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Creating a Truly Global University

ICU Selected for Top Global University Project

In autumn 2014, International Christian University (ICU) was chosen for the Top Global University Project (Super Global Universities) by the Ministry of Education, Culture, Sports, Science and Technology of Japan. As part of this project, in April 2015, it opened the Center for Teaching and Learning and established the SGU Office. Kenya Kubo, Director of FD and Director of the Center for Teaching and Learning, interviewed President Junko Hibiya about the changes ICU will see in the future and expectations for faculty and staff.



From left: President Hibiya and
FD Director Kubo



SGU office opened in the Administration Building.
There is a space accessible for those who wish to hold a
meeting related to SGU.

● SGU protocol extolling the ideal of the bilingual university

Kubo: In autumn of last year, ICU was chosen for the Top Global University Project (Super Global Universities; “SGU” hereinafter). Would you start by giving us your frank thoughts on that selection?

Hibiya: Actually the SGU guidelines included some indicators that are incompatible with ICU’s principles. However, we prepared a protocol that covered what we would like to do in the future without compromising too much, and I am happy to say that it was approved and we were chosen for the program. An example of one incompatible indicator was the call for increasing percentages of students from abroad and non-Japanese faculty members. It seemed to me that rather than thinking of increasing the numbers of students from abroad as something that makes a university better, we should recognize that in fact if the university is a good one then naturally students

will come there from around the world. One of the guidelines on which we had achieved a high level was that of the percentage of “foreign faculty”, which already is more than 90% at ICU¹. At the same time, I was strongly concerned about the fact that the percentage of courses that students can graduate using foreign languages alone is zero and will remain zero even after 10 years. However, we were not asked once, either in the interview process or in the comments that were delivered later, to reconsider this point. The protocol clearly advocates for the fact that ICU is a bilingual university, and I am satisfied that this spirit is understood fully and was not considered negative.

● The SGU Project will accelerate and support what ICU aims to do

Hibiya: Receiving subsidies will have quite an impact, and in fact it will make it possible to do some things that we have wanted to do before



Center for Teaching and Learning opened on April 3, 2015. 13 faculty members are appointed as CTL Management Committee. They also serve as members of the FD Committee.

Faculty and students are welcome to come in to the Center for Teaching and Learning and receive support from its staff.



¹ The term “foreign faculty” as used in the SGU prospectus includes Japanese faculty members who have earned degrees from overseas universities and Japanese faculty members who have teaching/research experience for more than a year in total. For this reason, ICU’s percentage of “foreign faculty” would be 92.5% as of the 2013 academic year.

now but have been unable to realize. Already we have opened the Center for Teaching and Learning (CTL), and the method of selecting students for admission will change gradually from now on. We also will be able to employ faculty in language programs. The three pillars identified in the SGU protocol are things that we would like to do whether or not we were chosen for the SGU project. I think that perhaps the advantage of being chosen as a SGU university is in the way it will accelerate and support progress in the direction in which ICU wants to advance.

Kubo: So rather than things that began suddenly over the half-year since ICU was chosen for the SGU project, the things covered in the protocols are things that ICU had considered important from the start and had been approaching gradually. What has been the reaction from outside the university?

Hibiya: We have been the subject of a number of media reports in connection with the SGU project. I believe that such reports are an excellent opportunity for helping ICU to become even better known. While the public tends to have the impression that we mostly do things that would be difficult for other universities to do, it is a fact that we have been using for a long time things that have become common practice today, such as our course numbering system and grade point averages (GPA). It seems to me that the fact that what we do is not in fact so surprising actually helps to communicate just how good ICU is. Journalists also ask about ICU's unique approach to globalization, and it seems to me that what makes it most unique is the fact that there are no courses from which students can graduate in English alone.

● Faculty are encouraged to take advantage of the CTL and GLAA in particular

Kubo: Next, would you please describe the kind of cooperation or participation you would like to see among faculty with regard to the SGU plan?

