

The Japan University Accreditation Association  
Evaluation Report for International Christian University

I JUAAC Accreditation Results

As a result of the evaluation and accreditation process, International Christian University (hereafter ICU) has been accredited as complying with the University Standards of the Japan University Accreditation Association (hereafter JUAAC). The period of validity of the accreditation will be until March 31, 2025.

II General Comments

Upholding the philosophy of serving God and humankind, ICU was founded in Mitaka City, Tokyo in 1953 as the first liberal arts college in Japan. Ever since, based on Christian ideals and the Universal Declaration of Human Rights, it has aimed to establish an academic tradition of freedom and reverence and to nurture individuals who can contribute in a practical way to the peace and co-existence of the human race on the global stage. Guided by its philosophy and purpose, ICU has followed three principal commitments as its mission: Academic, Christian and International Commitments. To date, it has continued efforts to enhance its educational and research activities, and today ICU operates a College of Liberal Arts and Graduate School of Arts and Sciences as a university that offers holistic education based on liberal arts.

Since it has been accredited the last time by JUAAC in AY2010, ICU has appropriately addressed issues that had been pointed out by JUAAC.

Among the efforts made by ICU, the most outstanding are the English for Liberal Arts Program (ELA) and Japanese Language Programs (JLP) offered as the foundation for bilingual education, the academic planning system in which students autonomously formulate their own plans for study, the advising system to support students in academic planning, and the various efforts led by the Center for Teaching and Learning. ICU has also introduced Aptitude Test for Liberal Arts (ATLAS) as a unique admission test subject for evaluating students' aptitude for liberal arts studies, in other words, to select students with broad areas of interest and intellectual curiosity and who have the ability to respond to various challenges. To mention a few more features of ICU's characteristic liberal arts education, systems are in place for peer advising, writing support, and various extracurricular activities including the operation of student dormitories.

On the other hand, areas for improvement were found in education offered in the Graduate School such as lack of specified coursework in the Doctoral Course and absence of documented criteria for the evaluation of dissertations.

We expect ICU will further develop its characteristic liberal arts education and research under the leadership of the Senate and Faculty Council which bear central responsibility for internal quality assurance and through effective functioning of PDCA cycle taking advantage of the agility of a small size organization.

### III Evaluation against Each Criterion and Suggestions from JUAA

#### 1. Mission and Purpose

##### <Summary>

ICU, as a university established through cooperation between Japanese and North American Christians, holds as its mission “the establishment of an academic tradition of freedom and reverence based on Christian ideals as well as the cultivation of internationally minded citizens who perform service to God and humankind and make contributions to lasting peace.” Based on this philosophy, ICU has followed three principal commitments as its mission. To achieve this mission, ICU values dialogue above anything else and practices liberal arts education that nurtures critical thinking. It offers “basic academic education through language programs,” “bilingual education in both Japanese and English” and “holistic education through all aspects of daily campus activities” as specific means to achieve the above mentioned mission.

The ICU University Regulations state the Aims of the College of Liberal Arts as “to create an academic climate of freedom and reverence based on Christian ideals and to nurture conscientious and honorable individuals endowed with an international liberal education and the judgment to play a positive role as citizens of a democratic society.” Likewise, the Graduate School Regulations state the aim of the Graduate School as “to contribute to the advancement of culture, in accordance with the goals and mission of International Christian University, through theoretical and practical academic instruction and research that builds on the foundation of general and specialized education laid during the course of undergraduate studies, in order to probe more deeply into specific disciplines or develop the superior knowledge and skills needed to pursue meaningful careers in professions demanding a high degree of expertise.” These aims articulate the university’s philosophy and the directions to pursue.

The mission and purpose of ICU are being widely disclosed and communicated to the public through its official website and University Guide, and thoroughly made known to all university members through signing of Student Pledge and Faculty Pledge, new faculty orientation, New Student Retreat, and through ICU’s education.

To verify the extent to which ICU is operated in line with its mission and purpose, respective offices, the Senate, Faculty Council and other bodies deliberate whether each organization is appropriately operated according to the Midterm Plan and annual targets formulated based on the mission and purpose.

## 2. Education and Research Organization

### <Summary>

In 2008, ICU abolished the 6 academic divisions that were set within the College of Liberal Arts and integrated them into the Division of Arts and Sciences to further lower the barrier between different disciplines. This reform created a system in which students are allowed to explore a wide range of academic areas as “intentional learners” during their first two years in ICU and then choose their majors later on. This is a suitable education and research organization to realize ICU’s mission and purpose. ICU also introduced a department system along with the organizational reform.

Departments are organizational units of faculty members set up within the Division of Arts and Sciences, College of Liberal Arts. Each department is comprised of full-time faculty members and offers several majors. Faculty members teach courses of certain majors.

Departments hold monthly meetings to discuss matters such as curriculum, appointment of faculty, and operation of majors offered by the department. The number of departments was gradually narrowed down from 16 in AY2008 to 8 in AY2015 through repeated discussions and verifications toward better realization of the university’s mission and purpose.

In 2010, the Graduate School also conducted a reform and integrated its four divisions into a new “School of Arts and Sciences.” While premised on specialization, the education and research organization of ICU Graduate School of Arts and Sciences is designed to cultivate comprehensive capabilities for discovering and solving real-world issues found beyond the borders of specialized disciplines.

On the research side, ICU operates The Institute for the Study of Christianity and Culture (ICC) and seven other university-wide research institutes and centers devoted to different fields of interest, where researchers of related fields including external researchers and graduate school students engage in research activities.

Mechanisms are in place for the verification of the appropriateness of education and research organization. The “Special Committee for the Review of Meeting Bodies” has been set up under the Faculty Council to regularly verify departments and their operation of majors. Meanwhile, the appropriateness of the organization of the Graduate School is regularly reviewed by the “Graduate School Reform Committee” and approved by the “Graduate School Council.” Some areas for improvement, however, have been noticed. The “interdisciplinary” majors organized by multiple departments in the College of

Liberal Arts are one of the characteristic features of ICU, but rules for their operation have not been fully defined. Moreover, there is an inconsistency between the allocation of faculty members to graduate school programs and the departmental structure of the College of Liberal Arts. These issues were supposed to be discussed by the “Special Committee on the Introduction of the School System (*Gakkei Seido*)” to develop improvement policies by the end of AY2016, which have not yet been developed. It is advised that policies for improvement be discussed in the coming meetings of the Special Committee and quickly established.

