



School Juridical Person International Christian University AY2024 Business Report

June 2025

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Overview of Juridical Person

Purpose of juridical person

The purpose of the juridical person shall be to establish a university, school, and affiliated research institutions, in accordance with the Basic Act on Education and the School Education Act, based on the spirit of Christianity, and in line with the ideals of the “Universal Declaration of Human Rights,” with international cooperation. (School Juridical Person International Christian University, Articles of Endowment, Article 3)

History

Year		Month	Event
1953	Showa 28	3	Establishment of School Juridical Person International Christian University approved
1953	Showa 28	3	Establishment of International Christian University approved
1953	Showa 28	4	International Christian University College of Liberal Arts (Division of Humanities, Division of Social Sciences, Division of Natural Sciences) founded
1954	Showa 29	4	Addition of College of Liberal Arts Division of English approved
1957	Showa 32	3	Establishment of Graduate School Division of Education Master’s Course (Educational Psychology Program, Educational Methodology Program) approved
1958	Showa 33	3	Graduate School Division of Education Master’s Course Educational Psychology Program abolished, and establishment of Educational Principles Program approved
1960	Showa 35	4	College of Liberal Arts Division of English renamed Division of Languages
1962	Showa 37	3	Addition of College of Liberal Arts Division of Education approved
1962	Showa 37	3	Establishment of One-year Postgraduate Program in Education approved
1963	Showa 38	3	Establishment of Graduate School of Public Administration Master’s Course (Public Administration Program) approved
1964	Showa 39	3	Establishment of Graduate School Division of Education Doctoral Course (Educational Principles Program, Educational Methodology Program)

			approved
1969	Showa 44	4	College of Liberal Arts <i>Shizenkagakuka</i> (Division of Natural Sciences) renamed <i>Rigakuka</i> (Division of Natural Sciences)
1976	Showa 51	3	Establishment of Graduate School of Public Administration Doctoral Course (Public Administration Program) approved
1976	Showa 51	3	Establishment of Graduate School Division of Comparative Culture Master's Course and Doctoral Course (Comparative Culture Program) approved
1977	Showa 52	10	Establishment of International Christian University High School approved
1978	Showa 53	4	International Christian University High School (general course) opened
1987	Showa 62	3	Establishment of Graduate School Division of Natural Sciences Master's Course (Basic Science Program) approved
1990	Heisei 2	12	Addition of College of Liberal Arts Division of International Studies approved
2007	Heisei 19	4	Establishment of College of Liberal Arts Division of Arts and Sciences notified
2009	Heisei 21	4	Establishment of Graduate School of Arts and Sciences notified
2016	Heisei 28	3	Abolishment of Graduate School Division of Natural Sciences notified
2017	Heisei 29	3	Abolishment of College of Liberal Arts Division of Humanities, Division of Social Sciences, Division of Languages, Division of Natural Sciences, Division of Education, and Division of International Studies notified
2018	Heisei 30	3	Abolishment of Graduate School of Public Administration notified
2020	Reiwa 2	3	Abolishment of Graduate School Division of Education notified

Officers and councilors

18 trustees and 3 auditors (as of March 31, 2025)

Position	Name	Main posts currently held, etc.	Contract for limitation of liability
Chair of the Board of Trustees	Hiroataka Takeuchi	Professor Emeritus, Hitotsubashi University	
Managing Trustee for General Affairs, Managing Trustee for High School Affairs, Trustee Responsible	Tetsuro Tomioka	Trustee, World Vision Japan (specified nonprofit corporation) Councilor, Keisen Jogakuen (incorporated educational institution)	

for Fundraising			
Managing Trustee for Financial Affairs	Takashi Nakajima		
Trustee Responsible for Endowment	Ryoichi Arai	Representative Director, Arai Capital Management K.K.	
Trustee	Shoichiro Iwakiri	President, International Christian University	
Trustee	Yuichi Nakajima	Head of the High School, International Christian University High School	
Trustee	Robert Eskildsen	Vice President, International Christian University	
Trustee	Heikichi Arima	Councilor, The Nijima Gakuen (incorporated educational institution) Representative, Akigawa Christian Gathering (non-denominational)	✓
Trustee	Yoshito Ezure	Executive Advisor, METAWATER Co., Ltd.	✓
Trustee	Toshiyuki Hirooka	Head of Marketing, Managing Director, Capital International K.K. Chief Executive Officer, Metrnomics UK Ltd. Councilor, Yamano Gakuen (incorporated educational institution)	✓
Trustee	Hiroko Ikeshima	Director, International Christian University Alumni Association	✓
Trustee	Natsumi Ikoma	Dean of the College of Liberal Arts, International Christian University	
Trustee	Takashi Kibe	Dean of Students, International Christian University	
Trustee	Hidetoshi Morimune	Director of Public Business Governance Office, DENTSU CORPORATE ONE INC.	✓
Trustee	Kiyomi Murakoshi	Director of the University Secretariat, International Christian University	
Trustee	Yoko Narahashi	Honorary President, Model Language Studio President, United Performers' Studio Artistic Director, UPS Academy Educational Advisor, Tokyo Filmcenter College of Arts	✓

Trustee	Sawa Omori	Dean of the Graduate School, International Christian University	
Trustee	Megumi Tsuburaya	Trustee, Tokyo Kasei Gakuin University (incorporated educational institution) Visiting Professor, Tokyo Kasei Gakuin University (incorporated educational institution) Trustee, Korea Museum (certified NPO corporation)	✓
Auditor	Setsuko Fukushima		
Auditor	Masao Kawabata		
Auditor	Mamoru Obayashi	Emeritus Professor, Senshu University Director, Japan Corporate Governance Research Institute (general incorporated corporation)	

44 councilors (as of March 31, 2025)

Name	Name	Name
Maki Amishima	Ryoichi Arai	Naoko Banno
Masahiko Chiseki	Robert Eskildsen	Tadashi Fujita
Kaori Hara	Yuki Hasegawa	Yoko Hatta
Tetsuro Higashi	Katsuki Hirano	Isao Hishikawa
Toshiyuki Hirooka	Hiroko Ikejima	Natsumi Ikoma
Shoichiro Iwakiri	Miwako Iyoku	Eiichiro Kabashima
Hiromitsu Kamata	Naoyuki Kawai	Takashi Kibe
Jun Kigoshi	Heather Montgomery	Hidetoshi Morimune
Yasuyo Moriya	Sanae Motoyama	Kiyomi Murakoshi
Naoki Murata	Saeri Muto	Takashi Nakajima
Yuichi Nakajima	Mitsuo Oikawa	Sawa Omori
Kenichi Saito	Koichiro Sakai	Junji Sakurai
Hisae Sato	Norio Takimoto	Tetsuro Tomioka
Megumi Tsuburaya	Ikuko Williams	Mark Williams
Rekishu Yamazaki	Satoshi Yasukawa	

Notes: 1. Outline of contract for limitation of liability: The juridical person has concluded a contract for limitation of liability provided for in Article 30-3 of the Articles of Endowment of the juridical person, with each non-executive trustee and each auditor. Based on the contract, the liability for compensation is limited to either an amount of at least 300,000 yen determined in advance, or the minimum liability amount specified in the provisions of the Act on General Incorporated Associations and General Incorporated Foundations, as applied mutatis mutandis in the Private Schools Act, whichever is higher.

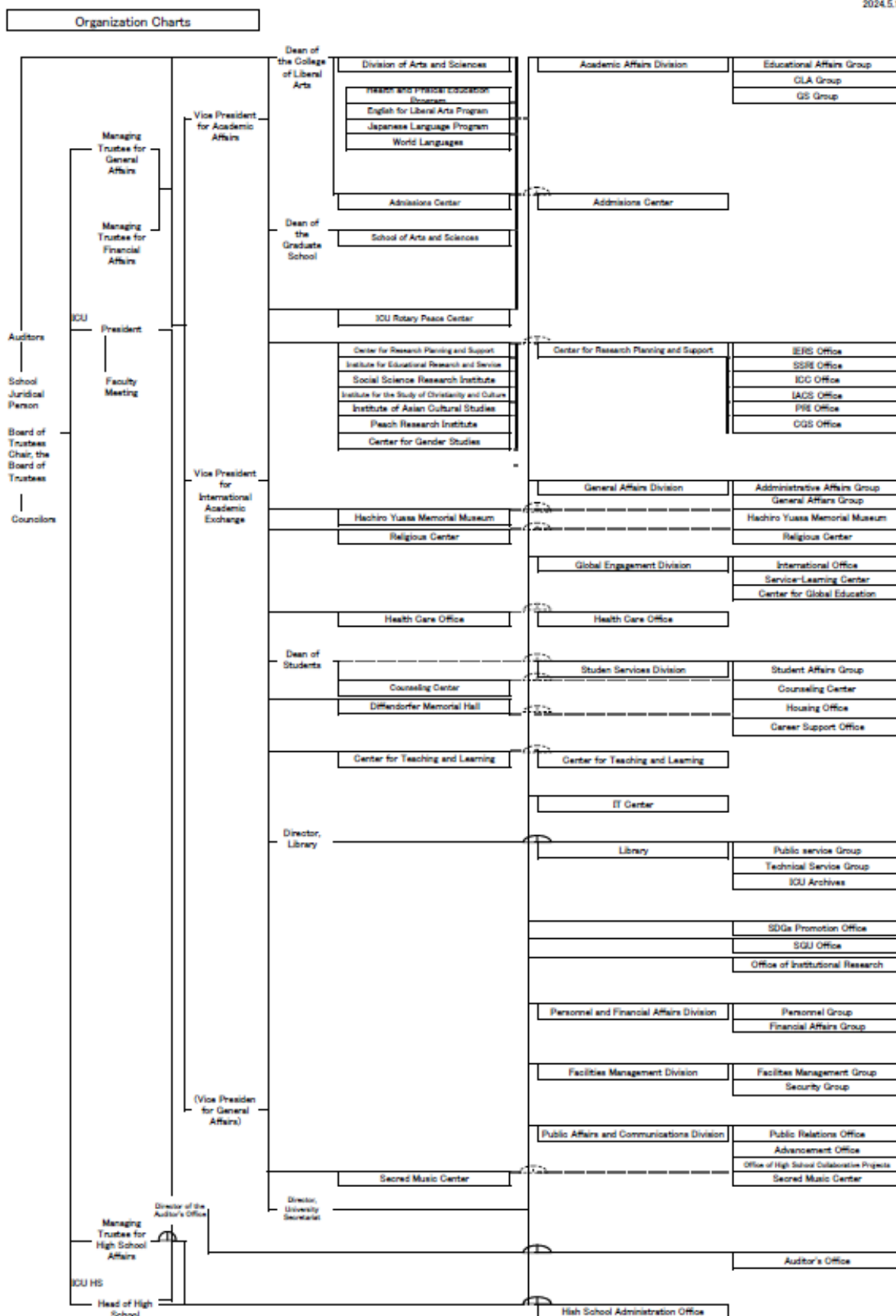
2. Outline of officer indemnification insurance: The juridical person has taken out an officer indemnification insurance policy provided for in the Act on General Incorporated Associations and General Incorporated Foundations, as applied mutatis mutandis in the Private Schools Act. The officer indemnification insurance agreement was entered into with an insurance company effective from April 1, 2020, with all officers named as the insured persons, and covers compensation for damages and legal expenses arising from officers bearing liability in relation to the execution of their duties.