Hibiya: First, I would like all faculty to take advantage of the CTL as much as possible. I have heard that the previous Integrated Learning Center served mainly to respond to problems with IT devices, but rather than sticking to that level I definitely would like the CTL to be put to use as

much as possible, since it handles in an integrated manner tasks such as teaching effective ways of using Moodle, learning how to adapt in courses to incoming students from increasingly diverse backgrounds in the future, and finding out what kinds of support is available outside the classroom. Another important point concerns use of the Global Liberal Arts Alliance (GLAA), of which ICU is a member. There are various things that can be done through the GLAA. Examples include the opportunities to take sabbaticals at GLAA member institutions and to communicate or jointly conduct courses with faculty of GLAA member institutions using the Internet. I hear that the GLAA also plans to create a virtual CTL on its website. Plans call for that CTL to provide access to a wide range of good practices, and I definitely would like faculty to put those to use. Students will be interested in the fact that the Global Scholars Program will begin this autumn. A tentative decision has been made on sending one ICU student to study abroad for one year, spending one semester each at a university in the United States and one in Switzerland (both GLAA member institutions). In the future students will be able to choose places to study abroad by combining multiple universities based on their own fields of specialization and study plans. It will be important from now on to take various opportunities to let faculty, staff, and students know of the availability of such chances to research and study.

● Achieving certain objectives in interim evaluation over the short term and realizing the university's philosophy over the long term

Kubo: The SGU project is a long-term effort spanning 10 years. Please describe its short-term and long-term goals.

Hibiya: The short-term goal is to perform strongly in the interim evaluation. The protocol describes clear targets on subjects such as sending faculty overseas and accepting faculty from abroad, percentages of courses offered in English, and numbers of students from abroad. Over the short term, it is very important to make steady progress toward achieving the goals identified by the time of the first interim evaluation. Over the long

term, the goal is to realize the philosophy of the university as described at the start of the protocol. Doing so requires broad-ranging admission of people who sympathize with the University's philosophy. Conditions have changed greatly from the time the University was founded roughly 60 years ago. It no longer is the case that only students who can speak English are accepted in September and those who can speak Japanese in April. Since there is a need for systems and support to accept diverse students, I would like us to establish those over the coming decade. On the subject of global liberal arts, while I believe that the ICU concept of liberal arts is wonderful, with its own history and traditions, the liberal arts themselves evolve. I would like us ultimately to identify a new model together with other GLAA member institutions, while we learn from each other.

● Continuing over the coming decade the decisions of the organization

Kubo: How do you intend to lead the organization in that way over the coming decade as a president?

Hibiya: It is a fact that not a few universities have undergone changes in their presidents between the time they applied for the SGU program and the time after their selection for the program, or else have seen circumstances arise in which it is a certainty that such a change will take place in the coming few years. If systemic changes are inevitable, then I think the most important issue is that of making sure that the organization will carry on with what it has decided on.

● Faculty and staff should read the prospectuses (*Cho-sho*) of ICU and other universities

Kubo: Is there anything in particular that you would like faculty and staff to do now?

Hibiya: I definitely would like all members of faculty and staff to read the prospectus from start to finish. While I understand that this will be tough because it is quite a voluminous document, I would like to ask everybody to read it, even if it takes a while to complete it. An English translation has been prepared for this purpose as well. I would like everybody to see the goals identified in the prospectus, particularly the ideal form that ICU aims to achieve. Then I would like them to read the prospectuses of other universities too, although I realize that this might be difficult in light of how busy we all are. I think that by reading the prospectuses of other universities, we can better understand ICU's own distinguishing features. The prospectuses of all universities chosen for the program are available to the public on the website of the Japan Society for the Promotion of Science. I believe it is important to understand these efforts in one's own way, from a relative point of view.

Kubo: Thank you very much for your time today.