### 3. Faculty and Faculty Organization

#### <Summary>

Bylaws to the Act of Endowment of the Educational Juridical Person International Christian University and Regulations Re Appointments of Academic Staff Members require its faculty members to be “Christians” and “Christians who have deep understanding of the purpose and plans of ICU and have faith in pursuing them” as the ideal image of the faculty desired to achieve the university’s mission and purpose. However, these regulations also allow for exceptions as necessary in cases where the candidate is “highly recognized for his/her academic achievements and educational experiences, understands Christian spirit and the philosophy of ICU’s education, and actively supports such spirit and philosophy.” The regulations also require candidates of the three qualities of “outstanding educational and research capabilities,” “international commitment,” and “understanding and practice of Christianity,” reflecting the three principal commitments of ICU. There are no written policies for forming faculty organizations, however, so it is desired that policy documents be formulated and shared among faculty and staff.

The number of full-time faculty members and professors of the entire university, College of Liberal Arts and Graduate School respectively meets the required number of full-time faculty members and professors as specified by the university establishment standards. Moreover, the composition of faculty members demonstrates diversity in terms of both nationality and male-to-female ratio and shows no bias towards specific age categories, realizing an appropriate faculty composition. However, there is no faculty organization specific to the Graduate School as ICU’s faculty organization is based on the College of Liberal Arts.

The division of roles and responsibility of faculty members and faculty organization are specified in the ICU University Regulations and Graduate School Regulations. Responsibilities are appropriately assigned as follows: responsibility for education offered in the College of Liberal Arts is borne by the Dean of the College of Liberal Arts, while responsibility for education and research carried out in the Graduate School is borne by the Dean of the Graduate School, and Vice President for Academic Affairs oversees personnel affairs and education and research in general.

Standards and procedures for recruiting, hiring, and promoting faculty members are clearly laid out in the “Regulations Re Appointments of Academic Staff Members” and accompanying detailed rules. When hiring new faculty members, the department head makes a request to the President to set up or fill a faculty position in light of necessity for the curriculum, then the President consults the Faculty Council before deciding whether to approve the request. Upon the President’s approval, the Vice President for Academic Affairs sets up a Candidacy Committee that reviews candidates in an undisclosed process. All faculty appointments, in principle, are made through open recruitment from the international community. Requests for promotional reviews can be made by the relevant department head as well as the faculty member him/herself who wants to be promoted to ensure transparency. All full-time faculty members other than instructors of language courses or Health and Physical Education program are selected on the premise that they are qualified to instruct up to the Master’s Course. Qualifications necessary for instructing Doctoral Courses are certified by the Graduate School Council pursuant to the “Regulations Governing Graduate School Faculty Member Authorization.”

Faculty Retreats to improve faculty quality are being held every year to intensively discuss certain themes such as “Understanding the current status of the department system and proposals for improvement” or “Simultaneous reform of faculty organization and educational programs” under the leadership of the Vice President for Academic Affairs. All faculty members are required, as a general rule, to participate in these retreats, and indeed, actual participation rates are very high. When the new job classification system was implemented in AY2015, the tenure track system was introduced for assistant professors to support the career development of young faculty members. In addition, support measures such as new faculty orientation and mentor system are provided to support new faculty members adapt to education, research, and administrative work at ICU, which are quite commendable. A mentor is designated for each new faculty member even for those who are not on the tenure track if he/she wishes. It is expected that the effect of these new systems will be verified and further enhanced in the future.

Qualitative and quantitative evaluation standards have been specified on a university-wide basis to evaluate tenure-track faculty members. The university also recognizes the necessity for introducing a similar system to non-tenure track faculty members, in other words, associate professors and professors as well. Considerations are now underway on how to ensure appropriate evaluation and how to reflect evaluation results on treatment. Future developments are awaited.

Verification of the appropriateness of faculty organization is performed by the President based on necessary information when a request for filling a faculty position is made. Consistency between the faculty organizations of the Graduate School and the College of Liberal Arts is now undergoing examination. Future developments are awaited.

4. Educational Content, Methods and Outcome

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

<Summary>

**The College of Liberal Arts (CLA)**

CLA defines five abilities (the “ability to learn in both Japanese and English and to use those languages to communicate with people from around the world” and four other) as the criteria for awarding a Bachelor of Arts diploma (Diploma Policy) based on the mission and purpose of ICU. The five abilities are the desired learning outcomes that should be attained by graduation.

Based on the above, CLA’s curriculum is designed to cultivate the skills outlined in its diploma policy. The curriculum design policy (Curriculum Policy) embraces the idea of “Later Specialization,” a feature of liberal arts education which allows students more time to encounter various fields of knowledge and acquire a broad perspective and flexible thinking by providing both college-wide courses and specialized courses many of which are offered in small classes along with academic advising. These policies show the CLA’s basic ideas on curriculum and educational method.

The Diploma and Curriculum Policies of CLA are made known to the university’s constituent members and disclosed to the public through its website, Japanese College and University Portraits website, University Guide and other communication channels.

The Dean of the College of Liberal Arts holds the responsibility and authority for the verification of the appropriateness of the Diploma Policy and Curriculum Policy. Matters related to the two policies are discussed by the Dean of the College of Liberal Arts, the Associate Dean of the College of Liberal Arts (in charge of curriculum and learning support), the Director of the Center for Teaching and Learning (in charge of faculty development), the Director of the Admissions Center, and the Director of the Academic Affairs Division who are the key members of the team for discussing academic affairs of the College of Liberal Arts, then submitted to the Senate for further review.

**Graduate School of Arts and Sciences (GS)**

The GS Diploma Policy was reviewed in AY2016. New policies have been adopted separately for each of the Master’s Course and Doctoral Course in AY2017. The Diploma Policy for the Master’s Course defines three requirements (“superior ability for assuming positions that require a high degree of specialization” and two more), while the Diploma Policy for the Doctoral Course defines two requirements (“High level of research ability necessary for engaging in specialized work and rich scholarship that serves as a foundation therefor” and another), clearly outlining the outcomes that should be achieved upon completing each course.

The Graduate School did not have a Curriculum Policy until AY2016, so a Curriculum Policy was newly developed for each of the courses in AY2017. Curriculum Policy for the Master's Course defines six guidelines ("The Master's Course systematically designs foundation courses, advanced courses, and courses regarding research methods; develops abilities to write academic papers; and provides guidance regarding the master's thesis" and five more), while the Curriculum Policy for the Doctoral Course defines eight guidelines ("In "Advanced Research" courses, faculty individually advise students through readings and discussions of text and discussions based on students' study plans" and seven more). These policies are consistent with each other showing GS's basic ideas on curriculum and educational method.

