Top Global University Project (Type B) International Christian University

1. Outline

【Name of project】
Creating Responsible Global Citizens through a Global Liberal Arts Education

【Future vision of the university planned in TGU project】
It is to embody our founding objective of “cultivating capable citizens who will serve God and humankind with global knowledge to contribute to eternal peace in the world” in a manner suited for the world of 21st century. In our initiative, the vision of the university in the next decade is “to educate trustworthy global citizens” who are prepared with the necessary language ability for a global dialogue, who have a story to tell, and who possess a trustworthy conscience. We propose a model to foster an integrative personality who can gain the trust of others.

【Summary of Project】
Building on our past accomplishments, we aim to realize the model mentioned above with a plan which has three pillars. The first pillar is “establishing an admission system open to students around the world” as an Educational Reform. The key to this endeavor would be to provide appropriate and sufficient support that responds to the students’ personal qualities, abilities and needs. We have extended student support through specialized offices based on the Christian spirit of valuing each and every individual. In pursuit of increasing the quality of student learning and taking an integrative approach to complex issues, we establish the Center for Teaching and Learning as a way to create an integrated support system for the Improvement of Education, our second pillar. Furthermore, as a third pillar of Internationalization, we work in collaboration with other liberal arts colleges around the world as a member of the Global Liberal Arts Alliance to develop and operate an undergraduate education program. At the same time, we will introduce a program, an ICU BA and overseas MA degree course, which can be acquired in approximately five years.

ICU's Mission
*the cultivation of superlative individuals, who have been educated as internationally minded citizens, as well as the making of contributions to lasting peace.

Creating Responsible Global Citizens through a Global Liberal Arts Education

Achievements in the last 60 years

Implementation system
Leadership of the President in Realizing the Plan

As of June, 2015
A. Education Reform: Establishing an admission system open to students around the world

In order to thoroughly realize ICU’s mission of “accepting individuals, regardless of their nationalities and cultural backgrounds, who resonate with the university mission”, we are developing an admission system open to students around the world to enter in either April or September irrespective of the language requirements decided by the time of entrance (English for April entrants, Japanese for September entrants). Language programs will be provided to accommodate students with different language levels. ICU will NOT offer majors separated by language. To fully implement ICU’s bilingualism, our goal is for all the entrants to be capable of engaging in high-level class discussions in both English and Japanese.

B. Internationalization: Establishing the Global Liberal Arts Model

1. Planning and implementing educational collaboration through the Global Liberal Arts Alliance (GLAA)

ICU is the only Japanese institution in the GLAA, a global alliance of 27 liberal arts colleges from 15 countries. We will promote the following with other liberal arts colleges worldwide:

a. Global Scholars Program: Students will study in two different countries in one year. There can be a variety of combinations, such as the U.S. and Saudi Arabia, or Hong Kong and Switzerland. Experiencing societies and cultures of three different countries, including Japan, will deepen students’ studies as well as foster their growth as global citizens with broad and international perspectives.

b. International Development Summer Institute: This is a summer program which will be hosted in turn by the alliance members. ICU will send students to the institute and take its turn as host as well.

c. Globalization Studies Program: This program offers not only the interdisciplinary education themed on politics, economics, or technology, but also provides education with a focus on the impact of globalization. Educational policies will be decided cooperatively by the member institutions, which is characteristic to this program.

2. Advanced Entry Program with Middlebury Institute of International Studies at Monterey (MIIS)

ICU will start a 5 year BA-MA program with the graduate school of Middlebury College, a top U.S. liberal arts college in 2014. ICU’s undergraduate courses are regarded as equivalent to part of the prerequisites for application.

C. Education Improvement: Integrated support system for student learning and faculty teaching

Center for Teaching and Learning (CTL) will be established to realize an integrated support system for student learning and faculty teaching. CTL brings together formerly independent educational functions into one center in order to effectively support diverse students. CTL supports each one individually with their learning outside of class, helps achieve their learning goals through academic planning, and also provides writing support for both undergraduate and graduate students tailored to the language ability of each individual.

D. Governance Reform: 1. Institutional Research (IR) 2. Tenure System 3. Staff Development

1. ICU already collects, analyzes and shares educational data, and implements analysis of various surveys. In order to use these data as meaningful information for institutional planning and decision-makings, the IR office would be established within the SGU Office for the purpose of promoting and conducting university-wide evaluation and assessment.

2. Faculty’s academic portfolio would be used for tenure examination under the new tenure system which started from April 2014. ICU would provide training opportunities for mentors who supports new faculty members development as researchers and educators. All our faculty members are appointed from the international community. We intend to verify the system with their experience and disclose the tenure track system and its employment methods to the world.

3. Staff members have already been given training opportunities abroad, however, through sending staff newly to our overseas partner schools and GLAA institutions, we aim to develop staff who can communicate well and negotiate with students and faculty of different nationalities and cultural backgrounds both in and outside of ICU.

Featured initiatives

We are determined to become a “creative minority” which affects society creatively, and nurture students who have their own values and yet bear a sense of self-criticism. To achieve this, we propose to implement the following:

1. Thorough bilingual education in English and Japanese

No “English only” or “Japanese only” program. ICU promotes true globalism.

2. Emphasis on natural science education

Without the language of science, people cannot solve modern problems. We will strengthen our natural science education by implementing curricular reform of our General Education program etc., and also start study abroad exchange in the field of science.

3. Deeper liberal arts education to enhance whole person development

Students learn the importance of building trust and good faith with others through life in a “comprehensive” environment, including co-curricular activities. ICU will enhance its liberal arts education from the environmental perspective, including building of new dormitories in which students will live and cooperate with each other regardless of their nationalities.

4. Further substantiation of international and interreligious exchange

Joining the GLAA allows ICU to facilitate dialogue of “international” and “interreligious” exchange, newly with Islam, Africa and Eastern European countries by enhancing international cooperation through the GLAA.
2. FY2014 Progress

- **Common indicators and targets**

  **Internationalization**

  **Diversity Internationalization of faculty and staff**

  Already over 90% of our full-time faculty members either hold their degrees from institutions abroad or have experience studying abroad. As part of the initiative to further enhance the educational practice of our global faculty members, a representative will be sent this year to the American University of Paris in France. Also this year, two staff members will participate in the staff development program at Linneaus University in Sweden.

  **Mobility**

  A) As a result of our faculty representative attending the GLAA conference, the representative has been centrally involved in developing a rubric for Globalization Studies Program. A class with the alliance member was jointly held on-line as well.

  B) One student candidate who will join the Global Scholars Program in 2015 has been decided.

  C) Prior to the start of the Advance Entry Program (5 yr. BA-MA) with MIIS, signing of agreement will be conducted in summer 2015.

  **Support for study abroad**

  All database has been created for students to look up the transfer credits, answered questionnaires, and majors of the students who went to study abroad. The database enabled institutional analysis of the student trend.

  **Language ability**

  Progress was made in preparation of an English language course for graduate students who needs assistance with their English. This course will be offered in the fall of 2015. Also, the Japanese Language Program (JLP) which is the foundation of our liberal arts education, begins to offer classes (which were originally for September students) for April students, to accommodate their diversified Japanese language backgrounds. In addition, in order to clarify the goals of students’ English/Japanese language ability using CEFR (Common European Framework of Reference for Languages), the JLP and ELA program (English for Liberal Arts Program, the critical component of ICU’s first-year education) instructors actively conducted surveys and workshops on CEFR.