Schools established and locations

School established	College, division, and school	Location
International Christian University	College of Liberal Arts: Division of Arts and Sciences Graduate School: Division of Comparative Culture, School of Arts and Sciences	3-10-2 Osawa, Mitaka-shi, Tokyo 181-8585
International Christian University High School		1-1-1 Higashicho, Koganei-shi, Tokyo 184-8503

Organization

2024.5.1



Number of faculty and staff members

- Number of faculty and staff members (as of October 1, 2024)

International Christian University

			Number of people	Remarks
Faculty and academic staff	Full-time faculty	Professors	49	Includes Professors by Special Appointment (former system)
		Associate Professors	41	Includes Senior Associate Professors (old ICU rank system)
		Assistant Professors	16	
		Instructors	52	
		Subtotal	158	
	Visiting faculty, etc.	Distinguished Professors	1	
		Visiting Professors	8	Includes Professors by Special Appointment and Othmer Distinguished Professor
		Visiting Associate Professors	4	
		Assistant Professors by Special Appointment	5	
		Subtotal	18	
	Part-time lecturers		134	
Staff	Full-time staff	Administrators	7	Includes 5 faculty members
		General staff	125	Excludes 16 <i>Shokutaku</i> staff, etc.
		University Counselors	2	
		University Ministers	3	Includes 1 faculty member
		Subtotal	130	
	Part-time staff	Teaching Assistants, etc.	111	

International Christian University High School

		Number of people
Teachers	Full-time teaching staff	45
	Part-time teaching staff	49
Full-time general staff*		11

*Includes *Ippan Shokutaku* staff and *Tokubetsu Shokutaku* staff

Number of enrolled students, number of entrants, and number of graduates.....

- Number of enrolled students (as of October 1, 2024)

International Christian University

	Division or school	Year or program	Number of students (A)	Enrollment capacity (B)	Population-to-capacity ratio (A/B)
College of Liberal Arts	Division of Arts and Sciences	First year	603		
		Second year	628		
		Third year	628		
		Fourth year	914		
		One-Year-Regular	169		
		<i>Kenkyusei</i>	2		
	Subtotal		2,773	2,480	111.8%
Graduate School	Master's Course	Education and Psychology Program	29	56	51.8%
		Public Policy and Social Research Program	77	60	128.3%
		Comparative Culture Program	27	34	79.4%
		Natural Sciences Program	14	18	77.8%
		Subtotal	143	168	85.1%
	Doctoral Course	Division of Comparative Culture*	0		
		School of Arts and Sciences*	62		
		Subtotal	62	60	103.3%
	One-Year-Regular		2		
	<i>Kenkyusei</i>		0		

*Recruitment ceased in AY2010 for the Division of Comparative Culture. From AY2011, the division was integrated into the School of Arts and Sciences.

International Christian University High School (as of April 1, 2024)

	Number of students (A)	Enrollment capacity (B)	Population-to-capacity ratio (A/B)
Returnee students	477	480	99.4%
Students from Japanese junior high schools	237	240	98.8%
Total	714	720	99.2%

- Number of entrants and number of graduates (as of May 1, 2024)

International Christian University

			AY2020	AY2021	AY2022	AY2023	AY2024
College of Liberal Arts	Regular students	Entrants	652	663	670	615	613
		Graduates	633	633	640	592	
	Transfer students	Entrants	21	27	11	18	19
		Graduates	17	18	18	18	
Graduate School	Master's Course	Entrants	82	70	74	89	91
		Graduates	65	80	86	80	
	Doctoral Course	Entrants	14	11	8	10	11
		Graduates	7	9	5	8	

International Christian University High School

	AY2020	AY2021	AY2022	AY2023	AY2024
Entrants	247	236	253	225	232
Graduates	253	251	244	243	246

Note: The figures for entrants include only those who entered in April.

Paths after graduation

International Christian University

	July 2023 graduates	March 2024 graduates	Total
Employment (full-time)	62	318	380
Agriculture and forestry	0	0	0
Fisheries	0	0	0

Mining and quarrying of stone and gravel	0	1	1
Construction	1	4	5
Manufacturing	9	40	49
Electricity, gas, heat supply, and water	0	1	1
Information and communications	10	71	81
Transport and postal services	1	11	12
Wholesale and retail trade	5	27	32
Finance and insurance	4	17	21
Real estate and goods rental and leasing	0	2	2
Scientific research, professional, and technical services	15	87	102
Accommodation, eating, and drinking services	0	6	6
Living-related and personal services and amusement services	9	12	21
Education, learning support	1	6	7
Medical, health care, and welfare	0	2	2
Compound services	0	0	0
Services, n.e.c.	5	26	31
Civil service (excluding employment classified into another category)	0	3	3
Other	2	2	2
Employment (temporary)	0	0	0
Further study	29	107	136
Graduate schools (Japan)	15	93	108
Graduate schools (overseas)	13	11	24
Universities (Japan)	0	2	2
Universities (overseas)	0	0	0
Other schools (vocational schools)	1	1	2
Other*	40	51	91
Number of non-respondents	0	3	3
Number of graduates	131	511	610

Number of respondents: 607 / Number of graduates: 610

*Includes those looking for employment, those preparing for graduate school entrance examinations, etc., and those waiting for the results of their application to overseas graduate schools or waiting for certification examination results

International Christian University High School (AY2024)

		Number of students
Four-year universities	National universities	24 (4)
	Public universities	1 (0)
	Private universities	194 (1)
	which includes ICU	107 (0)
	Overseas universities	6 (0)
<i>Daigakkō</i>		0 (0)
Other		21 (0)

The figures in the table are inclusive of students who have graduated in previous years, the numbers of which are indicated in parentheses.

Business Overview

[University]

International Christian University (ICU) was established in 1953 with the purpose of fostering, through a liberal arts education founded on Christianity in small class settings, individuals who are capable of contributing to building peace. In pursuit of this purpose, ICU has upheld its commitment to scholarship, commitment to Christianity, and commitment to internationalism as its mission, and has produced graduates who play active roles on the international scene.

As part of its efforts to achieve its mission, ICU continued and further intensified the activities of the Center for Teaching and Learning (CTL) and the Center for Global Education (CGE), which the university had both established in a self-sustaining form, and continued to advance the internationalization of education and the improvement of learning outcomes in AY2024, building on the accomplishments of the “Creating Responsible Global Citizens through a Global Liberal Arts Education” project, which was adopted as a Top Global University Project (project period: from AY2014 to AY2023) by the Ministry of Education, Culture, Sports, Science and Technology.

ICU conducted the activities reported below in addition to its regular activities in AY2024 for the further development of the university and the fulfillment of the university’s philosophy with a medium- to long-term outlook.

Education activities

Curriculum development

- Seeking to enable students to learn as intentional learners, we recognized that there is a need to allow increased flexibility in the curriculum and we made changes to the timetable. The new timetable will be introduced from AY2025. With the purpose of allowing more leeway in the academic calendar, one class hour will be 75 minutes and classes will be held for 9 weeks (or 10 weeks including the final examination) for all days of the week.
- We changed the system so that the number of credits required for graduation would be 130. The change will be applied to students matriculating in or after AY2025. We responded to the increasing trend in the time spent on extracurricular learning such as

internships in international organizations, NPOs, companies, etc., volunteering activities, and self-funded study abroad for individual hobbies and interests, and to diversification in forms of learning.

- With the purpose of fostering the ability to analyze and interpret data for understanding complex issues in today's society, we positioned courses related to mathematics, information, and statistics as part of General Education Courses taught by full-time faculty members, and offered all students the opportunity to enroll in such courses. This effort was adopted for the Ministry of Education, Culture, Sports, Science and Technology's Mathematics, Data Science and AI Smart Higher Education (MDASH) Literacy certification program (Literacy Level).
- To clearly differentiate General Education Courses from Foundation Courses so that General Education Courses would provide opportunities to experience not the foundation of specialized research but the dynamism of the thought process of understanding and analyzing subjects from a variety of specialized perspectives in a multifaceted manner, we continued to offer interdisciplinary courses transcending the humanities, social sciences, and natural sciences and offered two courses. We also continued to offer small-group courses targeting lower-year students termed Liberal Arts Seminar, offering two courses. Liberal Arts Seminar seeks to foster deep understanding of a single theme. In addition, Liberal Arts Seminar aims to enable the acquisition of the four skills important for ICU's liberal arts education (reading, writing, discussing, and presenting), and achieves faculty-student-dialogue-oriented, small-group education, which ICU places importance on. Furthermore, to improve teaching effectiveness, we changed the system to reduce the enrollment cap to 100 excluding certain courses. This change will be applied from AY2025.
- We selected one course that would be suitable for shifting online from Teacher Certification Program courses from the perspective of teaching and the perspective of faculty and student wellbeing, and we offered the course.
- In light of the rapid advancement and spread of generative AI in society, the current situation of the use of generative AI in classes, and recent academic integrity cases, we considered the necessity of updating our policy to cover not only plagiarism but also falsification, fabrication, etc. and held an FD Seminar on the theme of "Thinking about AI and Education," working to share good practice concerning classes, assessment methods, etc.

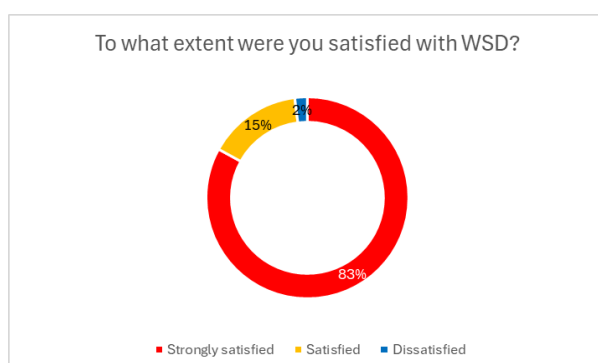
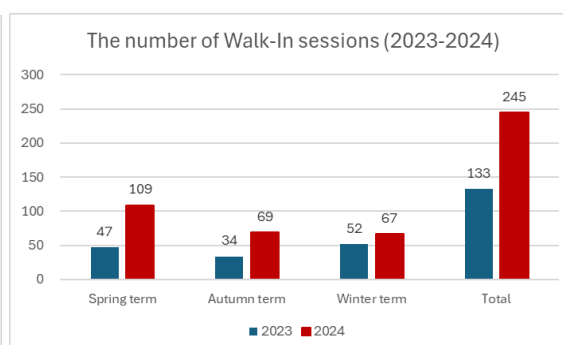
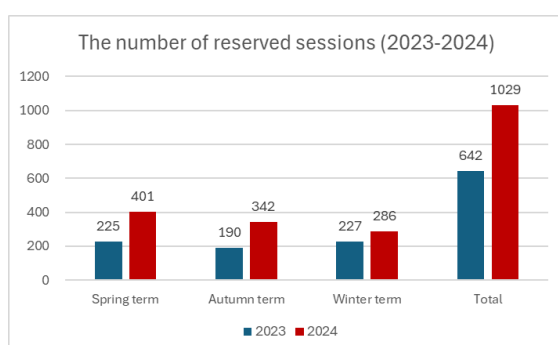
Learning support and education environment