The Diploma Policies and Curriculum Policies of GS are disclosed to the public through its website and Graduate School Admissions Handbook. The policies are also planned to be included in the Graduate School Bulletin starting from AY2018. It is recommended that inclusion of the policies in the AY2018 version of the publication be ensured.

The respective Program Committees and Doctoral Committee perform verification of the appropriateness of the Diploma and Curriculum Policies in light of the actual circumstances of each program. The Dean of the Graduate School and Program Directors will further review the verification results, which will then be approved by the Graduate School Council.

(2) Curriculum and educational program

<Summary>

CLA

Based on its Curriculum Policy, CLA offers a systematically formulated curriculum comprised of college-wide courses (language courses, general education courses, health and physical education courses, etc.) and specialized courses (foundation courses, area major courses, elective courses, senior thesis), with a total of 1,013 courses altogether. Under the concept of liberal arts education, CLA's curriculum requires a different number of credits for each subject group of general education courses (for example, it mandates all students to take a certain number of language program courses and health and physical education courses), to ensure students can acquire deep and broad education and comprehensive judgment. Since its foundation ICU has used a course numbering system that assigns numbers to courses based on the level of their content and positioning in the curriculum, to help students choose appropriate courses, making it easier for them to freely and independently formulate their own study plans.

The College of Liberal Arts adopts a major system. In a major system, students do not need to decide their majors when they first enroll; instead, they nurture their basic academic abilities through a wide range of courses during their first and second years, gradually

narrow their fields of interest, and before starting their third years, choose one or two majors to pursue at a deeper level from a selection of 31 majors. Each major has certain requirements for taking that major as well as courses required for graduation. Graduation requirements include 18 credits of foundation courses, and 21 credits of area major courses to ensure a sufficient level of specialization. Students can also choose from the following three patterns: single major, double major, and a combination of major and minor. The number of credits for specialized courses required for a student to graduate also varies according to the pattern of the student's major. To support a systematic learning of specialized courses, major-specific websites are provided and a curriculum tree has been drafted for each major as a guidance model highlighting important courses students are strongly recommended to study. At the same time, based on ICU's belief in "Later Specialization," the system is designed to promote learning from a broad perspective by allowing students to take any specialized course outside of their major as elective courses, which also count for their graduation.

CLA also offers English for Liberal Arts Program (ELA) for students enrolling in April and Japanese Language Programs (JLP) for those enrolling in September, a characteristic approach that forms the foundation of bilingual education. Both programs conduct placement tests and assign students to a "stream" of the appropriate level to ensure effective education. These language programs also assume the role as an introduction to liberal arts education. ELA, in particular, is designed not only to build academic language proficiency but to thoroughly train critical thinking skills as well, which is highly commendable. To verify the outcomes of the program, ELA converts the scores of TOEFL ITP (used as placement tests) and IELTS exit test (taken by students upon completing the ELA program) to CEFR scores. Comparison of the scores before and after taking the program have shown that many students raised their scores by one rank or more. However, progress in writing ability has been identified to be slow among the components of language skills. It is expected that measures will be taken to enhance writing skills not only in ELA but throughout the four years in CLA. As for JLP, the other language program, upholding the objectives of "building functional communication competence in Japanese that will enable students to interact with others as they pursue academic and social activities within and outside of ICU" and "equipping students with proficiency of Japanese language that will provide the foundation upon which students can fulfill their potentials and contribute to society within and outside of Japan after graduation," JLP is designed to facilitate students to acquire academic skills, interact with people of various backgrounds, and gain functional communication competence as the foundation for engaging with society using critical thinking skills, which is also highly commendable.

Responding to growing globalization, CLA offers diverse programs for studying abroad for various learning goals. In line with its philosophy of bilingual education, CLA also offers a wide variety of courses taught in English (other than English language courses) from college-wide courses to specialized courses and requires students to earn at least 9 credits in English-taught courses. However, the current ratio of courses taught in English



still remains at around 30%, given the difficulties related to having English-speaking and/or non-Japanese faculty members not necessarily teach courses using English depending on their course subjects. CLA aims to increase the ratio of English-taught courses to 40% by AY2023. Future developments are awaited.

Verification of the appropriateness of the curriculum is performed by the Curriculum Committee based on discussions by the General Education Course Committee and respective majors. To further enhance English-taught courses, a special committee was set up in 2015 to discuss matters related to courses offered in English and redefined the description of the language to be used in class.

#### GS

Based on its Curriculum Policy, courses offered in the Master's Course are divided into four categories: school-wide interdisciplinary courses, program foundation courses, specialization courses and research courses with a required number of courses and credits specified for each category. School-wide interdisciplinary courses are characteristic of liberal arts education, designed to offer basic knowledge necessary for engaging in research and at the same time facilitate students to acquire comprehensive language proficiency through coursework. Program foundation courses and specialization courses allow students to study courses across all four programs and areas of concentration, providing flexibility for both those who seek interdisciplinary education/research and those who seek specialized education/research. In addition, if the student's research advisor recognizes it as necessary, students can also take courses offered in CLA or external partner institutions to complement specialized knowledge gained in GS. Up to 10 credits earned in this way can be counted toward degree requirements.

Since AY2011 ICU has started offering the 5-Year Program in which students can obtain both a bachelor's degree and a master's degree in a total of 5 years, 4 years in CLA and 1 year in the Master's Course of GS. This program aims to cultivate individuals who will become international leaders in the future by offering talented students a chance to obtain a high-level academic degree in a short time period to open up diverse options for their future career.

In the Doctoral Course, research advisors instruct doctoral candidates through the Advanced Research course (comprised of courses I to III) to provide specialized instructions on research content and methods, but the curriculum does not specify any specific coursework. The actual situation is that two or more Doctoral Course faculty members in addition to the dissertation research advisor are assigned to instruct a doctoral candidate, which makes three or more faculty members instructing one student and giving three separate research assignments. After the student receives research instructions and completes the assignments, he/she submits a study report which will be evaluated by the instructors to decide whether to give him/her a doctoral candidacy status or not (Doctoral

Candidacy Examination). These research assignments are positioned as equivalent to coursework in the Doctoral Course because they are assigned as preparation towards the Doctoral Candidacy Examination. However, it is strongly advised that coursework suitable for each program be provided in light of the purport of the Program-based Graduate School System.