(Interview conducted in the President's Office, April 1, 2015)

〈Related links〉

■ Japan Society for the Promotion of Science:
AY2014 Top Global University Project
<http://www.jsps.go.jp/j-sgu/kekka.html>

■ Global ICU
<http://www.icu.ac.jp/globalicu/en/>

* For English translation of the SGU prospectuses of ICU, contact icu-global@icu.ac.jp

ICU's Three Initiatives

ICU's international approach to education made it one of 24 institutions selected as a Type B Top Global University by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). We are implementing the following three initiatives to ensure that the next ten years sees us develop a liberal arts curriculum that helps nurture trustworthy global citizens.

1 Establishing a student admission system open to students around the world

ICU has always welcomed students who studied in the Japanese education system enter in April and those who studied abroad and are proficient in English enter in September. This approach was revolutionary when ICU opened but the world has become more globalized and things have changed. Students of different nationality and varying language level all learn in the same place, with Japanese, returnees, English speakers, and native speakers of other languages, too. That is why ICU is creating a system by which students are allowed to enter in either spring or autumn, depending on their linguistic environment and educational history.

Increasing their entrance opportunities should lead to great changes in future programs. Up until this point, spring entrants have taken intensive English and autumn entrants intensive Japanese programs, but the new system will need English and Japanese programs that start in both spring and autumn, and a variety of new courses will need to be developed to meet the various levels of learning among the students. As a result, students will get an even richer education by being able to take courses in their own major in both English and Japanese.

There is no program where a student can graduate with courses taken only in English or Japanese. Students all learn together in the hope that each one will become able to engage in high-level academic discussion in both languages. They can freely use either language in class, allowing students from different backgrounds to interact, and opening their eyes to different ideas. That is the heart of Global Liberal Arts at ICU.

2 Establishing an integrated support system for students and faculty

ICU's Center for Teaching and Learning (CTL) will serve as an integrated support system for both students and faculty. The Center will consolidate educational functions previously handled by different offices, to create a centralized framework to provide help to both students and faculty.

It is not enough to simply expand the curriculum if we want to accommodate the multilingual ICU community. We need to create a university-wide apparatus that can provide individual support for students outside of class hours. The Center for Teaching and Learning will provide academic planning to help students meet their learning objectives, and offer appropriately leveled academic writing instruction to both undergraduate and graduate students.

The center will also offer support to faculty, by providing faculty development assistance and help with classroom management using ICT. Newly-hired faculty can get a comprehensive look at ICU's educational system, whereas senior faculty can explore new class methodologies. These will all help improve education offered university-wide, and will unify it under the banner of the Center for Teaching and Learning.

3 Building a Model for Global Liberal Arts

ICU is cooperating with universities around the world to build model for "Global Liberal Arts" that will serve as a world standard, and are working together with the Global Liberal Arts Alliance (GLAA) and Middlebury College, a US liberal arts institution.

■ Cooperation with the GLAA

In March 2014, ICU was the second Asian and first Japanese university to join the GLAA. To promote that collaboration, ICU is currently involved in the following three initiatives.

The first is the Global Scholars Program, a GLAA program due to start this year. In this program, students in third and fourth year study abroad at two GLAA member universities. Students can create a diverse program of their own by choosing, for example, the US and Saudi Arabia, or Switzerland and Hong Kong. By experiencing the societies and cultures of three countries, students gain a broader perspective and come closer to becoming truly global citizens.

The second initiative is the International Development Summer Institute. The Institute is scheduled to open its doors this summer. It will then move from country to country, accepting ICU students for study, and eventually, even ICU will act as host.

The third initiative is the GLAA member-run Globalization Studies Program. This major puts the focus on the impact of globalization, going beyond normal international relations programs that provide multidisciplinary education in economics, government, technology, etc. GLAA Institutions are working together on educational policies, so that it will be possible for students at one institution to take prerequisite courses at another GLAA member institutions in the future.

■ Cooperation with Middlebury College

Middlebury Institute of International Studies (MIIS) at Monterey, a graduate school of Middlebury College, offers a five-year program to acquire both bachelors and master's degrees. ICU lecture courses are recognized as meeting part of the prerequisites for that program.

