

Top Global University Project (Type B) International Christian University

1. Outline

【 Name of project 】

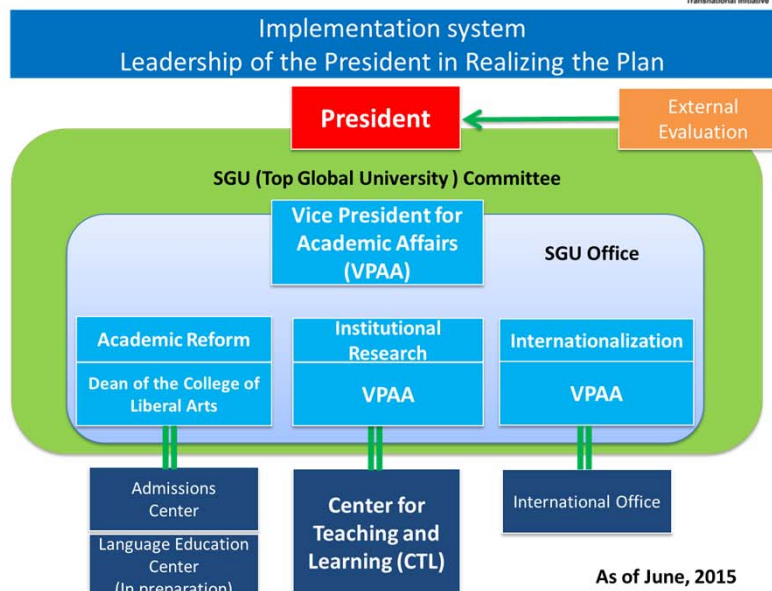
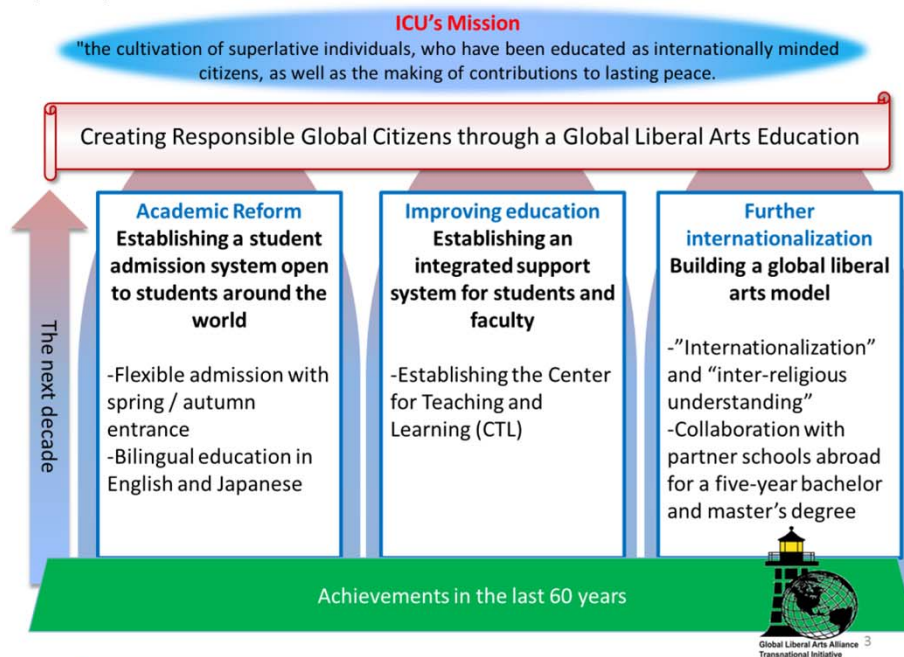
Creating Responsible Global Citizens through a Global Liberal Arts Education

【 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.



【Summary of the 10-year plan】

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.



(During a “Meet and Greet” session)

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.



(During a chemistry experiment)

■ 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 Monterrey (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 be 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.



〈September Retreat for New Students〉

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.



〈Image - New Student Dormitories〉