- To indicate the relationship between courses and the Diploma Policy more clearly and increase the accessibility of learning activities for all students, we established the following items in the syllabus: “Associated Abilities in the ICU Diploma Policy,” “Learning Support Resources for Students,” and “Reasonable Accommodations.”
- In addition to making an announcement about the revised guidelines on reasonable accommodations at the April 2024 Faculty Meeting, we held LAS Terrace in May and offered an opportunity for faculty and staff to discuss concrete cases, etc. based on the guidelines on reasonable accommodations. For staff, from January 2024, we have conducted staff training on the Act for Eliminating Discrimination Against Persons with Disabilities on an on-demand basis, and 73 persons have accessed the training.
- We conducted BBL&L (Brown Bag Lunch & Learn) once or twice each term, providing a space not only for proactive sharing of skills and specialist knowledge but also for learning of one another’s experiences and for exchange transcending programs and departments. During AY2024, BBL&L was held once in the Spring Term, twice in the Autumn Term, and once in the Winter Term (reports are published on the CTL website):
 - October 2024 issue of the *FD Newsletter*
 - “Generative AI Now: What Faculty Should Know” (Professor Kei Nasu, Director of the CTL)
 - “Mathematics and Artificial Intelligence” (Professor Tomoo Matsumura, Department of Natural Sciences)
 - “Generative AI and Japanese Language Education” (Ikumi Ozawa, Japanese Language Program)
- To improve physical spaces and learning spaces, we developed an environment that promotes the invigoration of in-person group activities by, for example, newly establishing group learning booths and creating more group study rooms. We also established an environment to respond to diverse forms of study by, for example, creating individual study seating, making available the use of individual booths to students, and replacing the carpet tiles of U-hub, a presentation space.
- We offered Academic Skills Basic, a Moodle course to support the acquisition of basic skills for studying at university that is designed for new students about to enter ICU. More than 200 students enrolled in the course, of whom approximately 100 students completed the course. In addition, we held two Academic Skills Workshops.

- Quantitative Skills Support (QSS) became an official learning support service of the university from the 2024 Spring Term, and usage doubled from the previous year. In addition to mathematics, information, and statistics, which had been the subject areas for which support had been provided, we extended support to include psychology. At the end of term, we hold a meeting with undergraduate Learning Supporters, collaborating faculty, and staff, and this becomes a collaborative community of faculty, staff, and students.

Number of consultations	2024S	2024A	2024W
Number of sessions / Number of activity days	211 / 47	187 / 47	72 / 48
User questionnaire (optional; average on a five-point scale 1-5)			
Did the QSS support help your learning? / Number of responses	4.82 / 92	4.79 / 47	4.88 / 41

- At the Writing Support Desk (WSD), for reserved sessions, the number of consultations held over the year was 1,029, increasing by approximately 60% from the previous academic year, and for walk-in sessions, the number of consultations held over the year was 245, increasing by approximately 84% from the previous academic year. For the question “To what extent were you satisfied with WSD?” in the user questionnaire, about 83% responded that they were “Strongly satisfied” and 15% responded that they were “satisfied.” Each term we held three workshops (language: Japanese, English, bilingual) to facilitate tutors’ skills development and worked to enhance the quality of tutorials.



- We acquired a JICUF grant and conducted a program that provided an opportunity for students who have completed or are enrolled in the Japanese Language Teacher Training Program to teach Japanese to ICU faculty members whose native language is not Japanese. As a result of the roles of students and faculty being reversed, students were able to learn from faculty members who played the role of student through teaching, and for faculty members who participated, the program provided an opportunity to not only learn Japanese but also deepen faculty connections through interactions among participants. The program was received very well.

(Global development of liberal arts education that cultivates comprehensive knowledge supported by specialization)

- We are advancing a project where Information Science major faculty members and the museum jointly create digital content and we make use of our cultural assets for learning. Following the production of AR content for Taizansō Shoin and 3D content for Jōmon *dogū*, we created VR content for Ichijōjiki. After holding an event to experience VR in June and gathering feedback from relevant parties from both ICU and beyond, we presented our research outcomes at the ICOM (International Council of Museums) UMAC annual conference held in Germany in September and also at a session where reports were presented on the outcomes of the overseas program for museum professionals offered by the Agency for Cultural Affairs. For VR, in addition to Ichijōjiki, lacquerware in the ICU Hachiro Yuasa Memorial Museum collections is offered as a theme for students' senior theses. For the next academic year and beyond, we will continue our initiative to preserve and make use of the sources in the collections of the museum and the cultural resources that the university possesses through the use of cutting-edge technology.

Utilization of information technology

- We carried out a trial installation of more convenient WiFi, starting with some of our buildings. We conducted an evaluation to prepare for the replacement of on-campus WiFi, which will take place in a few years' time, and created the foundation for achieving increasingly more active utilization of online resources on campus. In addition, we increased and strengthened virtual infrastructure resources needed to continually provide what is required for shifting classes and operations online, which has become common since the COVID-19 pandemic.

- To prevent our ICT environment for teaching from becoming obsolete, we began a procedure where all faculty members review software for teaching and classes annually. Going forward, we will also conduct questionnaires and faculty development (FD) activities regarding making use of tools, and aim to further utilize technology for education.
- To enhance usability of the discovery service, a platform for electronic resources, we switched to a tool provided by a new vendor. This has resulted in increased efficiency in management, smooth linking with publication information, and increased convenience for users when they obtain up-to-date information.

Realization of Student Pledge

- As in the previous academic year, we handed out to all new students at matriculation ceremonies a book titled *Illustrated Universal Declaration of Human Rights* in three languages — namely, Japanese, English, and French — and promoted understanding of the Student Pledge among new students. The English translation of the book was prepared by a group of ICU student volunteers.

Measures for human resources in education

- In AY2024, seven persons in total joined ICU as tenured or tenure-track faculty, of whom four were of non-Japanese nationality and two were female. We have been able to ensure gender balance and cultural diversity. In addition, one faculty member with practical experience in the information discipline joined ICU.

International exchange and global engagement

- Development of international education programs
To promote internationalization in the field of education, we worked to enhance diverse study abroad programs with overseas partner universities. In particular, in terms of regions where expanding student exchange is necessary, we entered into new student exchange agreements with Ashoka University in India.
 - For the LearnUs Global Semester Program, a study abroad program where students study in two countries for one term that is jointly held with Yonsei University Underwood International College, a total of 20 students consisting of 10 students each from ICU and Yonsei University took five designated courses. The program took place in the Autumn Term, with the first half held on the ICU campus and the second

half held at Yonsei University. The overall theme was “Reconciliation: Towards a New Generation of Japan-South Korea Relations.”

- For the Study English Abroad (SEA) Program and Summer Study Abroad Programs, we held short-term study abroad programs that meet the diverse needs of students and promoted student exchange programs including Language Buddies (online one-to-one language exchange) and Language Tables (group language exchange making use of the lunch hour). In AY2024, 343 students enrolled in ICU’s long-term or short-term study abroad programs and went on study abroad, and 240 One-Year-Regular (OYR) Students studied at ICU.

Incoming exchange students

Academic year	2022-23	2023-24	2024-25
Number of autumn-entry students	120	183	169
Number of spring-entry students	43	71	71
Total	163	254	240

Outgoing exchange students

Academic year	2022-23	2023-24	2024-25
Number of autumn-entry students	120	183	169
Number of spring-entry students	43	71	71
Total	163	254	240

- We informed students about the Middlebury Institute of International Studies at Monterey (MIIS) Accelerated Entry Program, which is provided as an opportunity for studying abroad after graduating from ICU’s College of Liberal Arts, and promoted collaboration with overseas graduate schools. One ICU graduate enrolled in the Master of Arts in Translation and Interpretation program at MIIS.
- The ICU International Summer Program in Japan (ISPJ) held by the Center for Global Education (CGE) entered its second year. Forty participants from nine countries overseas attended a four-week program on the ICU campus in July. With 25

ICU students, they learned Japanese and studied in an interdisciplinary manner Japan Studies courses.



- Enhancement of Service-Learning programs

The Service-Learning Center has sought to offer a high-quality curriculum and has worked to enhance Service-Learning (SL) programs and strengthen ties with communities and overseas partners. In terms of faculty-led SL courses, we prepared an International SL course in Thailand, which is scheduled to be offered in AY2025/26. We worked to develop curriculum collaborations with majors, evaluate reflection courses, and firmly set in place an appropriate administrative structure for General Education Courses (English and Japanese).

- In International SL, through programs with Service-Learning Asia Network (SLAN) and South Africa, we were able to provide students with opportunities for experiential learning and study in various fields such as education, welfare, development, and education. In AY2024, 46 students engaged in activities in four countries. In addition, a total of four students consisting of two students each from an overseas partner university in the Philippines and an overseas partner university in India came to Japan in December and participated in the two-week Japan Service-Learning Program. They carried out service activities in local areas and at ICU, and interacted with ICU

students who participated as volunteers supporting international students.



- In Community SL (domestic), we advanced diversification of activity areas and programs held with partner organizations, universities, and institutions in Mitaka City, Nagasaki Prefecture, Tochigi Prefecture, Nagano Prefecture, Akita Prefecture, etc., and we were able to support SL activities in host organizations that the students themselves wished to work with. For Community SL, 5 students engaged in activities for a period of 30 days, and for the General Education Course GES046 (offered in the Spring and Autumn Terms), 77 students engaged in activities in mainly Mitaka City and neighboring areas for a period of 18 hours.
- We have begun holding working-level discussions to enable a reciprocal credit system, exchange programs, and senior thesis research with undergraduate schools and faculties of Nagasaki University, with which we have entered into a partnership agreement.
- We have begun to consider whether we can offer summer intensive courses for courses related to the Teacher Certification Program.

Student admissions

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- University PR
We communicated our practices for fulfilling ICU's commitments through *The ICU*, which is the university's magazine; our official website; social media; events; etc. To foster a sense of unity in the ICU community, we began the production and sale of official university merchandise.
- Domestic student recruitment activities
To differentiate ICU from other universities and secure applicants who have (or wish to gain) the qualities necessary for a liberal arts education, we continued PR activities for prospective students focusing on ICU's "quality of education," and for all admissions in

AY2025, we were able to secure a much higher number of applicants than the previous academic year. Details of the activities we conducted and the outcomes were as follows:

- We held Open Campus three times in the summer (5,600 participants; due to a typhoon, Open Campus was held online once and was viewed by 1,500 families) and once in the spring (1,234 participants), Open Campus in Osaka and Nagoya (177 participants), and ICU Science Day (389 participants). As a result of Open Campus, we were able to increase participants' level of interest in applying to ICU (level of interest before attending Open Campus held in summer = 3.56 points; level of interest after attending Open Campus held in summer = 3.96 points [5 = *ICU is my first choice and I will definitely apply*; 4 = *I wish to apply*; 3 = *Not sure*; 2 = *I will probably not apply*; 1 = *I will not apply*]).
- We organized many events such as campus visits (held on Mondays and Fridays every week) and university visits by schools in Japan and overseas (32 schools) to offer opportunities to experience the attractiveness of ICU's campus.
- In addition to the above, we participated in college guidance sessions, visited high schools, conducted information sessions for high school teachers on the university and on admissions, etc. across Japan, promoting understanding of liberal arts education and providing information on changes to admissions in AY2025 and expanded scholarship programs.



