Summary of progress. Please give details of the achievements of the Project, including the outcomes

We have made steady progress towards Project completion in academic year (AY) 2023. The outcomes from the logic model are underlined below.

A) Building an admission system open to students around the world, and developing academic programs to accommodate this system

Launching Universal Admissions: In April 2018 the first set of students was admitted under the "International Students" category of the newly established admission method, Universal Admissions. Since then, a set number of students have matriculated in April and September each year. (A total of 31 students had matriculated by April 2019.) International students have diverse educational backgrounds, and their first language may be neither Japanese nor English. We seek students who aspire to put their own cultural backgrounds to good use in Japan and the world. One of the graduation requirements for International Students is to complete the English for Liberal Arts (ELA) Program. We also decided to recommend these students take the placement test for the Japanese Language Programs (JLPs) and complete JLP courses. We have enhanced our language education programs by developing a system in which we coordinate different language programs and accommodate different levels of proficiency by providing students with opportunities to receive language education in both Japanese and English, as needed.

Improving educational capabilities in both Japanese and English languages: The percentage of courses offered in English has significantly improved, from 14.6% in 2013 to 27% in 2019 for undergraduate courses, and from 25% to 60.4% for graduate courses over the same period. The university is making sound progress in distributing these courses more evenly across majors. It is hiring more faculty members who can teach courses offered in English, clearly communicating to them at the time of their appointment the course assignments and the primary instructional language to be used. We also ensure bilingualism by offering English versions of syllabi prepared in Japanese.

B) Promoting further internationalization

Creating an effective and prompt decision-making structure; Improving the international compatibility of departments and administrative offices: We appointed a Vice President for International Academic Exchange in September 2017, to strengthen and promote further internationalization as set forth in the Project.

Diversifying study abroad programs; Showing diverse academic paths (implementation of a 5-Year Program in partnership with an overseas graduate program): ICU and the Middlebury Institute of International Studies at Monterey have launched the Accelerated Entry Program, in which a student can earn both bachelor's and master's degrees in five-and-a-half years. Since AY 2017, two students have commenced their overseas study under this program. By AY 2019, ICU had expanded the partnership with the Institute to seven majors.

Diversifying study abroad programs (collaboration with the GLAA): We have successfully implemented the Global Course Connections, which are online courses offered through the Global Liberal Arts Alliance (GLAA), and promoted educational exchange among faculty and staff and students. (For example, we have sent 10 faculty members, one staff member, and six students to the GLAA's international conferences and other meetings.)

Diversifying study abroad programs (implementation of study abroad programs for science students): We have launched a student exchange program specifically for natural science majors, in partnership with The College of Wooster. Due in part to the creation of this program, our efforts to encourage science students to study abroad has started to show some effects, such as the number of exchange students per year.

Increasing the number of international students; Increasing the number of Japanese students studying abroad: As of May 1, the percentage of foreign students has increased from 7.2% at the launch of this Project to 10.4%. The percentage of Japanese students with experience of studying abroad (at the time of their graduation) has stayed at a high level—between 55% and 60%—since the launch of this Project. In particular, the number of exchange students sent abroad per year has significantly increased, from 82 students during 2013–14 to 137 students during 2018–19.

C) Efforts to improve educational capabilities

Providing integrated support through the ICU Center for Teaching and Learning; Providing ICT-assisted support: We established the ICU Center for Teaching and Learning (CTL) in 2015 and completed the integration of academic support functions in 2018. By centralizing the provision of academic support for students, the faculty development (FD) function, ICT-based academic support, and the operation of student surveys, the university can now offer coordinated and comprehensive support through the use of ICT. For details, please see

D) Improvement of the international compatibility of governance

Improving the international compatibility of departments and administrative offices: We have increased the number of opportunities to send ICU staff abroad (since AY 2015, a total of 16 individuals have been sent on language training and overseas training) and have increased the percentage of staff with a TOEIC score of 800 points or higher to over 60% in 2020.

