university also newly established scholarship for students, and currently ICU gives exemption up to a third of the annual tuition fees and facility charges to Master's students (no repayment obligation).

Further, as described earlier, ICU has been able to offer a new choice to the students in the form of the 5-Year Program where the students can complete the College of Liberal Arts and Graduate School courses in five years, thus encouraging them to pursue Master's course.

As a result, against an admission capacity of 168 for the Master's course and 60 for the Doctoral course, enrollment as of May 1, 2016 in the Master's course was 106 while the Doctoral course had 57 students, giving a fill-rate of 0.63 and 0.95, respectively.

(4) Is the university regularly verifying whether student recruitment and selection is done in a fair and appropriate manner in accordance with the admission policy?

<1> Entire university (see the College of Liberal Arts and Graduate School)

<2> College of Liberal Arts

In implementation of admissions examination, ICU admits the students appropriately in accordance with the University Student Selection Guidelines of the Ministry of Education, Culture, Sports, Science and Technology. ICU has established a College of Liberal Arts Entrance Examination Committee to clarify the people in charge of the admissions examination as well as the office and authority. At the same time, discussions on the admissions examination system, the verification of the quota, admission qualification, examination subjects, method for making admission decision, etc. are carried out under the Faculty Meeting.

The subcommittees established under the Faculty Meeting stipulated by Article 7 of the Regulations of the Faculty Meeting of ICU include the College of Liberal Arts Admissions Policy Committee and the College of Liberal Arts Admissions Decision Committee. The committees are headed by the Dean of the College of Liberal Arts and consist of five members nominated by the Dean, and who are elected from the members of the Faculty Council by the Faculty Meeting, taking into account their fields of specialization. The members of the two committees don't overlap (Document 5-26 [previously mentioned as 3-3]).

<College of Liberal Arts Admissions Policy Committee>

The College of Liberal Arts Admissions Policy Committee (hereinafter referred to as "Admissions Policy Committee") examines and discusses the matters related to Admissions Policy of the College of

5. Student Admissions

Liberal Arts. It submits proposals to change the system, etc. to the Senate and reports to the Faculty Meeting. In addition to the five Faculty Council members nominated by the Dean of the College of Liberal Arts, the members also include the President and Vice Presidents. The committee is convened once a month except in July, August, January and February, and lately, information such as the social conditions surrounding the university, policy on publicity activities and activity reports are shared with the committee members, and the committee discusses all types of admissions for the College of Liberal Arts also taking into account the impact from external environment (Document 5-27, Article 3).

<College of Liberal Arts Admissions Decision Committee>

The College of Liberal Arts Admissions Decision Committee (hereinafter referred to as “Admissions Decision Committee”) judges and decides on the admissions to the College of Liberal Arts and the decision made here becomes the decision of the Faculty Meeting. The decisions will be implemented pursuant to the standards set by the Admissions Policy Committee. ICU carries out a fair admissions judgment as the decision on the admission standards and the actual judgment is made by different committees (Document 5-27, Article 4).

<Admissions examination reforms based on verification>

ICU has appointed Chief of Admissions Research and has in place a structure which verifies the appropriateness of the admissions examination. Verification is done continuously from identification of admissions examination issues to revision of the system as such.

As a result of this, reforms to the system were carried out with respect to the April Admissions for Returnees from academic year 2009. With the student recruitment for academic year 2013, ICU stopped the use of National Center Test for University Admissions (Center Test). The adoption of the Center Test did not lead to securement of students from regional areas and science students on the contrary to ICU’s expectation. Moreover, as ICU employs trimester system, the test timings clashed not only with the regular classes at ICU but also the timing for graduation thesis, Master’s thesis, and Doctoral Dissertation submissions at the university, resulting in significant burden on the faculty and staff as well as students. Taking into account these adverse impacts on original university education, ICU stopped the usage of Center Test. Further, the Center Test assesses subject-based scholastic ability and this was found to not necessarily match the liberal arts education compared to the other admissions screening at ICU. At the same time, by further pursuing verification of a proprietary admissions examination to select students suited to liberal arts education, ICU implemented the following system reforms in academic year 2015.

- Changed General Admissions examination from four subjects to three subjects. First of all, ICU introduced ATLAS, a comprehensive test developed from liberal arts learning aptitude, and humanities and social sciences were combined into one subject to change to a comprehensive subject format of humanities/social sciences and made it into a choice between natural sciences. At the same time English was left as it is and this was set as Format A. In addition, a Format B was also established (see below as well as p.56).
- ICU Special Admissions Category B: Category B, which used the International Science Olympiads,

5. Student Admissions

was changed to one that uses voluntary research and outcome of science project research in the natural sciences field so that more science students can apply.

- Admissions for *Shakaijin* (Mature Students): The date of the entrance test was changed from November to February, while the examination subjects were changed from essays, interviews, and an external English proficiency test (IELTS, TOEFL or TOEIC) to ATLAS, which is the General Admissions examination subject, an external English proficiency test (minimum passing scores set) and interview.

The verification of the entrance exam system is continuing and ICU has decided to start a new framework called Universal Admissions in academic year 2017 to enable the university to accept much more diverse students.

As for highlighting the information related to liberal arts education, and to offset the stopping of the Center Test, the university is actively approaching high schools in Japan and abroad with the aim of securing students from regional areas as well as diverse students from overseas. Further, taking into account the convenience of the students taking the admissions examination, ICU has been introducing online application from academic year 2015 in a phased manner.

<3> Graduate School

Screening of students at the Graduate School is done in accordance with the Admissions Policy, based on document screening and interviews carried out taking sufficient time. Importance is placed on research capabilities and language proficiency, and the student recruitment and selection methods are discussed at the Graduate School Council, while the admission decision is made by the Program Committees, Doctoral Committee, Graduate School Council and the Graduate School Admissions Decision Committee in a fair and appropriate manner.

Further, the implementation and method of admissions are discussed at the Program Directors Meeting convened by the Dean of the Graduate School, in addition to the Program Committee, Doctoral Committee and Graduate School Council, which make the decision on acceptance. The verification of the outcome of the student selection through reorganization of the Graduate School of Arts and Science has not yet been carried out.

2. Study and Evaluation

- Degree of fulfillment of Standard 5

ICU clearly discloses its Admissions Policy and carries out student recruitment and screening reflecting the student profile sought by each screening format with aim of filling the stipulated capacity. The university regularly carries out verification regarding the appropriateness of the student selection and manages the number of admissions appropriately. Based on this, it can be concluded that the university satisfies the requirements of Standard 5 Enrollment/Student Admissions.

(1) Matters that have been effective

5. Student Admissions

<1> College of Liberal Arts: After the Great East Japan Earthquake, the number of admissions in the September admission, which accepts overseas students, declined and as a result the fill-rate for admission against the capacity for the College of Liberal Arts fell to 0.94 in academic year 2014, while 2015 recorded the worst figure for admissions in September. However, the admissions for September batch rose in academic year 2016 as ICU strengthened student recruitment in Asia aimed at acquiring diverse students as well as the introduction of online application, with the fill-rate recovering to 1.13 times versus the capacity for the College of Liberal Arts.

From the perspective of securing student diversity within Japan, ICU was able to attract applications from all prefectures, which is one of its goals.

<2> Graduate School: The number of students joining the 5-Year Program introduced in April 2012 has been growing with each passing year with increasing number of college applicants and their guardians showing interest in the program right from the time of the college admissions examination (admissions to the 5-Year Program: 2012 -1 person, 2013 - 2, 2014 - 2, 2015 - 4, 2016 - 8). Moreover, with the proactive acceptance of overseas students, international students account for half of the enrollment as described earlier, and students from diverse cultural, ethnical and religious background interact with Japanese students through their research activities, thus achieving the mission of ICU's graduate school education.

(2) Matters to be improved

<College of Liberal Arts>

Nothing in particular

<Graduate School>

<1> The appropriateness of student selection has to be verified in the future.

<2> While it can be said that the 5-Year Program and the proactive acceptance of international students has achieved a certain level of success, it is necessary to improve the fill-rate for the Master's program further by enhancing publicity and improving the convenience for students taking the admissions examination.

3. Development Policy for the Future

(1) Matters that have been effective

<1> College of Liberal Arts: With aim of further promoting student diversity, the college, in addition to the existing April admissions for Returnees and the September Admissions by Documentary Screening, newly introduced the April Admissions by Documentary Screening and selection of international students who utilize the Examination for Japanese University Admission for International Students for both April and September admissions since April admissions of academic year 2017, to recruit students from within a large framework called Universal Admissions (Document 5-28). Following this, the college will promote introduction of online application for each admissions examination in a phased

5. Student Admissions

manner.

<2> Graduate School: In addition to offering scholarships under the existing JICA's Japanese Grant Aid for Human Resources Development Scholarship (JDS) program, International Rotary's Rotary Peace Fellowship Program to international students, the school, in order to acquire and nurture diverse international students, plans to pursue measures within academic year 2017 to conclude individual agreements with member universities for accepting students through NOHA. The school will strive to enhance its international nature by actively securing students from differing backgrounds through such collaborations with overseas universities.

(2) Matters to be improved

<1> Graduate School: The appropriateness of the student selection will be verified along with the overall evaluation of the Graduate School reforms. Proposals for specific measures will be taken up after the reorganization of the teaching and research organization currently underway.

<2> Graduate School: The online application system was introduced from the admissions for academic year 2017 (implemented in academic year 2016). As for strengthening of publicity, the school will continue the conventional publicity activities while considering expansion of the activities to Asian region, not carried out until now, in collaboration with the College of Liberal Arts. The school will steadily build a track record till verification can be made as to whether there was an increase in applicants and admissions as an impact of such measures.

4. Documents indicating reasonable grounds (●Required by Standard 5)

- 5-1 ICU official website "Admissions Policy"
(Japanese) <https://www.icu.ac.jp/admissions/undergraduate/exam/>
(English) <https://www.icu.ac.jp/en/admissions/undergraduate/policy/>
- 5-2 ●ICU College of Liberal Arts AY2016 Information for Applicants General Admission Examination p.1
- 5-3 ●ICU College of Liberal Arts AY2016 Information for Applicants Admissions for *Shakaijin* (Mature Students) p.1
- 5-4 ●ICU College of Liberal Arts AY2016 Information for Applicants April Admissions for Returnees p.1
- 5-5 ●International Christian University College of Liberal Arts Information for September Applicants 2016 p.3
- 5-6 ● (Previously mentioned as 1-7) ICU College of Liberal Arts (2016 Prospectus) Admission Policy p.7 (p.9 of the PDF version), Admission Brochure p.105 (p.99 of the PDF version)
- 5-7 ●ICU College of Liberal Arts AY2016 Information for Applicants ICU Special Admissions
- 5-8 ●ICU College of Liberal Arts AY2016 Information for Applicants Admissions for Recommendees

5. Student Admissions

- 5-9 ●ICU College of Liberal Arts AY2016 Information for Applicants Admissions for Recommendees (member schools of the Association of Christian Schools in Japan)
- 5-10 ●ICU College of Liberal Arts AY2016 Information for Applicants Admissions for Recommendees (International Christian University High School)
- 5-11 ICU official website “Special Measures for Admission Examinations”
<https://www.icu.ac.jp/admissions/undergraduate/measure/>
- 5-12 ● (Previously mentioned as 4-1-2) ICU Graduate School AY2016 Admissions Handbook (Admission Policy p. 3)
- 5-13 ICU official website (Graduate School) “Admission Policy”
<https://www.icu.ac.jp/en/academics/gs/>
- 5-14 (Previously mentioned as 1-8) ICU Graduate Program (2016 Prospectus) “Admission Brochure” p.14 (p.8 of the PDF version)
- 5-15 (Previously mentioned as 4-1-4) ICU Graduate School three policy proposals (materials for the Senate meeting held on March 16, 2017)
- 5-16 ICU Official Website “General Admissions Examination Subjects” (In Japanese)
<https://www.icu.ac.jp/admissions/undergraduate/exam/general/>
- 5-17 Essay for April Admissions for Returnees
- 5-18 Special support website for students taking admissions examination <http://icu-admissions.jp/>
- 5-19 ICU official website “ICU Mail Magazine”
<https://www.icu.ac.jp/admissions/april/request/mailnews.html>
- 5-20 Open Campus Program
- 5-21 Online Application for ICU College of Liberal Arts Admissions Examination for Academic Year 2017 <https://icu-adm.applyjapan.com/>
- 5-22 GGJ Project H28 Follow-up Survey Excerpt: Accepting International Students
- 5-23 JAPAN STUDY SUPPORT <http://www.jpss.jp/ja/>
- 5-24 Graduate School Enrollment 2014-2016
- 5-25 NOHA-ICU Memorandum of Understanding
- 5-26 (Previously mentioned as 3-3) Regulations of the Faculty Meeting (Article 7 p. 432)
- 5-27 Bylaws of the Permanent Committees of the Faculty Meeting (Article 3 p. 455, Article 4 p. 455-456)
- 5-28 ICU College of Liberal Arts Prospectus 2017 excerpt “Universal Admissions”

6. Student Support

1. Explanation of Current Condition

(1) Does the university have in place clear policies regarding student support so as to allow students to dedicate themselves on learning and have stable student lives?

The objective of ICU's liberal arts education is for the students to richly nurture their personality and instill humanity that lets them be true to themselves and deepens their understanding of and empathy for others. While it does not stipulate a basic policy for student support, the university, based on its philosophy, offers the following support to students to achieve the objective so that students can have stable and complete student life.

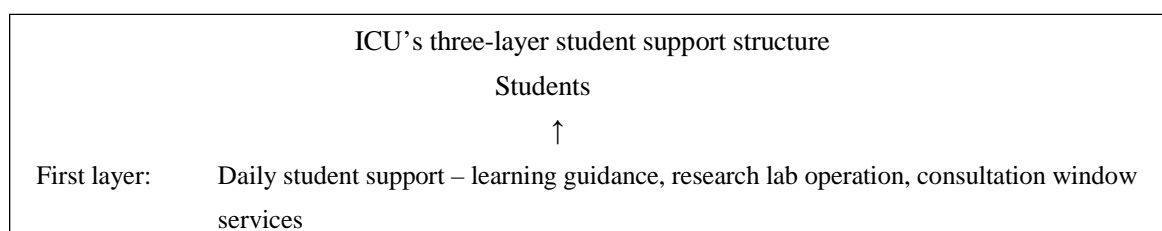
- 1) Attach importance to dialogue as well as the personality of each student
- 2) Respect human rights and give consideration to diverse values
- 3) Accept students as members rather than as customers

ICU is a liberal arts university based on small-class education and places importance on dialogue, which is the base of liberal arts education. The university has student dorms housing about 600 students on campus and the dorms are operated voluntarily by students through repeated discussions. It also has vigorous extracurricular activities, in which students take initiatives while balancing such activities with study.

ICU has students from various backgrounds from around the world. The students experience diversity through dialogue with others and learn to respect the personality and values of others. The university, which was founded in introspection of the Second World War, is based on respect for human rights, founded on the Universal Declaration of Human Rights.

By taking advantage of the small-class education, ICU, while respecting students' independency, has in place a three-layer student support structure (the diagram below) to establish a university-wide student support network and offers a learning and living environment that takes into consideration the needs of individual students and to ensure that they live a student life with a sense of security.

ICU does not have a consultation window specialized in supporting international students. Instead, it adopts a structure in which all departments support international students regarding from taking courses to daily life in general. In addition to international students, ICU recognizes students with disabilities, gender dysphoria and other minorities as those who contribute to the diversity of the university. It, therefore, provides them with necessary support. At the same time, the university's premise is that it will offer support to any student without discrimination, as a rule, based on the principle of the Universal Declaration of Human Rights.



6. Student Support

Second layer:	Systemized student support – academic advisor, peer support, Human Rights Advisors, writing support, Special Needs Support Service
Third layer:	Specialized student support – Counseling Center, Academic Planning Center, Placement Group, International Office, Health Care Office

(2) Is the university appropriately supporting students' learning?

ICU does not have the so-called “repeating a year,” and instead it provides thorough guidance on selecting courses, and responds meticulously especially to underperforming students. The university has in place a system to support such students to ensure their smooth progress towards graduation: it identifies students whose GPA continues to be poor for a certain number of terms and takes various measures such as interviews with the staff in charge, advisors, counselors, Associate Deans of the College of Liberal Arts and Dean of College of Liberal Arts. To grasp the situation of students who take leave of absence or withdraw from the university, the students require to have an interview with the advisor upon submitting the notice of leave of absence or withdrawal and acquire the signature from the advisor. The university makes efforts to grasp the reasons for the leave of absence or withdrawal from the contents of the submitted documents and interviews.

ICU recognizes that there is no situation that calls for a university-wide remedial class system, although there are individual cases of faculty members offering supplementary or additional lessons depending on individual situations primarily in the science fields. Instead, the university emphasizes on support of academic planning so that each student can independently and voluntarily formulate their respective study plans through graduation. For this reason, ICU has the advisor system, in which a faculty member (Assistant Professor or above) is dedicatedly assigned to each student as an advisor. Starting from the time of enrollment, the advisors give advice to students on course selection every term and in the fourth year guide them through acquisition of the degree primarily for senior thesis research. Dedicated faculty members set office hours and respond to various problems brought by students and give guidance and advice in these hours (Document 6-1).