- Securing applicants via overseas educational systems

We conducted online and in-person overseas recruitment activities aimed at promoting our high-quality liberal arts education and unique English-Japanese bilingual education environment that supports it. Details of the activities we conducted and the outcomes were as follows:

- We conducted online information sessions in English regularly and endeavored to broaden the base of people who are interested in ICU.

- We held university information sessions in Singapore and North America (LA and Hawaii) and conducted high school visits in each region. In addition to directly conveying ICU's characteristics and latest information to prospective students and high school teachers who were interested, we created many opportunities for individual consultations to answer any questions or concerns (persons with whom we came into contact numbered more than 400; the number of schools we visited was 13).
- As an initiative to boost recognition of ICU overseas, we held the Global Youth Essay Competition on the themes of "culture" and "peace." We provided an opportunity for high school students to be exposed to social issues, think about their relationship with society, and write persuasively about how they can contribute to society, and received a very high number of submissions, with 2,185 essays submitted from 119 countries worldwide. We were able to boost recognition of ICU and ICU's commitments in various regions around the world.

Information session in LA



- Promotion of high school-university connection programs

We conduct projects connecting secondary and higher education with the aims of providing opportunities for high school students to experience the quality of ICU's liberal arts education and providing opportunities that junior high and high school teachers may draw on to solve issues in the secondary education classroom. Details of the activities we conducted in AY2024 were as follows:

[Activities for high school students]

- We conducted the ICU Global Challenge Forum (2 courses, 69 participants), a summer intensive residential program, and were able to offer a program that achieved a high satisfaction rating among the participants. Since the number of applications to the program far exceeded the number of spaces available with applications received from 276 students, we held ICU Culture Day, a program where participants experience

ICU's culture, for high school students who could not participate in the summer intensive program.

- Once a term we held Science Café, where participants experience the study of the sciences in the liberal arts, and we held three courses of the ICU Global Challenge Forum (online), which was attended by 82 participants. The three courses were physics; literature; and media, communication, and culture.
- To enable high school students to experience liberal arts learning more, we welcomed 276 high school students from partner schools onto 47 courses offered over three terms.
- We launched new initiatives for connecting secondary and higher education such as making use of videos of ICU classes to provide opportunities for high school students to discuss questions that do not have an answer, and offering feedback on inquiry-based learning at high schools.

[Activities for teachers in secondary education]

- With a partnership agreement signed with the Aichi Prefectural Board of Education as a foundation, we held teacher training on inquiry-based learning mainly for junior high and high school teachers in Aichi Prefecture (70 participants) and a panel discussion on the theme of class design (101 participants).
 - We are increasing opportunities for heads of high schools, college counselors, etc. to visit ICU. By enabling them to experience the quality of ICU's education through observation of the education environment and engagement in dialogue with ICU faculty members, we have been able to build relationships with them.
- Admissions system reform
 - Admissions reform

We conducted reform of General Admissions. We made it possible to apply to both the Humanities & Social Sciences Type and the Natural Sciences Type, increasing opportunities for students who have the desire for study transcending the arts and the sciences to apply, in line with our Admissions Policy (AP), and the number of applications increased by 30% compared to the previous year. In addition, for Admissions for Recommendees and Admissions for *Shakaijin (Mature Students)* also, the number of applications was the highest on record, and we confirmed the suitability of the direction of the reform.

Furthermore, we classified English Language Based Admissions (April/September

Entry) into Type A (documentary screening) covering SAT, ACT, IB, GCE A Level, etc. and Type B (documentary screening and interview) covering other qualifications, and conducted screening more carefully.

- Review of quota for each admissions category

In line with admissions reform, we changed the quota for each admissions category.

After confirming the finalized number of entrants for AY2025, we will evaluate whether modifications going forward will be necessary.

- Applicant trends

The number of applicants for General Admissions increased by 30% compared to the previous year, and for almost all other admissions categories, the number of applicants was the highest on record. It is thought that in addition to the admissions reform that ICU conducted, a nationwide increase in the number of people applying to private universities boosted the number of applicants. ICU does not seek to increase the number of applicants blindly, but will continue to conduct analyses and make improvements to recruit applicants suited to our AP.

- Other items

We modified the online application system in line with the admissions reform. We will continue to make improvements going forward such as creating a user-friendly interface.

Student support

- Development of scholarship programs

- Operation of new ICU Peace Bell Scholarship program

Grant details: A grant covering the matriculation fee, annual tuition and facilities fees, dormitory admission fee, and annual dormitory fee (2,352,500 yen in AY2024) is provided for four years in principle.

Start: AY2024 April entry

Number of students for whom the scholarship was available: 12 (for AY2024 April entrants), 2 (for AY2024 September entrants)

Number of students who were awarded the scholarship: 8 (for 2024 April entry, of which 1 was declined), 2 (for 2024 September entry)

- Operation of new ICU Cherry Blossom Scholarship (reserved selection type scholarship for prospective students from outside Tokyo Metropolis and three adjacent prefectures)

program

Grant details: A grant covering the matriculation fee and two-thirds of annual tuition and facilities fees (1,274,000 yen in AY2024) is provided for four years in principle.

Start: AY2024 April entry

Number of students for whom the scholarship was available: 20

Number of students who were awarded the scholarship: 21 (for 2024 April entry, of which 1 was declined)

- Operation of four-year continuous scholarship (which started operation from AY2023) program (and subsequent discontinuation of the former ICU Torch Relay High Endeavor Scholarship in AY2024)

Grant details: A grant covering the matriculation fee and one-third of annual tuition and facilities fees (787,000 yen in AY2024) is provided for four years in principle.

Start: AY2023 April entry

Number of students for whom the scholarship was available: 19 (for AY2024 April entrants), 5 (for AY2024 September entrants)

Number of students who were awarded the scholarship: 17 (for 2024 April entry, of which 5 was declined), 5 (for 2024 September entry, of which 2 was declined)

- Partial enhancement of ICU Scholarship for International Students (tuition reduction)

Before enhancement: Covers tuition and facilities fees for one term of undergraduate/graduate study

After enhancement: Covers tuition and facilities fees for one term of undergraduate/graduate study or tuition and facilities fees for two terms of undergraduate/graduate study

Start: AY2024

Number of terms for which the scholarship was available: 19 (for registered students in AY2024)

Number of terms for which the scholarship was awarded: 19

- We conducted a non-residential retreat on the ICU campus (ground for fostering the liberal arts) as part of our efforts to create fertile ground for fostering the liberal arts.
 - April 6 (Sat.): We conducted a meet-up for new students who matriculated in April. With the theme “Let’s get to know more people while relaxing, in preparation for student life at ICU!” an event was held where new students and upper-year students; and new students, faculty and staff, and alumni got to know one another.

- November 1 (Fri.): We conducted a university-wide retreat mainly for new students who matriculated in April or September.

The purpose of the retreat was to deepen understanding of ICU's philosophy and liberal arts education and to offer an opportunity to develop one's identity as an ICU student. Reflecting on the accomplishments and issues of these two events (the meet-up and the university-wide retreat), we will create a program working toward the retreat in AY2025. The program will seek to achieve the following: "Have interactions between faculty and staff members and students," "foster frank communication, which was lost post-COVID," and "have face-to-face opportunities."

- To reconsider, reestablish, and revive dormitory operations; in light of the increase in the number of OYR Students who come to study at ICU for one term only, we set up an initiative to house OYR Students for three months in rooms that had become vacant because of the unevenness in the year group distribution of general dormitories (number of dormitory residents in each year group) resulting from the COVID-19 pandemic. Although communal living with international students enabled dormitory residents to discover more things, various issues arising from the period of residence being short were revealed. They are issues that need to continue to be examined in AY2025.
- To maintain and promote the mental and physical health of students, in addition to holding meetings of the Special Committee for Substance Abuse three times a year, we communicated information through various settings such as holding a lecture by an external speaker at the new student orientation, giving cautions and warnings at the orientation for study abroad programs, holding a lecture on measures against drugs during Convocation Hour, and conducting a competition of works created to raise drug awareness. (We especially placed emphasis on enlightenment and awareness-raising concerning effects on the body and mind.)

- Collaboration with JICUF

The JICUF Japan Office was established at ICU, so that a system where more close support for faculty and students may be provided was established.

- Support for evacuee students

As a core member of the universities participating in the Japan Education Pathways Network (JEPN), we worked to collaborate with other universities.

Research and academic exchange

Graduate school

- Through self-study and evaluation of the university by the Japan University Accreditation Association, we evaluated internal quality assurance of the Master's Course and the Doctoral Course.
- In liaison with all relevant groups of the Academic Affairs Division, we worked to improve systems and operations with a view to the further development of the 5-year Program.
- We stably operated programs accepting international graduate students (The Project for Human Resource Development Scholarship, also known as the JDS program; and the Rotary Peace Center). For the JDS program, we began to accept students from China in the economics field and worked to improve ongoing issues in the program in general. The Rotary Peace Center received an inspection visit by Rotary International President and obtained a high rating.
- We launched student course evaluations from the Autumn Term. Going forward, through university-wide analysis of the student course evaluation results, we will make use of the evaluations for quality assurance of the Graduate School.
- Among the three policies, we reviewed especially the Diploma Policy for each degree.
- To strengthen collaboration with undergraduate education, we conducted an investigation on the current state of courses about methodology at the undergraduate and graduate levels.

Research institutes

- We entered the second year since five of the Research Institutes of ICU's Research Institutes and Research Center relocated to the fourth floor of the Troyer Memorial Arts and Sciences Hall. The facilities of the Research Institute area such as the common lounge, meeting room, faculty offices, and bookstacks are being used smoothly. In November, making extensive use of the Research Institute area, the Research Institutes hosted a joint open house, which became a meaningful event also in terms of disseminating widely the activities of the Research Institutes.
- The Research Institutes and Research Center plan interdisciplinary projects using the special shared budget. In AY2024, symposia, workshops, etc. were held in 13 projects.

- To create opportunities for mainly young faculty members who are members of the Research Institutes or Research Center to present their research achievements and to support the dissemination of excellent research outcomes, we established a subsidy system for research achievements and have started accepting applications for AY2025.
- Details of the activities of each Research Institute and Research Center were as follows:
<Institute for Educational Research and Service (IERS)>

Inviting speakers from abroad, IERS held a symposium titled “Trends in Prosody and Syntax Interface Research: New Perspectives” in June and an open lecture titled “Language Education for Developing Thinking Skills: Question-Provoking Reading/Listening Comprehension and Critical Integration of Multiple Texts” in July. In December, IERS held “Exploring Variation in Language Data: Theories and Analytical Methods” in conjunction with the 9th Asian Junior Linguists Conference, where young researchers presented their research outcomes and engaged in lively discussion. IERS published an issue of its bulletin: *Educational Studies* Vol. 67.

