

## Overview of progress [1 page]

The three pillar projects of the ICU Top Global University (TGU) Project are being implemented according to the plan and achieving positive outcomes.

- (A) Building an admission system open to students around the world and an academic program to accommodate them  
 Universal Admissions are being implemented by building on and expanding September admissions that ICU has been holding for international and returnee students since 1955. After conducting surveys and interviews to high schools and related persons in Japan and abroad, the first September Admissions for International Students was held in AY2017. We are also planning to start April Admissions by Documentary Screening/Interview and April Admissions for International Students from AY2018.

To provide appropriate language education to students entering ICU through these new admission categories, new courses were introduced into the English for Liberal Arts Program Program (ELA) and Japanese Language Program (JLP). In addition, language requirements for graduation that used to be determined according to the month of admission have been changed and the university regulations revised accordingly.

- (B) Promoting further internationalization

Based on its rich experience in international cooperation as a pioneer of student exchange ever since its foundation, ICU has been working to develop new educational programs and educational methods to offer unique and attractive programs for international students through collaboration with the Global Liberal Arts Alliance (GLAA), a partnership of liberal arts colleges around the world. Not only has ICU conducted faculty training in cooperation with GLAA, it has actively participated in the Global Scholar Program, which provides students with opportunities to study at two different universities in different areas of the world in just one academic year. We have also launched an exchange program with The College of Wooster (CoW), which enables students majoring in natural sciences to do their graduation research abroad. Through this program we have both sent and accepted students to and from CoW.

The overall number of exchange students has increased by strengthening promotion of summer programs, providing enhanced support for students sent on exchange programs, and enhancing flexibility in the timing for accepting students from abroad.

- (C) Improving education

With progress in the implementation of (A) and (B) above, provision of academic support for international students and for faculty who teach those students becomes increasingly important. To meet such needs, we have established the Center for Teaching and Learning (CTL), aiming to become a hub for offering comprehensive support by combining faculty development (FD), student survey, advising and other support services.

We have also been putting particular efforts into helping students who take courses taught in English write their reports and theses in English as part of our approach to cultivate students' language capabilities with a special focus on writing abilities. Aiming to enhance the English proficiency of Japanese students and expand the course offerings for international students, we set up a special committee for discussing ways to increase the number of courses taught in English. As a result, specific policies have been put in place.

In addition to the above three pillars, we are also working on the following issue.

- (D) Faculty support toward further internationalization

As part of the various approaches taken under the TGU Project, ICU is training its faculty and staff in cooperation with GLAA as well as other exchange program partner institutions. As will be described later, Japanese faculty members are sent to training seminars to acquire skills for teaching in English. Similarly, administrative staff are provided with opportunities to visit partner institutions to participate in seminars and attend training courses that involve interviews with relevant departments on issues related to their own duties. In another case, a group of

faculty and staff visited a partner institution to perform on-site investigation and related interviews.

We are also promoting IR activities. Voluntary projects led by staff members were implemented to review work processes and promote a paperless office environment, which in themselves led to higher awareness among the staff and improved business efficiency.

## Notable outcomes (good practice) [1 page]

## Advancing the TGU Project Plan through the establishment of ICU Center for Teaching and Learning

The ICU Center for Teaching and Learning (CTL; changed its name from the Learning and Education Support Center) was established in April 2015 to offer comprehensive support to students and faculty that are becoming increasingly diversified as we promote further internationalization of ICU, by building on the legacies of the Integrated Learning Center, which used to offer support for utilizing IT in classrooms. Upon establishment, CTL took over the functions of student survey and faculty development services which were previously offered by the College of Liberal Arts and incorporated the Office of Special Needs Support Services offering support for students with special needs. In AY2016, CTL also consolidated the Academic Planning Center for helping students make learning decisions through academic advising, to become a comprehensive support center offering a full range of student/faculty services. The establishment of CTL not only enhanced direct support for learning and teaching by consolidating the contact window for all kinds of student services and strengthening faculty development activities, but also served to promote the design and development of curriculum and faculty training programs. Many of the measures taken under this TGU Project are steadily implemented with CTL at the core. Here, we will introduce in detail only the main outcomes during the period up to AY2016, due to page limitations.

## 1) Promotion of learning support using IT

In addition to OpenCourseWare (OCW), launched in 2013 to make class video contents and lectures available to the public, ICU has introduced ICU-TV as part of the TGU Project. ICU-TV broadcasts a variety of video-based class guidance and other contents for on-campus viewers to serve as a reference in selecting a major and formulating a study plan, or for preparing for and reviewing a class one takes. Since the launch of the website in October 2015, ICU-TV has expanded the variety of contents it offers to include job placement guidance seminars, study abroad information sessions and FD workshops, publishing 46 videos altogether by the end of AY2015. As for OCW, the number of published courses grew from 29 at the time of launch in April 2013 to 164 in December 2017, encompassing not only ordinary classes but special lectures given by distinguished guests invited to ICU and model lectures held during open campus. It is being used not only by ICU students but high school students living in remote locations in Japan and abroad, realizing OCW's purpose of "sharing knowledge and open education." Features such as dictionaries, voice guidance and captions have become available through integration with learning software to support students who have difficulty in learning. Some faculty members who teach in English use this system to upload short lectures prior to the actual class, allowing students to learn lecture content in advance to save limited class time for discussion and group work. This kind of "flipped teaching" serves to improve learning quality and also makes it easier for Japanese students to take courses taught in English.

## 2) Implementation of measures for promoting bilingual Japanese-English education

When ICU was adopted for the Go Global Japan Project, CTL took the following measures to boost the number of courses taught in English for students who have completed the English for Liberal Arts Program (ELA) and increase the rate of students who write their graduation theses in English, to further drive the "Cultivation of the Ability to Convey Information (Writing) through Courses Held in English" initiative.

As a means to mitigate the burden on Japanese faculty who have students writing a thesis in English and to provide writing support to students, since AY2016 CTL has been offering proofreading services to students writing their theses in English.

CTL has also been sending Japanese faculty to English Medium Instruction (EMI) seminars since AY2016 to support those who teach specialized courses in English. These seminars offer an opportunity to learn specific tips and skills for instructing in English. The syllabus entry system was modified for improvement at the end of AY2015 to ensure that all information was written in both Japanese and English as well as to provide detailed information on the language to be used in class (languages used in discussions, reading materials and assignments) as reference for

students when choosing which courses to take.

3) Measures for faculty development (tenure track system, mentor system, and TA system)

Tenure Track Guidelines and online portfolio were developed during 2014 to 2015 in relation to the tenure track system which was introduced in AY 2014. The guidelines are available on the CTL website for all faculty. The mentor system, also supported by CTL, was set up to provide support and advice to new teaching staff and faculty members who were subject to tenure screening. To verify the effect of the Teaching Assistant (TA) system, which underwent reform in AY 2013, and to further improve the system, two more senior TAs were hired to conduct a survey and analysis on TAs and Classroom Supporters (CSs; part-time student workers to support office work related to classes) by observing class management and doing a survey on TAs and CSs. Improvement ideas for the future taking the characteristics of ICU into consideration and a proposal for a new TA guidance workshop were put together based on the results of this survey, and shared several times at plenary faculty meetings and posted on the CTL website for all faculty and staff to see.