Along with the introduction of major system in academic year 2008, ICU established the Academic Planning Center. Students need to consider their course plan starting from the enrollment as they need to choose major in the latter half of their second year. In addition to advising by the center staff members, the ICU Brothers and Sisters (IBS) give peer advising from the perspective of students providing a wide range of consultation (Document 6-2).

Opened in December 2010, the Writing Support Desk (WSD) offers advice to students on writing papers and reports with graduate students as tutors (Document 6-3). In particular, the university came to further emphasize on “cultivation of the ability to convey information” in writing in the Go Global Japan (GGJ) Project of the Ministry of Education, Culture, Sports, Science and Technology adopted in academic year 2012, and enhanced the Writing Support Desk’s functions as the mainstay support.

In April 2015, ICU established the Center for Teaching and Learning as a comprehensive consultation window for education and learning. It not only offers consultation to students but also has been putting

6. Student Support

efforts into introductory education through its orientation website for those who are joining the university that provides information necessary before the admission and posts videos on lectures of learning at university targeting students who were accepted early on with recommendation or through special admission screening (Documents 6-4, 6-5, 6-6 [previously mentioned as 3-8], 6-7).

Ever since it accepted the first totally blind student in 1977, ICU has been aiming to ensure equal opportunities for special needs students in learning, education, research and other related activities in general, in accordance with the Basic Policy for Students with Special Needs. In 2007, the university established the Special Needs Support Service Office and has been supporting the students with special needs in a systematic manner. Further, along with the enactment of the Act for Eliminating Discrimination against Persons with Disabilities in April 2016, the university formulated the Guidelines for Eliminating Discrimination against Persons with Disabilities (Documents 6-8, 6-9).

In recent years, the number of students with special needs has been increasing (Document 6-10) and the content of support covers a broad range of services including taking notes, Braille translation, processing and dictation of textbooks and materials, transfer assistance, guiding, consideration of classroom and loaning of IT equipment such as PCs and support software. In addition to the staff of the Special Needs Support Service Office, faculty members teaching the classes attended by special needs students, student supporters and various involved departments of the university cooperate in providing support (Document 6-11). For further securing the support structure, the university has been working on university-wide enlightenment and environment improvement by conducting workshops for faculty members and students.

Currently, the percentage of students utilizing ICU's own scholarship programs with respect to the total students is about 8% for grant-type programs and about 5% for loan-type programs. Of its distinctive scholarship programs, the grant-type ICU Peace Bell Scholarship (one million yen per year for four years as a rule), whose recipients are decided before the enrollment, was started in academic year 2008, while another grant-type program, the ICU Torch Relay High Endeavor Scholarship (a total of 766,000 yen for matriculation fee and tuition and facilities fee for one term) was started in academic year 2015, and are targeted at both Japanese and international freshmen. ICU Peace Bell Scholarship is funded fully with donations, and the program has been running stably since its establishment in 2008 with 14 to 18 students receiving the funds every year, thanks to donations mainly from ICU's alumni. The establishment of the ICU Torch Relay High Endeavor Scholarship enhanced the advance scholarship programs whose recipients are notified before the admission procedure.

ICU also has grant-type scholarship programs for Japanese and international students from the second year onwards that are screened based on academic performance and economic situation of their households. It also offers loan programs, where it lends the amount equivalent to the tuition fee at a low interest rate (the university pays the interest before graduation and the students repay the loan after graduation over 20 years at an annual interest rate of 1.975%) in collaboration with financial institutions. In addition, ICU offers scholarship to international students from countries with economic difficulties such as developing nations using donations as a source (Documents 6-12, 6-13). The university utilizes GPA as a criteria of academic performance for internal screening regarding scholarship after students are

6. Student Support

enrolled to ensure the quality of scholarship recipients. In addition to ICU's own extensive scholarship programs, loan systems are available, enabling economic support based on students' individual needs by combining grant- and loan-type programs. Furthermore, there are many ICU students who advance to graduate school overseas as well as in Japan and many such students apply for and receive type 1 scholarship (targeting students seeking to acquire degree from graduate schools abroad or study abroad for a long period of time) by Japan Student Services Organization (JASSO) (Documents 6-14, 6-15).

(3) Is the university appropriately providing student daily life support?

<Mental support>

The student life is a period in which those who joined the university following graduation from high school as well as those who joined after having worked as a member of society, significantly grow in character and intellectually. The Counseling Center strives to encourage students to utilize counseling not only for mental health issues but also as an opportunity to deepen self-understanding. In academic year 2015, 11% of all students utilized the service, which is a high figure (Document 6-16). The center also offers counseling in English, supporting both international students and returnees as well as students who will study abroad (Document 6-17). It also provides mental support to students who are studying abroad as necessary.

The center conducts orientation for all students joining the university and it also carries out orientation for newly joined faculty members regarding mental health and mental growth of students. The Counseling Center has a consulting psychiatrist with a system to refer students to the doctor as necessary.

It also holds information exchange meetings regarding students' health on a regular basis to strengthen cooperation with the Health Care Office and other involved departments in the university. It conducts an extension lecture once a year for students as well as faculty and staff to maintain and enhance mental and physical health on campus.

The Counseling Center also offers special gender sexuality counseling service once a week to support students with gender dysphoria and who are a sexual minority to provide multifaceted mental care to students (Document 6-18). The university has measures in place to permit changes in name and gender in the student register of transgender students if they satisfy certain requirements. Upon application, the Director of Student Services Division interviews the student to confirm his or her will and the decision of approval is made by the Senate. The university also offers facilities and environment that can be used regardless of gender by installing multipurpose toilet units at each building and individual changing rooms at physical education facilities.

In career support, ICU has been searching for projects and information of support programs in collaboration with businesses and organizations that have been making advanced efforts. As of August 2016, the university is planning a one-day experience program with one company, which is expected to be conducted in academic year 2017 (Document 6-19).

As described so far, the university responds to each case of support for minority students including special needs students in cooperation with the involved university departments (Counseling Center, Special Needs Support Service Office, Center for Gender Studies and its faculty members, Placement

6. Student Support

Group, etc.).

<Healthcare support>

ICU carries out regular health checkup of students as well as the faculty and staff, follow-ups and consultation to prevent progression of disease through early detection and treatment of diseases and holds activities to enlighten the university members of health maintenance and enhancement as part of preventive measures. The Health Care Office focuses on school health and industrial health activities rather than medical services. Starting in November 2016, the office started operating during lunch break and extended its office hours in the afternoon to enhance consultations. Moreover, it stands by for rescue needs during university events (matriculation ceremony, commencement ceremony, admissions examinations, etc.) and Open Campus.

<<Health checkup and management>>

The Health Care Office is in charge of regular health checkup of students, which is outsourced, in April every year. In the last five years, an average of 80.6% of students have taken part in the health checkup on campus and the average is maintaining its high level. If there are any findings in the checkup, the university contacts the individual students for consultation with a school doctor, public health nurse and/or nurse, retests and refers to a medical institution.

The university has in place a collaborative structure with external medical institutions in the neighborhood to respond swiftly to various needs such as students' injury, sickness and vaccinations for studying abroad. In particular, when a foreign student sees a doctor, it prepares medical questionnaire and referral letter written in both Japanese and English so that accurate information is conveyed at the time of consultation.

<<Health consultation>>

In daily operations, the Health Care Office public health nurses and a registered nurse offer health consultation, while the school doctor conducts health consultation twice a week in the afternoons and issues health certificates (Japanese and English). The school doctor provides first aid in case of injury and sudden illnesses and refers the patient to a medical institution. For mental consultation, the office works together with the Counseling Center on campus and introduces specialized medical institutions. The services offered by the Health Care Office are described in Japanese and English on the university's portal site (Document 6-20).

<<Infectious disease prevention and crisis management>>

The university conducts health checkup including chest X-ray targeting 1st year students. Students returning from overseas studies are requested to submit a health certificate after returning to Japan to check their health for conditions such as the possibility of pulmonary tuberculosis. As for prevention of measles and other infectious diseases and measures against new strains of influenza, the university formulates response plans taking into consideration situations at other universities and companies and stock extra medicines and medical equipment. Further, in May 2016, the university published

6. Student Support

information compiling the emergency responses on its internal portal site and set up an emergency response banner so as to facilitate easy access. This enabled smooth information gathering in both Japanese and English regarding information of emergency hospitals around the university and the procedure for calling an ambulance, etc. in case of emergencies during a holiday or early morning or late night (Document 6-21).

The university holds seminars on how to operate AED as part of daily crisis management.

In academic year 1998, ICU officially established the human rights consultation window and has been providing consultations to students as well as faculty and staff who are suffering from harassments—sexual, academic or otherwise. The university stipulates measures to prevent human rights violations in the Regulations and Measures for Preventing and Dealing with Human Rights Violations as its basic regulations (Document 6-22).

ICU has six Human Rights Advisors (faculty and staff) who provide consultations. If consultations do not solve the issue and the person files a complaint regarding human rights violation, the Human Rights Committee proceeds with coordination or conciliation. If that is still not enough to solve the problem, the Human Rights Inquiry Panel including outside specialists investigates the fact with complete confidentiality and submits a report to the President.

The Regulations and Measures for Preventing and Dealing with Human Rights Violations and the Universal Declaration of Human Rights are printed in the Student Handbook. The human rights consultation activities are made public on the university website and it distributes a leaflet titled *Korette Harasumento!* (is this harassment?) in Japanese and English to all students as well as faculty and staff to make known and promote the human rights consultation system (Document 6-23). In addition, the Human Rights Advisors explain the system at the orientation for new students in April and September and conduct a human rights-related seminar around the Human Rights Day on December 10 every year for the entire university. The university also holds workshops for faculty and staff.

(4) Is the university appropriately offering career support for students?

ICU considers that “The whole campus is a ‘career center’” so as to respect each student’s independence and enable a satisfactory career-path selection. The Placement Group, based on the concept that studies take top-most priority, plays a leading role in career support from the two aspects of career development support and job seekers’ support.

1) Consultation (individual support)

The university offers reservation-based individual interviews (30 minutes per session) to respond to various queries related to career paths or troubles with job hunting in an individual meeting room. It also holds mock interviews and checks entry sheets filled by students, and places importance on drawing on the students’ personality and experience instead of squeezing them into a pattern. It also responds to emergency consultation needs over the counter as necessary.

2) Guidance, seminars (group support)

6. Student Support

They are roughly divided into the career development support events for all grades and job seekers' support events targeting 3rd and 4th year students. At the career development support events, ICU offers contents that address its students' needs through seminars on themes including how to work for international organizations and career at foreign companies in addition to lectures by ICU graduates. At job seekers' support events, it conducts the Job-hunt Guidance, Self-Analysis Seminar, preparation sessions for SPI3 and other written tests and public and private sector joint on-campus job fairs.

Besides the guidance given by the university staff and external lecturers, with the help from the students ICU holds the debriefing session and the Advising Session with 100 Students with Job Offers or Acceptance Letters by the senior students who completed job hunting. It also offers opportunities for career advising sessions with the cooperation of the ICU Alumni Association.

The university avoids overlap of the various events with school hours and schedule them, as a rule, during Convocation Hour (the fourth period of every Tuesday) during terms and during breaks between terms such as the spring and fall breaks (Document 6-24).

3) Provision of information

ICU offers various materials including recruitment information directly offered to the university at the material corner of the Placement Group and discloses alumni data on the web site (the Career Supporters system) so that students who are hunting for jobs can meet ICU graduates. Currently about 4,000 alumni are registered in the Career Supporters system and voluntarily provide information as an individual or a business.

Moreover, the university has a system in which senior students who have received job offers or acceptance letters become advisors till they graduate and give consultations on job hunting and the students can look up the profile of the advisor who he or she would like to contact.

4) Initiatives for unique job seekers' support

ICU provides support to international students' job hunting primarily on an individual basis by using English depending on the students' needs. It offers information addressing individual needs through job offer files titled "the job offer list for foreigners," "global recruitment and/or employment," etc. kept at the material corner. The university also makes available Foreign Affiliated Companies in Japan, a Comprehensive Directory at the library and the material corner of the Placement Group, and the information of job offer lists for global working environment received by the university are provided to its students through the portal site of the Placement Group.

ICU holds a separate guidance session for students who are returning from exchange programs, etc. as the timing of their return is June of their fourth year, which puts limits on their job hunting period. The university also offers information using email newsletters and provides individual guidance via email.

ICU conducts a thorough career path survey at the time of graduation. It has a grasp of the situation of 99% of graduates from academic year 2012 and accumulates information on the list of graduates every year and develops it into database. Such information is utilized by students to decide their career path by visiting ICU alumni and also used to formulate career development support policy.

6. Student Support

To enable consistent career development and job seekers' support, ICU under the recognition that "The whole campus is a 'career center'" attaches importance to the link between learning and working and therefore has placed the Placement Group in the organization of the Student Services Division. The Placement Group also cooperates with the Student Affairs Group, Counseling Center and Housing Office in the Student Services Division to offer unique support to small-group education valuing students' individual personality.

In addition, ICU offers information regarding moving on to graduate school through guidance and website in cooperation with the Academic Planning Center, Graduate School Group and International Office to support the students who proceed to graduate school, which accounts for about 20% of graduates (Document 6-25).

2. Study and Evaluation

●Degree of fulfillment of Standard 6

As described above, ICU supports individual students from the aspects of both learning and living so that each of them can focus on studies, and offers them appropriate study environment. The university is also generally appropriately offering career development support while paying attention to achieving balance with studies.

ICU offers meticulous student support from admission to graduation from various angles based on the policy founded on its philosophy and the university judges that it satisfies the standard.

(1) Matters that have been effective

<1> In addition to learning support with ICU's traditional advising, the university relentlessly reviews, builds and rebuilds the system to reflect the needs of the times such as the Writing Support Desk. The user of the Writing Support Desk significantly increased especially in academic year 2014 when it began collaborating with the Writing Course, which was started to raise the level of English writing ability, and the number of users in academic year 2015 is about seven times the first year (Document 6-26). The university assigns dedicated staff to the Special Needs Support Service Office in 2013 and is currently supporting 32 students (previously mentioned Document 6-10). The Academic Planning Center had 298 cases of consultations during the orientation period alone in April 2016, which is about half of the entire 1st year student who joined the College of Liberal Arts in April (Document 6-27). The guidance (group support) offered by the Placement Group is successfully providing contents that reflect the needs of ICU students. In provision of individual support also, full-time faculty members engage in consultation and give guidance from the perspective of each student, and the number of consultation cases is also increasing (Document 6-28). It appears that the students are appropriately leveraging such support.

<2> Ever since 1955, when the first dormitories opened, the university considered dormitories as not only just a facility for living but also dorm life as such as part of its education program, and aimed to encourage the personal growth of the students through their coming in contact with diverse values in communal life and their voluntary involvement in operation of the dormitories (Document 6-29).

6. Student Support

The volunteering students joined the committee for formulation of construction plan for the new dorms to be opened in April 2017 as well as in the discussions of its operation rules and method, and are directly involved in the formulation of the plan (Document 6-30).

(2) Matters to be improved

<1> While ICU's student support is of a high level, and is meticulous and developed as well as enhanced to respond to diversifying needs, it has become segmented and its offices are scattered across the large campus posing a physical disadvantage. It, therefore, is an important task to ensure that university-wide and integrated student support is functioning to its full extent. There is room for improvement in matters that cannot be solved by one department through collaboration leveraging large organizations. In particular, they include advising as well as support for students going on to study at the graduate school.

<2> The April admissions (April students) and September admissions (September students), which is a feature of ICU, have little opportunity to interact in classes with students from different timing of admissions due to the different levels of progress in the curriculum built on two different language programs in the first year (English education and Japanese education) and also due to the difference in Japanese and English proficiency at university level. The situation depends on individual student's language background. To solve the situation, it is necessary for the university to enhance opportunities for interaction and encourage dialogue in the field of student support. Currently, the university offers introductory education to April students and September students who joined in the previous year at the new student retreat held every May, and starting in academic year 2015, it began offering another retreat towards the end of September for new students who joined earlier in the month. The retreat is operated by the retreat committee made up of students. The committee mainly consists of April students who have experienced the new student retreat and several student organizations are also cooperating in its implementation (Documents 6-31, 6-32). April and September students are deepening their interaction through these opportunities. Such opportunities, however, are limited to some of the students and the university hope to create other opportunities.

3. Development Policy for the Future

(1) Matters that have been effective

<1> While maintaining the student consultation function that responds to the needs of diverse students, the establishment of the general consultation window for students in academic year 2016 by the Center for Teaching and Learning will enable responding to students in a broader manner. The university will record the number of cases and their contents, grasp changes over the academic years and analyze the trend over the existing support windows once the data for the three years is accumulated to assess the appropriateness of the student support system.

<2> As an outcome of student participation, the number of students per floor of existing dorms which had reflected students' opinions was set for the new dorms scheduled to open in 2017, and the operation

6. Student Support

regulations for the new dorms will come into effect on April 1, 2017. Under the Dean of Students, the university will continue to create opportunities for students to be involved in the dorm operation. In academic year 2018 onwards it will review regulations, etc. based on the actual operation and make necessary improvements for operation of student dormitories.