<Social Science Research Institute (SSRI)>

SSRI held 11 open lectures. The international symposium that SSRI cosponsors with Sophia University’s Institute of Global Concern (IGC) each year was held at ICU in December. This year the symposium was held for the 44th time and was co-organized by three universities, with SSRI and IGC organizing the symposium with the Research Center for Nuclear Weapons Abolition, Nagasaki University (RECNA). The title of the 44th symposium was “Nuclear War in Northeast Asia?: Early Warnings, Risk Reduction, and Denuclearization,” and ICU faculty members also spoke at the symposium. SSRI published an issue of its bulletin: *The Journal of Social Science* No. 92.

<Institute for the Study of Christianity and Culture (ICC)>

ICC held seven open lectures. In February, ICC held a symposium titled “What is Internal Alchemy?: Daoism and Chinese Society.” In addition to open lectures, ICC held several seminars, workshops, etc. such as “Gathering to Learn Greek,” “Classical Studies Presentations,” and “Modern Philosophy Colloquium.” ICC published an issue of its bulletin: *Humanities: Christianity and Culture* Vol. 56.

<Institute of Asian Cultural Studies (IACS)>

IACS held the Asian Forum in June, July, and December. IACS held a symposium titled “The Reception of Esperanto in Japan: With a Special Attention to Leprosy (Hansen's Disease)” in November and a symposium titled “Tama Region and East Asia in

History: Development and Leaders” in December. IACS published an issue of its bulletin: *Asian Cultural Studies* No. 51.

<Peace Research Institute (PRI)>

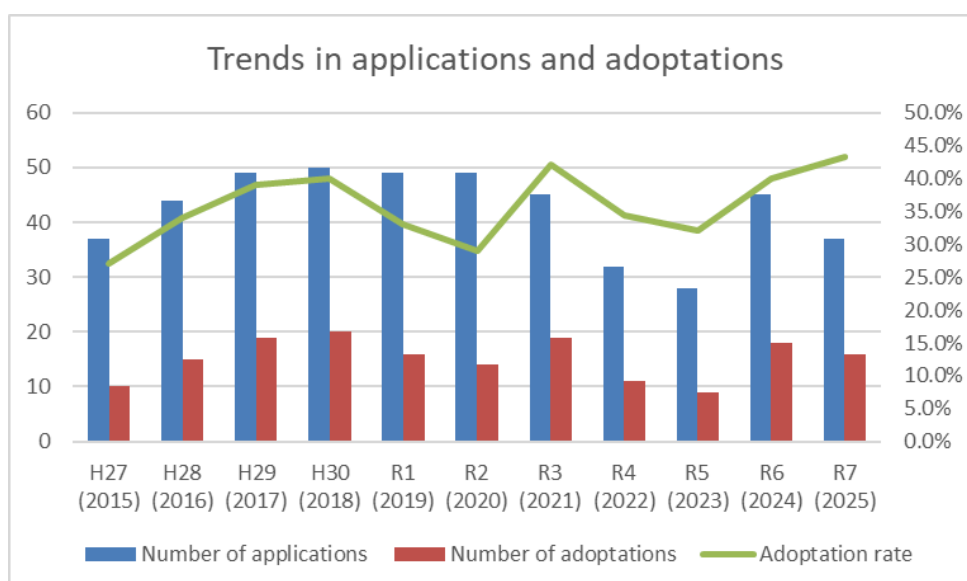
PRI held four open lectures. In addition, PRI conducted a three-day, two-night field trip to Fukushima in October. A total of 16 undergraduate and graduate students participated and toured areas affected by the Great East Japan Earthquake. In February, a photography exhibition of the field trip to Fukushima was held at ICU, and photographs taken by the field trip participants were displayed. In July, PRI published its newsletter *Peace Reports* Vol. 22, No. 1 on the Research Institute’s website.

<Center for Gender Studies (CGS)>

From June 3 to June 15, CGS held the 12th R-Weeks, a project to raise awareness and deepen learning regarding gender and sexuality on campus, and held lectures and workshops. In addition, CGS held a lecture series titled “Questioning the Disciplinary ‘Knowledge’ from Feminist/Queer Theories” in June, July, September, and October. Furthermore, CGS conducted activities such as lectures, study groups, and exchange meetings. CGS published an issue of its journal: *Gender and Sexuality* Vol. 20.

Research support

- We established the International Christian University Research Data Management Policy and a research data preservation policy for each field of research.
- For applying to external funding such as KAKENHI, the Center for Research Planning and Support provided assistance such as thoroughly checking application documents and sending comments. Grants-in-Aid for Scientific Research (KAKENHI) program: The



number of projects adopted in AY2024 was 73. (This figure includes only projects where an ICU faculty member was the principal investigator, and includes 21 projects that were carried over or extended.) Of the projects adopted, 18 were newly adopted projects. The adoption rate for new projects was 40.0%.

- In terms of external research funding other than KAKENHI, seven commissioned research projects were conducted.
- Research Support Grants, which are internal research grants to support faculty members seeking to acquire external research funding, were allocated to six faculty members.
- We hired three Doctoral and Postdoctoral Researchers under the Doctoral and Postdoctoral Researchers Program, which supports students who are currently enrolled in ICU's Doctoral Course and persons who are within three years of the award of their Ph.D. at ICU. Of the three Doctoral and Postdoctoral Researchers who were hired, one secured a Research Fellowship for Young Scientists awarded by the Japan Society for the Promotion of Science (JSPS), which starts in April after their term of appointment as a Doctoral and Postdoctoral Researcher ends.
- To promote fair research activities, in addition to requiring faculty members and graduate students to take an e-learning course on research ethics, we prepared ICU's original content for faculty members, and staff members involved in public research funding.

Christian activities

- In AY2024, University worship (Chapel Hour) was held 30 times in total and was attended by approximately 100 people each time, with on average 71 people attending the worship at the ICU Chapel (112% of the previous year's average) and 30 people attending the livestream. With the candlelight service and the faculty and staff Christmas service in December attended by 490 people and 148 people respectively, we welcomed many students, faculty and staff members, alumni, and former faculty and staff members, and these services contributed to providing opportunities for the wider ICU community to gather.
- In Christianity Week (C-Week) held in May with the theme "Being & Doing," a flurry of events each involving around 100 participants were conducted. In Special Chapel Hour, the flagship event, we welcomed Reverend Shinya Kim, a pastor of the Korean Christian Church in Japan, as a special speaker, and there was time for dialogue and a social gathering with students after the service. The invitation to rethink society and humankind

from the perspective of the marginalized in light of the experiences and research of Christians of non-Japanese origin residing in Japan was a valuable opportunity that spoke strongly to the hearts of all the participants.

- In the third part of November's university-wide retreat, under the guidance of the Acting Director of the Religious Center and University Ministers, the entire Religious Center contributed together with students to creating a program that made use of the special space that is the chapel. That the program enabled participants to experience "communion," which was part of the retreat's theme, at the deepest level of what the term signifies, through experiencing listening intently to one another's voices and words in a "sacred space" that differs from classrooms or laboratories, was a unique contribution made by the Religious Center, which works day-to-day to foster spirituality and faith.
- In terms of facilities, opportunities for renting out the ICU Chapel to external groups increased. In July, the ICU Chapel became the venue for the 36th Church Music Festival (approximately 250 participants), Japan's largest ecumenical event, at which Professor Alberg, Acting Director of the Religious Center, gave a sermon. In September, the ICU Chapel became the venue for the 25th Anniversary Concert of the Mitaka Junior Orchestra, and this became an excellent opportunity for the ICU Chapel to serve Mitaka City and the broad general public. Since visits by people from outside ICU increased with the ICU Chapel being used in these events, we refurbished the cloakrooms to the left and right of the foyer, and both the functions and the exterior greatly improved through, for example, the installation of new curtains.
- The Christianity Committee established under the Board of Trustees held its first discussion with the Religious Affairs Committee and with the Religious Center.
- As a new initiative by the Religious Center for AY2024, we held the Religious Center Open Office for staff once a month during lunchtime from July and engaged in activities endeavoring to raise awareness of Christianity.
- Using funds collected through Fundraising for Seabury Chapel, internet facilities of the Seabury Memorial Chapel, which had been a matter of concern for many years, were established in March 2025. The Seabury Hour held on Monday each week entered its second year, and meditation led by faculty members continues to be conducted in line with the intrinsic purpose of the building, which is to provide a space for quiet prayer and contemplation on the ICU campus.

As above, in AY2024, we were able to continue and conduct lively Christian activities with broad participation from both inside and outside the ICU community.

Passing on of and development of ICU ethos

- We held a concert where ICU's tradition of choral singing at the Christmas candlelight service of a portion of *Messiah*, which had been discontinued due to the COVID-19 pandemic and for other reasons, was revived by students. More than 300 alumni and locals attended the concert and we received many touching comments.



- To secure the required number of university housing units ready to be occupied, we are advancing the construction plan for the next generation of campus housing (2 blocks [12 housing units]). In AY2024, we determined the location for the housing, and we are conducting preparatory work for the construction, aiming to welcome the first residents in September 2026. In addition, for the deteriorated wooden housing, to reduce the fixed asset tax burden, as in the previous academic year we demolished two blocks.

Engagement with society

- SDGs activities
 - A faculty member participated in the Working Group on SDGs Curriculum of the UNU (United Nations University) SDG-Universities Platform.
 - We engaged in activities as a partner of the Tokyo Metropolitan Government's "TOKYO Ethical" project, which promotes ethical consumption.
 - The SDGs Promotion Office conducted student-led activities with local organizations, the University Cafeteria, businesses, student organizations from other universities, etc.

Held events to dig up bamboo shoots and nature walks targeting ICUHS students
 Held events to dig up bamboo shoots targeting ICU students
 Set up a booth at TOKYO Ethical Marché
 Held E-week nature walk
 Conducted a bamboo felling gathering
 Held a bamboo lantern workshop at the ICU Festival
 Held Fairtrade Dialogue
 Sold book covers at the ICU Festival
 Participated in Musashino Environment Festival
 Conducted an event to sell Fairtrade chocolate
 Conducted second-hand clothes collection in student dormitories
 Held exhibitions and workshops in collaboration with Patagonia at the ICU Festival
 among others

- Engagement with local communities

- We conducted a liaison council meeting with Mitaka City in May and shared information.
- Regular meetings of the “Gathering to Consider ICU-Community Interaction,” which was established last year, were conducted once a term and information on ICU’s local engagement activities and societal contribution activities was exchanged.
- We conducted an outdoor class for parents and children as a joint project with the Mitaka City Sports and Culture Foundation, with which ICU has signed a partnership agreement. From this year, this outdoor class has replaced the ICU Day Camp for Kids & Parents, which was conducted the previous academic year. The outdoor class was attended by 45 participants, inclusive of both parents and children, and in the questionnaire conducted after the event, the outdoor class received a high rating.
- We hosted workplace visits from two junior high schools in Mitaka City. We also conducted campus tours providing an opportunity for local elementary school students to experience university and interact with university students.
- Number of participants in Lifelong Learning Programs, etc.