  **Global standard in the education system**

  The course numbering and GPA grading systems have been the standard of our institution for over 60 years since its inception, preceding other universities in the country. In addition to the CEFR, we created the Curriculum Tree which clearly indicates the structure of the curriculum for a visual understanding. Also, with the initiative of the newly established Center for Teaching and Learning (CTL), syllabi of the courses in Japanese have been undergoing a change to be written in both Japanese and English.

  **Accessibility of the university to the world**

  A committee was established to re-consider the existing scholarships to search for a possibility of starting new scholarships that match the needs of diverse global applicants. The insights gained by visits to U.S. on-campus housing were incorporated into the on-going development of the Campus Master Plan, which includes concepts and designs for the new dorms.

  **University reform**

  **Personnel system**

  The President of the College of Wooster (Ohio, USA) visited ICU to give a lecture to ICU professors and staff members about Wooster’s tenure system. The concepts, methods, and organization of faculty training and evaluation across majors that are unique to liberal arts institutions were discussed in order to reflect them in ICU’s new tenure track system.

  **Governance**

  The Top Global University (a.k.a. SGU) Office was launched to enable implementation of the SGU project under the President’s leadership. An SGU Committee meeting, including faculty, was held (these will continue once every term) and monthly SGU staff meetings started. The SGU Office has Institutional Research (IR) office function to monitor progress of the project. Also, for the IR office to become a hub of the collaboration between offices in regard to examining the utilization of the university data, a new IR database was developed in addition to updating of the existing system.
Education reform

Qualitative change in education / Securing independent study

Support for students with disabilities is an integral part of fostering a diverse student population at ICU. In order to maximize the use of the ICT in facilitating such diverse and active student learning, IT facilities on campus were renovated. The Center for Teaching and Learning will provide programs and facilities to assist faculty members as well, as they accommodate diverse students in the “front line”.

Admissions Reform

A comprehensive liberal arts admission test consisting of listening to a short lecture and answering interdisciplinary questions was introduced in 2015, thereby evaluating the applicants’ potential competency in problem-solving. ICU strengthened its relationship with the Council for International Schools to gather information about the admissions system in other countries. The representatives also visited high schools abroad to learn about the current situations of the foreign secondary education institutions to reflect on the development of our admission using IB and new SAT.

Flexible and Diverse Academic Path

In addition to the aforementioned Advanced Entry Program with MIIS, a new service learning program was introduced and the number of short-term exchange programs increased as one of the achievements of the forerunning “Go Global Japan” initiative (government-funded globalization project).

University’s own indicators and targets

Abolishing disparity for April and September students for language background upon entrance

In order to provide the opportunity to strengthen the necessary academic Japanese skills for the ELA (English for Liberal Arts program) Stream* 1 and 2 April students whose English score is above IETLS 6.5, a JLP (Japanese Language Program) Placement Test will be conducted during 2015. These students would be able to take the Japanese language courses which originally were designed for September students only. *Class levels divided into Streams 1 to 4.

Enhancing learning quality & time outside of class hours

The Faculty Development Director gave a presentation at the Faculty Retreat on the survey results of students’ study time outside of class hours. As a campus-wide faculty development exercise, the current situation and some of the challenges were shared across faculty, and a common understanding regarding quality learning was formulated.

Providing opportunities for exchange between students completing secondary education in the Japanese system (April students) and foreign students (September students) and enhancing their satisfaction

In 2014, a welcome “Meet and Greet” and “Dean’s Reception” organized by the April and September upper class students were held for new September students. This event not only promoted interaction between the two groups of students, but also served as an orientation for other student-run events and short-trip to facilitate April and September students’ communication.

Featured initiatives based on the characteristics of the university

1. Thorough bilingual education in English and Japanese

   To promote ICU bilingualism, a working group was formed to generate a plan for increasing 1) the number of courses in English, 2) the number of these credits taken by students, and 3) the percentage of students who write their senior thesis in English.

2. Emphasis on natural science education

   The preparations were done to add natural science related topics to the writing component of the ELA program. A special tutor training program began to enable tutors to support academic writing in science, thus deepening collaboration between classroom and its support.

3. Deeper liberal arts education to enhance whole person development

   As a consequence of the visit to the liberal arts campuses abroad, ICU was able to consolidate its idea of an integrated on-campus living environment that includes the building of new dormitories which allow daily interactions with diverse others and are indispensable for whole person development.

4. Further substantiation of international and interreligious exchange

   An ICU representative visited Al Akhawayn University, a global institution that has partnerships with 50 countries and is also a member of the GLAA, to discuss the possibility of providing ICU students a site in Morocco for study abroad.
3. FY2015 Progress

- Common indicators and targets

**Internationalization**

**Diversity Internationalization of faculty and staff**

More than 90% of our full-time faculty members hold degrees from universities abroad, and have conducted research or taught overseas. To further enhance and support the educational practices of our global faculty, we sent a faculty member to the American University of Paris, a GLAA member, for spring term 2015. We also provided our staff with training to acquire competence in intercultural communication and global standard expertise. Two staff members attended International Staff Training Week at Linnaeus University in Sweden, which also provided them an opportunity to observe the office operations at the university. Seven staff members attended a British Council’s English training session.

**Mobility**

A representative from ICU attended the GLAA Plenary Session, to discuss issues and plans for 2016. We sent two students to study in the Global Scholars Program for a year, between 2015 and 2016, at GLAA member universities in the U.S. and Switzerland. In summer 2015, we signed an agreement with the Middlebury Institute of International Studies at Monterey (MIIS) to start the Advanced Entry Program (5-year BA and MA program) in FY2017. ICU finalized arrangements for this program and started accepting applications from students aspiring to participate in the program.

**Support for study abroad**

We compiled a database of students who studied abroad, which can be browsed on campus. Those aspiring to study abroad can check what earlier study-abroad program students majored in; how credits were transferred when they returned to ICU; and, their response to questionnaires. A total of 340 students used this database in 2015, among which 240 used the information to apply for study abroad.

**Language ability**

We offered Writing Thesis in English for Researchers, a new course for graduate students. Twenty four students took this course. In addition to the expected participation of JDS students from Asian graduate schools, those in the ABE program and Japanese candidates for the 5-year program also took the course, open to all students needing assistance in academic English.

**Global standard in the education system**

ICU has been using the course numbering system for more than 60 years. A strict GPA system has also been employed since foundation. To sustain these systems, language of instruction used in class was redefined and clarified to help course choice for both Japanese and international students. Also, to offer a bilingual syllabus for courses offered in Japanese, the newly established Center for Teaching and Learning directed a revision of the syllabus format. The result of the syllabus made available in English will be analyzed in the end of FY2016.

**Accessibility of the university to the world**

We established a new scholarship for returnees and international students entering in September, publicizing the measure in our entrance procedure manual etc. Construction for two new student dormitories to open in 2017 started in December. These dormitories will accommodate students from diverse backgrounds, providing an international environment outside the classroom along with other residential facilities on campus.

In our effort to provide a more flexible arrangement for international students, we started accrediting summer courses in Japanese. This measure allows students to fulfill part of the language requirement in Japanese language during the summer.

**University Reform in Governance**

**Personnel system**

Faculty appointed under the new tenure system started working at ICU as of 2015. We will cooperate with the Center for Teaching and Learning, faculty mentors and departments assigned to the new faculty member, to enhance competence and skills befitting ICU faculty. We also started offering several academic positions under the new tenure system for appointments in and after 2016.