(2) Matters to be improved

<1> The Center for Teaching and Learning plays an important role for realizing university-wide and integrated student support and the center takes initiatives in deepening cooperation among student support-related departments and supports students as the general consultation window. For this purpose, the university began negotiations and coordination from April 2016, interviewed 16 departments (Document 6-33) and this resulted in the establishment of CTL Madoguchi in September 2016. Leveraging the advantages of the general counter, it will provide student support based on cooperation within the existing large organization. As part of this, new work collaboration, including the Academic Planning Center staff's on-site advising at the Center for Teaching and Learning by setting forth the office hours at the center, is being discussed and it is expected to start in academic year 2017.

Currently the university does not have a dedicated consultation window for providing support for those going on to graduate school. At present, departments are individually advising students, holding seminars by inviting graduates, explaining scholarship programs and introducing students to faculty members. While continuing with these operations, the university aims to realize comprehensive information provision in cooperation among involved departments by the re-launch of the university portal site in academic year 2018. Such information provision include recording and distributing of video of seminars to enable students to obtain information afterwards and posting information of scholarship programs that the Graduate School and the Student Services Division are aware of, on the information website of the Placement Group and Academic Planning Center, for the students who wish to study at graduate school.

<2> According to comments in the Alumni Survey 2016, the alumni said that activities outside of classrooms such as dormitories and club activities contribute to bilingual environment and club activities started at dorms were multinational. With the opening of the new dorms, the number of students who can live in dorms increases by about 1.5 times the existing number (Document 6-34) and the number of April students and September students who can interact with each other also will increase. The new dorms will have seminar rooms and common living and dining space where students who are not staying at the dorms also can enter and start new Living Learning Community (LLC) activities on themes jointly set by the students living on campus and commuting students. These spaces can house a total of 351 people and will promote interaction of the entire campus community in addition to interaction between April and September students.

4. Documents indicating reasonable grounds

6-1 Student Handbook excerpt "Advisor System" p.20, "Academic Planning" p.21

6. Student Support

- 6-2 Academic Planning Center website
<http://apc.info.icu.ac.jp/>
- 6-3 “5. Establishment of Writing Support Desk” The Journal of Information Science and Technology Association Vol. 61 No. 12 pp. 483-488 (2011)
- 6-4 CTL Build an integrated academic support framework (conceptual diagram of support by the Center for Teaching and Learning)
- 6-5 CTL Consultation Window (Madoguchi)
- 6-6 (Previously mentioned as 3-17) Regulations of the Center for Teaching and Learning (Regulations pp.683-634)
- 6-7 ICU New Students Orientation Website (PDF)
- 6-8 Special Needs Support Service Office leaflet “Learning Support for Special Needs Students”
- 6-9 Guidelines for Eliminating Discrimination against Persons with Disabilities
- 6-10 Changes in the Number of Special Needs Students with Learning Support
- 6-11 ICU official website “Support for Students with Special Needs”
<https://www.icu.ac.jp/campuslife/health/#ssn>
- 6-12 List of Scholarship Programs (number of scholarship recipients by program)
- 6-13 ICU Peace Bell Scholarship Student Report
<http://subsites.icu.ac.jp/fundraising/peacebell/downl.html>
- 6-14 Data on the number of students who continued on to graduate school 2013-2015
- 6-15 JASSO Long-term Dispatch Scholarship Utilization Data 2015-2016
- 6-16 Change in the Counseling Center Utilization
- 6-17 Utilization of Counseling in English
- 6-18 LGBT consultation information “Possibilities Guide in ICU”
- 6-19 Project overview of business experience program
- 6-20 University portal site ICU Portal “Health Care Office”
- 6-21 University portal site ICU Portal Health Care Office Emergency Response Information
- 6-22 International Christian University Regulations and Measures for Preventing and Dealing with Human Rights Violations (Regulations pp. 99-114)
- 6-23 Leaflet *Korette Harasumento!*
- 6-24 List of Job Seekers’ and Career Development Support Events (2016-2017)
- 6-25 Information for supporting students going on to graduate school (ICU Portal and guidance)
- 6-26 Changes in the Number of Writing Support Desk Users
- 6-27 Number of Consultation Cases at Academic Planning Center During Orientation Period in 2014-2016
- 6-28 Number of annual consultation cases at Placement Group
- 6-29 International Christian University College of Liberal Arts Student Dormitories Basic Principle and Regulations (Regulations pp. 1047-1049)
- 6-30 Record of activities of the two new dorms construction support committee and preparatory committee
- 6-31 Progress in New Student Retreat for September Students

6. Student Support

- 6-32 Guide to International Student Welcome Volunteers (International Student Supporters Prospectus)
- 6-33 Center for Teaching and Learning Interview Record
- 6-34 New student dormitory pamphlet

7. Education and Research Environment

1. Explanation of Current Condition

(1) Is the policy related to establishment of education and research environment clearly stipulated?

ICU's campus, which was purchased with the donations from numerous people, has been loved and respected by those belonging to the university as well as its graduates as a symbol of the university's philosophy. ICU has been continuously upgrading its buildings and other facilities right from the time of inception and has created a unique landscape with the growth of the trees. At the same time, it is necessary to deal with the wear and tear and think of effective usage for realizing the mission of ICU.

ICU prepared three campus master plans since 1995, adopted a campus master plan charter and developed a philosophy to fall back on at all times when giving shape to the campus master plan. Subsequently, the wear and tear of the facilities became pronounced, as the university goes past 60 years of its founding. In order to solve this and with the aim of securing a learning environment suitable for the university to continue practicing the liberal arts education that it considers as ideal for the next 60 years also, ICU prepared the Campus Grand Design in academic year 2015. This described how to realize the framework prescribed under the campus master plan and is the basic plan and policy for construction of new facilities and renovation of some facilities (Document 7-1).

Separately, in February 2007, ICU adopted the Environmental Policy for ICU (Document 7-2), which declares its intent to appropriate care and perfect management of the campus environment in all its activities as a liberal arts university based on the Christian spirit, and is the guideline to be followed in making university-wide proposals and decisions regarding campus environment. The Campus Energy Review Committee, established following the Campus Grand Design, examined the energy utilization and stipulated the basic policy for energy-related measures that would be the major premise for the future facility constructions in its report (Document 7-3).

The size of the campus and the area per student in each facility is larger than other private universities and ICU has a blessed environment. ICU will continue to maintain this learning environment going forward in accordance with these policies.

(2) Does the university have sufficient campus, buildings, facilities and equipment?

The campus spread over a wide area has been formed over the years since the founding of the university to effectively achieve the philosophy of ICU. In addition to the educational and research facilities such as the University Hall (class room block), Libraries, the Integrated Learning Center and the Educational and Research Building blocks that form the faculty offices, the campus also has multiple dormitories for students and in-house residences for faculty and staff to realize a Living Learning Community rarely seen in Japan. Further, ICU also has a Physical Education Center as students must take courses in health and physical education, and assists in learning based on all-round education. The university has Diffendorfer Memorial Hall's East and West Wings as facilities for student activities as well as the Sports Clubhouse for physical education extracurricular activities. It

7. Education and Research Environment

also has the University Chapel, the museum and the Taizanso, a registered tangible cultural property. The existence of all these inside the campus is a feature that is not found in other private universities. More than anything else, the abundant nature in the Musashino area has been molding the university members' consciousness regarding the environment.

ICU had prepared campus master plans a few times till now, and along with studying and implementing campus development in a broad and comprehensive manner, and as for the day-to-day general improvements and building and facility repairs, the university strives to maintain and manage the facilities and equipment in the campus, which are more than 60 years old, based on the Report on Facilities Maintenance and Management/Energy Cost Reduction within the limited budget available.

Regarding safety management of the facilities, ICU has carried out aseismic reinforcement work for all the facilities and appropriately complies with the various laws and ordinances such as the Fire Service Act, the Building Standards Act, the Industrial Safety and Health Act and the Act on Maintenance of Sanitation in Buildings. From the community use perspective, the campus contributes by being open to the community and maintains appropriate balance in preserving the natural environment and ensuring the security as a campus with students' dormitory and residences for faculty and staff.

Further, in consideration of physically handicapped people who need special assistance, ICU has installed braille blocks from the bus stop and slopes for wheelchairs, maintains dedicated parking space near the University Hall for students who need assistance, and has installed bulletin boards in braille on the walls inside the building.

(3) Are the library and academic information service functioning sufficiently?

Apart from the main library, ICU opened a new library in 2000 (Mildred Topp Othmer Library) and these two buildings are connected by a bridge so that users can go back and forth easily. The main library is a conventional library that stores and offers mainly printed books and magazines, while the new library has computers that allow users to access electronic resources, and through this ICU aims to provide a hybrid library where both paper and electronic media can be used freely. The library holds about 790,000 books, of which foreign books account for 45%, and this high ratio of foreign books is a unique feature of ICU. About half of the books are kept on open shelves with the remaining stored in automated stacks. Users can easily give instructions to the automated stacks from OPAC and the books in the automated stacks can be retrieved as easily as those in the open shelves, without any restrictions. Other than books, the library has a collection of some 1,200 magazines, some 25,000 titles of electronic journals and about 6,200 electronic book titles. ICU provides various information regarding services, etc. within and outside the university through the library website (Document 7-4).

ICU offers 31 majors that encompasses the fields of humanities, social sciences and natural sciences and therefore the library works on collecting materials in a wide range of fields and aims to build a collection worthy of the university's education and research. Some 12,000 books are added every year, and while the faculty of each field chooses highly specialized books, a book selection committee made up of librarians selects primarily general education-related books based on new book information. The electronic resources offer an online database of about 60 types of magazine articles, dictionaries and

7. Education and Research Environment

encyclopedia-related titles. Majority of these are accessible from outside the university too, which is quite useful to the students learning on their own. Regular revision is carried out regarding periodicals and online database by conducting a questionnaire survey of the entire faculty every three years.

The Director of the Library is a dedicated staff as stipulated in the regulations (Document 7-5). The Director of the Library, as a member of the Senate, which is the highest academic decision-making body, shall grasp the trends in the university at all times and bear the responsibility of reflecting those trends in the operations and services of the library. There are 14 dedicated library staff (including part-time and special employees), of which 12 are certified librarians. Three of the dedicated staff have completed postgraduate courses (one with Master's degree and two with Doctoral degree) in the field and strive to provide academic information service of a high quality.

One of the features of ICU's library is its collaboration with the classes. One is the collaboration with the English for Liberal Arts Program, which is a compulsory subject for the April students. In the English for Liberal Arts Program's classes, three types of library lectures are held a total of about 50 times and guidance is given in a phased manner on how to search for library materials including electronic resources (Document 7-6). Another is the Course Reserve Books system, which has been in place since the founding of the university. This system loans the books required in the classes in a short time so that all the students taking the particular course can read the books. About 130 courses per year make use of the Course Reserve Books system, and about 1,000 books are available under the system.

The library was open for 323 days in academic year 2015. The library started opening on Sundays during the term from academic year 2010, and it started opening on Saturdays and Sundays during the Summer Courses in Japanese (from July to mid-August) held by ICU, as the university decided to give credits to the program in academic year 2015. As the library is open till 22:30 on weekdays during the term, the students can use it well after the last period (19:10 to 20:20) is over (Document 7-7).

The library has 525 seats, which is about 17% of the total number of students. In addition to the library seats, there are three rooms for group learning and a group learning area (110 seats) and a multimedia room where workshops and lectures are held (Document 7-8). In academic year 2015, as part of its global human resources nurturing initiative, the university renovated parts of the main building of the library and newly set up a space for language studies. In this area, the library has collected teaching materials for language studies and set up 40 seats in individual booths for concentrated studying.

The library has installed 80 individual seats with PCs in the entire first floor of the new building with aim of developing an environment where electronic resources can be fully utilized. The library started loaning of notebook computers from academic year 2013 and the service is being utilized quite well by the students with notebook PCs being loaned out about 14,000 times in academic year 2015. A reference service center has been set up in one corner of the floor and the full-time staff stationed there give guidance regarding information search and computer operation as needed. In the basement floor of the new building, the library has set up a writing support desk, where tutors who are graduate students assist students in preparing papers.

With the aim of making the information searching efficient, the library started offering Discovery service from academic year 2014. The Discovery service enables users to search the university's books and contract database, as well as free academic database, and it contributes to reducing the search time

7. Education and Research Environment

and effective use of information. Besides the Discovery service, the library also offers RefWorks, a document management tool and Grammarly, an English language proofreading tool, thus providing a rich array of academic paper preparation tools.

As for collaborations with other educational institutions, ICU is a member of the Tama Academic Consortium of six universities (Kunitachi College of Music, Tsuda University, Tokyo University of Foreign Studies, Tokyo Keizai University, Musashino Art University, and ICU) whose libraries collaborate with each other. In addition to introducing a system that enables students to search for books across libraries in the six universities, the libraries of the six universities loan books to students and faculty of the other member universities and offer the online database service to them (Document 7-9). Further, ICU's institutional repository, where the public can access the university's bulletin and Doctoral Dissertations, collaborates with the Japanese Institutional Repositories Online (JAIRO), the academic institutional repositories portal provided by the National Institute of Informatics, enabling users from within and outside Japan to search for contents.

The annual book lending per student, which was on a downward trend earlier, began increasing from academic year 2012 and in academic year 2015 it was at a high level of 50.8 books per student.

ProQuest, the journal database used in the library lecture of the English for Liberal Arts Program, has been accessed about 82,000 times annually with more than 220 accesses daily, and this can be considered as an effect of the library lecture (Document 7-10).

(4) Are the environment and conditions for supporting education and research etc. appropriately developed?

<Maintenance of facilities and equipment>

The classrooms in the University Hall, where many lectures are held, have capacities ranging from 10 to 180 students per room, which enables small-class education (79% of the classrooms have capacity of less than 100), and even for general education the maximum size is 180 students in a classroom. Further, instead of fixed long desks, the university has movable tablet-armed chairs to enable group work. The Science Hall for natural sciences-related education and research has classrooms, laboratories, offices of involved faculty members, and everything else under one roof. The Integrated Learning Center has CALL classrooms as well as PC classrooms with layouts suited for group work and discussions, which enables the mastering English and Japanese for studies, the basic of the university's education. At the same time, it also has an ICT environment in place so as to enable classes that use new technology in various courses. Additionally, ICU has provided multiple movable and fixed tables and chairs as well as partitions in the first basement floor of the Othmer Library to enable active learning, and along with the full-time Writing Support Desk, so that the library serves as a place that promotes voluntary individual studies and group work by students.

ICU provides wireless LAN in the lounges and dining halls of its buildings to create an environment that supports studies outside the class, and group work is carried out in various places of ICU, which gives a lot of group projects to its students. Further, with the introduction of Google apps, online cooperative learning also has become possible, and by combining with Learning Management Systems (LMS) such as Moodle and Google Classroom, the university is able to provide support for usage

7. Education and Research Environment

corresponding to the class format and objective.

The three classrooms in the University Hall and the International Conference Room and another meeting room have cameras and other recording equipment installed in them, where classes and seminars can be recorded easily and distributed through OCW or LMS system.

<Teaching Assistant (TA)>

ICU is the first university to introduce the TA system in Japan's university education. Graduate students are appointed as TAs, and by engaging them in support duties in the College of Liberal Arts education, ICU offers them opportunities to train for future roles as lecturers and researchers. At the same time, this aims to enrich and maintain the meticulous education carried out at the college. In academic year 2013, ICU carried out reforms making it mandatory to submit an appointment plan which states the details regarding the duties and educational training, and in academic year 2016, ICU appointed senior TAs and aims to achieve further improvement by assessing the effects of the TA system reforms. Moreover, ICU also has a Classroom Supporter (CS) position, wherein graduate students work part-time to carry out administrative work related to the classes and thereby lighten the workload on faculty members and TAs so that they can focus more on the education-related work (Document 7-11 to 13). In addition to this, there are cases where senior students of the college, as tutors attached to the class, advise the students in the same field on paper and report writing after receiving training under the Writing Support Desk (WSD) mentioned in Standard 6. Thus the students are actively involved in the regular curriculum, along with the ICU Brothers & Sisters, the peer advisors who are responsible for academic advising, and contribute to the enhancement of the educational activities.

<Environment improvement for vitalization of research by faculty members and postdoctoral researchers>

ICU, in principle, assigns individual offices to full-time faculty and visiting faculty members, and laboratories are also given, in addition to the office, to faculty members who engage in experiments.

In the research vitalization and support, which is one of the implementation items of ICU's Mid-term Plan, the university aims to support research by individual faculty members and to promote cross-sectional, interdisciplinary research in cooperation with existing organizations. The reforms below are in progress to promote the above and vitalize research.

1) Establishment of the Center for Research Planning and Support

In April 2016, ICU established the Center for Research Planning and Support under the Vice President for Academic Affairs to bring together the administration of research activity support that has been scattered over institutes and multiple departments in charge, and aim to increase the funds the university acquire through enhancement of support for faculty members who apply for external funds including Grants-in-Aid for Scientific Research (Document 7-14).

2) Improvement of institute regulations and operating method

ICU clarifies the definition and roles of research fellows and reviews budgets to standardize regulations for research institutes so as to promote vitalization of the institutes' activities and cross-institutional research activities.