Name of event and participating school	Number of participants
Outdoor class for parents and children co-organized with Mitaka City Sports and Culture Foundation	45
Campus tour (Koganei City Higashi Elementary School)	129
Workplace visit (Mitaka City Daiyon Junior High School)	2

Workplace visit (Tokyo Metropolitan Mitaka Secondary School)	2
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- The 25th Anniversary Concert of the Mitaka Junior Orchestra organized by the Mitaka City Sports and Culture Foundation with the ICU Sacred Music Center was held at the ICU Chapel, with ICU's pipe organ and organist performing with the orchestra. Many locals attended the performance, and we were able to deepen our ties with the local community through music.
- ICU supported IB Day Japan "Sustainable Practices in Education," a symposium organized by the International Baccalaureate Organization. The symposium was held on the ICU campus and was attended by people engaged in education from various standpoints such as junior high school and high school teachers, university faculty and staff, and those affiliated with boards of education. The symposium became an opportunity to examine the role of education in today's society.
- As in the previous academic year, we held English workshops visiting public junior high school students in Mitaka City and Chofu City, which are in the vicinity of ICU; Moroyama Town, Saitama Prefecture; and Matsusaka City, Mie Prefecture. In particular, the workshop held in Matsusaka City received a subsidy based on a comprehensive partnership agreement with Matsusaka City and also received a grant from JICUF.
- Two students from ICU participated in volunteering activities in elementary schools and junior high schools in Mitaka City, assisting in subject-based teaching, instruction in computer rooms, instruction in club activities, etc.

Place and name of event	Number of student instructors	Number of participants
Chofu City Dairoku Junior High School	9	120
Moroyama Town Moroyama Junior High School and Moroyama Town Kawakado Junior High School (Saitama Prefecture)	11	40
Matsusaka City Ureshino Junior High School (Mie Prefecture): "ICU English Workshop"	8	220
Elementary schools and junior high schools in Mitaka City: Education assistant volunteering	14	—

- The ICU Hachiro Yuasa Memorial Museum held the autumn special exhibition “Palaeolithic Period along Midstream Nogawa” organized jointly with Mitaka City. This exhibition was held as part of the Mitaka Marugoto Museum initiative based on a partnership agreement between ICU and Mitaka City. The opening ceremony and preview event was held on September 9 and was attended by 35 people. During the exhibition period, which was from September 10 to November 14, 2,142 people visited the museum, and the number of visitors was 132% that of the previous year. On September 21, an open lecture titled “Palaeolithic Life and Culture along Midstream Nogawa” was held and was attended by more than 200 people. Special exhibitions held at the ICU Hachiro Yuasa Memorial Museum this academic year were as follows:

Title of special exhibition		Number of visitors
“Edo Period Cosmetic Utensils”	April 9 (Tue.)—July 4 (Thu.)	1,323
“Palaeolithic Period along Midstream Nogawa”	September 10 (Tue.)—November 14 (Thu.)	2,142
“Surprises Galore: Meiji Period <i>Ukiyo-e</i> and the Encounter with New Culture from the West”	January 7 (Tue.)—March 6 (Thu.)	855

Open lectures accompanying the special exhibitions were conducted as follows:

Title of open lecture		Number of attendees
121st open lecture (online): “The Transformation of Clothing in the Edo Period”	May 11 (Sat.)	70
122nd open lecture (face-to-face): “Palaeolithic Life and Culture along Midstream Nogawa”	September 21 (Sat.)	Approximately 200
123rd open lecture (online): “Satirical Prints and the Story of Japan’s Encounter with the West”	January 25 (Sat.)	75

Improvement of finances

Financial plan

To maintain ICU's distinctive financial structure, which supports education in small classes, we had decided to set the amount transferred from the ICU endowment to the university budget based on the real average rate of return of the endowment over the past ten years, formulate the budget with this as a basis aiming at maintaining a balanced cash flow, and maintain sound finances over the medium to long term.

In AY2024, under the same policy, through setting the amount transferred from the endowment to the university budget in advance and implementing systematically the budget that was formulated within that range, we maintained a balanced cash flow. The investment performance and future policy of the endowment are made public on the university website.

Large-scale facilities development plans for AY2024, namely renovation works of the University Hall, were implemented, and the facilities development funds for these works were procured through long-term fixed-rate loans from the Promotion and Mutual Aid Corporation for Private Schools of Japan and from commercial banks, as planned from the perspective of securing the endowment's investment income.

Promotion of fundraising activities

With the Pay Forward Fund as the pillar of our fundraising activities, in AY2024 we focused on conducting fundraising activities for conserving the natural environment on campus and improving education facilities (University Hall). With fundraisers playing a central role, we strengthened digital and face-to-face communication with donors, seeking to acquire new and recurring donations. In addition, we explored ways to strengthen services for alumni and collaboration between ICU and the ICU Alumni Association, which form the bases of our fundraising activities, and decided that ICU would accept entrustment of the operations of the administrative office of the ICU Alumni Association from April 2025. Details of the activities we conducted in AY2024 were as follows:

- We conducted fundraising campaigns in June and January designating improvement of education facilities (University Hall) and the Pay Forward Fund as areas that donations would support.
- We took on the challenge of crowdfunding for a project by students to revive ICU's tradition of performing *Messiah*. Against our target of 2,000,000 yen, we received 185 donations

amounting to 2,200,000 yen, and we were able to broaden the base of donors to include those who are not ICU alumni.

- In response to heightened interest regarding inheritance and bequests, we held inheritance and bequest seminars in collaboration with financial institutions.
- We launched Mitaka City Support Subsidies for Universities (donations through the *furusato nōzei* program) in July 2024.
- We attended meetings of alumni regional chapters (in four cities in Japan and one city overseas), providing the latest information on ICU and exchanging information.

We were able to raise FOI donations totaling 276,000,000 yen.

Other topics

Self-study and evaluation (self-study and internal quality assurance)

We received accreditation evaluation by the Japan University Accreditation Association (JUAA) and received accreditation as a university satisfying the JUAA standards. The support ICU offers students was rated highly. Going forward, we will continue to offer student support suited to the times and needs.

Administrative organization and operations

- Continuing from the previous academic year, we implemented the restructuring of divisions as follows:
 - Student Services Division and Global Engagement Division (name: Student Services Division)
 - Facilities Management Division and IT Center (name changed to Campus Planning Division)
- Several members of the Operational Efficiency Project participated in a project to move administrative functions, and we provided an opportunity for members of the Operational Efficiency Project to give feedback such as insights gained to date to the project to move administrative functions.
- Time and attendance management of TAs, which had been conducted based on spreadsheets, was transferred to a commercial time and attendance management system, and operational efficiency improved. Going forward, we plan to apply the system to student part-time workers, etc., in addition to TAs.

- We went paperless for part of the documents in budget application. For payment of tuition and dormitory fees from overseas, we were able to reduce the work required to transfer money from abroad by introducing an international payment service.
- To enable diverse ways of working such as remote working and free-address offices, we implemented measures to increase security for connecting to the campus environment from outside the university. Specifically, we began transitioning from VPN, the vulnerability of which has been pointed out in recent years, to ZTNA.
- For staff development, we conducted training to promote exchange among staff members, gatherings to exchange views with staff of other universities, and managerial staff training organized by trustees, in addition to regular training for newly hired staff. For globalization training of staff, we conducted training based on requests from staff, etc., in addition to training based on the policies of the school juridical person such as the sending of staff to Asia.

Crisis management

- As a measure to prevent information leakage through university accounts, we provide a service that detects leaked accounts for all students, faculty, and staff, allowing individuals to notice when their account has been compromised. We also introduced sensitivity labels. By making it possible to promptly apply encryption using authentication of the university for electronic files created by faculty and staff, we established a mechanism so that even if information is accidentally leaked outside the university, third parties would be prevented from viewing the information.
- As for measures to improve user literacy, we conducted an online course on literacy training for students at matriculation. We made it mandatory for all faculty and staff members to undertake online security training once a year, and regularly conducted training (four times a year) selecting themes assumed to be particularly high-risk.
- Furthermore, to improve literacy in a more practical sense, the IT Center conducted a session on security for faculty making use of the time before the Faculty Meeting. The IT Center gave an introduction on cases of incidents in the education industry and conducted case studies on what could be done to prevent such incidents in ICU's environment.

[High School]

International Christian University High School (ICUHS) was able to welcome five newly appointed full-time teachers in AY2024. With the school campus brimming with youth and vibrancy, ICUHS's education activities were further enhanced and are coming to fruition now truly as the school anticipates the 50th anniversary of its founding. Student learning and activities, support from alumni, and interest from prospective students are producing a positive cycle, and ICUHS walks in abundant blessings each day. ICUHS is sincerely grateful for the protection and guidance given to the school from above, and for the selfless work of teachers and staff.

ICUHS finished the redefining of the School Mission and the establishment of three School Policies and has published them. The mission and policies were approved by the High School Management Committee following deliberation by the High School Committee of the Board of Councilors, the Student Council Officer Meeting, the Parents Association Management Committee, and the Faculty Assembly. This provided a good opportunity to evaluate the founding philosophy of ICUHS and the school's 48-year journey. Meetings for dialogue between the Board of Trustees' Christianity Committee and ICUHS's Christian Activities Committee started. With the meetings being opportunities to ascertain the realities of and work toward the enrichment of Christian education, which is the basis of ICUHS's education, ICUHS hopes for deep dialogue and collaboration. Important matters concerning school management are deliberated and determined at the High School Management Committee, which meets twice a month. When examining substantial issues concerning education, ICUHS solicits advice from the High School Committee of the Board of Councilors, which meets twice a year.

Education activities

Measures to work toward implementation of new educational curriculum

This was the completion year of the year-by-year implementation of the new educational curriculum. We endeavored to overhaul and improve classes taking into account the perspective of curriculum management such as designing new classes and conducting questionnaires in classes. We newly established electives such as Integrated Studies in Natural Sciences and Pre-intermediate Foreign Languages for the third-year level and continued to pay attention to student learning in such subjects. Furthermore, the cross-year-level Cross Project offered as part of the Period for Inquiry-Based Cross-Disciplinary Study entered its third year, and we

were able to complete most of the overall plan. In April, students decided on the themes of their inquiry-based activities that they would be performing individually or in groups, with sharing of reflections by upper-year students, and an interim report meeting was held in October. On February 19, all second-year students gave presentations, with first-year students attending the presentations. The Cross Project is producing high-level results as a new learning style as is shown for example in the receiving of the highest award in a paper competition offering prizes that was held externally.

For assessments appropriate for ICUHS's education activities, we introduced new assessment standards for students entering in or after AY2024 that take into account assessments on learning by aspect in line with the three pillars regarding the attributes and skills that we seek to foster. We introduced SystemD Inc.'s Campus Plan as an integrated educational affairs system, and endeavored to ensure that the system transfer is completed without omission.