**Governance**

Under the leadership of the President, the Top Global Project Office continues to advance the project. The President and the Office staff meet once a week, while staff members in charge hold a monthly liaison conference for better information sharing and decision making. In institutional research, faculty data will be integrated in FY2016, which will lead by the Office of Institutional Research.
Education reform

**Qualitative change in education / Securing independent study**

Under the leadership of the Center for Teaching and Learning, established to provide integrated support in teaching and learning, we introduced the Senior TA System as of April 1, 2016. This measure aims to enhance the university’s TA system, and develop graduate students’ teaching and research skills by creating and verifying the system to evaluate the work TAs do. The Center also started reviewing the Teaching Effectiveness Survey, Exit Survey and Student Learning Engagement Survey, which will help improve our education.

**Admissions Reform**

In April 2015, we introduced General Admissions Category A, a comprehensive liberal arts examination for which students listen to a lecture and answer interdisciplinary questions, and Category B, for which students present external English test scores in lieu of an English exam. For Category A, there were 594 successful applicants, and for Category B, 17. Also, our admission representatives made visits to Asian high schools to explain and promote our new Universal Admissions.

**Flexible and Diverse Academic Path**

In addition to the aforementioned MIIS and Advanced Entry Program, we made active PR efforts to expand recognition for the 5-year program for a BA and MA from ICU, so students could consider this program when applying to ICU.

### University’s own indicators and targets

1. **Abolishing disparity for April and September students for language background upon entrance**

   We provided ELA Program Streams 1 and 2* students, whose English IELTS scores exceed 6.5, an opportunity to strengthen their Japanese language proficiency by taking the necessary courses in the Japanese Language Program. We gave the JLP placement test to 19 students in this category. A total of 14 students took courses in JLP which used to be limited to September students from foreign education systems.

   *In the ELA program, students are placed in Streams 1 to 4.

   In preparation for introducing Universal Admissions, we compiled a plan for the establishment of the Global Language Center to link support in learning with language programs.

2. **Enhancing learning quality & time outside of class hours**

   To enhance study outside of class, we introduced an item in the syllabus on expected study hours outside class.

3. **Providing opportunities for exchange between students completing secondary education in the Japanese system (April students) and foreign students (September students) and enhancing their satisfaction**

   The orientation program for September entrants was expanded to include a retreat. The one-day program included an academic program in the morning, with a stimulating panel discussion led by faculty. In the afternoon, student groups organized a mini field trip and a Japanese cultural experience for the newcomers. The event also provided time for exchange between September and April students.

### Featured initiatives based on the characteristics of the university

1. **Thorough bilingual education in English and Japanese**

   We established a committee to consider goals and measures to promote ICU’s bilingualism. This theme was also discussed at the Faculty Retreat to propose concrete strategies: increasing courses offered in English and encouraging more students to write their senior thesis in English.

2. **Emphasis on natural science education**

   We started offering a writing course in the ELA program that uses natural science topics in the text. As part of the academic writing support for science majors, the faculty instructing this course held a workshop for writing senior thesis in English, which was very popular with the 32 participants.

3. **Deeper liberal arts education to enhance whole person development**

   We issued a press release to introduce the new student dormitories constructed as part of the effort to enhance the living environment on campus. The new facility will enable students to come in contact with those from diverse backgrounds on a daily basis which will enhance wholesome development.

4. **Further substantiation of international and interreligious exchange**

   At ICU, foreign language instruction has featured mostly Western languages, Chinese and Korean. In FY2015, we started offering Arabic and Indonesian. Twenty seven (quota: 30) students took the introductory course in Arabic and 45, in Indonesian. Instruction in a second foreign language is now offered in nine languages, expanding the opportunity for students to choose from a diverse range of languages.
Common indicators and targets

Internationalization

Diversity Internationalization of faculty and staff

At ICU, more than 90% of our full-time faculty members hold degrees from universities abroad or have experience conducting research or teaching overseas. To further enhance and support the educational practices of our faculty, we sent a faculty member to the English Medium Instruction (EMI) Oxford Course for University Teachers. To strengthen cooperation with GLAA membership schools, we sent our faculty to workshops and conferences such as the GLAA Globally Connected Course. Efforts in staff development (SD) include staff visits between ICU and Linnaeus University in Sweden to help them better understand how both institutions deal with public relations, methods of measuring educational effect, personnel management, and globalization.

Mobility

We invited students to apply for the Accelerated Entry Program (5-year bachelor’s and master’s course) in Teaching English to Speakers of Other Languages (TESOL) or Teaching Foreign Languages (TFL) at Middlebury Institute of International Studies at Monterey (MIIS). As of students sent in AY2017, this Accelerated Entry Program will also offer Interpretation/Translation and International Policy/Development.

Support for study abroad

We invited 13 staff members to ICU from our Study English Abroad (SEA) Program host institutions, to participate in a workshop and an open symposium. During the workshop, participants observed the English for Liberal Arts (ELA) classes, talked with faculty in charge, and confirmed the coordination between the ELA and SEA program. At the symposium, we introduced the characteristics of programs offered at each host institution, with details about our study abroad program and students’ reports about their experiences. It was an opportunity to showcase the outcome of our study abroad program tailored to diverse student needs and language backgrounds.

Language ability

Students completing the ELA program sat for IELTS test on campus during the year. We listed a CEFR scores table on the ICU Portal site to make TOEFL ITP scores taken before ELA and IELTS scores taken after completing the program comparable. This made it easier for students to evaluate how the ELA courses had helped them strengthen their English language skills.

Global standard in the education system

ICU has been using a three-digit numbering system to indicate course level since its foundation more than 60 years ago. We also integrated the format for the curriculum tree, which indicates the order in which courses should be taken in each field. The Center for Teaching and Learning helped part-time faculty members with an English translation of the syllabus for their courses to ensure that students had a bilingual syllabus. These measures provide students with easy-to-understand information about the curriculum structure and language of instruction.

Accessibility of the university to the world

Students started moving into the two new educational dormitories (total capacity: 320) in March. These two new dormitories accommodate both Japanese and international students, as do our 8 other dormitories, expanding our capacity to accept students from the international community.

University Reform in Governance

Personnel system

The first faculty member to be appointed under the new tenure system started teaching at ICU in AY2015; another faculty member was appointed in AY2016. Along with these faculty, faculty appointed outside of the tenure track also have mentors assigned to support them becoming full-fledged ICU academic staff. We are revising the orientation program for new faculty to be implemented as of autumn 2017, with new content and a new website.

Governance

Under the leadership of the President, the Top Global Project Office continues to advance the project. The President and Office staff meet once a week, while staffers in charge hold a monthly liaison meeting for better information sharing and decision making. In institutional research, the IR Office led efforts in introducing an integrated system for faculty data, which provides the foundation for data storage and analysis.
The University's own indicators and targets

1. Abolishing disparity for April and September students based on their language background
   We continued to offer ELA Stream 1 and 2 students, most of whose English IELTS scores exceeded 6.5, courses to strengthen their Japanese skills to the level necessary for their course of study. Three students took Japanese Language courses which were only offered to September students graduating from schools operating under a foreign educational system—Special Japanese Kanji 3: 1 student; Special Japanese 3: 1 student; and, Academic Writing in Japanese: 1 student.