A Call To Apps

Robert Paterson

Tokunin-Koshi (Instructor by Contractual Appointment)
The English for Liberal Arts Program

Over the last year I've given faculty development educational technology workshops for teachers at the British School in Tokyo, Mahidol University International College in Bangkok, JALT's¹ Technology-n-Teaching pre-conference, and attended and presented at the Learning 2.0 conference at NIST International School in Bangkok, the 21st Century Learning conference at the Hong Kong Convention and Exhibition Centre (and attended the Teaching and Learning Expo which was held concurrently at the same venue), the Google GAFE² Summit at the Canadian Academy in Kobe, and I was one of the organisers of the EdCamp Tokyo Unconference at Jingumae International Exchange School in Harajuku, Tokyo. So I have a fairly good idea of what is going on in the educational technology world and how it is being implemented in the international school sector in Asia, and to some extent in some prominent universities in the Asia Pacific region.

The best international schools in Asia have almost all introduced 1-1 programs of some sort for their students. These usually take the form of 1-1 iPad programs for all elementary students, and 1-1 laptop programs (MacBookPro's in most cases although some are on a BYOD³ plan) for junior and senior high school students. Indeed Yokohama International School went further than most and became one of the first schools in the world to set up a 2-1 program where all students have both devices in recognition of the different roles tablets and laptops play in modern education. In addition most of these schools also have very robust wifi systems in place which effectively makes all classrooms computer labs as all students have some form of computer device, and the wifi networks are strong enough to support all students being online



simultaneously. In addition many of these schools have interactive whiteboards and all this makes for a very connected and modern learning environment in class for the students with digital distribution of course materials being commonplace. This is in sharp contrast to what we are currently doing at ICU. We have no requirements for incoming students to have any devices at all, still have blackboards and chalk in the classrooms, and in the ELA at least, we still use an old style paper based reader instead of delivering readings digitally to better leverage modern learning apps.

Some of these schools' wifi coverage even extends to their sports fields to enable students to make use of video capture and sharing apps on their iPads in sports class, and to drama studios for similar reasons. Continuing with collaborative, ubiquitous, and asynchronous learning sees Google Apps For Education in fairly widespread use throughout the international school network, and its implementation is not usually subject to any of the apps and sharing limitations that ICU's new GAFE implementation has. In these forward thinking schools students' work is freely viewable online by all as they take what I call a "creating for we" rather than the old "writing for me" approach to students' work. Here students make full use of multimedia content in their project work

1 JALT: The Japan Association for Language Teaching

2 GAFE: Google Apps for Education

3 BYOD: Bring your own device



and share it openly on the Internet with the world via student created websites that host their work. The potentially global Internet audience is the “we” mentioned above and this acts as a motivational tool for students to improve their work. This is in sharp contrast with the old style approach, which mainly utilises text only and is usually written for their teacher and printed on paper, the so-called “me” approach mentioned above. This multi modal writing for ‘we’ is an approach that I have been doing at ICU for the past six years, however although this is very common in the best international schools, few others are emulating this approach at ICU or other Japanese universities from what I’ve observed. Indeed the way our GAFE accounts have been set up at ICU makes much of this modern approach impossible.

From all these events I’ve attended, and from conversations with educators at and after the events, the key educational themes that are most prominent

are collaborative, communicative, creative, and visible styles of learning. Furthermore these are being combined with 21st century ideas of learning like ‘the expanded classroom’, and its pedagogical corollaries ‘blog journalling’, ‘flipped learning’, ‘just in time teaching’, ‘project based learning’. They also utilise implementation strategies like the SAMR⁴ approach and the various iterations of TPACK⁵ along with introducing students to the concepts of PLE’s⁶ and PLN’s⁷ for their own self directed learning. The students who attend these types of ‘super’ international schools in the Asia Pacific region mentioned above, are also ‘global’ students in terms of their outlook and their school education experiences where they are surrounded by students of many nationalities and modern technology. And now that ICU is a Super Global University we need to take action if we are to seriously try and attract those high performing and modern minded students as they are unlikely to come in large numbers if our facilities and approach are outdated compared to their school experiences. So we should start to implement some of the approaches outlined here in our approach to delivering education to our students in the 21st century. The mindset and experiences of the next generation of globally minded students has changed, so we need to change our educational delivery system if we are to attract the best of them.