Improving the faculty appointment system: We have introduced a new tenure-track system, started the development of the "Units Table," which takes into account the uniqueness of each field of specialization, and implemented a mentor system. One faculty member who was hired under the new system received tenure after a review in AY 2018. Since then, more appointments have been made under this system. The university has also further examined the process of promoting associate professors to professors in the tenure track.

Promoting the evaluation of educational programs: We have further developed institutional research (IR) activities and structured the institutional aspects, including the development of databases and the creation of a committee. In addition to analyzing the numerical goals set forth in the Project, we have carried out various analyses on academic programs.

Notable outcomes (good practices) [1 page]

[Advancing the Project Plan through the establishment of the ICU Center for Teaching and Learning]

The ICU Center for Teaching and Learning (CTL) was established during the second year of the Project, in April 2015, to promote the admission of diverse students and provide comprehensive support to them and to faculty. The CTL's predecessor, the Integrated Learning Center, which supported the use of IT in classes, was already providing teaching support through learning management systems (LMSs) and OpenCourseWare (OCW). The CTL was created by combining these functions with student surveys, the Teaching Effectiveness Survey, FD, and the academic support for students with disabilities, which had been provided under the College of Liberal Arts. Later, the CTL added the Academic Planning service in AY 2016, which provides registration advice, and the Writing Support Desk in AY 2018. The CTL office was relocated to the ICU Library for more convenient access. The midterm evaluation in AY 2017 already cited CTL's efforts as good practices. The present midterm evaluation will describe in detail how the promotion of the key efforts set forth in the Project, and CTL activities built on these efforts, have affected the continuity of education at ICU, especially in the context of moving all classes online during AY 2020 due to COVID-19.

Among the main initiatives of the Project, CTL has been in charge of the following.

1) Promotion of new academic support, using IT

      The promotion of videotaping and the introduction of new teaching support tools (publishing videos to OCW and ICU-TV, the use of Moodle, Kaltura, Zoom, Google Apps, etc.)

      Support for the creation, editing, and distribution of videos for flipped classrooms and for class preparation and review, using the tools mentioned above

      Assistance on course management using an LMS (e.g., the use of Moodle, which can serve as a second syllabus)

2) Implementation of measures to promote bilingual Japanese–English education

      Ensuring that syllabi are prepared in both Japanese and English

      Providing proofreading and writing support for papers written in English, to help improve writing skills

      Conducting various student surveys and the Teaching Effectiveness Survey bilingually

3) Efforts in faculty development

      Providing biannual orientations upon the arrival of new faculty and the New Faculty Development Program (offered in English) in the autumn; making the dedicated website available to the public:

    https://office.icu.ac.jp/ctl/fd_class_preparation/nfdp.html

      Organizing faculty and staff events (the monthly Brown-Bag lunch) to promote interaction

      Conducting FD workshops to showcase the use of IT tools in the classroom

Conducting a study on the status of the Teaching Assistant (TA) system, and a revision of this system based on the study's findings; conducting FD workshops to showcase the use of the TA system

4) Conducting and analyzing surveys on student learning

Reconfiguring student surveys and the learning portfolio essay to allow both chronological evaluation of learning and self-reflection by students; contributing to a higher submission rate of online surveys (between a little over 60% and nearly 90%); analysis, and the release of information

Conducting teaching effectiveness surveys; including more courses in the survey; moving the survey online, analysis

The use and promotion of ICT as indispensable to the development of global education and the establishment and enhancement of CTL has been made possible by the seed funding for the Project. Our enhanced support for faculty also improved the support for students with diverse linguistic, educational, and cultural backgrounds, including students who require accommodation and International Students. This enabled us to integrate and provide inherently inseparable support for students and faculty in an ideal way. It was against this backdrop that ICU succeeded in starting classes without a single change to the academic calendar when we decided to quickly move classes online in response to the recent outbreak of COVID-19. We provided orientation programs on the LMS to all faculty members, including part-time faculty, information on how to use Zoom effectively, individual consultation for faculty and students about online classes, writing support, online academic advising, etc. In addition, we conducted a survey with students and faculty at the end of Spring Term. The results, which have been made available to the general public, were used to make improvements for the following term.

https://sites.google.com/info.icu.ac.jp/onlineclass-j/home?authuser=0