Enhancement of Christian education and Global Learning Programs (GLP)

- Christian education

In addition to whole school services at Pentecost and Christmas, we ran nine worship broadcasts and published 16 issues of the newsletter *Forum* over the year. For both services and ceremonies, we made standard the use of *Sambika 21 (The Hymnal 21)*. In Christianity Week, 23 Multi-Events organized by teachers and staff were held. The collections during the two whole school services were donated, respectively, to six organizations and seven organizations. Along with the Christmas candlelight service and caroling, we were able to hold these activities stably on a scale with which they had been conducted previously. We held Bible study for parents three times and the Gospel Workshop 15 times.



- Overview of GLP

	AY2023	AY2024
GLP lectures/workshops	12 lectures/workshops	12 lectures/workshops
Domestic study tours	5 tours	7 tours
Overseas study tours	1 tour	2 tours
GLP LEAP!	9 + 31 presentations	9 + 28 presentations

- GLP and study tours

Twelve events such as GLP lectures and workshops were held this school year. Most were conducted face-to-face, but programs where students connected with people or schools overseas making use of ICT (e.g., an online exchange with Liceo Mexicano Japonés, an online exchange with Hanil Girls' High School in South Korea) also attracted many participants. "Salsa Dance Workshop" and "Workshop with a Peking Opera Performer," which were led by students taking advanced second foreign language classes, and "K-Club (Korean Language Study Group)" were particularly worthy of note. On the other hand, students also actively participated in activities on campus and in local communities (e.g., Agri Life: School Farm Project). As a new summer overseas study tour, we conducted the Cambodia Study Tour. A visit to Hiroshima was included in a domestic study tour visiting sanatoriums for leprosy patients.



- GLP LEAP! and SGH Memorial Lecture

In the school-wide GLP Presentation Day (GLP LEAP! 2024) held on November 20, in addition to nine presentations given by third-year students taking Research on Selected Topics, 28 voluntary presentations (AY2023: 31 voluntary presentations) were made on the various projects that students had carried out in and outside of the school, and we witnessed a further broadening of the activities being conducted. For the SGH Memorial

Lecture (January), we invited Dr. Hiroyuki Sakurai, School of Medicine, Kyorin University, who had long served as a member of the High School Committee of the Board of Councilors, to give a talk titled “What a School of Medicine Faculty Member Wants to Convey to ICUHS Students.” The GLP newsletter was distributed online every other week by the newly appointed International Programs Coordinator (a part-time teacher). Seventeen issues were posted. We introduced events at the school, offered support for participation in external programs, offered support for applications for students wishing to study abroad in high school, provided guidance for entering universities overseas, etc.

- **School-wide survey results**

In the end-of year survey targeting all students, 88.9% of first-year students, 81.0% of second-year students, and 54.8% of third-year students responded that they agree or somewhat agree that GLP projects and events were meaningful to them (in AY2023, the percentages were 86.2% for first-year students, 68.9% for second-year students, and 61.7% for third-year students). As was the case before the COVID-19 pandemic, GLP was received positively by students.

Strengthening of college guidance system

We continued to endeavor to gather information on university admissions, the Common Test for University Admissions, etc. and provided information through, among other things, holding guidance sessions on paths after graduation for each year level, streaming explanatory videos for parents and guardians, and publishing a guidance handbook. The High School-University Liaison Meeting was held regularly in collaboration with the ICU Admissions Center, and we are holding discussions on Admissions for Recommendees (recommendation-based admission within ICU) going forward.

	Number of times held	Total number of participants
Information session on ICU	4	278
Information session on universities in Japan	3	791
Gathering with ICUHS alumni	5	400
Information session for students seeking to advance to overseas universities	3	69

Information session/fair on overseas universities, etc.	9	140
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As for ICU, a face-to-face university information session for parents and guardians was held separately.

As for support offered to advance to overseas universities, we created a new Chief position for College Advisors (teachers) and focused on, among other things, gathering information and holding information sessions on several scholarships, and arranging dates for conducting the SAT at ICUHS. A system for conducting the SAT at ICUHS was established centered on the International Programs Coordinator.

In AY2024, the number of students graduating was 246, and the number of students who entered higher education immediately after high school was 225, of whom 25 entered national or public universities, 192 entered private universities, and the rest entered vocational schools or overseas universities.

Student guidance and support for student development

- School-wide survey results

In the end-of year survey targeting all students, 95.7% of first-year students, 90.5% of second-year students, and 94.1% of third-year students responded that they agree or somewhat agree that general students and returnee students have a positive influence on each other (in AY2023, the percentages were 98.0% for first-year students, 89.8% for second-year students, and 93.1% for third-year students). Considering the purpose of ICUHS's founding, we consider that we have been able to achieve the promotion of mutual understanding among students from various diverse backgrounds. In addition, when asked whether they thought they made the right decision in choosing ICUHS, 96.3% of first-year students, 94.1% of second-year students, and 94.1% of third-year students selected positive responses (in AY2023, the percentages were 94.0% for first-year students, 90.3% for second-year students, and 92.0% for third-year students). We will continue to make every effort to ensure that students may feel safe and spread their wings in their school life.

- Student Council activities

Student Council advisors set the following as their goal: "to support, as teachers, activities that students voluntarily conduct" and offer support such that "Student Council activities that build on the distinctive characteristics of ICUHS are conducted" and "in engaging in

each activity, students think about and absorb a greater number of things.” Preparations for Spirit Week, a welcome party for new students, and club activity introductions, and publication of the online Student Council newspaper were undertaken actively. We were able to return the format of the session where candidates give speeches for officer elections to what it was before the COVID-19 pandemic, namely face-to-face in the gymnasium.

- **Student guidance**

The strengthening of measures to prevent theft in the school by the Department of Student Affairs is producing results. We organized our handling of damage to property in the school. It was necessary to deal with new issues such as problems caused by the use of generative AI or social media. We are implementing measures in line with the revised version of *Seito shidō teiyō* (*Student Guidance Guidelines*) by the Ministry of Education, Culture, Sports, Science and Technology.

- **Infirmary**

Data on the use of the infirmary are shown below. Individual consultations on health check-up results, the heatstroke prevention training session, and lifesaving and first aid training for teachers and staff were conducted as usual. We distributed 15 issues of the infirmary newsletter online. The number of new injury and accident claims made under the Injury and Accident Mutual Aid Benefit System of the Japan Sport Council was 20. Due to a surge in the number of students infected with influenza, one first-year homeroom class was closed for three days in November.

- **School counselors**

The range of student activities greatly expanded, but there were many students who were feeling stressed or anxious. We offered support through year group meetings, the school nurse, school counselors (SCs; there are two school counselors at the school, one of whom can offer services in English), and the Health and Counseling Committee (held three times a year). Nine issues of the counselors’ newsletter were prepared by the SCs and published. In addition, materials on “Reasonable Accommodation Becoming Mandatory” and “Preventing Self-Harm and Suicide in Students” were distributed and explained to all teachers by the SCs. Furthermore, group events aiming to prevent student adjustment issues and build connections among students were conducted and were either organized by or held in cooperation with the SCs. These events included “The Psychology of

Communication,” “Experiencing Art Therapy,” “Stress Management,” and “Experiencing Relaxation.”

- Awards and scholarships

We gave consideration to the operations of various programs to ensure that the programs are being effectively utilized and that their benefits are being delivered to students who need them. Among the operations considered were encouragement and recognition of student activities through the Hosoi Norio Award (seven recipients). The Kiyoshi Forward Scholarship was established in AY2022 through the philanthropy of a parent/guardian of an ICUHS graduate and their family. This scholarship aims to offer assistance for attending school and for school life to individuals facing difficulties in attending school for financial reasons so that such individuals may grow and flourish, and in AY2024, we doubled the number of recipients. We received a greater number of applications for the scholarship than we had expected, and following screening, we awarded amounts of 300,000 yen or 150,000 yen to 10 students who entered in April of AY2024 to assist with the matriculation fee. The amount awarded totaled 2,850,000 yen. In addition, to support participation in ICUHS’s study tours, we awarded amounts totaling 230,000 yen to three students. Working toward making the scholarship available in perpetuity is an issue.

Trends in number of people using the infirmary

AY2019	AY2020	AY2021	AY2022	AY2023	AY2024
1,297	482	953	1,075	1,126	1,198

Trends in number of people seeing a school counselor

	AY2019	AY2020	AY2021	AY2022	AY2023	AY2024
Number of students/parents/guardians who saw a school counselor at least once	26	32	44	37	35	39
Number of visits to / consultations held with a school counselor	203	215	200	259	239	280

Enhancement of ICT environment and promotion of ICT use

To smoothly hold classes that utilize ICT, we made improvements and steady progress with guiding new students to Google Classroom, guidance, troubleshooting, etc. A meeting attended

by ICU's IT Center, the support services vendor Helpdesk, and teachers and staff of ICUHS is held every week. For handling issues with equipment and devices encountered by teachers, staff, and students, we created a structure where all inquiries would be addressed to a single point of contact, the Helpdesk. We completed replacement of PC terminals used by teachers. We conducted in-school training of three days for teachers and staff from the perspective of how generative AI shall be used in education activities. Stemming from this, reports were given on various practices and outcomes in each subject, and we are seeking to advance to the next step. ICUHS was designated as a DX (digital transformation) High School, a subsidy program for projects that support the fostering of individuals capable of playing an active role in DX, for AY2024. We have applied for continuation of the subsidy for AY2025.

School library management

Our efforts to enhance reference services provided by librarians at the counter have yielded results, and we aimed at library management that reflects broadly the voices of students and teachers. We strived to be thorough in our handling of the version update of OPAC in November 2023. We held 22 book fairs linked to school events or subject-based learning, conducted library lectures and events ("Where Is the Center of the World?" in October and "Our Earth, Our Future" in February), selected recipients of the Harvard Prize Book, organized Books Kinokuniya foreign-language-book hunting tour, collaborated with the ICU Library, made arrangements concerning the High School Naoki Prize, conducted an inspection of books, which is performed every other year, etc. The Student Library Committee actively engaged in activities, writing articles for the library newsletter *Μουσείον* (distributed eleven times a year) and holding exhibitions. There has been a downward trend in the number of books checked out, but the use of the library is diversifying: the library has been used in the usual ways, and has catered to requests to hold events, students learning from one another, etc. The library collection totaled 38,932 books, with 1,346 books purchased or received.

At the Writing Center, eight undergraduate and graduate tutors are offering learning support to students.