* ELA students are placed in one of four Streams.

2. Encouraging students to study longer and more effectively outside of class
   To encourage students to prepare for courses and revise, and also enhance the outcome of lectures in the classroom, we held workshops to introduce ways to use Moodle/Google Classroom and provided individual students with support.

3. Providing diverse opportunities for exchange between April and September students and enhancing satisfaction
   The September Student Retreat was held as an orientation session for September entrants. The one-day program started with an academic program in the morning with a stimulating panel discussion led by faculty and other programs. In the afternoon, student groups organized a mini field trip and a Japanese culture program for the newcomers. The event provided an opportunity for exchange between April and September students. The new dormitories will also help activate exchange between Japanese and international students, as non-residents also have access to the seminar and living rooms in the dorms.

Featured initiatives based on the characteristics of the university

1. Thorough bilingual education in English and Japanese
   As a means to enhance students’ senior thesis writing ability in English, we employed proofreaders who provide support at the Center for Teaching and Learning. Reservations were full for most days, with 51 students making use of 163 slots in the proofreading service. Our TGU project succeeded the Go Global Project (GGJ)'s writing enhancing efforts as a specific goal particular to ICU. We intend to keep pursuing this goal with continued support in proofreading.

2. Emphasis on natural science education
   From students entering in 2017, we increased the graduation requirement of natural science credits in General Education by adding one course. In the English for Liberal Arts (ELA) program, we will be using science materials developed for the 2015 Writing Senior Thesis in English Workshop for the Senior Thesis Writing course to be offered in AY 2017, after deliberation between natural sciences and ELA faculty.

3. Liberal Arts Education to Enhance Whole Person Development
   The opening of the new dormitories has enabled almost 30% of our students to live on campus. Dorm life provides for dialogue that cultivates respect for human rights and diversity, also provides space for sharing responsibilities.

4. Further substantiation of internationalization and interreligious exchange
   In 2016, we started sending students to the three-week program at Petra Christian University in Indonesia, with which we signed an exchange agreement in 2014. Students who took the Indonesian language course we started in 2015 participated in this program, which offers lectures that cultivate cultural understanding and a unique experience with Asian and other international classmates. Many student gained a first-hand experience of life in Indonesia through field trips.
5. FY2017 Progress

Common indicators and targets

Internationalization

Diversity   Internationalization of faculty and staff
To encourage faculty whose first language is not English to offer courses in English, we sent a faculty member to the English Medium Instruction Oxford Course for University Teachers. The participant held a meeting on campus to report on the contents of the session. As we sent faculty to attend this program for two successive years, we now have a good grasp of the benefits of the program. The opportunity also helped us strengthen ties with Oxford University, which hosted the session. We have decided to host this program at ICU in 2018. We also sent two natural science faculty members to the GLAA Science Pedagogy Workshop for training in active learning etc. with faculty specializing in the same field from Europe, U.S., Middle East and Africa. The participating ICU faculty members shared the active learning techniques they acquired with other faculty through the FD Newsletter. As a measure to cope with the increasingly sophisticated nature of daily work operations, we sent two staff members to language training sessions and to help out with TOEIC tests, eight to learn know-how in internationalization of higher education administration (of which 5 attended sessions abroad), and three attended three types of sessions on IR twice. The proportion of our staff who score above 800 in TOEIC has reached 54.1%.

Mobility/Support for study abroad
1) We sent a physics major student to the College of Wooster in the U.S.
2) We chose the first student for the undergraduate and master’s 5-year program with the Middlebury Institute of International Studies at Monterey (MIIS) in the U.S., initiating in January 2018. 3) With support from the international consortium Global Liberal Arts Alliance (GLAA) we were able to send a student to the Athens Democracy Forum organized by the New York Times. 4) Outbound students from ICU reached 141 in 2017, the highest in the last ten years.

Language Ability
Students completing the English for Liberal Arts (ELA) program sat for three IELTS tests on campus. The rate of students taking this test has been steadily increasing, to about 60% (59.5%) in Academic Year (AY) 2017.

University Reform in Governance

Personnel System
Faculty appointed under the new tenure track system acquired tenure after an examination. We started the New Faculty Development Program with the Center for Teaching and Learning (CTL) in charge. This has enabled us to provide the time for new faculty to deepen understanding for not just the usual orientation content, but also to share educational philosophy, actual teaching methods, information about the tenure track system and how it works by means of discussions across faculty members with varied teaching experience in length and field. This has helped enhance FD activity at the CTL.

Governance
Prior to the interim evaluation of the project, we conducted a voluntary external evaluation of this project to acquire objective and concrete results, which we shared with the President, administrative faculty and staff. In September, we appointed a Vice President in charge of International Academic Exchange, adding a foreign national to our decision-making body, to strengthen management.

Academic Reform

Improving the quality of education•encouraging independent study
We improved the system for video conferencing and recording classes, to further enhance flip teaching and ICU-TV. We also held workshops etc. to share advantages with actual cases of the flipped classroom. We also participated in an experiment to share content compiled at other universities, and made videos of student presentations and senior thesis poster sessions available online.

Reform in admissions
Two new categories in Universal Admissions, the April Admissions “by Documentary Screening” and “for International Students by Documentary Screening/Interview” have started. With these two categories, all our new categories in Universal Admissions have been implemented. We sent faculty and staff to Oceania, Asia, North America, Asia, Europe, and around Japan, to visit local and Japanese language schools, participate in study abroad fairs to explain eligibility for application and provide information about the advantages of studying at ICU.
Flexible and diverse academic path
In the spring term of AY2017, we chose the first student for the 5-year undergraduate and master's program with MIIS in the field of translation and localization management. The student started work in the program as of January this year at MIIS. The student starting this program in AY2018 was chosen in January 2018, with the program firmly established. The five-year program with the ICU Graduate School will clarify its academic path for certain careers by initiating consideration of programs for future diplomats, international civil servants, responsible global management and financial professionals, as well as an IB Teacher Certificate Program.

The University’s own indicators and targets
1. Abolishing disparity in April and September students resulting from language background.
   Following proposals from the Committee for Courses in English and Related Policies established in 2015 deliberating on measures to enhance the number of courses offered in English, 1) We started offering courses based on a new definition of the language of instruction as of April AY2017, reflected in the syllabus. 2) We changed the graduation requirement for courses offered in English or Japanese excluding required ELA or JLP courses. This was applied from students entering in AY2017. Courses offered in English amounted to 30.3%.

2. Increasing time and enhancing quality of study outside the classroom.
   Open Courseware (OCW) which provides content and notes of lectures online increased to 164 as of December 2017. ICU-TV, which is only available on campus and can be used for prior study and revision, will amount to 273 courses by the end of AY2017. Students have benefited from use of ICU-TV when studying on their own.

3. Providing diverse opportunities for exchange between students educated in Japan and abroad and enhancing student satisfaction
   Related offices have started considering an opportunity for students educated abroad and in Japan to get to know each other at the CTL, with a trial session planned in AY2018.

Featured initiatives based on the characteristics of the university (only type B)
1. Thorough bilingualism in English and Japanese
   We continued to employ English proofreaders to support students writing their senior thesis in English, in fulfilling services to achieve our distinct goal in enhancing senior thesis writing ability in English. A total of 40 students used the proofreading service 191 times. The ratio of senior thesis written in English was 35%, the same as in AY2016.