Verification of the appropriateness of the curriculum is performed by the Graduate School Council based on discussions by respective Program Committees and other bodies. Through these verifications, GS is making efforts for improvement, including revision of academic performance requirements and other conditions for application to the 5-Year Program.

<Suggestions>

1. Notable strengths

(1) English for Liberal Arts Program (ELA) and Japanese Language Programs (JLP) are offered as the foundation for bilingual education. Both programs conduct placement tests and assign students to a “stream” of the appropriate level to ensure effective education. Among these programs, ELA offers contents designed not only to build academic language proficiency but to thoroughly train critical thinking skills, which constitute the basis of liberal arts education. Likewise, JLP is also designed not only for simply learning a language but for acquiring academic skills and critical thinking skills, so as to equip students with proficiency of Japanese language that will provide the foundation upon which students can contribute to society within and outside of Japan after graduation. These are highly evaluated as approaches that clearly embody the philosophy of ICU.

2. Areas for improvement

(1) The curriculum of the Doctoral Course of the Graduate School of Arts and Sciences does not appropriately combine research work with coursework. It is strongly desired that coursework suitable for each program be provided in light of the purport of the Program-based Graduate School System.

(3) Educational methods

<Summary>

CLA

Based on its Curriculum Policy, CLA categorizes its classes by type: lectures, seminars, practicum, experiments and practical skills training; with required numbers of learning hours and credits by class type defined in the University Regulations and also stipulated in the syllabus, pursuant to the university establishment standards. At CLA, all courses are completed in one academic term with one academic year divided into three terms. This system enables a curriculum that offers students wider and more frequent opportunities to select courses as new interests arise in the process of learning. Many courses are offered in small classes, which is another key aspect of ICU’s educational philosophy, basically

taking dialogue-oriented forms such as group work and discussions. Other courses, in which a large number of students attend, utilize ICT and comment sheets to promote active student participation.

As a system to support and facilitate students plan their own course of study, a full-time faculty member is assigned to each student upon enrollment as a faculty advisor, who will meet with the student and offer advice on course plan and learning progress for each term during the first, second and third years in CLA. Students need to obtain approval from their advisor for course registration, which means that all students meet their advisor at least three times a year. In addition, a major advisor is specified for each major to offer consultation to students who are considering taking that major. When the student begins graduation work in his or her fourth year, a thesis advisor takes over for the student's original advisor to provide more specialized, fine-tuned guidance for writing a senior thesis and help ensure that the student successfully earns his or her degree. There is a syllabus in place for advising activities as well that indicates the purpose and process of advising to facilitate proactive engagement of both the advisor and student. In addition to advising offered by faculty members, the Academic Planning Center organizes "peer advisors," a group of students who advise their fellow students on academic matters. With the introduction of the icuMAP, learning progress of each student can be accessed online by the student and his/her advisor, allowing for use of information such as GPA and Academic Planning Essays in advising activities. It can be highly commended that students are actively and autonomously engaged in long-term academic planning, and faculty members offer guidance and support throughout the process to ensure students can deliver on their plans.

Students can register courses worth up to 13 credits per term as a standard maximum, however, with the permission of the faculty advisor, they can register courses up to 18 credits. Moreover, if a student's cumulative GPA for all past terms is 3.4 or above, the student can register courses worth more than 18 credits, provided he/she obtains the permission of the advisor and Dean of CLA. Course registration is operated appropriately in general, but the criteria for approving students to register courses up to 18 credits is left to the discretion of the advisor. It is recommended to consider improvement on this point.

Course syllabi are appropriately created and published. The Center for Teaching and Learning has developed and provided the Syllabus Guideline which has contributed to standardization of syllabus contents and bilingual description in both English and Japanese. CTL Management Committee members check all syllabi before the start of the academic year. Since AY2017, CTL has also started providing proofreading services for syllabi written in English. Consistency between the syllabus and actual class contents are checked through Teaching Effectiveness Survey (TES).

Learning outcomes are evaluated based on examinations, assignment reports, class attendance, presentations and attitude in class, with grading policy and criteria specified in

the syllabus for each course for students to see. CLA also adopts GPA as a benchmark for measuring academic performance.

With regard of improvement of educational methods, CLA conducts Faculty Retreat as a college-wide faculty development (FD) activity under such themes as “reviewing the curriculum tree” and “enhancing courses offered in English.” CTL holds FD seminars covering such topics as current trends in education as well as workshops on how to use ICT tools. It has also been sending non-English native faculty members who instruct English-taught courses to Oxford University’s English Medium Instruction (EMI) program since 2016, to enhance such faculty members’ ability in using English as the language of instruction. These FD activities are being communicated and published via “FD Newsletter” and other channels. CTL conducts Teaching Effectiveness Survey (TES), Student Engagement Survey (SES), and Senior Exit Survey, whose results are compiled, compared against previous years’ results and reported to the Curriculum Committee and the Faculty Meeting and made public on the ICU official website and communicated to all faculty members. In addition, three working groups respectively on “syllabus,” “TES” and “Special Needs Support Services” have been set up under CTL to perform surveys and explore ways for improvement.

#### GS

Based on its Curriculum Policies, ICU GS offers classes in small groups, small enough to maintain a focus on each of the students and provides fine-tuned guidance by the research advisor. Research guidance is appropriately provided in accordance with the research guidance plan as outlined in the Graduate School Catalogue. The school-wide interdisciplinary courses, program foundation courses, and specialization courses available for the Master’s Course are mainly offered in lecture or seminar format. During the first year, students receive research guidance from an advisor assigned upon enrollment, and during the second year they conduct research and write the master's thesis under the guidance of the thesis advisor. The principle research advisor teaches the research course not only to provide specialized instructions on research content and method, but also encourage the student to take courses relevant to his/her research and facilitate interdisciplinary learning for writing the master's thesis. In the Doctoral Course, the research advisor provides guidance so that students can decide on a research theme and dig deep into it through the “Advanced Research” course, which is mandatory. In order to acquire doctoral candidacy, students must submit a report and have it examined by the Doctoral Candidacy Committee. Multiple members of the Candidacy Committee examine the data and other parts of the report, issue assignments to improve accuracy, and provide instructions so the student can advance his/her research. When the student acquires candidate status and starts writing his/her dissertation, not only the research advisor but multiple faculty members of the Evaluation Committee for the Doctoral Dissertation provide advice and instruction so that the candidate student can acquire interdisciplinary and integrated perspectives.