7. Education and Research Environment

3) Improvement of the programs regarding research funds

ICU reviewed its in-house research funds (competitive funds) and decided to introduce two programs incorporating new principles and frameworks from academic year 2016. The Postdoctoral Researchers program promotes research activities at the university and the growth of outstanding young researchers with high-level research capability, while the Research Support Grant program is aimed at supporting promotion of research by full-time faculty members that is considered to be desirable for contributing to the development of ICU's academic research and achievement of the founding philosophy in a more appropriate manner (Documents 7-15, 7-16).

The university pays individual research expenses and research travel expense in accordance with the existing regulations. In particular, in addition to the conventional individual research expenses, the university grants 30% of indirect expenses granted to researchers selected for Grants-in-Aid for Scientific Research from academic year 2010 for use in research and research environment improvement other than the research project selected for the grants to support future acquisition of external research funds. The status of acquisition of research funds such as Grants-in-Aid for Scientific Research is described in chapter 9. Administration and Finance.

In addition, ICU sets forth the Research Leave as well as the regulations on the matter (Document 7-17). Faculty entitled to Research Leave are those who have served in the university for six years and they can take Research Leave for one year (three terms). About 15 faculty members take the Research Leave every year. Though it is difficult to maintain the courses and coordinate thesis research advisors when the faculty members take this leave, the program is operated so that faculty members can secure research opportunities at the liberal arts college, with a trimester system giving weight to education, and maintain and improve research and education levels.

(5) Is the university taking necessary measures to comply with research ethics?

1) Dissemination of academic integrity

ICU set forth its policy regarding academic integrity in 2004 and has been disseminating it to students as well as faculty and staff. The policy is posted on the top of the webpage for students and also printed in the Student Handbook. The retreat for all new students, held in May every year, featured academic integrity as a theme of discussion by faculty members and students from the two academic years of 2014 and 2015, and it is continuing with enlightenment throughout the university. For graduate students, the university conducts a seminar regarding academic integrity and research ethics as part of orientation for new graduate school students starting with those joined in fall 2015 onwards. The seminar on academic integrity is conducted in English so that international students, who account for more than a half of the students who join the Graduate School can understand it (Document 7-18). Regarding research ethics, the attitude sought in scientists is taught based on the text book *For the Sound Development of Science* by the Japan Society for the Promotion of Science (Document 7-19).

2) Committee for the Prevention of Fraudulent Activities

From the perspective of preventing dishonest acts in research activities, ICU, in November 2007, presented ICU's Basic Policies for Appropriate Operation and Management of Public Research Funds to

7. Education and Research Environment

faculty members and established the Regulations Governing the Prevention of Fraudulent Activities in the University Research in January 2009, followed by the Committee for the Prevention of Fraudulent Activities in September 2011. The committee was established as an organization that appropriately manages public research funds based on the national Guidelines on Research Institutions' Management and Auditing of Public Grant Monies set forth in 2007, and it has the Vice President for Academic Affairs as the general management officer with key administrators including Vice President for General Affairs, Dean of College of Liberal Arts and Dean of the Graduate School as members. Its operation includes planning, drafting, implementation and verification of fraudulent activities prevention plan and it plays the role of preventing fraudulent activities through lectures on prevention of fraudulent activities and implementation of measures to improve factors contributing to occurrence of frauds in research activities (Document 7-20).

The Committee for the Prevention of Fraudulent Activities verifies matters with insufficient undertakings by formulating countermeasures based on the Result of Self-evaluation Based on the Guidelines on Research Institutions' Management and Auditing of Public Grant Monies, which a research institute has to submit before applying for public research funds from the government. It picks up measures it has not implemented from the newly established guidelines for prevention of fraudulent activities and continuously formulates and verifies the fraudulent activity prevention plan. While the government guidelines regarding prevention of fraudulent activities have been frequently revised since academic year 2014, there was no need at all to revise ICU's code of conduct. The university believes that it was due to the establishment of a thorough compliance spirit from the first. At the same time, since the university has a number of faculty members and researchers whose mother tongue is English, it holds lectures on the theme of prevention of fraudulent activities with simultaneous translation so that all faculty and staff can understand the content.

3) International Christian University Research Activity Code of Conduct

In June 2014, under the initiative of the aforementioned Committee for the Prevention of Fraudulent Activities, ICU established the International Christian University Research Activity Code of Conduct. The code of conduct conforms to those being established by various universities ever since the Code of Conduct for Scientists was set forth by the Science Council of Japan in 2006, and we would like to mention here that ICU held considerable discussions over the introduction. The key issue of the discussions was that, as it has been mentioned earlier, ICU has upheld and complied with its own code of conduct ever since its dedication and it appeared unnecessary to change such a code of conduct based on heteronomous reasons. This is the reason why ICU did not formulate the research activity code of conduct even though it has been discussing the establishment since 2012. In academic year 2014, as it became an obligation for a research institute to formulate the code of conduct following the revision of the government guidelines regarding fraudulent acts and misuse of research funds, ICU also drafted a code of conduct. The above background illustrates that ICU has been autonomously making efforts to boost ethical awareness regarding execution of fair research activities totally separate from and way before the government's request or other universities' moves (Document 7-21).

7. Education and Research Environment

4) Research Ethics Committee

In March 2013, ICU established the Research Ethics Committee. It investigates and judges whether plans for research projects to be conducted by researchers belonging to ICU make sufficient ethical considerations for the protection of personal information and protection of human rights before research projects begin. Research advisor submit the plans for research projects to be conducted by graduate students. The Vice President for Academic Affairs leads the committee and the Dean of the Graduate School and one faculty member each from the field of humanities, social sciences and natural sciences respectively make up the committee. The investigation starts with the application, and if the project targets people such as a survey irrespective of the field – humanities, social sciences or natural sciences – especially when it is presented at an academic meeting overseas or published in an international academic journal, it is a mandatory procedure that the project has undergone an ethical review by the concerned research institute (Document 7-22).

The International Christian University Research Ethics Committee, initially at the time of its establishment, had low recognition within the university and people had the impression that the committee forces external investigation on research done by faculty and impedes the progress of research. Nevertheless, the number of applications significantly increased as the activity spread and as the committee members investigating research projects take turn and it became known that the committee's activities in fact support faculty members with autonomous application. There were only two applications in academic year 2012, but the number increased to 14 in academic year 2013, to 18 in academic year 2014 and 14 in academic year 2015. In the first half of academic year 2016, the number has already exceeded the previous year's level. The review is mandatory outside Japan and conforming to such standards has shown results, which illustrates the appropriate functioning of the university's Research Ethics Committee.

5) Committee on the Use of Animals in Experimentation

ICU has a biology department that involves experiments and therefore it has a committee regarding ethics of experiments using animals. The International Christian University Regulations on Animal Experimentation stipulates implementation methods of experiments involving animals from the perspectives of science, animal protection, environmental preservation and safety of faculty and staff as well as students who perform experiments using animals based on the Act on Welfare and Management of Animals and the Standards relating to the Care and Keeping and Reducing Pain of Laboratory Animals as well as the Fundamental Guidelines for Proper Conduct of Animal Experiment and Related Activities in Academic Research Institutions drawn up by the Ministry of Education, Culture, Sports, Science and Technology and by referring to the Guidelines for Proper Conduct of Animal Experiments by the Science Council of Japan. ICU had external assessment of the committee's activities in academic year 2014 by sending self-study and evaluation materials to a professor of the Faculty of Agriculture, Niigata University. Its result is published on ICU's official website (Document 7-23).

2. Study and Evaluation

7. Education and Research Environment

●Degree of fulfillment of Standard 7

Based on the following, ICU judges that it satisfies the said standard in general.

To improve the education and research environment, ICU has set forth Campus Grand Design as its policy and is advancing the construction plan for new buildings. The two new student dormitory buildings to open in April 2017 and the new physical education facilities including the new gym and pool to be used from December 2018 were appropriately located based on the Campus Grand Design. Based on the ICU Environmental Mission Statement, which is its environmental guideline, the university is maintaining and preserving the ecosystem on campus through activities such as transplantation of rare plants at the time of construction of the new physical education facilities. Moreover, these policies enable formulation of concrete development plans to take safety management and measures for emergency on the vast campus including emergency power generator enhancement work based on the Campus Energy Review Committee Report.

ICU has facilities and equipment on a sufficient scale on campus for conducting research and has been rebuilding aged facilities one by one as has described above. The library and academic information service are functioning sufficiently and they are the base for education and research service. It also has been implementing reforms of systems and structures for vitalizing education and research, and maintains various regulations for ethical compliance. The related committees are also functioning appropriately. For the society, ICU strives to disclose information regarding research activities and support on its official website in Japanese and English (Document 7-24).

(1) Matters that have been effective

<1> The implementation of reforms to seek budget by clearly stating the contents of the duties and educational training of TAs and CSs in an appointment plan enabled to clarify the content of TA's duties and their work hours.

After the reform, the university added a question to the Teaching Effectiveness Survey asking "Do you think the introduction of TA made classes more effective?" More than 80% of respondents said "Strongly Agree" or (Agree) (Document 7-25).

(2) Matters to be improved

Nothing in particular.

3. Development Policy for the Future

(1) Matters that have been effective

<1> The university is currently carrying out study and data analysis of cases utilizing TAs to promote the utilization of TAs after establishment of the appointment plan. The report is expected to be put together under the Center for Teaching and Learning within academic year 2016. The center will study how to share the study results and good practices of TA utilization to standardize understanding of TA and CS utilization throughout the university.

7. Education and Research Environment

4. Documents indicating reasonable grounds (●Required by Standard 7)

- 7-1 ICU official website “Campus Grand Design”
<https://www.icu.ac.jp/about/activities/cgd/>
- 7-2 Environmental Policy for ICU
- 7-3 Campus Energy Examination Committee Report (Table of Contents)
- 7-4 International Christian University Library website
<http://www-lib.icu.ac.jp/>
- 7-5 International Christian University Library Regulations (Regulations pp.1363-1366)
- 7-6 International Christian University Academic Year 2015 Library Annual Report
- 7-7 International Christian University Library Office hours/Calendar
- 7-8 ●International Christian University Library Guide
- 7-9 Tama Academic Consortium Library Services
<http://www-lib.icu.ac.jp/TAC/>
- 7-10 International Christian University Library Statistics Data
- 7-11 International Christian University Regulations on Teaching Assistants (Regulations p. 473)
- 7-12 TA/CS Appointment Guideline (for faculty members)
- 7-13 TA/CS Guideline (for TAs)
- 7-14 International Christian University Regulations for Management of Research Planning (Regulations pp.1459-1462)
- 7-15 International Christian University Regulations for the Research Support Grant (Regulations pp. 2953-2956)
- 7-16 International Christian University Regulations for Postdoctoral Researchers (Regulations pp.2329-2332)
- 7-17 Regulations Governing Research Leave (Devoted Exclusively to Research) of the Japanese Faculty (Regulations pp.355-358)
- 7-18 Academic Integrity Lectures for Graduate School Students (PowerPoint slides)
- 7-19 September 2016 orientation for new Graduate School students *For the Sound Development of Science* (slides)
- 7-20 International Christian University Regulations Governing the Prevention of Fraudulent Activities in University Research (Regulations pp.123-137)
- 7-21 International Christian University Research Activity Code of Conduct
<https://www.icu.ac.jp/gs/docs/koudoukihan.pdf>
- 7-22 ICU Regulations on the Research Ethics Committee (Regulations pp.151-155)
- 7-23 ICU official website “Experiments on Animals”
<https://www.icu.ac.jp/research/>
- 7-24 ICU official website “Research Activities”
(Japanese) <https://www.icu.ac.jp/research/>
(English) <https://www.icu.ac.jp/en/research/>
- 7-25 Academic Year 2015 Teaching Effectiveness Survey (Question No.14) result

8. Social Cooperation and Contribution

1. Explanation of Current Condition

(1) Does the university have in place a policy regarding collaboration and cooperation with the society?

As a university to serve God and humankind, ICU, since its dedication, has been carrying out its mission as a university open to the community and the society by placing the Christian spirit of serving others and the society as the starting point of its social contribution. For this reason, although the university has not established any particular policy, it has been engaged in initiatives that leverage ICU's features based on the university's philosophy. It holds lecture meetings, symposiums, Lifelong Learning lectures, local cooperation projects, global programs and camp for children, leveraging the natural environment of its vast campus and the features of the liberal arts education, to give back to society, creating a form of contribution that is unique to ICU (Document 8-1).

ICU Hachiro Yuasa Memorial Museum exhibits archaeological materials excavated in the campus and artifacts collected by Dr. Hachiro Yuasa, ICU's first president, and it is open widely to public for free. Its operations regulations stipulate the purpose of its establishment as striving to promote the knowledge regarding the materials it store and improve the culture (Document 8-2).

The Regulations of the International Christian University Sacred Music Center stipulate that the aim of the ICU Sacred Music Center is to devote itself to the promotion of Sacred music through musical activities of an international character, and thus to widely make contributions to the University and to the society. It conducts concerts and lectures open to public to deepen the citizen's understanding of music (Document 8-3).

ICU widely disseminates information regarding the museum and the music center through its website and pamphlets, thus contributing to the society by returning the benefits of its intellectual resources to the society.

(2) Is the university appropriately returning the education and research results to the society?

<1> Lifelong learning

ICU began the Lifelong Learning lectures in academic year 1988 and it is a project that has been continuing for almost 30 years broadly targeting general citizens. In recent years, the lectures have been held mainly on themes of Japanese and Western classical literature and learning world affairs in English. Starting in academic year 2015, it also has been holding new lectures, with a wide variety of learning contents that further leverage the feature of ICU's liberal arts education, such as ICU Campus Nature Observation Class, Charm of French and French Movies, and Japanese Drum Workshop (Document 8-4). In addition to these programs targeting adults, ICU also holds ICU Junior Campus Camp (from academic year 2012) and ICU Kid's College (from academic year 2015) targeting from fourth graders at elementary schools to the third graders at junior high schools. Both programs feature contents that nurture an investigative spirit based on lectures and classroom research work on unique contents, reflecting ICU's philosophy of liberal arts education and contents that have been reorganized to make it

8. Social Cooperation and Contribution

easier for children to understand (Document 8-5).

<2> Collaboration with Mitaka City

In collaboration with the Mitaka City Board of Education, ICU has been holding University Open Lectures for Mitaka Citizens since academic year 2000 and accepting Mitaka City citizens and citizens of neighboring cities and wards (18 years old and above) to listen to the regular courses. It is open to the extent that it does not obstruct regular classes, and is offering an opportunity for citizens to come in contact with ICU's distinctive classes (Document 8-6).

Further, ICU is a member university of Mitaka Network University Promotion Agency, a nonprofit organization, and has been participating in the Mitaka Network University (a "community university," with education and learning functionality, research and development functionality, and contact and networking functionality through the cooperation of civic, academic, industrial, and public groups) since academic year 2005. ICU's current President is one of the vice chief directors of the agency and has the responsibility for its operation.

<3> Global Leadership Studies Program

It is a small-group, intensive residential program in English designed for business people for nurturing next-generation global leaders. It has been held since academic year 2011 mainly for junior to intermediate management, dispatched from businesses, with a certain level of English capability. ICU Graduate School's international students with work experience also participate in the program, which emphasizes on diversity, taught by a variety of lecturers (university faculty members, enterprise managers, organizational consultants, entrepreneurs, etc.) Based on ICU's liberal arts education, the program attaches importance to opening the eyes of the participants to connections that go beyond specialized fields. It offers the participants to come in contact with diversity and values from a global perspective and form a rich network from interactions between different industries and cultures (Documents 8-7, 8-8).

<4> International Christian University Hachiro Yuasa Memorial Museum

In addition to the permanent exhibits, it holds special exhibition three times a year based on materials it stores, and conducts public lectures related to these special exhibitions (Document 8-9). The university also accepts field trips of elementary and junior high schools in Mitaka, high school students in earth science classes and groups of senior citizens visiting from nursing homes. The number of visitors outside the university was 907 in academic year 2015, which accounts for 54% of the total visitors a year (Document 8-10).

<5> International Christian University Sacred Music Center (Document 8-11).

The Sacred Music Center plans and holds five organ concerts a year, Christmas concert, lectures and symposiums. As an introduction to pipe organ, it holds organ workshops and Organ for Kids for elementary and junior high school students and their guardians. In academic year 2016, the center held an event to enjoy voice culture in the world's four major religions (Christianity, Islam, Hinduism and Buddhism). It offers opportunities to think about religions, sound and music through such events.

2. Study and Evaluation

- Degree of fulfillment of Standard 8

8. Social Cooperation and Contribution

Among Lifelong Learning lectures, lectures whose content continues and progresses over multiple terms offer an opportunity to continuously deepen learning of one theme, achieving the aim of lifelong learning. Answers to questionnaires show high satisfaction of participants (Document 8-12). In the University Open Lectures, the participants not only take lectures for those from outside the university but also regular courses together with the students, which enables the participants to experience learning at the university as it is. It also gives the ICU students intellectual stimulations from full-fledged members of the society.

In addition to the existing Lifelong Learning lectures, ICU has been increasing new initiatives such as the collaboration project with Mitaka City and Global Leadership Studies Program targeting successful working members of society by leveraging the feature of liberal arts education. It, therefore, can be said the university has fulfilled the standard in general as well as the mission as a university open to community and society.