2. Emphasis on natural science education
   We raised the number of natural science compulsory courses from 3 to 6, starting from students entering in AY2017. Our cooperation agreement with Tsukuba University has expanded the field of instruction by allowing our senior students to seek senior thesis instruction from Tsukuba University faculty and all students to take courses there.

3. Liberal arts education to enhance whole person development
   The two new dormitories have been open to students other than residents, used as venues for workshops and lectures on themes such as leadership, diversity, disaster prevention, mental and physical health, a realization of active student community activities as of autumn. The seminar rooms on the first floor of the new dormitories have been used for service learning report meetings and events for exchange between those with study abroad experience and other foreign students studying at ICU.

Column for comments
As a measure to publicize educational information thoroughly, we revised the English used on our website when we renewed the formal university website. We also predict the increase of Korean and Chinese applicants based on the universal admission system in this project, so we also added Chinese and Korean versions on our website. The Job Consultation Group website is now bilingual. This has enabled us to provide accurate information about the university from application to seeking a path after graduation in multiple languages including English.
Internationalization

Diversity Internationalization of faculty and staff
We held the Oxford EMI (English Medium Instruction) Course for University Lecturers, to help faculty improve their teaching skills in English. Held in August 2018 and March 2019, ICU was the first to offer this Oxford University program in Japan. A total of 30 faculty members from 14 universities including ICU attended the two sessions. As courses offered in English have been increasing at universities in countries where the official language is not English, there has been an increasing demand for such instruction. The sessions provided an opportunity for faculty from diverse institutions to brush up their teaching skills.

The CLA Dean, four faculty and staff members visited Middlebury College, one of our partnership schools in the U.S. The ICU delegation received a briefing about the prestigious liberal arts college’s curriculum, student support, and organization of faculty and visited classrooms and campus facilities. They met faculty members to discuss the First Year Seminar, the liberal arts curriculum and support for learning and student life on the residential campus.

Mobility/Support for study abroad
1) We accepted one student (double major in mathematics and history) from the College of Wooster in the U.S. and sent two students there (biology major). 2) We sent one student to the Accelerated Entry Program in the MA Translation and Interpretation Program at the Middlebury Institute of International Studies at Monterey (MIIS) in the U.S., as we did last year. 3) We sent one student to the “Leadership and Liberal Arts: A Foundation For Social Good” held at Flame University in India with support from the Global Liberal Arts Alliance (GLAA). We also sent a student to the New York Times Athens Democracy Forum, as we did last year. 4) We signed partnership agreements with Hong Kong Baptist University and Bratislava International School of Liberal Arts (BISLA), a GLAA member in Slovakia. We now have 74 partnership schools in 24 countries and regions. 5) In our international service learning program, we sent four students to Kenya through the GLM Institute, a non-profit organization.

Language Ability
IELTS test was held three times in AY2018 as it was before for the students who completed the English for Liberal Arts Program. In the survey for students participating in study abroad programs, the motivation to score higher on the IELTS has been enhanced, with average scores improving.

University Reform in Governance

Personnel System
We established the Implementation Committee on Promotion Qualification, which presented a report to the President requesting for more transparency and fairness in faculty promotions. We have started consideration for a faculty portfolio to be made use of to this effect.

Governance
The Top Global University Project Office holds weekly meetings with the President, Vice President for Academic Affairs, and Vice President for International Academic Exchange. The Office holds monthly meetings with related section’s staffs to share the report of progress in the project. For efficient and effective progress, staffs need to share and confirm the status of the project, with swift decision making in consultation with the President and VPs. The project has been an all-university effort promoted with the Top Global University Project Office at the helm. We also held a joint staff development seminar on IR “Basics in Data-Based Planning” with the Sophia University IR Office. We visited Kwansei Gakuin University, to learn from its advanced portfolio system in relation to IR.

Academic Reform

Improving the quality of education•encouraging independent study
We improved the video conferencing and class recording systems for flip-learning and ICU-TV. The Center for Teaching and Learning moved to the library, adjacent to other student-learning services such as academic planning, writing support and proofreading, as well as tutorials for students with difficulties in learning, for comprehensive and cooperative assistance.

Reform in admissions
Applicants have increased as a result of our activities to promote recognition for Universal Admissions. We sent faculty and staff to various cities in Asia, North America, Europe and Japan, to visit local high schools, Japanese language schools and study abroad fairs, to explain eligibility for application and promote PR for ICU.
At the luncheon the President hosted for international students entering through Universal Admissions, we asked them about their anxieties in starting life at ICU and anything else causing discomfort. We also interviewed them about their backgrounds and acquired information that would be useful in our recruiting activities.
Flexible and diverse academic path
In the 5-year B.A. and M.A. program at ICU, we prepared for the Diplomatic and International Public Service Program, Responsible Global Corporate Executives and Financial Professionals Training Program and the IB Teacher Certificate Program starting from AY2019, to introduce students to potential career paths after graduation.

The University’s own indicators and targets
1. Abolishing disparity in April and September students resulting from language background.
We have provided students in the advanced Streams 1 and 2 in the English for Liberal Arts Program the opportunity to take Japanese Language Program courses since AY2017. International students entering in April or September through Universal Admissions document screening can take JLP courses regardless of their ELA stream. The percentage of courses offered in English has increased to 31.3%.

2. Increasing time and enhancing quality of study outside the classroom.
We now offer 222 Open Courseware (lectures/ notes) videos as of the end of AY2018 and 329 videos as of the end of 2018 on ICU-TV available only on the ICU campus. Students can use them to prepare for and review courses. The videos are used for flip-learning, which has led to increased study outside the classroom and for active and effective use of the time in class.

3. Providing diverse opportunities for exchange between students educated in Japan and abroad and enhancing student satisfaction
As of AY2019, we will hold the freshman retreat in early October for April and September entrants. We also held cooking lessons and a rice cake pounding (Mochitsuki) party in the common space in the student dorm, for exchange between April and September students.

Featured initiatives based on the characteristics of the university (only type B)
1. Thorough bilingualism in English and Japanese
We continued hiring English proofreaders to improve senior theses writing skills in English. We also started providing proofreading services to students writing reports in English on a trial basis, in addition to the service for the senior thesis.

2. Emphasis on natural science education
We raised the natural science requirement from 3 credits to 6 for entrants in 2018 and 2019. We also expanded fields of study in science through partnership agreements with other universities. Based on our agreement with Tsukuba University, our students can enroll for courses there as well as seek instruction for their senior thesis. In 2018, 4 seniors sought senior thesis instruction at the university, of which 3 compiled theses on medical topics. Based on our exchange agreement for natural science majors with the College of Wooster in the U.S., we sent two juniors majoring in biology there in AY2018.

3. Liberal arts education to enhance whole person development
We held an international service-learning conference inviting those in charge of the program at our partner institutions in Japan and abroad. Approximately 100 participants including students from Top Global University Project’s universities and related institutions attended. Those in charge of the program from Service-Learning Asia Network (SLAN) partnership universities in 5 countries, related organizations, and domestic NPOs gave lectures, with students presenting their service learning experiences and faculty presenting on “How Service Learning Cultivates Global Citizens.” It was an opportunity for faculty from all over Japan, organizations and students to learn about the significance of service learning in education, providing a new perspective for the globalization of universities and students.

Column for comments
The establishment of the Research Center for Global Language Education has provided the means for language education research such as the development of teaching methods and materials. The Center will also be in charge of improving the “Summer Courses in Japanese”, which has been offered at ICU for more than 40 years to returnees and students whose mother tongue is not Japanese. The enhanced language program enables us to accommodate more international students.