Course syllabi are appropriately created and published as with CLA. Faculty monitors the learning progress of GS students online using icuMAPGrading policy and criteria for evaluating class participation and research presentation are also disclosed and stipulated in the syllabus for each course.

GS faculty development activities for improving educational methods are, in principle, implemented jointly with CLA as GS faculty members are also CLA faculty. Themes specific to GS, such as providing guidance and instruction for research and dissertation (i.e., academic advising in graduate schools) are discussed in the “FD Newsletter.” Teaching Effectiveness Surveys are not conducted in the GS, as it is difficult to guarantee anonymity due to the very small number of students enrolled, but issues that need to be addressed are captured through interviews conducted by scholarship funding organizations and Exit Survey. Since the Center for Teaching and Learning was established in AY2015, FD systems have been integrated under the Vice President for Academic Affairs who oversees both the GS and CLA. FD activities specific to GS are supposed to be promoted under the leadership of the Dean of Graduate School and in cooperation with the Director of CTL, but concrete plans have yet to be developed. Future developments are awaited.

<Suggestions>

1. Notable strengths

(1) An advisor system has been implemented in which a full-time faculty member is assigned to each student as a faculty advisor as a mechanism to support active learning engagement of students. The faculty advisor meets with the student and offers advice on course plan and learning progress for each term according to an advising syllabus developed to facilitate proactive engagement of both the advisor and student. In the process, the advisor utilizes icuMAP to access the student’s GPA and Academic Planning Essays (a tool for regular self-check of one’s academic planning). It can be commended that students are actively and autonomously engaged in long-term academic planning, and faculty members offer guidance and support throughout the process to ensure students can deliver on their plans.

(4) Outcomes

<Summary>

CLA

Graduation requirements are set forth in the University Regulations and also specified/posted in the “Graduation Requirements” “Student Handbook” and the internal portal site. Degrees are conferred according to procedures as specified in the University Regulations; first deliberated by the Faculty Meeting and final decision made by the President.

CLA uses GPA as a benchmark for measuring learning outcomes. By expressing grades in number form, GPA provides an objective way to look at students’ academic performance levels and monitors educational outcomes regularly. CLA also requires its student to submit

an Academic Planning Essay for periodic self-check of one's academic planning. Students enrolled in the English for Liberal Arts (ELA) program take the IELTS test immediately after completion of the program. The result of this exit test is compared with that of the placement test implemented upon enrollment to enable students to check their learning outcomes. Graduation work is evaluated with emphasis on the process up to submitting the senior thesis. The "first term of senior thesis project" and "second term of senior thesis project" are respectively graded, and only students who have passed these two interim evaluations can progress to the "final term of senior thesis project." Senior theses submitted following this process are comprehensively evaluated in line with the Senior Thesis Guidelines. The current CLA system, however, does not have a quota set for each major and is unable to avoid imbalance in the number of students choosing different majors. There are cases in which the number of students who are interested in a specific theme does not match the number of faculty members who have the capacity to instruct that theme. As a result, some of the faculty members have to instruct a large number of students on their senior thesis projects. To find a way to solve this problem, the 2017 Faculty Retreat is planned to be held under the theme "Instruction of senior thesis projects," with an agenda of items to be discussed such as the purpose of senior theses, minimum level to be met, appropriate number of advisees per faculty member, and other issues that need to be considered.

#### GS

Requirements for degrees are set forth in the Graduate School Regulations, specified in the "Graduate School Bulletin," "Procedures for Submitting Master's Thesis" and "Procedures for Submitting Doctoral Dissertations" and repeatedly communicated to all GS students through new student orientation and tutorial meetings held at certain stages of the course. Requirements for a master's degree include a minimum total of 30 credits in their program (area of concentration) and an average grade of B (GPA 3.00) or above. Students must submit a master's thesis which will undergo fair and rigorous review by the Evaluation Committee comprised of 3 or more faculty members and pass a final examination whose results will be reviewed by the Graduate School Council. To earn a doctoral degree, students must complete all required courses with an average grade of B (GPA 3.00) or above, receive research guidance and acquire a doctoral candidacy status before submitting a Study Plan for a Doctoral Dissertation, a Final Draft of a Doctoral Dissertation, and a Doctoral Dissertation. After a thorough review of the dissertation, a final examination, and approval by the Graduate School Council of the examination results, students will finally be conferred with a doctoral degree. As a general rule, students are required to have published in an external academic journal at least one article related to the theme of his/her dissertation as a condition for submitting a doctoral dissertation. However, there are no written criteria for judging whether a dissertation meets the level required for the degree or not. While it can be inferred that the diversity of academic pursuits makes it difficult to set a fixed criterion, it is recommended that a set of criteria for each of the Master's and Doctoral Courses be stipulated in the Graduate School Catalogue as a guidance for students.

Exit Surveys for Graduating Students have been conducted since from those students

graduated in March 2016 to measure learning outcomes, showing that the satisfaction levels of GS students are generally high. However, the recovery rate of Exit Surveys for Graduating Students is an issue that needs to be improved. Operation of the survey including survey items is now under review and further developments are awaited.

<Suggestions>

1. Areas for improvement

- (1) There are no written criteria for review of master's thesis and doctoral dissertation in GS. It is recommended that a set of criteria for each of the Master's and Doctoral Courses be stipulated in the Graduate School Bulletin or other media.

5. Enrollment

<Summary>

Based on its mission and purpose, CLA specifies a clear admissions policy outlining four qualities ("Intellectual curiosity and creativity that transcend disciplinary boundaries" and three other qualities) desired for ICU students. GS has defined its admissions policy for each of its courses since AY2017 and publicized through its website, "Admissions Handbook," "University Guide," "ICU Graduate School Guidebook" and other channels. ICU also articulates a policy of equal opportunity making clear that it will not discriminate applicants or students in admission screening or participation in various programs and to "provide special accommodation for applicants with disabilities"

CLA admits students twice a year in April and September, with separate language requirements on English and Japanese. "General Admissions A" for April admission adopts a unique set of test subjects: (i) Aptitude Test for Liberal ArtS (ATLAS) (ii) subject chosen from either 'humanities & social science' or 'natural science,' and (iii) English (including listening). "General Admissions B" combines ATLAS, external English test score of either IELTS or TOEFL, and an interview as the secondary screening. ATLAS has been developed to evaluate students' aptitude for liberal arts studies, based on the conventional "Liberal Arts Readiness Assessment." It is designed as an introduction to liberal arts education and a simulation of learning at ICU. This is an ambitious approach for selecting curious students who have the disposition to go beyond passive learning and proactively engage in learning. These efforts can be commended. Since the introduction of this admission exam, students' academic performance (average GPA) has remained equivalent or slight improved, demonstrating its adequacy as a test to measure academic skills. Besides these two forms of general admissions, CLA offers a diverse range of admission exam systems such as April Admissions for Returnees, ICU Special Admissions, Recommendeed Admissions, Mature Student (*Shakaijin*) Admissions, and September Admissions for International Students by Documentary Screening.