(1) Matters that have been effective

<1> Junior Campus Camp

The Junior Campus Camp has been very popular with the children who have participated in it as well as their guardians, and the number of participants has been increasing. The level of satisfaction is high as it attracts not only those who have experienced the camp once but also new participants. ICU students participate in the camp as staff, which boosts educational effects as leadership training for the students (Document 8-13).

<2> Global Leadership Studies Program

The participants actively interact not only during the program period but also after the program at alumni get-togethers and quite a few companies dispatch their employees to the program every year. It has received high rating from many companies as an optimal training program before dispatching employees on overseas assignments and it achieves the aim of nurturing next-generation global leaders through cross cultural understanding and acceptance of diversity. The program participants have expressed high satisfaction and they have said, “It was not just a seminar but a life-changing experience,” “It was an experience in which I broke free from my shell and changed the way I think” and “It was an important networking opportunity” (Document 8-14).

(2) Matters to be improved

<1> While a feature of Lifelong Learning lectures is continuity, there is a tendency that the lecturers, lecture contents and participants become fixed, requiring the university to newly develop lectures that are distinctive to ICU and further reflect social needs. Further understanding and cooperation of faculty members is necessary to enhance the contents of Junior Campus Camp and Kid’s College and expand their scale.

3. Development Policy for the Future

(1) Matters that have been effective

<1> ICU will continue to open the university to children as a valuable activity to widen the entrance to

8. Social Cooperation and Contribution

lifelong learning.

<2> In the Global Leadership Studies Program, the university, for the first time in academic year 2016, implemented a program that was tailor-made to the needs of businesses located in its neighborhood. Under the leadership of the President, the office of the Global Leadership Studies Program will continue to take initiatives also from the next academic year onwards to discuss development of programs that contribute to global human resources development at businesses and evolve the programs.

(2) Matters to be improved

<1> The General Affairs Group is in charge of the administration of Lifelong Learning. At the same time, it is necessary to improve the secretariat structure for future development of the program, and have regular meetings with public relations and other involved departments to actively share information and strengthen the cooperation between the departments. The university will also deploy intensive public relations activities in pursuit of possibility of more collaborations with organizations outside the university (Mitaka City, community centers in the area, etc.).

With the aim of enabling broader social contribution in the future, ICU will take measures to increase the understanding and cooperation of the university members for social contribution by clearly disseminating the success of the program throughout the university by presenting feedbacks from the participants at opportunities such as Faculty Meetings.

4. Documents indicating reasonable grounds

- 8-1 The university newsletter The ICU No.39 “Special Feature: Our Mission as a University Open to Society” (pp.1-12)
<https://www.icu.ac.jp/about/public/theicu/index.html#backnumber>
- 8-2 ICU Regulations on Operations of ICU Hachiro Yuasa Memorial Museum (Regulations pp.3149-3150)
- 8-3 Regulations of the International Christian University Sacred Music Center (Regulations pp.1373-1376)
- 8-4 Record of Lifelong Learning Lectures (courses)
- 8-5 Record of Lifelong Learning Lectures (ICU Kid’s College, ICU Junior Campus Camp)
- 8-6 Record of University Open Lectures for Mitaka Citizens
- 8-7 Global Leadership Studies Program website <http://gls.info.icu.ac.jp/>
- 8-8 Global Leadership Studies Program: breakdown of program participants (results for 2011-2015)
- 8-9 ICU Hachiro Yuasa Memorial Museum website http://subsites.icu.ac.jp/yuasa_museum/
- 8-10 ICU Hachiro Yuasa Memorial Museum visitor data for academic year 2015
- 8-11 ICU Sacred Music Center website <http://subsites.icu.ac.jp/smc/>
- 8-12 Lifelong Learning Questionnaire (courses)
- 8-13 Lifelong Learning Questionnaire (ICU Junior Campus Camp and ICU Kid’s College)
- 8-14 Global Leadership Studies Program GLS Assessment 2016 (excerpt)

9. Administration and Finance (1) Administration

1. Explanation of Current Condition

(1) Has the university clearly established an administration policy to realize its philosophy and goals?

The administration of the university is stipulated in the Act of Endowment of the School Juridical Person International Christian University, University Regulations and other related regulations. Further, the President, under this basic philosophy, has put forward three visions – “To be a university where each person's potential is brought to fruition,” “To be a university where each person discovers his or her calling,” and “To be a university that continues to mature as it pursues its ideals,” and drafted the Mid-term Plan for Academic Year 2020 (approved by the Board of Trustees in June 2014) that includes the following 12 measures for achieving the three visions (Document 9-1-1 [previously mentioned as 1-11]). The Mid-term Plan, in other words, is the policy regarding administration.

- 1) Strengthening the system to select new students with the potential and quality to study at ICU
- 2) Promotion of education reforms: College of Liberal Arts
- 3) Promotion of education reforms: Graduate School
- 4) Giving substance to the Student Pledge
- 5) Implementing international education program
- 6) Career path support
- 7) Energizing and supporting research
- 8) Appointment and nurturing of faculty and staff
- 9) Integration and utilization of university information
- 10) Disseminating information that conveys the value of ICU
- 11) Developing an environment desirable for liberal arts
- 12) Achievement of financial health and break-even

The three visions and the 12 measures are explained to the faculty and staff by the President herself at the administration policy briefing at the start of the academic year and the budget policy briefing in October to ensure they are common knowledge. Subsequently, each division formulates their business plan according to these policies and applies for budget to realize the plan, thus not only guaranteeing the feasibility of the plan for each year but also developing the implementation structure by reforming the administration organization as needed.

The President is required to show tenacious leadership by utilizing the management resources to the maximum extent. The university has a Vice President for Academic Affairs and a Vice President for General Affairs to assist the President in accomplishing the mission and they are respectively in charge of implementing the concrete measures of the university on behalf of the President. The President holds the final responsibility in all school affairs, and the Faculty Meeting under the President carries out discussions when the President makes decisions on matters concerning education and research as

9. Administration and Finance (1) Administration

stipulated in Article 14 of University Regulations, and expresses its opinions upon request from the President while also using it as a forum to confirm the implementation status of the university's education and research policy. Following the partial revision to the School Education Act enacted in April 2015, the university examined the University Regulations and the Regulations of the Faculty Meeting and carried out necessary revisions to clarify the authorities of the President and the role of the Faculty Meeting (Document 9-1-2).

The Dean of the College of Liberal Arts shall assist the Vice President of Academic Affairs and shall coordinate the academic affairs of the College of Liberal Arts. The Dean of the College of Liberal Arts also serves concurrently as the Arts and Science Division Chair and as the head of the various faculties shall manage so that education and research are conducted appropriately. The Dean of Graduate School shall assist the Vice President of Academic Affairs, and serve concurrently as the Arts and Science School Chair, and shall coordinate the academic affairs of the Graduate School. The Deans of the College of Liberal Arts and the Graduate School are steadily carrying out the academic affairs led by admissions and curriculum design in their respective divisions.

The President has the final responsibility in academic affairs. Curriculum operation and faculty personnel affairs are proposed by the department in which the faculty member belongs and is submitted to the Dean of the College of Liberal Arts. The Dean of the College of Liberal Arts shall consult with the Curricular Committee regarding curriculum changes and appointment of part-time lecturers and report to the Faculty Council and Faculty Meeting. As for personnel affairs related to full-time faculty member, the Dean of the College of Liberal Arts shall discuss with the Faculty Council and propose to the Faculty Meeting. The Dean will make the final decision on matters that have been approved by the Faculty Meeting and submit the proposal to the Board of Trustees. All other matters related to university's operations shall be discussed at the Senate. The Senate, as stipulated in Article 18 of the University Regulations, shall be composed of the President, the Vice President for Academic Affairs, the Vice President for General Affairs, the Dean of the College of Liberal Arts, the Dean of the Graduate School, the Dean of Students, the Dean of International Affairs, the Director of the Library, the Director of the University Secretariat, and such others as the President may designate. Of this, matters that require financial measures or those that have to be discussed by the Board of Trustees have to be deliberated in advance at the University Management Committee. The University Management Committee shall, as stipulated in Article 18 of the Bylaws to the Act of Endowment of the School Juridical Person International Christian University, have the President as the Chairperson and be composed of both Vice Presidents, the Managing Trustee for General Affairs and Managing Trustee for Financial Affairs and the directors of the secretariat (the Director of the University Secretariat and the Director of the School Juridical Person Secretariat).

The Board of Trustees, in accordance with Article 7 and Article 8 of the Act of Endowment, shall meet once every month, except in August, and discuss the business plan, budget and account settlement, revisions to regulations, faculty personnel affairs, etc. The Board of Trustees, in accordance with the Private Schools Act, ultimately will have the responsibility to decide the operations of the School Juridical Person. Specifically, by securing a sustainable financial base from the administrative standpoint and supporting it and by providing guidance and management regarding the university's research and

9. Administration and Finance (1) Administration

education, the university ensures separation of functions and delegation of authority.

In this way, the university has stipulated various regulations related to the College of Liberal Arts organization (College) and the School Juridical Person organization (Board of Trustees, etc.), the Faculty Meeting, President, Deans, Chair of the School, Managing Trustees, etc. and clearly states the authorities and responsibilities (Documents 9-1-3, 9-1-4).

1) Faculty Meeting (Document 9-1-3)

In accordance with Articles 12 and 13 of the University Regulations, ICU has established a university-wide Faculty Meeting, and when the President makes a decision, Article 14 stipulates the matters that are to be discussed and resolved by the Faculty Meeting and also that it can express opinions on request by the President.

The operations of the Faculty Meeting are as stipulated in the Regulations of the Faculty Meeting. The operations of the meeting are conducted according to the Bylaws on the Management and Proceedings of the Faculty Meeting. While the agenda of the Faculty Meeting are raised by the President, who is the chair, the actual operations are conducted by a Co-chair selected through voting by the Faculty Meeting. Along with the transition from six divisions to one following the College of Liberal Arts reforms from academic year 2008, the Faculty Council was established within the Faculty Meeting and functions as the steering committee of the Faculty Meeting.

The Faculty Council, which was set up to ensure the efficiency of the discussions in the Faculty Meeting, is composed of the President, Vice President for Academic Affairs, the Vice President for General Affairs, Dean of the College of Liberal Arts, Dean of the Graduate School and Dean of Students, in addition to 10 members elected through voting by the Faculty Meeting, and shall be operated according to the Faculty Council Regulations. The Faculty Meeting of the university also plays the role of the university-wide deliberative body on matters related to education. The operations of the university are discussed at the Senate, which also includes the Dean of the College of Liberal Arts, Dean of the Graduate School and Dean of Students selected through voting by the Faculty Meeting, and the Senate is requested to provide reports and hear opinions on matters related to education in particular to the Faculty Meeting.

2) Graduate School Council (Document 9-1-3)

The Graduate School Council, Program Committees and Doctoral Committee are formed in accordance with Article 11 of the Graduate School Regulations of International Christian University, while Article 12 stipulates matters to be deliberated and resolved when the President makes decision in the Graduate School Council and Article 13 sets forth matters to be deliberated by the Program Committees and Doctoral Committee.

The Graduate School Council, which is the final approval body of matters regarding the Graduate School, consists of the Dean of the Graduate School, Associate Deans of the Graduate School, the Chair of the School, Program Directors and several faculty members of the Graduate School and the Dean of the Graduate School chairs the council. The Graduate School Program Committees, which handle matters related to the Master's course, is organized with faculty members of each program of the course and the Program Director chairs the committee. The Doctoral Committee, which handles matters

9. Administration and Finance (1) Administration

regarding the Doctoral course, consists of the faculty members of the Doctoral course and a Program Director of the Doctoral Course serves as the chairperson. The Graduate School Program Committees and the Doctoral Committee reports or proposes the outcomes of their respective deliberations to the Graduate School Council. The committees are operated in accordance with the Regulations of the Graduate School Council, Regulations of the Graduate School Program Committees and Regulations of the Graduate School Doctoral Committee respectively.

3) Graduate School Council and Faculty Meeting (Document 9-1-3)

Resolutions regarding the operation of the Graduate School are made by the Graduate School Council. The Faculty Meeting, which basically deliberates the college matters, therefore, does not deliberate matters regarding the Graduate School and it is a place to report the matters that have been already resolved. The matters reported at the Faculty Meeting include schedule of admissions screening examinations, the number of those who have been admitted, the number of new students, curriculum, personnel of the Graduate School (full time positions), administrative appointments, and changes to the Graduate School Regulations of International Christian University. If it is related to operation of the college, the Senate may deliberate the matter.

(2) Is the university managing and operating based on stipulated regulations?

(Document 9-1-3)

The General Affairs Group of the General and Juridical Person Affairs Division manages the regulations such as rules and policies as well as the Regulations as the supervising department. The School Juridical Person International Christian University Regulations Governing Management of Regulations stipulates the basic matters of regulation management such as classification of regulations, establishment, revision and abolition of regulations, registration of regulations and their incorporation into the Regulations.

For establishment, revision and abolition of regulations, the department supervising the related operations prepares a draft in Japanese and English, and the General Affairs Group coordinates the content of the draft with involved departments and offices and checks for inconsistencies in contents and wording with other regulations and submits it to the decision-making bodies such as the Board of Trustees, Faculty Meeting and Senate. Following approval, the regulations are incorporated into the Regulations after going through necessary procedure.

1) President

The authority of the President is stipulated by Article 11 2 and 3 of the International Christian University Regulations as well as Article 6 of the Bylaws to the Act of Endowment of the School Juridical Person International Christian University (Document 9-1-3). The President represents ICU, serves school administrative functions, carries out duties stipulated by the Bylaws to the Act of Endowment of the School Juridical Person International Christian University and bears ultimate responsibility regarding school administration. The President is the chairperson of the Faculty Meeting, Senate and University Management Committee and has the right to submit agenda items to the meetings.

9. Administration and Finance (1) Administration

The President also has the authority to appoint administrators and committee members of the university. One of the most significant duties of the President is the proposal of faculty quota. The President consults with the Faculty Council regarding the requested faculty quota and reports the result to the Faculty Meeting. In addition, starting in academic year 2013, the President is positioned as the final approver of drafting and execution of the university budget and it was clarified that the President is in charge of achieving balance of revenue and expenditure of the university finance.

2) Vice Presidents

The Vice President of Academic Affairs assists the President and primarily executes duties regarding education planning of the university and supervision of learning such as faculty personnel affairs and research. The Vice President of Academic Affairs may govern the school administrative functions at the behest of the President. The Vice President of General Affairs prepares the draft of the university's budget and carries out duties regarding general administration and may govern the school administrative functions at the behest of the President. (University Regulations Article 11 4 (1), (2) p. 203). At present the President concurrently serves as the Vice President of General Affairs.

3) Dean of the College of Liberal Arts, Dean of the Graduate School and Chair of the School

The Dean of the College of Liberal Arts (CLA Dean) is responsible for implementation of the curriculum, education and admission screening of the College of Liberal Arts. The CLA Dean has two Associate Deans (in charge of curriculum and learning support respectively). Since the CLA Dean began concurrently serving as the Division Chair of Arts and Sciences following the academic reform, the CLA Dean has also been playing a role as the supervisor of the faculties of CLA and confirms that each faculty member are engaged appropriately in education and research. As the Chairperson of the Curriculum Committee, the CLA Dean discusses appointment of Part-Time Lecturers and changes to the curriculum at the committee meetings. The CLA Dean is also the Chairperson of the Admissions Committee and implements and supervises various admissions screening.

In accordance with Article 9 of the ICU Graduate School Regulations, the Graduate School has the Dean of the Graduate School, who supervises academic affairs at the Graduate School, and assists the Vice President of Academic Affairs. The Chair of the School assists the Dean of the Graduate School in accordance with the Graduate School Regulations Article 10 and supervises academic affairs of the school. Since the university integrated the four schools into one, the Dean of the Graduate School has been concurrently holding the position of the Chair of the School of Arts and Sciences.

4) Managing Trustees

Managing Trustees are to execute duties stipulated by the Act of Endowment and Bylaws of the Act of Endowment of the School Juridical Person International Christian University and they do not participate in the university meetings (Faculty Meeting, Senate, etc.) Their authorities and responsibilities are clearly separated from the various university organizations.

Screening for President

Selection of President is carried out in accordance with the Regulations Governing Selection and Appointment of the President, International Christian University and the Bylaws, Selection and Appointment of the President, International Christian University (Document 9-1-3). Upon selection of

9. Administration and Finance (1) Administration

the President, the Board of Trustees sets up the Board of Trustees Ad-hoc Committee consisting of five or fewer Trustees to make clear the mission of the next President. The Ad-hoc Committee reports the mission of the next President to the Board of Trustees and the board approves it and make it known to the public (Document 9-1-5). Next, the Board of Trustees sets up the Presidential Candidate Search Committee to widely search for a President candidate who is appropriate for executing the mission. The Search Committee collects the opinions of the Board of Trustees Ad-hoc Committee, and upon deliberation recommends three or fewer candidates to the Board of Trustees with their consent. The Board of Trustees discuss the recommended candidates, selects those subject to the poll and carries out a poll to ask opinions of the university faculty and staff members. The poll is voting for survey purposes only and its result is not necessarily reflected in the decision. The Board of Trustees selects a President candidate using the poll as one of reference materials, submits it to the Board of Councillors and makes the decision and appoints the President.