Number of books checked out per year at school library

AY2018	AY2019	AY2020	AY2021	AY2022	AY2023	AY2024
7,441	5,499	5,547	6,682	5,960	5,242	4,478

School dormitory management structure

The outsourcing structure of school dormitories that was initiated in AY2017 and the new Dormitory Committee structure comprising six teachers is functioning smoothly. Regular meetings of the committee are held jointly every week, and necessary discussions concerning school dormitory management and dormitory life of dormitory students are conducted. The five school dormitories, which combined can house up to 126 students, had some spare capacity, with 101 students residing in April, 93 students residing in September, and 56 students residing in January, so we considered and decided to relax the standards for being eligible for dormitory accommodation (commuting time) in preparation for AY2025. The number of students in each dormitory using the special weekend residence system, which has been fully implemented since AY2022 and allows students to stay in the dormitories during weekends for a fee, ranged from a few to around half the number of dormitory students, and individual circumstances continue to demand that the system be kept in place. Measures for improvement in response to the case that occurred in the latter half of AY2023 such as the holding every week of study meetings consisting of the Dormitory Committee, dormitory parents, and those in charge from the contracting company for management operations, exchange of views by the Dormitory Committee and those in charge from the contracting company for management operations on the work of dormitory parents, and the continued conducting of dormitory student questionnaires have been firmly established.

Collaboration with Parents Association and Alumni Association

Ειρήνη, a communication from the school to parents and guardians, is issued three times a year. We took care to be thorough in providing information through, among other things, communication via Hot Con Pass and the school website. The Parents Association Management Committee meets 11 times a year, and the meetings provide an opportunity for parents/guardians and the school to deepen mutual understanding on not only the activities of the Parents Association but also of school management in general.

An event co-organized by Jazz Sounds alumni and the ICUHS Alumni Association was held at ICUHS's multi-purpose hall in October, and almost 200 alumni attended. At the event, we called for further support of fundraising activities, etc. In autumn each year, we send a newsletter and a "Request for Donations to the Support Fund" from the high school to all alumni. This year, we enclosed an article featuring an interview with Ken Kiyoshi, founder of the Kiyoshi Forward Scholarship, and alumni responded positively. We are strengthening our

efforts to request alumni to give to the Support Fund, complemented by ICUHS's website and Facebook page.

Training for teachers and staff

At summer training for teachers and staff (August 31), we welcomed Reverend Shigenori Ohshima, a pastor of Evangelical Free Church of Japan Hatogaya Evangelical Free Church, and Saori Nambu, a professor of Nippon Sport Science University, to give lectures. Reverend Ohshima gave a lecture titled "How to Walk with Students in Christian Schools," which was followed by a lively question and answer session. Professor Nambu gave a lecture titled "Knowledge of Head Injuries and Crisis Management" and taught us many things. In addition to the above, the Dormitory Committee introduced their work and posed questions, and the Department of Curriculum and Instruction conducted a practical on the new educational affairs system.

One person made use of the short-term overseas training system. In terms of external training, we have periodically provided information on training sessions offered by Tokyo Shigaku Kyoiku Kenkyujo, the Education Institute for Private Schools in Japan, Metropolitan Foundation for Private Schools, Association of Christian Schools in Japan, etc. The number of times teachers attended external training sessions (including face-to-face and online) was 42.

Other items

In January 2024, Odakyu Bus Co., Ltd. notified us that it would no longer be possible to continue transportation based on school bus contracts going forward due to a severe shortage of crew across the entire bus industry. The High School Management Committee is holding discussions with Odakyu Bus about alternative means for AY2026 onward.

With respect to the designation of the uniform for ICUHS students, since steep increases in prices are continuing, for students entering in or after AY2026, we decided to cease specifying the entire set and to specify only the blazer and tie.

PR and student recruitment activities

- With the Returning Students Education Center playing a central role, we engaged in activities to further publicize both in Japan and internationally the mission of peace and human rights entrusted to ICUHS and the unique nature of ICUHS, whose primary purpose is to accept returnee students. In the post-COVID environment, both face-to-face

and online communication and hybrid entrance examination formats were increasingly requested, and the effort required increased. We continued to make it our top priority to be with students living overseas, returnee students, and their families, and took care to be flexible in handling matters.

- As for domestic PR activities, ICUHS hosted eight online school tours and information sessions, and 1,951 families participated (AY2023: 10 tours/sessions, 1,885 families). The number of tours/sessions decreased compared to the previous year, but the number of participating families increased. Facilitation and speeches by ICUHS students were well received. We participated in various external online school information sessions a total of 13 times, and 939 families viewed the sessions (AY2023: 11 times, 1,021 families). As for face-to-face events, we conducted Campus Walk Hour as follows, inviting alumni to participate as staff. We consider that this led, to a reasonable extent, to participants applying to the school.

Conducting of Campus Walk Hour

	Number of times Campus Walk Hour was held	Number of families that participated in Campus Walk Hour	Number of people who participated in Campus Walk Hour
AY2021	6	540	1,116
AY2022	10	841	1,675
AY2023	7	1,045	2,090
AY2024	6	965	1,930

- We participated in 12 face-to-face events such as the 2024 Tokyo Private School Exhibition (Tokyo Shiritsu Chugaku Kotogakko Kyokai), Admissions Examination Consultation Event (Koenokyoikusha), Private Junior High Schools and High Schools in the West Region of Tokyo Consultation Event (Daigaku Tsushin), School Information Session and Individual Consultation Event for Returnee Students (WASEDA ACADEMY), and JOBA School Fair (JOBA). In individual school visits, where we welcomed prospective students and their families to ICUHS, 404 individuals from 173 families toured the school (AY2023: 376 students from 157 families). In addition to the above, 148 individuals from 58 families toured the outside of the facilities of the school.

- We were able to resume our own overseas school information sessions and held sessions in Singapore, Kuala Lumpur, and Bangkok (250 participants; cohosted with Doshisha International); six cities in North America (192 participants); and Dubai and New Delhi (104 participants). Our school information sessions in three cities in Asia hosted by Japan Overseas Educational Services attracted the participation of approximately 400 families.
- Online interviews for overseas students (Admissions by Recommendation for Returnees [December] and Admissions by Documentary Screening [January]) and cessation of the provision of parent waiting rooms were continued, but the seating capacity of examination rooms, infection prevention measures, etc. were all returned to what they were before the COVID-19 pandemic. In particular, to prevent issues during online interviews, we meticulously performed the checks on the online environment that are conducted prior to the interviews, and were able to prevent serious incidents from occurring. The number of applications for admissions for returnees increased slightly; however, for general admissions, there was a prominent decrease in applications compared to the previous academic year. By incorporating a mechanism for acceptance from a waitlist, we have been working to ensure that the number of entrants is appropriate. We conducted surveys and devised measures to further increase the accuracy of documentary screening in admissions for returnees.

Financial plan and facilities improvement projects

- At the June 2024 meeting, the Board of Trustees determined changes to student fees, etc. for AY2027. For students who entered in AY2025, we worked to communicate the changes as something that is planned in the application handbook, etc.
- The High School Fundraising Committee engaged in activities tirelessly. The committee conducted an event that was co-organized by Jazz Sounds alumni and the ICUHS Alumni Association (October) and held “Gathering of Harmony,” a music event, in cooperation with the ICUHS Alumni Association, the Parents Association, and students (February), producing substantial results. Donations to the Education Enhancement Fund, which seeks contributions from parents and guardians of new students, were strong. For the Support Fund, which seeks contributions from parents and guardians of current students, alumni, teachers, and staff; the number of donations received increased 30.9% and the amount of donations received increased 18.2% from the previous academic year. The number of donations received, the total amount of donations received, and how the donations were

used are reported on a dedicated webpage for the Support Fund, which was launched on ICUHS's homepage.

- We advanced preparations for large-scale renovation works of the West Wing building (a building housing special classrooms), entrusting operational support and consulting. We held meetings to discuss the needs of full-time teachers and the outlook for the development of education activities.

Projects concerning establishment of crisis management system

- We conducted two school-wide evacuation drills, one during class (May) and one during student activities (September). The drill in September was conducted under the scenario that an earthquake had occurred during the period of preparation for the school festival and students must evacuate without being led or guided by a teacher. In lifesaving and first aid training, many teachers and staff members including part-time teachers and staff members took part in training using AED.
- To prevent harassment, we establish “Guidelines for the Prevention of Harassment ([a] between Members of Teaching or General Staff, and [b] between Members of Teaching or General Staff and Students)” and communicate these guidelines to all teachers and staff at the beginning of each academic year, ensuring that all teachers and staff are thoroughly informed. Human Rights Advisors and the Human Rights Committee engaged in activities also at ICUHS in accordance with the International Christian University High School, Regulations Governing the Prevention and Measures against Human Rights Violations.
- To raise students' awareness and expand their knowledge of information literacy, information morality, and security, the year group meeting and the Department of Student Affairs provided guidance at the time of entry and when online classes were held. Furthermore, we are also providing guidance within subject-based education including first-year Information classes.

[Juridical Person]

Enhancement of welfare facilities

- In the second year since the contracted operator changed for student cafeterias, in a questionnaire about the cafeterias, 74% of the respondents gave a rating of 3 or above out of 5 for satisfaction.
- We succeeded in inviting a convenience store chain to set up a store on the ICU campus, which is something that had been desired. A FamilyMart store opened its doors on campus in April 2024. Sales exceeded initial forecasts and remain strong.

Development of campus facilities

- We conducted renovation works for the University Hall in AY2024, which were completed at the end of February 2025 as scheduled. We completed preparations for resuming the full-scale use of the University Hall from April 2025.
- We began considerations for full-scale renovation of the Science Hall (concentration of administrative functions) scheduled for AY2025. For the considerations, we established a structure centered on a project team of staff members and made progress in systematically examining, among other things, the layout of the building after the move of administrative functions, beginning the work to select a vendor for the construction works.
- For infrastructure improvement of deteriorated water plumbing facilities, etc., from March to December 2024 we surveyed the present state and created a replacement schedule. Replacement works began in February 2025 (with completion scheduled in January 2026).

Natural environment of campus

- We newly established an “ICU Mitaka Campus Woodland” administrative office to proactively engage in conservation and utilization of the natural environment.
- For day-to-day maintenance and management, we established and implemented a zoning plan for green space maintenance and management taking into consideration both the conservation of biodiversity and the safety of students, faculty, and staff.



- In the newly launched Coppice Forest Restoration Project, which targets areas where trees have aged, events aiming to conserve and make use of forest resources are being held regularly with engagement from the entire ICU community consisting of alumni and local residents in addition to students, faculty, and staff.
- To create a campus environment that enables learning experiencing food and nature, we newly hired a farm manager and manage and make use of orchards and wasabi fields, in addition to the Forest Garden, where vegetable gardens are planted and beekeeping is conducted.

Governance reform initiatives

- In light of the discussions at meetings of the Committee for Examining Governance, Etc., we completed obtaining approval for the Articles of Endowment and revising the bylaws in line with the revision of the Private Schools Act.
- In line with the revision of the Private Schools Act, we conducted the following as efforts to develop internal control systems:
 - Establishment of the Basic Policy on Development of Internal Control Systems and the Basic Policy on Compliance
 - Revision of the Crisis Management Rules, the Regulations Governing Audits Performed by Auditors, the Regulations Governing Internal Audits, and the Rules on the Protection of Personal Information
- We conducted training on the protection of personal information inviting an external speaker.
- We reviewed the system for document management and have begun reviewing the division of administrative duties and decision-making authority.