ICU GS also has an admissions system that enrolls students in April and September, and the

selections are through a document screening of the application documents and an interview screening. Those applicants residing overseas can use Skype for admission interviews if they wish. Moreover, GS has introduced an Online Application System in AY2016 to allow applicants to submit their applications online, making it much easier to apply from outside of Japan. The admission screening is carried out in two steps. Those who were judged to have a certain level of academic learning/research ability and passed the first step of screening, will undergo an interview by disciplinary faculty members to determine their aptitude and enthusiasm for research in the field of specialization, sense of purpose and potential to make the final admission decision. In any case, foreign students are actively accepted with an emphasis on internationality based on Japanese and English bilingual education, which is a characteristic feature of ICU. The 5-Year Program is a program for students who have demonstrated outstanding academic performance in CLA, designed to allow students to complete the Master's Course in 1 year at minimum. Applicants to this program are selected through documentary screening and an interview.

CLA does not conduct secondary recruitment nor accept students to fill vacancies to maintain the quality of students. Therefore, slight variation is observed in the student-to-capacity ratio (ratio of actual student body size to the admission capacity), but capacity management is appropriate in general. GS is maintaining appropriate capacity management through integration of divisions through graduate school reform, down-sizing of admission capacity, and introduction of the 5-Year Program.

Appropriateness of student enrollment is being constantly verified based on data analysis and follow-up surveys conducted by the Admissions Policy Committee, analysis of exam questions by the Chief of Admission Research, and inputs from the Admissions Decision Committee. Based on the verification results, CLA has revised its admission system. For instance, it decided to terminate the use of National Center Test for University Admissions as of AY2013 applications, and reduced the number of test subjects for general admissions from four to three in AY2015. It is also expanding the introduction of the Online Application System in a step-wise manner (first introduced in AY2015), to attract students from provincial areas and from overseas, to compensate for the decrease of applications associated with the termination of the use of the National Center Test. In GS, the appropriateness of student enrollment is considered by the Dean of Graduate School and heads of respective programs, then discussed at the respective Program Committees and Doctoral Committee, then finally reviewed at the Graduate School Council. Establishment of an Admissions Policy Committee is currently being considered.

<Suggestions>

1. Notable strengths
  - (1) CLA introduced Aptitude Test for Liberal ArtS (ATLAS) in AY2015 as a unique admission test subject for evaluating students' aptitude for liberal arts studies. In this test, students are asked to listen to a short lecture, then derive answers to questions from various contexts. It is designed to assess students' logical thinking and ability to flexibly apply previously



learned knowledge and concepts to problem solving, to serve as an introduction to liberal arts education and a simulation of learning at ICU. This can be commended as a characteristic effort for selecting students who can respond to various problems with a wide ranging intellectual curiosity and are eager to take on new challenges.

## 6. Student Support

### <Summary>

Based on the philosophy of liberal arts education, ICU sets out a student support policy to “value the individuality of students by placing importance on dialogue,” “respect human rights and take account of the diverse backgrounds of students” and “consider students not as customers but as constituent members of the university.”

ICU’s student support is offered in a three-layer structure, comprised of “daily student support” offered as learning instructions in class and through the operation of laboratory offices; “institutionalized student support” offered as academic advising and peer support; and “specialized student support” offered by the Academic Planning Center, International Office, and other units.

In the area of learning support, emphasize is placed on support for academic planning, with a full-time faculty member appointed as an academic advisor for each student. In addition, the Academic Planning Center organizes a peer advising group to offer wide-ranging consultation services not only by faculty members but by student staff as well and help students start planning their own course of study right from enrollment, so they will be able to choose their major when advancing to their third year. ICU also provides various training opportunities to those who offer support to students to enhance the effectiveness of advising activities. The Writing Support Desk was set up in AY2010 where tutors (graduate school students) offer support for writing reports, essays and theses. These tutors are also trained on a regular basis. Students’ GPA for each term is monitored and the situation regarding students’ leave of absence and withdrawal is checked to provide support to students as necessary through various means, including personal meetings with the staff, advisor, counselor in charge, the Vice Dean or the Dean of CLA. These efforts can be highly commended. The Center for Teaching and Learning plays a central role in student support including support for underachieving students, in cooperation with the Dean of CLA. It has established the *Madoguchi* as a contact window for responding to inquiries and consultation on various matters without limiting to a certain theme. In addition, it has a Special Needs Support Service Office established with an aim to secure opportunities for those with disabilities to participate in learning, teaching, research, and other related activities equally alongside those without disabilities in accordance with its Basic Policy for Students with Special Needs. The Special Needs Support Service Office is operated through the cooperation of the office staff, faculty members teaching students with special needs, student supporters and other related divisions.

In terms of economic support, ICU runs independent scholarship systems such as ICU Peace Bell Scholarship and ICU Torch Relay High Endeavor Scholarship among other schemes.

As services for supporting the lives of students, ICU operates a Counseling Center that offers counselling services in both English and Japanese to support campus life for the overall growth and development of students. The Counseling Center also offers Counseling for Gender and Sexuality Issues to support students with gender dysphoria or those who are minorities. ICU maintains a system consisting of a Human Rights Committee and Human Rights Advisers in order to address harassment and other violations of human rights and distributes leaflets to its constituent members to raise awareness on human rights. ICU also runs student dorms accommodating around 900 students on campus. Positioned as educational dormitories that function to facilitate various exchange among students, these dorms are managed by the students through discussion among the resident students, which is highly commendable as an approach in line with ICU's philosophy.

ICU offers career development support in the forms of individual consultations offered by the Placement Group and various guidance events and seminars, so as to respect each student's own initiative and allow each of them to make a satisfactory choice. It also provides information and advice tailored to individual needs to support the placement of international students and students returning from study abroad.