2) Procedure for selecting the Dean of College of Liberal Arts and Dean of Graduate School

These administrators are selected in accordance with the Regulations pertaining to the Nomination of the Dean of CLA, the Dean of GS and the Dean of Students (Document 9-1-3). The President prepares the Mission of the Next Dean of College of Liberal Arts and distributes it at the Faculty Meeting. The Nominating Committee for Candidates for Dean of the CLS etc. chaired by the Vice President for Academic Affairs deliberates based on the tasks, selects three candidates and notifies the Faculty Meeting. The Faculty Meeting Chairperson distributes the brief personal history of the candidates to the members of the meeting as a reference material before the voting. In the voting, each member votes for three names each in secret ballot and the top three candidates are selected. One person is selected from these three names with the members voting for one name in secret ballot. However, the selection requires a majority of valid votes. The President refers to the result of the voting at the Faculty Meeting, and recommends one candidate for Dean of College of Liberal Arts, etc. to the Board of Trustees.

These School Juridical Person International Christian University regulations are also posted online on the university portal site (Document 9-1-6) and the information of establishment, revision and abolition of regulations is updated and disclosed as necessary together with the content and a comparative table of the prior and amended article provisions and the information is notified to faculty and staff via email. The participants of the meetings such as the Faculty Meeting can confirm various regulations on their PCs, enabling appropriate deliberations.

(3) Does the university have an office organization that supports its operation and is the organization fully functioning?

ICU stipulates office organization and management in the Regulations concerning School Juridical Person International Christian University Office Organization, Division of Duties and Standards of Official Authority (Document 9-1-7) to implement and support education and research activities of the university in an appropriate form and to carry out operations in an efficient manner, and distributes necessary staff members at each department (full-time staff members, temporary staff members, part-time staff members, etc.). Content of operations of university is increasingly becoming more diverse and complex and a stiff office organization would not be able to respond swiftly. The university,

9. Administration and Finance (1) Administration

therefore, sets up office reorganization projects as necessary and carries out reorganization of the structure after receiving approval from the University Management Committee.

First of all, ICU established the Admissions Center in 2012 based on the proposal of the office reorganization project started in May 2010 and integrated the structure in which conventionally the former admissions office screens for April admissions and the former International Educational Exchange Group for September admissions and created a foundation for implementing the universal admissions, which is one of the key tasks of the Top Global University Project. Further, the Admissions Center took in the admissions public relations operation from the Public Relations Center and has been successfully conducting public relations for students preparing for college examination in a strategic manner. In addition, ICU achieved the integration of the former Educational Affairs Division and the former Academic Affairs Division in April 2016, which was also listed as a task in the 2010 reorganization project and had been continuously discussed. This integrated the Educational Affairs Division, which was in charge of college registration and curriculum and the Academic Affairs Division in charge of various faculty member support including faculty management and the Graduate School administration, and is aimed at centralizing student and faculty member support and deepening the cooperation between the college and graduate school. Another issue of the project was the integration of departments involved in research support. To achieve research vitalization and support, which is the seventh item of the Mid-term Plan by the President, ICU integrated the operations of research institutes, which used to be under the former Academic Affairs Division and former Research Support Group, under the General and Juridical Person Affairs Division and established the Center for Research Planning and Support in April 2016. It consolidated some of the paperwork of research institutes and education centers, which used to be individually done, at the Center for Research Planning and Support to improve the efficiency of operations and share information between research institutes and education centers.

ICU established an exploratory committee by faculty and staff to consider possibility of a department that provides learning support for students and education support for faculty and staff in an integrated manner, which is another key task of the Top Global University Project. The Center for Teaching and Learning, created as a result, integrates FD/SD function, student advising and learning support for special needs students to the Integrated Learning Center, which had been in charge of education and research support based on ICT (Information Communication Technology) and opened in April 2015.

In April 2015, ICU newly appointed the Director of the School Juridical Person Secretariat as a person supervising operations of the juridical person affairs division implementing the on-going Campus Grand Design and fiscal balance, separating the assignment from that of the Director of the University Secretariat, who is responsible for the University Secretariat that verifies the academic reforms and implements the Top Global University Project.

The university seeks to describe how the person can contribute to ICU's three missions in the entry sheet for staff recruitment and confirms the person's understanding of ICU's philosophy. In addition to an aptitude test, it carries out interviews by spending sufficient time. In particular, the university seeks not only high-level English proficiency but also experience of studying and living abroad to respond to globalization. As a result, the university has a number of staff members who can respond to

9. Administration and Finance (1) Administration

internationalization, and instead of concentrating such staff members to the international divisions, it distributes them to each department to enable university-wide response to internationalization not only at the academic divisions but also administrative divisions.

At the same time, ICU promotes those who are suitable for the positions based on their performance evaluation to be described later in promotion of staff members.

(4) Is the university taking measures to improve motivation and quality of administrative staff?

As a measure to improve quality and motivation of administrative staff, ICU introduced a self-development support system in which staff members aim to acquire knowledge they feel necessary for their assignments and qualifications including degrees based on the Regulations Governing Training of General Staff (Document 9-1-8) in addition to in-house training at the time of hiring, managerial staff training and dispatch to external training held by the Japan Association of Private Universities and Colleges and other organizations. Moreover, the university holds a summer general staff training put together mainly by young staff members who plan and implement it by themselves. It creates a forum for exchanging opinions beyond departments and an opportunity for them to improve communication capability and self-motivation. Moreover, in response to the need of internationalization of administrative staff members, the university dispatches the staff members to English and globalization training by external organizations, overseas training including the NAFSA Annual Conference and International Staff Training Week held at the Linnaeus University in Sweden, an ICU partner university, and on-the-job training by each department of the university.

(Results for academic year 2015: the self-development support system – 4 persons, English training – 7 persons, training at Linnaeus University – 2 persons)

Performance evaluation of administrative staff members seeks them to set forth goals of individual operation based on the university-wide business plan and the operation goals set by each department at the beginning of the academic year. At the beginning of an academic year, the university provides an opportunity where the President explains the policy to all staff members and introduces the university's academic year policy to all the university members. At the end of an academic year, each appraiser implements performance evaluation in a comprehensive manner based on the degree of achievement of goals and level of contributions, and the Personnel Committee chaired by the President makes the final judgment. This personnel evaluation system is considered as a mechanism for nurturing staff members and the appraisers are required to not only convey the result to the target but also provide feedback on the positive points and what the person needs to improve. The result of the personnel evaluation is reflected on part of bonus every year.

2. Study and Evaluation

●Degree of fulfillment of Standard 9 (1)

ICU formulates the implementation plan based on the Mid-term Plan, establishes regulations regarding decision-making process, organization and authority, and notifies these regulations and operates them in an appropriate manner. The office organization and staff members are also

9. Administration and Finance (1) Administration

appropriately managed and it can be said that the university has fulfilled the standard.

(1) Matters that have been effective

<1> As of May 2016, about a half (47.7%) of administrative staff members had English proficiency equivalent to or exceeding TOEIC score of 800 and they enable the university to respond to faculty members and students from various backgrounds at the university, which is expected to be further globalized (Document 9-1-9).

To improve specialty of operation, the number of staff members who acquire qualifications and degrees are increasing and 16.8% of the overall staff members have a Master's degree. More staff members in various fields are formulating curriculum in cooperation with faculty members and promote advising and faculty development. While there is room for improvement in the new personnel evaluation system, it enabled performance evaluation utilizing the previously mentioned objective benchmarks.

(2) Matters to be improved

<1> A large number of staff members have specialty in specific areas and in particular those staff members who shoulder education in cooperation with faculty members are supporting the quality of ICU's education. On the other hand, there is little personnel exchange between the juridical person affairs division and educational division, hindering sufficient nurturing of staff members who are capable of planning and drafting beyond the boundaries of fields from a university-wide perspective.

3. Development Policy for the Future

(1) Matters that have been effective

<1> Dispatch to globalization training, etc. is budgeted in the Top Global University Project and the university is implementing it every year. In academic year 2017, ICU also promotes dispatch of staff members to universities overseas and continues with initiatives to further improve quality and ability of staff members in response to internationalization such as supporting staff members for improving their English proficiency by aiding those who are taking TOEIC/IELTS tests since February 2016.

(2) Matters to be improved

<1> For appointment and nurturing of staff members, currently the Managing Trustee for General Affairs is taking initiatives in advancing a new plan. In particular, discussions for formulation of personnel nurturing plan to vitalize the entire organization and enhancement of training, including its review, are to start in academic year 2017 to create a flexible organization that can sustain changes in the world.

4. Documents indicating reasonable grounds (●Required by Standard 9 (1))

9-1-1 (Previously mentioned as 1-11) Mid-term Plan for Academic Year 2020

9-1-2 Partial Revision to International Christian University Regulations and Regulations of the Faculty Meeting

9. Administration and Finance (1) Administration

- 9-1-3 Related regulations
- School Juridical Person International Christian University Act of Endowment (Regulations pp.51-57)
 - School Juridical Person International Christian University Bylaws of the Act of Endowment (Regulations pp.59-62)
 - International Christian University Regulations (Regulations pp.201-214)
 - Graduate School Regulations of International Christian University (Regulations pp.219-234)
 - Regulations of the Faculty Meeting (Regulations pp.431-432)
 - Bylaws on the Management and Proceedings of the Faculty Meeting (Regulations pp.437-438)
 - Faculty Council Regulations (Regulations pp.443-444)
 - School Juridical Person International Christian University Regulations Governing Management of Regulations (Regulations p.2003)
 - Regulations Governing Selection and Appointment of the President, International Christian University (Regulations p.331)
 - Bylaws, Selection and Appointment of the President, International Christian University (Regulations pp.337-338)
 - The Regulations pertaining to the Nomination of the Dean of CLA, the Dean of GS and the Dean of Students (Regulations p.465)
- 9-1-4 ●School Juridical Person Christian University Board of Trustees and Auditor of the Board of Trustees Directory
- 9-1-5 Mission of the Next President
- 9-1-6 Regulations Online Version (Top page pdf)
- 9-1-7 Regulations concerning School Juridical Person International Christian University Office Organization, Division of Duties and Standards of Official Authority (Regulations pp. 1407-1421)
- 9-1-8 Regulations Governing Training of General Staff (Regulations pp. 2265-2266)
- 9-1-9 Top Global University Project 2016 Follow-up Survey excerpt: upgrading of administrative staff members (English proficiency)

9. Administration and Finance (2) Finance

1. Explanation of Current Condition

(1) Has the university established necessary and sufficient financial foundation for stable execution of education and research?

1) It is a feature and strength of ICU that it has an extensive campus filled with greenery that houses not only educational facilities such as classroom blocks and gym but also faculty residences and multiple student dorms. At the same time, it is a financial burden to maintain and manage these facilities and improve the environment, and it is unavoidable that the university's tuition fee levels are higher compared to other universities, also given its small-group education. However, it is difficult to transfer all costs onto tuition fees, and its financial structure is as such dependent on profits from operation of funds and specified assets held by the school juridical person (Documents 9-2-1 to 17).

2) Given such a financial structure, ICU since 1971 has been formulating medium- to long-term financial plans. It formulated measures for balancing the university's educational and research budget by academic year 2020 in February 2014, reported at the regular Board of Councillors and Board of Trustee, and made a new start for achieving financial health with the goal of balancing revenue and expenditure in academic year 2020. Subsequently, it once again formulated measures for achieving the revenue-expenditure balance, as it became necessary to revise the initial measures due to changes such as the decline in student fee revenue reflecting the fall in the number of new students in academic year 2014 and changes to the framework of university education and research budget after introduction of the statement of revenues and expenses from business activities based on the new school juridical organization accounting standards.

1) With the aim of sustainable and independent financial operation of the university, ICU introduced the University Education and Research Budget (managerial accounting) with the academic year 2013 budget. It is for implementing budget management in terms of managerial accounting for everything other than revenue and expenditures related to new buildings (the new three dorms, Dining Hall and Dialogue House) and those related to fund management with the aim of breaking even the university budget by academic year 2020.

2) The university forms a budget within the budget scope (or the amount) presented by the Board of Trustees, and the President takes ultimate responsibility for budget formation and execution in the University Education and Research Budget. In academic year 2013, the university introduced the President Special Budget (to be described later).

•Operating activities income and expenditure statement-related ratio and consumption income and expenditure statement-related ratio

The ratios have been improving in general for both the school juridical person and university over the five-year period. In academic years 2014 and 2015 in particular, it has improved significantly as the education and research expenses and management expenses declined as a result of efforts to reduce

9. Administration and Finance (2) Finance

expenses and an increase in investment profit reflecting the favorable fund management environment. However, the school juridical person added No. 2 Capital Fund and the income-expenditure ratio after allocation of capital fund and the capital fund allocation ratio have significantly increased in academic year 2015. The university's personnel expense ratio and personnel expense dependency rate are higher than those of other universities due to its small group education and the ratio of student fees is at a low level. In academic year 2014 the university's student fee revenue declined, and the increase in personnel expense dependency rate and the decline in the student fee ratio became especially notable in academic years 2014 and 2015. In addition, while the management expenses ratio is high compared with other universities for maintenance and management of ICU's student dorms and a large campus, all of education and research expense ratio, management expense ratio, Business Activities income and expenditure difference ratio (imputed income and expenditure balance ratio) and Business Activities income and expenditure ratio (consumption income and expenditure ratio) are on a declining trend from academic year 2014 onwards thanks to the impact of reductions in operating expenses as a result of measures such as review of existing vendors. Donation ratio is maintained at high levels compared with other universities reflecting donations from Japan ICU Foundation (JICUF), a U.S.-based support organization, etc. (Documents 9-2-2 to 17, see University Basic Data Table 7).

•Balance sheet related ratio

It has been stable in general over the past five years.

For academic year 2015, the distribution ratio of income and expenditure difference carried forward temporarily improved significantly due to the capital fund drawing in the said academic year and short-term loans declined, resulting in improvement in current liabilities distribution ratio, current ratio and liabilities ratio. The capital fund ratio declined, as the university made borrowings for building new dormitories. Non-current asset distribution ratio, non-current ratio and fixed assets to fixed liability ratio are high due to the designated assets, which are one of features of ICU's finances. On the other hand, current asset distribution ratio and advances received ratio are at lower levels, reflecting the fact that the level of cash and bank deposits is low as the university owns the designated assets for facility maintenance and designated assets for educational environment (Documents 9-2-2 to 17, see University Basic Data Table 8).

<Measures for creating competitive research environment>

Application for Grant-in-Aid for Scientific Research and research grants by research grant foundations and selection

In the past three years, ICU on an average applied for and received 55 Grants-in-Aid for Scientific Research including continuing projects and it received 71,188,000 yen in grants (including those for researchers and Grant-in-Aid for JSPS Fellows) including indirect expenses. Grant-in-Aid for Scientific Research account for most of externally funded research expenses and is an important funding base for ICU's research activities by faculty and contributes to establishment of research foundation.

On the other hand, selection by the research grant foundation used to be maybe one in a few years seven years ago, but in the past three years a certain number of projects have been steadily selected, with five projects being selected in academic year 2015 with 4,656,000 yen (Document 9-2-18). The grounds

9. Administration and Finance (2) Finance

for obtaining research expenses from external funds is finally solidifying.

The number of projects being adopted for Grant-in-Aid for Scientific Research has been steadily increasing over the past seven years (compared with academic year 2008 the number of adopted projects increased by 22 in academic year 2015 and the total funds granted increased 7,300,000 yen). ICU considers that it is the result, to a certain extent, of the university's efforts, such as through briefings regarding applications and reporting the status of Grant-in-Aid for Scientific Research at the Faculty Meetings, to encourage each faculty member to actively apply for aid.

Under such circumstances, the university in academic year 2009 tentatively introduced the Vice President for Academic Affairs expense for faculty members who are principal researchers of projects receiving Grants-in-Aid for Scientific Research, from which the principal researchers, etc. can use a certain amount from indirect expenses to improve their research environment. It was introduced in a full scale in academic year 2012. The university expects it to work as an incentive for faculty members to have their projects adopted for Grants-in-Aid for Scientific Research.

In addition to the KAKENHI (Grants-in-Aid for Scientific Research) and commissioned research expenses, ICU's faculty members have applied for and were adopted by projects such as the Go Global Japan (GGJ) Project and Top Global University Project by the Ministry of Education, Culture, Sports, Science and Technology as well as the project such as Building of Consortia for the Development of Human Resources in Science and Technology in the natural science field, acquiring external funding in both education and research and supporting ICU's education and learning activities.

(2) Is the university properly implementing budget formulation and execution?

(1) Establishment of budget formulation policy and Guidelines for the Academic-Year Plan (*Gyomu-Keikaku*).

Regarding budget formulation, the President stipulates in advance the Basic Policy on University Education and Research Budget (Document 9-2-19) and each department verifies the cost effectiveness of the budgeted figures and the operation plan based on the Guidelines for the Academic-Year Plan (Document 9-2-20) of the concerned academic year and applies for budget. The Basic Policy and Guidelines for the Academic-Year Plan are prepared in Japanese and English and the President directly communicates them to the supervisors at the budget briefing every October to share and ensure the information.