The University’s own indicators and targets
1. Abolishing disparity in April and September students resulting from language background.
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7. FY2019 Progress

Common indicators and targets

Internationalization

Diversity  Internationalizing Faculty and Staff
Scheduled for the second time at ICU after it was held in AY2018, the Oxford English Medium Instruction (EMI), a training program for university lecturers to improve teaching skills in English, was held online due to the Covid-19 pandemic. Six faculty members from ICU attended, with 19 participants from other institutions of higher education. We used the Learning Management System (LMS) Moodle and the video conferencing system Zoom to experience remote teaching firsthand and share effective teaching skills in English, just when the world was embracing online education as the new norm.

As an internationalization measure for our staff, we sent a staff member each to Linnaeus University in Sweden, Maastricht University in the Netherlands, the Association for Institutional Research (AIR) Forum 2019 in the U.S., and a study tour in Korea. These staff members shared their experiences at report meetings. After a staff exchange agreement with Yonsei University in Korea was signed, three Yonsei University staff in charge of international exchange visited ICU for 2 days to exchange information.

Mobility / Support for Study Abroad
An academic exchange agreement with University College Dublin (UCD) was signed, and an open symposium at ICU with UCD faculty entitled “The Role of Higher Education in a ‘Globalizing’ World: The Experiences of Ireland and Japan” was held.

With the addition of the University of Warsaw (Poland) and Western Washington University (U.S.), our partnership schools presently total 75 universities in 25 countries. In AY2019, the number of outbound students from ICU for exchange and study-abroad programs was 147, the highest in the last decade.

Language Instruction
Students took 3 IELTS tests on campus during the year. For every test, we offered an IELTS Introductory Seminar and training sessions. IELTS scores and those converted into CEFR scores are monitored by the English for Liberal Arts (ELA) Program. This has helped students monitor their English proficiency.

University reform in governance

Personnel System
We expanded the function of the faculty portfolio on “icuMAP” to integrate faculty information. As of April 2019, the page for each faculty member shows the results of the Teaching Effectiveness Survey, number of senior thesis advisees, courses of instruction with the number of credits and number of students registered for the courses. In September, positions held at ICU including administrative duties and committee membership were added to the list. This has enabled faculty to reflect on their teaching and research, as well as provide reference for promotion. The faculty portfolio has also reduced the paperwork in the appointment process for administrative positions.

Governance
Prior to the mid-term evaluation, we asked external specialists from the AY2017 External Evaluation Committee to evaluate the ongoing project. They conducted on-site examinations and reported on progress as of the end of 2019, sharing the in-house review and issues that could be improved with the President and other administrators.

We held the second joint IR and SD workshop with Sophia University: Learning Outcome Assessment at Sophia and ICU, to introduce actual cases and exchange information. We strengthened our efforts in promoting the TGU Project by sharing information with other universities, such as by holding a seminar with staff in charge of human resources at “Global Five” universities (G5), and hearings with Ritsumeikan Asia Pacific University on learning support and international exchange.

Education reform

Change in the Quality of Education - Ensuring Students Take Their Own Initiative in Learning
To expedite the tallying process and announcement of results, we now conduct the Teaching Effectiveness Survey online. The ICU community has access to the results in the icuMAP portfolio for each faculty. Students can use this as reference when they plan their course of study.

In addition to the Student Engagement Survey students take at the end of their sophomore year and the Exit Survey when they graduate, we now give first-year students a survey when they enter ICU and at the end of their first year. These surveys enable us to grasp student progress in learning and satisfaction over time and provide a means to evaluate our Diploma Policy.

Reform in Admissions
As part of our public relations activities to recruit more students from the international community, we sent faculty and staff to countries in Asia, North America, Europe and domestic locations, to participate in study-abroad fairs and visit local and international schools. The result has been an increase in the number of applicants for both the April entry international student category and the April entry documentary screening in Universal Admissions.
As the Covid-19 pandemic prevents us from providing information about ICU in person through meetings at high schools abroad for the time being, webinars and individual consultation meetings have been held online using the video conferencing system.

**Flexible and Diverse Academic Path**

International Environmental Policy and Nonproliferation and Terrorism Studies have been added to the 5-year MIIS program (implemented as of autumn AY2020), expanding students’ opportunity to further their studies. Three new programs have started in ICU graduate school as of April 2019: Diplomatic and International Public Service Program, Responsible Global Corporate Executives and Financial Professionals Training Program and the IB Teacher Certification Program.

### University’s own indicators and targets

1. **Abolishing requirement disparity for students entering in April and September with differing language educational backgrounds**
   
   International students entering in April or September through Universal Admissions document screening are now required to take the Japanese Language Program (JLP) Placement Test. These students are screened for their college-level proficiency in the Japanese language to enter ICU, but since their first language is not Japanese, some need further instruction in the language to achieve the learning outcomes that satisfy our Diploma Policy. This test offers students an understanding of their proficiency to take appropriate JLP courses and helps them plan taking courses offered in Japanese.

2. **Enhanced length and quality of study outside of classes**

   As of the end of AY2019, we increased the number of Open Courseware (OCW) lecture videos and transcripts are increased to 286, with 372 videos on ICU- (internal-only) TV. Online components have been a feature of our courses for some time in flip teaching. Our video platform had been connected to our learning management system, so we were able to suggest its use to faculty when we shifted to online teaching to cope with the coronavirus pandemic. This has enhanced efficient use of time for learning in and out of the classroom, helping students prepare for class and review content of lectures, as well as to prepare and share videos used for presentations.

3. **Offering diverse opportunities for exchange between international students and those educated in Japan to enhance satisfaction**

   The First-Year Student Retreat was held in the fall for both April and September entrants for the first time, to enhance student interaction. The survey given to students after the event had mostly positive responses for the opportunity for exchange at this retreat. April students seems to be comfortable participating in discussions with September students in English, as the retreat was held after the spring term of ELA program courses and the Study English Abroad (SEA) program.

### Featured initiatives based on the characteristics of the university (only type B)

1. **Thorough bilingual education in English and Japanese**

   We continued to hire English proofreaders to improve senior theses writing skills in English, one of our unique targets. We also expanded the proofreading services to students writing reports in courses offered in English, in addition to that for the senior thesis. A cumulative total of 716 students used these services provided by the Writing Support Desk (WSD) to improve their writing skills.

2. **Emphasis on natural science education**

   Hiring lecturers for writing instruction in the ELA for prospective science students as of AY2016 has helped us substantiate our language education program. In AY2019, 14 students registered for the Writing Senior Thesis in English for Science Students course. We also had 6 students in the Senior Thesis Writing for Social Science Students course, which we started offering in AY2019 for social science majors.

3. **Liberal Arts Education for Whole Person Development**

   Presidents, Vice Presidents and other university administrators from 21 universities in 13 countries attended the Leadership Meeting of the Global Liberal Arts Alliance (GLAA) held at ICU. During the panel discussion, three ICU professors gave presentations on Liberal Arts in the East Asia Context followed by group discussions. Member institutions engaged in mutual exchange through the GLAA or by direct contact, which provided the opportunity for future collaboration. A faculty member from ICU gave a lecture on the status quo of student mental health at a GLAA Liaison Meeting. At the Service Learning Conference held at Hong Kong Lingnan University, we introduced our Service Learning Program. This led to a collaborative opportunity for students from Lingnan and ICU to engage in mutual exchange during Service Learning classes held simultaneously at the two institutions online.