The Dean of Students takes responsibility in the verification of the appropriateness of student support in general, but important matters are discussed and decided by the Senate. Issues related to student support are extracted from the results of Exit Survey for Graduating Students as well as questionnaires on specific matters conducted as necessary. A Student Council has been set up with an aim to engage in dialogue and reflect voices from students, and ICU thereby seeks ways for improving student support in cooperation with the students themselves.

<Suggestions>

1. Notable strengths
  - (1) The Center for Teaching and Learning offers a comprehensive portfolio of learning support through such units as the Academic Planning Center, peer advising group managed by student members, Writing Support Desk, etc. to provide support for academic planning and for writing reports, essays and theses in both Japanese and English. These support systems and services are continuously being enhanced and those (faculty members and students) who offer support are trained to improve effectiveness. The high utilization rates are a proof of how effectively these support services are being operated. In addition, the student-managed dormitories are a place where students foster respect for human rights and diversity and learn to share responsibilities and duties through dialogue while living together in a community and engaging in various exchanges. The above described student

support activities are all in line with ICU's philosophy and commendable.

## 7. Education and Research Environment

### <Summary>

Aiming to maintain an ideal environment for the practice of liberal arts ICU set out the Campus Grand Design in AY2015 as a university policy for the development of education and research environment. The Grand Design sets forth six concepts including "Demarcation of zones for optimizing academic activity environment." In 2007, ICU adopted the "ICU Environmental Mission Statement" which declares its commitment to "respect and care for the environment and protection of campus biodiversity" as among the fundamental values that guide university-wide planning and decision-making.

The scale and area of ICU's site and buildings well meet the university establishment standards. ICU campus can be characterized by the student dormitories and faculty housing situated on campus in addition to education and research facilities such as classroom and library buildings. ICU has revised its campus master plan multiple times, each time making improvements such as enhancing safety management through seismic strengthening works or installing braille blocks and slopes in consideration for the disabled.

ICU has the Main Library and the Mildred Topp Othmer Library. The former is a conventional library archiving and providing printed books and journals, whereas the latter aims to become a hybrid library that offers free access to both printed and digital media by providing a digitalized environment. These libraries are equipped with a collection of necessary resources, carrels and group study rooms with open days and hours scheduled by taking student convenience into consideration. Full time certified librarians are appointed to the libraries to realize academic information services of high quality.

A dedicated office is assigned to all full-time and visiting faculty members as a general rule, with a laboratory added for faculty members of science fields associated with lab work. The university also provides necessary research funds to full-time faculty members. Specifying "supporting and activating research" as one of the key areas in the "Mid-term Plan for 2020," ICU established the Center for Research Planning and Support with an aim to promote interdisciplinary and collaborative researches through cooperation between existing organizations by enhancing research support to individual researchers. Alongside, ICU reviewed its internal research funds (competitive fund). A sabbatical system is in place to ensure that after recruitment, faculty have the time and opportunity to devote to research. As the first university in Japan that introduced a Teaching Assistant (TA) system, ICU hires Graduate School students as TAs to engage in educational assistance work at CLA, to offer them pedagogic training opportunities to become an instructor/researcher, while at the same time enhancing education offered in CLA. In addition, ICU established a Classroom Supporter (CS) system, a system to hire not only GS but also CLA students to support office work related to classes as a means to reduce the workload of faculty members and TAs,

thereby allowing them to concentrate on their educational work. TA and CS systems realize an environment in which students can actively engage in delivering classroom activities and contribute to enhancement of education. For further enhancement of these systems, a Working Group on Teaching Assistants has been set up to consider system reform for optimum allocation of CLA and GS students based on the two necessary functions of educational assistance and office work assistance. It is expected that training offered to TAs and CSs will also be enhanced in the future.

To ensure compliance with research ethics, the ICU Policy on Academic Integrity (academic ethical standards) is established and made known to students, faculty and staff. Moreover, Regulations Governing the Prevention of Fraudulent Activities in the University Research and ICU Regulations on the Research Ethics Committee were also established, an appropriate system to ensure ethical research is provided, and a briefing session on research ethics is held every year. Verification of the appropriateness of education and research environment is performed under the initiative of the Center for Teaching and Learning (for education environment), the Library Committee (for library environment) and the Center for Research Planning and Support (for research environment).

## 8. Social Cooperation and Contribution

### <Summary>

As a university to serve God and humankind, ICU's social contribution activities are rooted in the Christian spirit of dedication, commitment to serve others and society, as it works to fulfill its mission as a university open to the community and society. Based on this philosophy, ICU is making efforts taking advantage of its characteristics. Policies on social cooperation and contributions, however, have not been documented and it is recommended that ICU develop a specific policy and share it among its constituents.

Established in 1988, ICU Lifelong Learning lectures have traditionally offered academic contents like Japanese and Western classic literature, but since AY2015, the lineup of learning contents has widened by introducing new types of lectures, such as campus nature observation classes and Japanese drum workshops, capitalizing on the diversity of liberal arts education. Since AY2012 events for children (4th through 9th graders), such as ICU Junior Campus Camp and ICU Kid's College are also being held. University Open Lectures for Mitaka Citizens are being held since AY2000 through collaboration with Mitaka City Board of Education. This is a scheme to open some of ICU's regular curriculum classes to members of the local community.

Characteristic efforts carried out by ICU include Global Leadership Studies (GLS), an intensive, residential program targeted at business people in junior to middle-level management positions, offered all in English and in small groups. GLS offers opportunities to encounter and experience diverse thinking and values through various sessions designed

from a global perspective on the foundation of liberal arts. While most of the participants are Japanese, study abroad students who are enrolled in Graduate School but have business experience will also participate to stimulate communication and conversations in English. It can be commended that this program offers an opportunity for networking through exchange among participants from different sectors and cultures and at the same time contributes to the growth and development of study abroad students. Other characteristic efforts to share ICU's intellectual resources for the benefit of the wider community include exhibitions, workshops and other various events offered at ICU Hachiro Yuasa Memorial Museum and ICU Sacred Music Center, whose information is communicated to the wide public through ICU website and pamphlets.

Social cooperation and contribution activities are promoted under the leadership of the Vice President for Academic Affairs, with individual programs/projects managed under the supervision of the division head. Verification of the appropriateness of each program/project is performed by the respective division, and when revision or new programs/projects are proposed, the proposal will be reported to the Vice President for Academic Affairs, then reported to or approved by the Senate as necessary.