The Basic Plan presents the target figures of each department's budget (X% reduction over the budget of the previous academic year, etc.) as well as the principle of budget formulation to ensure the achievement of the targets.

(2) Differentiation of special budget and ordinary budget

For effective and efficient budget drafting, the budget is divided into the special budget and ordinary budget in addition to budget management by operation. The special budget is a budget specially drafted for implementation of key measures in the Guidelines for the Academic-Year Plan limited to the concerned academic year, and the ordinary budget is the budget used routinely for items other than the special budget. This clearly differentiates expenses that are budgeted specially, limited to the academic year, and those used routinely, giving it a mechanism that enables extracting current expenses over

9. Administration and Finance (2) Finance

multiple academic years and grasping their changes.

(3) President Review

Budget application requires each department to submit the prescribed format Materials Indicating Reasonable Grounds of Budget Estimation (Document 9-2-21), which should clearly describe, by operation type, the results for the past three years, the estimate for the current academic year, comparison of the budgeted amount with the budget for the previous academic year, comparison with the result expectations for the current academic year, grounds for the budget estimation, reasons for reduction, etc. Based on the materials, each department analyzes its own budget at the time of budget application and verifies the necessity and budget reduction effects, and the President and others use them as the materials for objectively judging adequacy of the budget.

The budgets applied by each department are subject to the President Review, in which the President, who is the final approver of budget formation and execution, receives explanation regarding the content of budget application directly from the respective departments in addition to the Finance & Accounting Group's examination of the budget application and the Materials Indicating Reasonable Grounds of Budget Estimation (Document 9-2-22). In the President Review, the heads of each department give presentation on the respective budget proposal to the President based on the Materials Indicating Reasonable Grounds of Budget Estimation. Given the presentation by each department, the President and Director of the School Juridical Person Secretariat and the Director of Financial Affairs, who are also present at the review, ask questions for judging the appropriateness of the budget, in addition to making decision regarding special budget, verification of the adequacy of the expenses and confirmation of the progress in the reduction of current expenses and in operation streamlining.

(4) Budget implementation procedure

Budget is appropriately executed, as the university sets forth various handling procedures and guidelines such as the budget execution administration handbook, budget execution input manual and expenditure account title description and controls excessive expenditure and its habituation.

(5) Implementation of internal audit

The Auditor's Office is the supervising department for internal audit and implements internal audit based on the annual plan. In academic years 2014 and 2015, the office equipment management was listed as an internal audit item and audit was implemented on office equipment inventory to grasp the university assets accurately and manage it appropriately. The result of appropriate asset management is reflected in the balance sheet and inventory of assets, which leads to appropriate financial closing.

At the time of financial closing, closing audit is carried out by the audit firm. Subsequently, the audit firm presents the audit result report and the Trustee for Financial Affairs briefs on the details of financial closing at the Board of Auditors Meeting and the university receives the audit report from the auditors (Documents 9-2-2 to 7).

(6) The University Education and Research Budget income and expenditure limit

1) The Board of Trustees presents the budget limit (the difference between income and expenditure) of the University Education and Research Budget in advance and the university formulates and executes budget within the limit. Toward balancing the budget in academic year 2020, the university has been reducing the negative amount of income and expenditure balance at each phase and primarily ordinary

9. Administration and Finance (2) Finance

budget is reduced in department budgets at the same time. Each department prepares the Materials Indicating Reasonable Grounds of Budget Estimation in a prescribed format at the time of budget application. This allows the departments to grasp budget execution status of their own departments over multiple academic years and to estimate where it would land in the current academic year, enabling a mechanism for the departments to apply for an appropriate amount of budget for the following academic year.

2) From the perspective of the income and expenditure limit, revenue increase is as important as reduction of expenditure in budget management. The significant impact on the university's income and expenditure, caused by the decline in student fees due to the decline in the number of admissions in academic year 2014, was taken seriously, and the President has been taking initiatives focusing on steady and continuous enrollment of students. Regarding fund-raising also, the fund-raising situation was reported every month at the Board of Trustee Meeting during the university's 60th anniversary period, and the university grasps and analyzes the fund-raising situation on a regular basis and carries out fund-raising activities also in collaboration with the Alumni Association so as to collect donations in a stable manner. Further, ICU appoints the Trustee responsible for Endowment and the Endowment Committee discusses matters such as asset management policy and the outsourcing of fund management to manage the funds of the school juridical person and specified assets. The Trustee for Funds plays a main role in enhancement of funds through efforts such as review of fund management policy and portfolios to stabilize and strengthen the financial foundation through detailed analysis of financial conditions (Document 9-2-23).

(7) President Special Budget

In academic year 2013, the President Special Budget was set up to swiftly respond, in terms of budget, to matters that occur in the ongoing academic year and were not anticipated at the time of budget formulation if the President judges that it is appropriate and effective to implement or respond to during the said academic year. If a department wishes a budget measure, it submits the President Special Budget Application to the President. The department receives the extra budget if the application is approved by the Director of the University Secretariat and the President gives the final approval.

(8) Design of the University Education and Research Budget and income and expenditure management

Toward balancing the budget in academic year 2020, primarily ordinary budget of department budgets has been steadily reduced. Reduction of department budgets is not something that can be achieved naturally, but the departments have been roughly achieving target figures, as the staff members assigned to operations on site are working together with their supervisors on streamlining of operations, scrap and build, introduction of IT, review of vendor selection, etc. (Document 9-2-24).

In financial closing, the departments verify the result amount, analyze the content of changes in each item of student fees, grants-in-aid, donations, personnel costs, non-personnel expenses, etc. by comparison to previous year to find the reason of such changes and its outcome is explained at financial closing approval by the regular Board of Councillors Meeting and Board of Trustees Meetings (Document 9-2-25).

Especially, given the impact of the decline in student fees due to the decline in admissions in academic year 2014 on the university income and expenditure, in academic year 2015, the university has been

9. Administration and Finance (2) Finance

verifying probability of achieving goals during the academic year and revising the direction and notifying it throughout the university through measures such as simulating the number of spring admissions required for achieving the budget goal when the fall admissions were finalized and reporting it at the Board of Trustees Meeting.

2. Study and Evaluation

●Degree of fulfillment of Standard 9 (2)

Financial condition of ICU is summarized in the Business Report every academic year, which is notified to faculty and staff members and posted on the university's official website (Document 9-2-26). The university in general achieved Standard 9 (2) through thorough implementation of the Basic Policy on Budget Formulation and the Guidelines for the Academic-Year Plan upon budget application, implementation of the President Review, grasping of budget execution status based on the segregated management of special budget and ordinary budget, the setting of the University Education and Research Budget in terms of managerial accounting and income and expenditure management, setting of the President Special Budget and its effective operation, etc.

(1) Matters that have been effective

<1> Effect of budget management by the President

ICU clearly divided the authority of managing budget between the Board of Trustees and President, and the President was given the authority to manage the University Education and Research Budget related to education and research and became final approver for the budget formulation and execution, which has been helping to steadily reduce the negative balance of income and expenditure as the President tries to balance education and research and budget. The introduction of the President Special Budget enabled a swift response, without exceeding the budget limit, to projects that in the past would have been postponed till the next academic year due the budget and the unexpected cases due to which the initial budget was exceeded. It also plays a role of matching fund for grants-in-aid application, and the university was able to improve education and learning environment by utilizing grants-in-aid without being bound by budget by obtaining facility development-related subsidies, etc. and improved the learning space of the library and AV equipment of the University Hall (Document 9-2-27).

<2> Donations

As a result of fund-raising activities, ICU Sakura Fund that began in April 2014 as part of the 60th Anniversary Project fund-raising collected more than the target of 40 million yen (41,492,000 yen) before the fund raising period of two years ended. The Sakura Fund is a project for restoring the cherry tree boulevard, which can be considered as the university's symbol. It was accepted by a relatively young generation, which till now had been less active in fund-raising, and 15% of the alumni participated in it (Document 9-2-28).

(2) Matters to be improved

9. Administration and Finance (2) Finance

<1> Measures for creating competitive research environment

The rate of ICU projects being adopted for KAKENHI was 25.7% in academic year 2015, which was slightly lower than the national average of 26.5%. The university's application rate (the number of new applications divided by the number of researcher registrations) for academic year 2015 was 21.8%, which is far below the 59.1% average for the national universities and that for the public universities, which is 43.5%, and is also short of the average for private universities, 26.2%.

The distributed amount per theme (excluding indirect expenses) was 1,240,000 yen, which is below the national average of 2,246,000 yen. This is considered to be attributable to the facts that the ratio of faculty members specializing in humanities and social sciences among the faculty members who received KAKENHI is high at ICU and, according to the result of 2015, 44 (84.6%) out of the 52 themes that were adopted for the grants were in humanities and social sciences and they were primarily adopted for Grant-in-Aid for Scientific Research (C). The number of applications for large-scale Grant-in-Aid for Scientific Research (B) or higher is few and is an issue to be addressed in the future (Document 9-2-2).

3. Development Policy for the Future

(1) Matters that have been effective

<1> ICU will continue to maintain the President Special Budget, control booking and execution of department budgets that are beyond necessary and optimize the overall budget.

<2> In October 2016, ICU carried out university reorganization so that the staff members of the university public relations department and fund-raising department can work concurrently for the both departments to strengthen the collaboration between them, and their office was moved to the building that houses the Alumni Office. Leveraging this structure, the university aims to further vitalize fund-raising activities. In the new student dorm support fund-raising that began in September 2016, the university aims to achieve the goal of 40 million yen in donations by March 2019. It also plans to start a fund-raising project for supporting construction of the new physical education facilities being planned subsequently.

(2) Matters to be improved

<1> The number of ICU's new applications for KAKENHI is average 34 cases per year (in five years from academic year 2005 to 2009) and first of all the university needs to increase the number of applications. As a first step, it aims to increase the number of applications by setting the goal as the same level as the average for private universities and increase the applications for larger research subjects. By leveraging ICU faculty members' strengths such as interdisciplinary skills and internationality, the Center for Research Planning and Support will take initiatives to vitalize applications by collaborations between ICU researchers as well as applications by young researchers, and appropriately provide information early on regarding KAKENHI and research grant foundations to further strengthen support for application procedures working together with the Center for Teaching and Learning, which is in charge of faculty development.

9. Administration and Finance (2) Finance

4. Documents indicating reasonable grounds (●Required by Standard 9 (2))

- 9-2-1 ●Academic Year 2015 Inventory of Assets
- 9-2-2 ●Academic Year 2010 Financial Statements (including the auditor's report)
- 9-2-3 ●Academic Year 2011 Financial Statements (including the auditor's report)
- 9-2-4 ●Academic Year 2012 Financial Statements (including the auditor's report)
- 9-2-5 ●Academic Year 2013 Financial Statements (including the auditor's report)
- 9-2-6 ●Academic Year 2014 Financial Statements (including the auditor's report)
- 9-2-7 ●Academic Year 2015 Financial Statements (including the auditor's report)
- 9-2-8 ●Five-year Statement of Income and Expenditure of Fund (the university) through academic year 2014 [Material 9]
- 9-2-9 ●Five-year Statement of Income and Expenditure of Fund (the university) from academic year 2015 onwards [Material 9-2]
- 9-2-10 ●Five-year Statement of Income and Expenditure of Fund (the school juridical person) through academic year 2014 [Material 10]
- 9-2-11 ●Five-year Statement of Income and Expenditure of Fund (the school juridical person) from academic year 2015 onwards [Material 10-2]
- 9-2-12 ●Five-year Statement of Income and Expenditure of Business Activities (the university) through academic year 2014 [Material 11]
- 9-2-13 ●Five-year Statement of Income and Expenditure of Operating Activities (the university) from academic year 2015 onwards [Material 11-2]
- 9-2-14 ●Five-year Statement of Income and Expenditure of Operating Activities (the school juridical person) through academic year 2014 [Material 12]
- 9-2-15 ●Five-year Statement of Income and Expenditure of Operating Activities (the school juridical person) from academic year 2015 onwards [Material 12-2]
- 9-2-16 ●Five-year Balance Sheet through academic year 2014 [Material 13]
- 9-2-17 ●Five-year Balance Sheet from academic year 2015 onwards [Material 13-2]
- 9-2-18 The Number of Themes Adopted for KAKENHI (academic years 2013 to 2015)
- 9-2-19 Basic Policy on University Education and Research Budget (Japanese and English)
- 9-2-20 Guidelines for the Academic-Year Plan (Japanese and English)
- 9-2-21 Materials Indicating Reasonable Grounds of Budget Estimation Format
- 9-2-22 President Review Schedule
- 9-2-23 School Juridical Person International Christian University Endowment Committee Regulations (Regulations pp.73-74)
- 9-2-24 Changes in the University Education and Research Budget
- 9-2-25 Academic Year 2015 Financial Closing (University Education and Research Budget)
- 9-2-26 ●ICU official website "Business Report"
<https://www.icu.ac.jp/about/info/>
- 9-2-27 Changes in President Special Budget and Budget Distribution Results
- 9-2-28 ICU Sakura Fund <http://subsites.icu.ac.jp/fundraising/sakura.html>

10. Internal Quality Assurance

1. Explanation of Current Condition

(1) Does the university examine and evaluate its various activities, and publicize the results thus fulfilling its accountability to society?

ICU has been implementing university evaluation by the Japan University Accreditation Association from 2001, and as stipulated in Article 2 of the Regulations Governing International Christian University Self-study, the examination and evaluation is carried out roughly in seven-year cycles. The disclosure of the report on the self-study is also stipulated and the results are posted on the university's official website (Document 10-1).

The university's educational and financial information is disclosed by posting them in the university's official website under the University Data (Document 10-2). In addition to the educational information and activities plan posted on the official website, the university also prepares financial report in both Japanese and English, primarily containing the income and expenditure of consumption, income and expenditure of fund and balance sheet, with explanation by the Trustee for Financial Affairs for the guardians of students (guarantors), alumnus and patrons. The internet version of this is available in the university's newsletter The ICU published every December (Document 10-3).

These educational and financial information as well as the self-study reports are all available in English given the university's principle of bilingualism, thus fulfilling its accountability not only to the faculty whose mother tongue is not Japanese but also to all the outside stakeholders and the international society. The university also participates in the Japanese College and University Portraits to appropriately disclose its educational information to the society (Document 10-4 [previously mentioned as 1-6]).

(2) Is there a system in place for internal quality assurance?

In the case of ICU, the main entity that bears the responsibility for internal quality assurance of the education in the university on a daily basis is the meeting body known as Senate. The Senate deliberates the university's policy and administration as a whole (Document 10-7 [previously mentioned as 1-4] Articles 16-20 of the University Regulations). The Senate is chaired by the President, and is the administrative organization playing the central role in education at the university. The Senate meets once a week during the term, except during summer holidays, and the administrators frequently discuss the major university-wide issues to enable swift sharing of information and decision-making.

The most important deliberative body responsible for the quality assurance of education is the Faculty Council (Document 10-8 [previously mentioned as 9-1-3]). It is the actual deliberative body responsible for the quality assurance from the aspect of education at the university, carrying out deliberations and making proposals by setting up special committees under it for matters requiring reforms and improvement from the perspective of internal quality assurance, and has the important check function to verify the university's decision-making.

The university follows a system in principle where all verifications are linked to reforms and improvement, wherein points for improvement are verified at each division first and the proposals are

10. Internal Quality Assurance

compiled and submitted to the Senate. At this point of time, the discussions would have been completed at the concerned committees in charge and coordination with the administrator submitting the proposal also is completed, and the Senate discussions follow. For matters that are approved after this discussion are subsequently discussed at the aforementioned Faculty Council and final approval is obtained at the Faculty Meeting. While the deliberative body making the final decision may differ depending on the contents, the matters that have been decided are passed down to the various divisions and reforms and improvements are carried out based on that. If there is still room for debate, such matters are sent back where sufficient discussions are done and the matter is re-submitted. The same process is basically followed in the case of university-wide reforms led by the President, with the projects being driven forward by concerned committee (or a committee deputed by the President), faculty (administrator or chairperson of the committee) as well as the related divisions, faculty and staff in collaboration (Document 10-9). Thus, the committees, etc. concerned with internal quality assurance, while not forming any special organization, implement a PDCA leveraging the agility provided by small organizations like a single college, single division or single school on a daily basis.

Nevertheless, in the self-study that is carried out once in seven years, a University Self-study Committee is established with the Vice President for Academic Affairs as the chairperson, which is convened to sort out and discuss the matters to be dealt with upon preparing the University Self-study report. Article 1 (2) of the University Regulations stipulates the following: “To advance the aims and fulfill its functions, the University shall have a Self-Study and Evaluation Committee, which shall periodically examine and evaluate the University’s work and propose improvements.” In 1999, the university established the Regulations Governing International Christian University Self-study (Document 10-5) and based on the results of the Self-study, all faculty and staff and organizations of the University shall make efforts to improve and vitalize their activities in their respective academic and other fields concerned. At the same time, the President shall examine the proposals of the report of the University Self-study Committee and make efforts to improve businesses of the University.