4 SAMR: Substitution Augmentation Modification Redefinition

5 TPACK: Technological Pedagogical Content Knowledge

6 PLE: Personal Learning Network

7 PLN: Personal Learning Environment

FD Seminar Report

Learning from Disabled Student Services (DSS) programs in the United States: Providing reasonable accommodation at Japanese institutions of higher education

Lecturer: Mayumi Shirasawa, Associate Professor, Research and Support Center on Higher Education for the Hearing and Visually Impaired, Tsukuba University of Technology

Date & Time: Tuesday, February 24, 2015 14:00-15:00

Location: International Conference Room, Dialogue House 2F

With the Act on the Elimination of Disability Discrimination becoming effective in AY2016, prohibition of unwarranted discriminatory treatment will become a legal obligation. Furthermore, provision of reasonable accommodation will become a legal obligation at national and public universities and an obligation to make an effort at private universities. Universities must prepare concrete response methods during AY2015. However, what constitutes “reasonable accommodation” is to be determined on a case-by-case basis, and henceforth universities must collaborate with one another and amass cases. In light of the above, Professor Shirasawa was asked to give a lecture on current efforts and issues pertaining to the introduction of reasonable accommodation in Japan using examples of US institutions of higher education, which have provided reasonable accommodation for many years on the basis of the Rehabilitation Act (1973) and the Americans with Disabilities Act (1990).

In the US, the following four points are mainly considered when determining reasonable accommodation.

1. Whether the support requested by the student is “necessary” for equal access
2. Whether the requested support is “reasonable,” given the student’s difficulty
3. Whether the requested support will become a “fundamental modification of the nature of program”
4. Whether the requested support will become a “undue hardship”

Professor Shirasawa explained in detail what is considered “reasonable,” “undue hardship,” and so forth, including concrete examples of the above four points, and presented targets for providing reasonable accommodation in Japan.

In addition, Professor Shirasawa explained the complaint process in the US, remarking that third party institutions are also utilized and that a system that enables the provision of more “reasonable” accommodation is in place. In Japan, most institutions have not developed such a complaint process. However, given the enforcement of the Act on the Elimination of Disability Discrimination, the development of a complaint process will also be required of universities.

Going forward, students with diverse needs are expected to increase. This seminar provided a roadmap for how best to provide reasonable accommodation at ICU.

Mizue Sugita
Center for Teaching and Learning

*A video of the lecture can be viewed on the following page (accessible only from campus; in Japanese).
<http://192.218.247.48/media/fdseminar-20150224>

(English translation provided by the FD office)

Corrections to the FD Newsletter Vol.19, No.1, November 2014

Please note the following corrections.

Page 31, left column, 17th line from bottom

(Current) We used to require students with no Japanese language background to study Japanese in the summer before they formally started at ICU. I don't know why, but this requirement has been abolished.

(Revision) We used to encourage students with no Japanese Language background to study Japanese in the summer before they formally started at ICU. I don't know why, but this is not the case any more

Editor's Note

The discussion in this issue took place with parties related to the CTL and SGU Office in attendance. The last part of the discussion became quite lively as staff members took part. Comments included, "Everybody will play some kind of role in the SGU program. Even though only some people were involved directly in preparing the SGU prospectuses, it cannot move forward without everybody's cooperation, and I hope that everybody will keep this in mind as they perform their duties," and "I would like to communicate information to help everybody to feel closer to the SGU project." I think you can understand from article the message that we want to implement the concept with the full understanding and cooperation of all faculty and staff.

Beginning this academic year, all FD-related operations, including publication of this newsletter, has moved to the Center for Teaching and Learning. This is my final issue as editor. I would like to take this opportunity to thank all faculty and staff who have written for the newsletter and cooperated in other ways.

Yuki Nishinoh
College of Liberal Arts Group
Academic Affairs Division

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