### Free description

In the "Global ICU" Website, we introduced our TGU Project and interviews of alumni active in the international community (2 videos and 6 articles). They convey the international character and high standard of the education offered at ICU. In addition, it features SDG publications and introduces ICU’s efforts with SDGs. We have been able to provide a diverse range of information on our Website.
8. FY2020 Progress

Common indicators and targets

Internationalization

Diversity  Internationalization of Faculty and Staff
The Oxford EMI Training Course scheduled at ICU was held online due to the pandemic. One faculty member
from each faculty participated from the fields of Japanese language education and English language education.
The two learned about innovative ways to teach in English and brought back the acquired skills to our language
program courses.

In our effort to promote internationalization among our staff, an ICU staff member took part in International Staff
Training Week held online by Linnaeus University in Sweden. Five staff members participated in the English
training program organized by JAFSA to enhance language ability, and 8 participated in the Educational Reform
Staff Management Conference. Six staff members including three in charge of international exchange and a
university counselor took part in the training seminar on LGBTQAI+ and mental health organized by the
University of California. UC partnership schools in Asia and UC staff shared experience on how to take care of
students and exchanged opinions.

Mobility  Supporting Study Abroad
For students who postponed or cancelled their exchange program study abroad plans due to the pandemic
between 2019 and 2020, we offered online courses that Hong Kong Baptist University and the University of
North Carolina at Chapel Hill in the U.S. offered to their partnership school students. It offered an opportunity
to take accredited courses online at universities abroad during the pandemic.

We worked on a historical exploration project on Japanese American Internment (research for related museums
and translation of reference material etc.) with Middlebury College in the U.S., during the 30-day online practical
training for a Community Service Learning course. After this training period, a volunteer group was established
at ICU to continue work on the project.

Language Abilities

About 70% of students (416) who completed the English for Liberal Arts (ELA) program in March 2021 applied to take the IELTS test on campus. We also made arrangements so that students from remote areas who could not come to the university could take the exam remotely in the next year, thus assuring the opportunity to take the IELTS.

University reform

Personnel System

We integrated and publicized separate information on personnel, education and research into a single faculty
database "icuMAP." By publicizing the results of the Teaching Effectiveness Survey (TES), number of thesis
students the faculty advises (college graduate school), information about courses the faculty is teaching, and
administrative positions held, faculty members can set annual objectives in education and research and review
their achievements. Integration of information in a single database has decreased the burden on staff when
gathering data on administrative position candidates.

Governance

As we found discrepancies in the terms and style used in the English translations of the University Regulations, we have started to unify terms used to provide accurate information to our non-Japanese faculty. We also participated in the digitalization project of academic certificates (e.g. transcripts). As of AY2021, the English certificate for the Summer Courses in Japanese, "SCJ Certificate", will be digitalized.

Education reform

Qualitative Change in Education Securing Independent Study

The Center for Teaching and Learning (CTL) functions as a hub for assisting teaching and learning at ICU. When
we suddenly decided to shift instruction online in response to the pandemic in AY2020, the Center promptly
provided support using ICT, including an orientation program for all faculty members including those working
part-time. It provided support for effective use of Zoom, individual consultation for faculty and students
concerning online classes, and online support for students in writing and choosing courses. These measures
enabled the University to continue without making any changes in the academic schedule.

Admissions Reform

It will continue to be difficult for the time being to provide information to prospective applicants abroad in person
by visiting high schools and at meetings, but we have been able to organize various means for providing
information about ICU such as online model courses, and online individual consultation meetings, which have
enabled us to contact many high school students. We also started a project in AY2020 to attract foreign students
to study in Japan in collaboration with other universities through the Japan University Consortium, which holds a
webinar regularly to provide information to high school students and teachers.
Flexible and Diverse Academic Path
We held a joint online meeting with the Middlebury Institute of International Studies (MIIS) about the Accelerated Entry Program organized by ICU and MIIS, which was publicized on the campus video service icuTV. ICU students participated in the meeting for graduate programs at MIIS, after which an ICU student was chosen for the Nonproliferation and Terrorism Studies program to start in summer 2021. This program started recruiting students in AY2020.

University’s own indicators and targets

1. Abolishing disparity for April and September students for language background upon entrance

Among our Universal Admissions categories, students applying for screening based on the Examination for Japanese University Admission for International Students (EJU) for both April and September entry (called April entry exam for international students/ September entry document screening for international students until AY2020) increased from 24 in AY2019 to 41 in AY2020. These are admissions categories initiated by this Top Global University Project. Since the mother tongue of students entering through this category is not necessarily Japanese or English, we will continue to provide them with the opportunity to take courses not only in the English for Liberal Arts (ELA) program, but also the Japanese Language Program (JLP).

2. Enhancing learning quality & time outside of class hours

The campus video service icuTV is offered for students to prepare for and review content of courses, as well as watch lectures, meetings, workshops and seminars. It has been an important source of information when choosing courses or majors.

The Open Courseware (OCW), which offers content of our courses to the general public, can also be used for regular classes, as well as for preparation and revision. By linking it with learning software, it can be used as a dictionary with sound and subtitles, which has provided assistance to students with learning challenges.

3. Providing opportunities for exchange between students completing secondary education in the Japanese system and foreign students and enhancing their satisfaction

We initiated the Online Language Exchange Program, to provide an opportunity for students with diverse nationalities and cultural backgrounds to mix off and on campus to promote international exchange even during the pandemic.

• Language Buddies: Students studying English at ICU and those taking Japanese language courses at ICU/ those studying Japanese at our partner institutions are paired for a conversation in English and Japanese.

• Language Exchange Tables: Students studying English at ICU and those studying Japanese at the University of British Columbia are paired or set up in groups for a conversation in English and Japanese.

Featured initiatives based on the characteristics of the university (for Type B only)

1. Thorough bilingual education in English and Japanese

We hired tutors for the Writing Support Desk (WSD) to provide assistance online for students to improve their writing ability. They can ask for help on anything about their assignments and thesis, with support at all levels in the writing process, not just the final draft. The number of users of the WSD was a total of 737 in AY2020, contributing to the improvement of writing ability in our students. This year, proofreading for reports in the CLA and senior theses written in English has been provided online. Proofreading services for senior theses written in English in AY2020 reached 161 sessions.

2. Emphasis on natural science education

As of AY 2016, we have continued to hire specially appointed lecturers (tokunin koshi) for the English for Liberal Arts (ELA) Program, which has enabled us to substantiate language education, including instruction in writing in the natural sciences. In AY2020, 18 science and environmental studies majors registered for the Senior Thesis Science Writing course.

3. Liberal arts education to enhance whole person development

We could not participate in the GLAA conference or visit membership schools in person, but our President participated in the online GLAA Leadership Conversations in October.

We started joint online courses in service learning with Hong Kong Lingnan University (LU), a GLAA member and a partnership school of ICU. In the advanced course, discussions about the LU project and a review of methods and effects in service learning were considered with practical approaches to problem solving.