9. Administration and Finance

(1) Administration

<Summary>

In relation to its administration policy, ICU has three educational visions of “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 the ICU Mid-term Plan for 2020, formulated based on the visions. The three visions and Mid-term Plan are explained to faculty and staff by the President herself through such occasions as the administrative policy speech delivered at the beginning of each academic year as well as briefing of the budget for the next year, to raise awareness of the policy among constituent members.

Rules that govern the administration of ICU are prescribed in the Act of Endowment of the Educational Juridical Person International Christian University, Bylaws to the Act of Endowment of the Educational Juridical Person International Christian University, University Regulations, Graduate School Regulations, Faculty Meeting Regulations, Faculty Council Regulations and other documents, stipulating the rights and responsibilities of the President, Dean of College of Liberal Arts, Faculty Meeting and other organizations.

To appropriately implement and support education and research activities and to ensure that university operations are carried out smoothly and effectively, ICU sets the positions of Vice President for Academic Affairs and Vice President for General Affairs for and assisting the President, and provides rules on office organization and job ladder in the Standards and

Regulations on Division of Duties and Administrative Authorities of Clerical Organization of the Educational Juridical Person International Christian University appointing necessary staff to respective divisions accordingly.

In order to quickly respond to ever complicated and diversifying work, office restructuring projects are set up as necessary, resulting in the establishment of the Admissions Center in 2012, integration of the Educational Affairs Division and CLA Division in 2016, and establishment of the Center for Research Planning and Support the same year. In addition, the Center for Teaching and Learning was planned and established in 2015 by setting up a planning committee comprised of faculty and staff members. In this way, ICU is making appropriate efforts to verify and improve the administration of its organization as needed.

ICU holds various training workshops to strengthen the capabilities of its general staff and offers English training so that they can respond to internationalization. An issue, however, has been identified regarding scarcity of personnel who can make plans from a comprehensive perspective overlooking the entire organization across section borders. This is due to the fact that there have not been much personnel transfers between the divisions of the Educational Juridical Person and the College of Liberal Arts. To address this issue, ICU has started to assign newly recruited staff members to positions in both the Educational Juridical Person and the College of Liberal Arts to better understand their aptitude and also have them gain experience in both organizations.

The budget planning process proceeds as follows. First, the President defines the basic policies on University Education and Research Budget, then each division requests their budget after reviewing the cost effectiveness of the business plan and budget amount based on the guidelines for academic-year-plan of the coming fiscal year. The budget is appropriately executed according to various guidelines and procedural requirements. Audits are appropriately performed by an auditing firm (financial audit) and the University Auditor. Besides, the Auditor's Office also performs an internal audit according to the Annual Business Plan.

(2) Finance

<Summary>

With an aim to build a sustainable financial structure and balance education and research payments in the budget by AY2020, ICU has formulated mid- and long-term financial balancing policies with concrete numerical targets.

Comparing the financial ratio with the average of other private universities with undergraduate schools, the ratio of personnel cost and education and research cost seem to be appropriate. While the current ratio of the balance sheet is below the average of other private universities, the situation has improved in AY2015 by reversing the provision of Basic Fund No.3. The "ratio of sufficiency of financial assets to required reserve amount" is sound. As for "the ratio of carryover of excess expenditure to income from business

activities (attributable income),” income has been exceeding expenditure since AY2015. Likewise, the ratio of the difference between income and expenditure for Business Activities (the ratio of the balance to imputed income) is also improving year by year both for the entire juridical person and for CLA. The above financial facts demonstrate that ICU has a necessary and sufficient financial base for achieving its educational and research purpose and objectives.

ICU has also succeeded in attracting external funds, such as donations and government grants associated with its selection for the Top Global University Project. It is recommended that it continue efforts to acquire Grants-in-Aid for Scientific Research and funded researches.

## 10 Internal Quality Assurance

### <Summary>

Although ICU does not have written policies for internal quality assurance, its mission, Mid-term Plan, annual business plan and targets, which serve as guidelines for quality assurance, are shared among faculty and staff via its portal site and reports by the President.

Being the core administrative organization assuming education-related responsibilities, the Senate plays a central role in internal quality assurance of daily educational activities, while the Faculty Council is positioned as the most important deliberation body in educational quality assurance. For matters that require reform and/or improvement, a special committee is formed under the Faculty Council for deliberation and making proposals. Verification results in general are examined by the responsible division and improvement proposals are submitted to the Senate. Proposals are first reviewed by the Senate, then deliberated by the Faculty Council based on review results of the Senate, and finally approved at the Faculty Meeting. This is a PDCA cycle taking advantage of the agility of a small organization comprised of only one College of Liberal Arts and one Graduate School. Based on this mechanism, special committees (e.g. Special Committee Pertaining to the Tenure System and Special Committee for Reviewing Decision Making Bodies) are commissioned by the President and/or Vice President to conduct self-study, evaluation and verification of university-wide issues, which will eventually take form as a specific reform and/or improvement measures. In addition, based on the Regulations on Self-study and Evaluation, a Self-study and Evaluation Committee (chaired by the Vice President of Academic Affairs) is established to conduct self-study and evaluation at roughly a seven-year cycle.

Starting from AY2014, an educational audit is performed by the University Auditor once a year to verify and evaluate mainly the major system and admission system. Based on the Institutional Research Mission Statement established in 2011, the IR Office was set up in 2014 to assume Institutional Research related services and consider an IR system most suitable for the characteristics of ICU. ICU is also actively introducing external evaluation. For instance, based on the latest Self-study and Evaluation Report draft, interviews to

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students and faculty members will be conducted by two external evaluators. It will also incorporate external evaluation to enhance the objectivity and validity of internal quality assurance concerning the MEXT Go Global Japan Project (GGJ) and Top Global University Project.

The suggestions and areas for improvement pointed out in the JUAA Evaluation Report, when ICU received accreditation by JUAA in AY 2010 and the “items requiring further efforts” described in the Improvement Report submitted to JUAA in AY2014 are being appropriately addressed.

All information required to be disclosed by the Enforcement Regulations for the School Education Act including financial documents, Self-study and Evaluation Reports are uploaded on the ICU website for public access. ICU also participates in the Japanese College and University Portraits and appropriately publicizes information on the university’s education activities.

ICU is asked to prepare an Improvement Report summarizing how the “Areas for improvement” as pointed out in the suggestions section for each standard are being addressed, and submit the report to JUAA by the end of July 2021.