In addition, the university also carries out audit of both its finances and education in accordance with Article 37 (3) of Private Schools Act. Regarding finances, the university has established Internal Audit Regulations (Document 10-6), and voluntarily verifies the entire operations of the school juridical person from the aspects of accuracy, fairness and efficiency to ensure operational improvements towards achieving the business goals of the school juridical person and contribute to the maintenance of soundness and reliability of management. See p.120, (5) Implementation of internal audit, for details. Further, in addition to these, since 2014 the university has been carrying out verification of education and research by auditor to examine and evaluate primarily the major system and admissions screening.

The university also established an Office of Institutional Research (IR Office) (Document 10-10), responsible for institutional research operations, in December 2014 based on the ICU Institutional Research Mission Statement formulated in October 2011. The IR Office is an organization that collects, analyzes and shares all the educational data from measures continuously implemented by the university and compiles and offers it to make use of various studies and measurement of language ability into plan

10. Internal Quality Assurance

proposals and decision making in the university as a whole.

In order to effectively promote IR, compiling the internal data in ICU's proprietary manner alone would not suffice. If the data cannot be condensed into a general framework outside the university and presented, it cannot be used as a basic material for making comparisons. Therefore, as of May 2016, the university is pursuing discussions on IR implementation that is suited to ICU. The IR Office has started collaborative relationship by providing meaningful data for the auditor audit and educational audit mentioned above.

Since its inception in 1953, all students take a pledge during the matriculation ceremony to uphold the law based on the principle of the Universal Declaration of Human Rights. The faculty and staff are recruited under the same spirit and the university ensures legal compliance awareness based on a Christian foundation. As examples, other than the academic integrity and enlightenment activity on research ethics and committee for checking it stated in Chapter 7. Education and Research Environment, the following initiatives are implemented.

1) Enactment of the International Christian University Regulations and Measures for Preventing and Dealing with Human Rights Violations

The university, following its first president Hachiro Yuasa's words of "there are no foreigners in ICU," respects the personality and human rights of each person and has established internal structure to prevent discriminatory behavior and treatment such as based on gender, race, nationality, age, sexuality or physical disability (Document 10-11).

Six Human Rights Advisors are appointed for members to contact regarding human right violations and Human Rights Committee is also established, which handles various complaints related to human rights violations (see p.86 of Chapter 6. Student Support). The Human Rights Committee is chaired by the Vice President for Academic Affairs and is made up of four members (faculty and staff) and an outside legal specialist. With the cooperation of the Human Rights Advisors and Human Rights Committee members, the university strives as a whole to prevent human rights violations and to secure and maintain good learning, education, research and workplace environment.

The university, which has stood by the principles of the Universal Declaration of Human Rights since its inception, holds Human Rights Seminar every year on the Human Rights Day, and this is basically held during a time period when all students as well as faculty and staff can attend. This seminar targeting the entire university serves as an opportunity to deepen the understanding of human rights and to enlighten about human rights awareness, and the themes are diverse such as "Sports and Human Rights Awareness" in 2014 and "Pictorial Expression and Human Rights" in 2015, while taking into account the problem awareness and viewpoints of the students. The seminar has been held a total of 19 times till academic year 2016 (Document 10-12).

2) Protection of personal information and implementation of information security measures

The university has formulated personal information protection regulations and established the Committee on the Protection of Personal Information, and the committee discusses and decides on any

10. Internal Quality Assurance

requests for information from outside. It has also stipulated regulations for handling of specific personal information, and strictly manages such information based on this (Documents 10-13, 10-14). Recently, IT-related developments have made progress and in 2015 the university conducted a survey on information security targeting the entire faculty and staff, and implemented measures based on the results. Following this, the IT Policy was prepared, which includes clear definitions of personal information and confidential data as well as guidelines on network connections and information dissemination. These are posted on the university's internal portal site (Document 10-15).

(3) Is the internal quality assurance system functioning appropriately?

In addition to the permanently established committees, special committees are established, entrusted by the President and Vice President to act on university-wide issues, and these have the function of examining measures for improvements and solutions leading to internal quality assurance. As examples of continuous self-study and verification, the committees established in the most recent four-year period are as follows:

- Special Committee Pertaining to the Tenure System (Document 10-16)
 - Objective: Improvement of the tenure system compatible with globalization
 - Progress: Was established as a Faculty Council special committee in April 2012, and submitted its report in February 2013 to the Senate and the Faculty Council, and subsequently to the Faculty Meeting where it was approved within the same month.
 - Outcome: Formulation of new job ranking, development of new tenure system and tenure evaluation method
- Committee for the Review of Meeting Bodies (Document 10-17 [previously mentioned as 2-3])
 - Objective: Revision of the decision-making process and regulations of deliberative bodies
 - Progress: Was established as a Faculty Council special committee in April 2012, and submitted the final report in October 2012. In November of the same year, the proposal was approved after going through discussions twice in the Senate and the Faculty Council and Faculty Meeting.
 - Outcome: Adjustment of the department structure to a medium-sized one (reduction of number of departments), change in operation of meetings according to the Faculty Meeting (streamlining)
- President's Advisory Committee concerning Center for Teaching and Learning (Document 10-18)
 - Objective: Examining an organizational structure where the students and faculty can receive required learning and teaching support at any time by integrating (discontinuing) learning and education support-related organizations.
 - Progress: Established as President Advisory Committee in March 2014. The result of the study was submitted as a report in December 2014. Upon receiving the report, it was approved as a proposal by the President after going through the Senate, Faculty Council and Faculty Meeting in February 2015.
 - Outcome: The Center for Teaching and Learning opened in April 2015
- Committee for Courses in English and Related Policies (Document 10-19 [previously mentioned as 4-2-29], 10-20 [same 4-2-30])
 - Objective: Improving the ratio of courses in English

10. Internal Quality Assurance

Progress: Was established in October 2015 under the Vice President for Academic Affairs, and submitted the final report in April 2016. In February and May of 2016, the proposal was approved after discussions at the Senate, Faculty Council and Faculty Meeting.

Outcome: Redefinition of the course language, promotion and improvement of syllabus provision in English and Japanese, change in graduation requirements, increase in ratio of courses offered in English

Thus, committees with suited members are established for each issue, concentrated discussions are held within deadlines, and concrete measures are proposed after gaining the understanding of the entire university. And this is the ongoing self-study method implemented at ICU. The report prepared and submitted by such committees pass through the various deliberative bodies as mentioned above, undergoing corrections, and new measures are implemented, functioning as the internal quality assurance cycle.

In addition to the internal audit of finance affairs and education audit by auditors, ICU carries out inspections that actively incorporate external perspectives. As in the case of previously mentioned Committee on the Use of Animals in Experiments, some committees individually request external assessment and disclose the results on the university's official website. In particular, the following external assessment was carried out regarding the university's internationalization, which ICU considers as one of its original missions. First, in the Go Global Japan (GGJ) Project by the Ministry of Education, Culture, Sports, Science and Technology for which the university was selected in 2011, it voluntarily introduced and requested external assessment at the time of interim report in 2014. As a result, ICU became one of the two universities that received the highest "S" rating in the GGJ interim evaluation (Document 10-21). In the Top Global University Project for which the university was selected in academic year 2014, ICU has also decided to carry out external assessment in academic year 2017, when there will be an interim evaluation. The external assessors include experts who have worked for overseas as well as Japanese institutions for higher education for years along with assessors who have deep insight in liberal arts education with industry background. Further, following the previous self-study and university evaluation, the university voluntarily carried out external assessment also this time separately from the review by the Japan University Accreditation Association (see p. 3 of Introduction).

As a result of the accreditation evaluation by academic year 2010 (academic year of evaluation application) Japan University Accreditation Association (JUAA), JUAA pointed out (recommendation) a mistake in the description of the auditor's report by auditors on the audit in March 2011. The university corrected it after academic year 2011 and submitted an improvement report to JUAA by the deadline at the end of July 2014. In particular, it corrected the previous description in the auditor's report that auditing is "Trustees' operation" to the "the school juridical person's operation." See p. 75 of Chapter 5. Enrollment/Student Admissions for concrete contents and method for improvement in response to the matters pointed out (advice) regarding the ratio of current students to the quota.

Since then, the university has not had any matters pointed out by the Ministry of Education, Culture,

10. Internal Quality Assurance

Sports, Science and Technology and JUAA.

To strengthen the function of internal quality assurance system, ICU has been working on improvement of the university's data and system as well as the establishment of the IR Office that carries out the institutional research operation at ICU in parallel as it requires to enable decision-making based on sufficient information.

Upon full-scale introduction of IR function, ICU established the International Christian University Institutional Research Mission Statement in October 2011. Starting from the conclusion by the Institutional Research Developing Committee (from April 2011 to November 2011) that it is necessary to centralize ICU's internal data, the university introduced the new academic affairs data system in academic year 2012 following discussions by multiple committees and working groups and first completed centralization of student data. Following the development of student data system, ICU in academic year 2016 will introduce faculty member database and plans to complete centralization of both student and faculty member data (completion in fall of 2017). As for education and research activities by ICU's full-time faculty members, they have already been announced on the university's official website as researcher information database (Document 10-22) and the ongoing centralization of the faculty member database will be also linked with such education and research activity information.

2. Study and Evaluation

●Degree of fulfillment of Standard 10

Taking into account the above current situation, ICU judges that it has fulfilled Standard 10, as it is appropriately operating disclosure of inspection results, organizational structure of internal quality assurance and function of internal quality assurance.

(1) Matters that have been effective

<1> As described above, the university administration appropriately submits the matters that need to be improved to various deliberative bodies following reports by various committees and makes sure that they are implemented. In this manner, ICU relentlessly carries out necessary verification and makes improvements not limited to the time of self-study and evaluation and delivering results listed in p.10 and pp.101-102.

(2) Matters to be improved

<1> For further strengthening of ICU's internal quality assurance system, the university needs to establish the IR Office in the system and verification cycle and propose improvements utilizing IR.

3. Development Policy for the Future

(1) Matters that have been effective

<1> Going forward, the university will continue with more minute verification based on data and

10. Internal Quality Assurance

improvement with the initiative of the administrative department and in cooperation with faculty and staff while maintaining the current quality assurance system as it incorporates external assessments.

(2) Matters to be improved

<1> To begin with, the university in academic year 2017 will open the IR Office information website, discuss and disclose data that needs to be shared on a regular basis and promote understanding and improve awareness of the university-wide IR. In addition, the IR Office will take initiative in offering information to various departments and offices as well as administrators so that they can make proposals regarding issues and matters to be improved on a task-by-task basis by leveraging IR, thus supporting drafting of concrete and effective measures. As it has been only two years since the establishment of the IR Office, ICU will widely spread its role as a department engaged in “C” of the PDCA cycle at the university through these activities under the responsibility of the Vice President for Academic Affairs.

4. Documents indicating reasonable grounds

- 10-1 ICU official website “Self-Study and Evaluation”
<https://www.icu.ac.jp/about/info/>
- 10-2 ICU official website “University Data”
(Status of publication of education information and financial information disclosure)
<http://www.icu.ac.jp/about/info/outline.html>
- 10-3 ICU official website “The ICU” (financial report) <https://www.icu.ac.jp/about/public/theicu/>
- 10-4 (Previously mentioned as 1-6) Japanese College and University Portraits (top page)
- 10-5 ●Regulations Governing International Christian University Self-study (Regulations pp. 247-250)
- 10-6 School Juridical Person International Christian University Internal Audit Regulations (Regulations pp.119-120)
- 10-7 (Previously mentioned as 1-4) The ICU University Regulations (the Senate: University Regulations Articles 16 to 20)
- 10-8 (Previously mentioned as 9-1-3) Faculty Council Regulations (Regulations pp. 431-432)
- 10-9 ICU Internal Quality Assurance System Diagram
- 10-10 Document “Establishment of IR Office”
- 10-11 (Previously mentioned as 6-22) International Christian University Regulations and Measures for Preventing and Dealing with Human rights Violations (Regulations pp. 99-114)
- 10-12 ICU official website “NEWS” December 19, 2016 The 19th Human Rights Seminar
http://www.icu.ac.jp/news/161219_N1.html
- 10-13 Regulations Pertaining to the Protection of Personal Information of the School Juridical Person International Christian University (Regulations pp.77-88)
- 10-14 School Juridical Person International Christian University Regulations Regarding Handling of Specific Personal Information (Regulations pp. 165-172)
- 10-15 University portal site ICU Portal “IT Policy”

10. Internal Quality Assurance

- 10-16 Special Committee Pertaining to the Tenure System Final Report
- 10-17 (Previously mentioned as 2-3) Committee for the Review of Meeting Bodies Final Report
- 10-18 “Establishment of the Center for Teaching and Learning” (a material for the Faculty Meeting in February 2015)
- 10-19 (Previously mentioned as 4-2-29) Redefinition of Coding System for Language of Instruction
- 10-20 (Previously mentioned as 4-2-30) Committee for Courses in English and Related Policies Final Report
- 10-21 ICU official website “NEWS” (GGJ Project Midterm Evaluation Results)
<https://www.icu.ac.jp/globalicu/action-plan/results/>
- 10-22 (Previously mentioned as 3-12) ●ICU official website “Researchers Information System”
(Full-time faculty members’ research results) <https://www.icu.ac.jp/research/ris/>

Conclusion

1. How far the university as a whole has achieved its philosophy, objectives and educational goals?

The identity of the International Christian University is clear. It is a “small-sized liberal arts university of international standards deeply rooted in the Christian spirit.” The university’s mission has also been defined clearly based on this self-understanding. This understanding is shared across the university in principle from the Board of Trustees, which established it, to individual faculty and staff members.

After more than 60 years since its foundation, the university now has 3,000 students but its small-group education that attaches importance to each student is fully fulfilled even now based on the results of academic advising and student satisfaction surveys. The spirit of Christianity is expressed in the realization of creative minority, mutual understanding and co-existence of people with differing cultures and religions, Student Pledge and respect of academic integrity, and the students clearly understand the significance of the compulsory course of Introduction to Christianity. Regarding internationality, it has been fully understood as a feature of the university since its establishment and its essence has been endorsed by the facts such as its selection in the Go Global Japan (GGJ) Project and Top Global University Project, faculty member composition and exchange programs. Almost no one understood the educational philosophy of liberal arts half a century ago in Japan, but in recent years it has been highly recognized as the original state of university education not only by the educational world but also by the industry. That is because especially in the time of drastic changes, people are required to acquire basic skills for responding to any changes, continuous deployment capacity and ability to improve instead of knowledge that is limited to narrow specializations.

ICU’s constant stance enabled its firm position in the world of education in post-war Japan. It is one of its achievement that ICU was listed among the Top 10 Asian Liberal Arts Colleges (Document 11-1) by Forbes of the U.S. in June 2015.

2. Issues that need to be addressed with priority

A sustainable development in a society that has shifted from a growing economy to one with low birthrate and longevity is a common issue for universities in Japan. While ICU has funds, which gives it a U.S. liberal arts university-style financial foundation that is different from other universities in Japan, it is essential for the university to achieve optimization of fundamental financial balance by around 2020 to realize enhancement without expansion. For this reason, it has to drive forward implementation of measures such as efficient priority allocation of university budget, introduction of objective evaluation system and acquisition of external funds by incorporating them in annual plans.

Some of the university facilities have increasingly deteriorated. The medium- to long-term basic plans for the next generation have been embodied in the Campus Grand Design and the university will continue further with careful discussions to develop facilities that are suitable for realization of the foundation philosophy. Finance and facilities are basic requirements for executing outstanding education and research.

Moreover, the challenges faced include hiring and nurturing of excellent faculty and staff members, selection of appropriate new students and promotion of an education program that respects diversity and

Conclusion

independent learning. To implement them, ICU needs to complete the ongoing internal reorganization by spring of 2018 and accelerate the decision-making of the entire university by clarifying the discretion and authority of the President and in closer cooperation between the college and the graduate school.

Appropriate understanding is a must for appropriate judgment. ICU, until now, lacked in flexibility to share experiences and knowledge accumulated by each department. In several years from now, the university will vitalize IR with the initiative of the university administration department, visualize information as much as possible and share the information among all faculty and staff members of the university thereby grasping the current situation openly and leading to improvement. Such efforts of self-understanding can also lead to gaining better understanding by others. The degree of recognition of ICU, which continues to be small in size, is high among well-informed people and experts but not so high in the general society. It is also an urgent task for the university to increase activities by admissions and public relations departments in various regions of Japan and overseas bases and focus on information provision on a regular basis on the university's official website and through internet media.

3. Future prospects

ICU started as a “university of tomorrow” more than 60 years ago and had introduced advanced systems such as GPA, numbering and TA at that time. However, as other universities reformed and made progress, these systems are becoming standards also in Japan. If the university is content with its present position and neglects inspections and reforms, it will become a “university of yesterday.” The self-study and self-evaluation is an opportunity for the university to review and evolve them so as to continue to offer a model of higher education in Japan.

Instead of posting a new goal that is different from the existing one, it will make further efforts to realize the goal it has continued to hold up. That is because the university believes that is the best way to respond to the demands of the time. In this dynamically changing time, it is required to nurture basic skills and comprehensive capability for responding to unknown situations in addition to specialist knowledge for finding the best answer within the prescribed conditions. ICU's liberal arts education nurtures global citizens who acquire such abilities and play active role in tomorrow's Japan and the world.

The International Christian University will continue to be a “university of tomorrow.”

Documents indicating reasonable grounds

11-1 Forbes Top 10 Asian Liberal Arts Colleges