Free description

We introduced our Top Global University Project on our Website “Global ICU.” We were able to continue to report progress in our project and the fruit of our international education with 5 interviews of alumni working in business, education, at NGOs and the culinary field.
9. FY2021 Progress

Common indicators and targets

Internationalization

Diversity Internationalization of Faculty and Staff
The Oxford EMI training course for instruction in innovative methods for teaching in English, was held online due to the pandemic as was the case last year. Six faculty members specializing in diverse areas took the course and made use of the acquired skills in class.

Staff participated in JAFSA courses in English training for new appointees, a total of 8 completing one or two-day sessions held in May, August, October, and November. Four staff members took the online TOEIC test in November, followed by 2 in December, 1 in February, and 2 in March. We are continuing our efforts to maintain the achieved rate of 58.7% staff members possessing scores of 800 or above in the TOEIC test.

Mobility／Supporting Study Abroad
We visited new destinations for our Service Learning courses: Dacca, Bangladesh, and the districts of Gazipur, Jamalpur and Netrokona. We observed the actual situation of these destinations and confirmed ways to offer our students a learning experience in service learning (or as volunteers looking to contribute to society) by sending them there.

Language Abilities
In March 2022, the IELTS test was held on campus while implementing measures to prevent the spread of Covid-19. Of students eligible for the test, 79% (436 students) applied to take the test. Among those who were not able to take the test in March 2021 as they lived far from ICU, 26 were able to take the test within AY2021, due to the measure allowing them to take the test at other venues within a certain period the following year.

Governance reform
System Update
As of AY2022, we decided to add a third gender category for students to choose from in addition to female and male. In order to incorporate this change into our management systems, educational affairs, ELA, and human resources systems were updated. This new option enabled us to establish a global standard environment for human rights, in accordance with our philosophy based on the Universal Declaration of Human Rights. Also, digitalization of academic transcripts and renewal of the online application site for certificates with credit cards used for payment, enhanced our international standing on a par with global standards.

Governance
The English translations of existing University Regulations were unified, eliminating inconsistent use of terminology, difference in writing style, and some parts that remain untranslated.

Education reform
Qualitative Change in Education/Securing Independent Learning
The Center for Teaching and Learning (CTL) provided wide-ranging support during the pandemic using ICT. Actual examples were academic planning support that provides advice in choice of courses and majors in the undergraduate course, and Writing Support Desk (WSD) that assists in writing skills and provides proofreading for senior theses and undergraduate course writing assignments.

These services were offered mainly online. WSD sessions were held in the hitherto seldomly-used first period, with effective instruction by means of sharing screens, providing support by making the most of the online environment. The FD program jointly organized by CTL and SGU Office was offered to the public, entitled “Best Practice in Education at ICU: Success in Internationalization” held in June, October and November. It was an opportunity to share our FD program with many other universities and their faculty as more than 130 attended.

Admissions Reform
We held the Open Campus in English and Online Meetings for potential applicants. We also provided information in printed media and through the Web, and sent information to high schools offering Japanese language classes, schools offering supplementary Japanese language courses, prep schools, Nikkei associations, Nikkei school student councils and Nikkei media, as part of our outreach effort.

The President hosted a luncheon for international students accepted via Universal Admissions, to have conversations with them about any questions or inconveniences they might have encountered. Interviewing their backgrounds enabled us to acquire important information for our future recruiting activities.

Flexible and Diverse Academic Path
An online meeting was set up for the Accelerated Entry Program (5-year program for a BA and MA) of the Middlebury Institute of International Studies at Monterey (MIIS) in November to explain the content of the curriculum and outline of the program. Students studying at MIIS talked about their experiences. We also introduced an online meeting held by MIIS, with links to lectures and videos on the Web, so students could read about the advantages of studying at MIIS any time online. In AY2021, we sent one student for the first time to the Nonproliferation and Terrorism Studies Program in January 2022.
University’s own indicators and targets

1. Abolishing disparity in April and September students resulting from language background
As of the screening held in AY2020 (entering in AY2021), online application has been available for applicants in all admissions categories. For those who took the entrance exam before arriving in Japan, the project opened the door to those accepted by means of the Examination for Japanese University Admission for International Students (EJU) scores entering in April and September through Universal Admissions (called April-entry International Student Admissions Test and September-entry International Student Document Screening until AY2020) from AY2018. These efforts have resulted in an increase in the ratio of international students entering through Universal Admissions English document screening from 20% in 2017 to more than 30% in 2019, steadily maintaining the trend at 32% in 2021. In 2021, students hail from 13 countries including Japan, maintaining the diversity in the student body. Applicants increased from 505 in 2019 to 551 in 2021.

2. Increasing time and enhancing quality of study outside the classroom
Since our faculty have become used to online teaching, use of the learning management system (LMS, Moodle) and video platform (Kaltura) has been enhanced. Effective use of time outside classes has been made possible by adopting instructional strategies like the flipped classroom and uploading videos of classes.

3. Offering diverse opportunities for exchange between international students and those educated in Japan to enhance student satisfaction
We continued to implement the Online Language Exchange Program (see ①② below) to provide students with different nationalities and cultures space to mingle on and off campus, offering an opportunity for international exchange even during the pandemic.

① Language Buddies: Dialogue in English and Japanese between ICU students studying English language and those taking Japanese language courses at ICU as well as those learning Japanese at our partnership schools. Students are placed in pairs for conversation in English or Japanese.

② Language Tables: Online lunchtime foreign language (English, Japanese and Chinese) session every Monday. This year, staff who are normally not involved in international educational exchange also participated in the planning of these sessions, contributing to staff development in working across office divisions. The Japan-China Friendship Center organized an online exchange meeting in October. We chose 8 students for the occasion. 20 Japanese students from 3 universities and 20 Chinese university students joined in discussing the theme “My Ideal Work Style.” It served as an opportunity to enhance mutual understanding for values concerning work modes. ICU students were lauded for leading the discussion among the Japanese students.

Featured initiatives based on the characteristics of the university (for Type B only)

1. Thorough bilingual education in English and Japanese
We hired tutors for the Writing Support Desk (WSD) to support students improve their writing skills. A cumulative total of 873 students made use of WSD services in AY2021, where consultation is available about anything concerning assignments and theses. This was an increase of approximately 18% from the previous year, steadily providing assistance to improve student writing skills. We also hired 4 senior theses English proofreaders (working from home via email) who provide proofreading services for senior theses written in English. Due to the effects of the pandemic, the service was provided online, with a cumulative total of 107 requesting services.

2. Emphasis on natural science education
Hiring lecturers since AY2016 has enabled us to substantiate our language education program by providing instruction in writing in the ELA in the field of natural science. In AY2021, 16 science major students registered for the Senior Thesis Writing for Natural Science Students course.

3. Liberal arts education to enhance whole person development
An ICU student was chosen to participate online in the Global Liberal Arts Alliance (GLAA) 2021 Athens Democracy Forum, the only Japanese among the 24 selected from different countries. The Forum is designed to provide youth a global perspective by cooperating with colleagues assembling from diverse regions around the world, supporting them to take immediate action for problems that affect them through dialogue with business, community, government and NGO leaders. World-renowned panelists used the video our student presented for the assignment during their discussion, which was symbolic of the global standard education we provide.

Free description
In our “Global ICU” Website, we introduced our SGU Project and interview of alumni active in the international community (5 articles and 1 video). By introducing progress in the Project and our alumni active in the world in business, at NGOs, and education, we were able to show the impact of our international education. For our potential international applicants, we made 4 PR videos. A virtual campus tour was posted for current and new students, and alumni who could not visit the campus due to the pandemic.