

## 2-(1) Corporation Head Office

### I. Overview of AY2022 Business

In accordance with its founding spirit of “nurturing truly internationally-minded people who possess unbiased harmony (*kotokushin*)” the Tokyo International University Foundation conducts educational initiatives through the establishment of three schools: Tokyo International University, the Japanese Language School Affiliated with Tokyo International University, and the Hitotsubashi Gakuin Preparatory School.

During AY 2022, starting with the lifting of Japan's entry restrictions at the beginning of the year, every affiliated school has, while implementing measures to prevent the spread of the coronavirus in class styles, club activities, study abroad programs, advancement to further education or job hunting activities, various events, and duties of teaching and non-teaching staff, aimed to gradually return to normalcy, and by the latter half of the year, most areas could recover to a level close to normal operations. Especially in the area of international exchange, events like international symposiums held face-to-face, special lectures at university campuses by the Indonesian ambassador to Japan, and courtesy visits from the Bangladeshi ambassador to Japan took place, enhancing the international reputation of our educational institution.

Construction of the Ikebukuro campus of Tokyo International University proceeded smoothly as planned, looking ahead to its opening in September 2023. Additionally, further progress was made in developing multi-site linked IT infrastructure to improve university management efficiency.

### II. Business Items

#### 1. Organization and Structure

##### ( 1 ) Expansion of Tokyo International University organizations/structure

From AY 2022, the Ministry of Education, Culture, Sports, Science, and Technology approved an increase in the capacity of the School of Business and Commerce by 320 students and the School of Human and Social Sciences by 80 students, bringing the total capacity of Tokyo International University from 7,240 to 7,640 students, an increase of 400 students. Furthermore, an additional increase of 25 student intake for the School of Human and Social Sciences was approved for AY 2023. As a result, the total capacity for undergraduate admissions stands at 1,935 students, and the overall student capacity is 7,740.

#### 2. Facilities and Equipment

##### ( 1 ) Construction of the Tokyo International University Ikebukuro Campus

Construction of the school building is ongoing, aiming for completion in May 2023 and opening in September 2023. By the end of AY 2022, the progress rate was as planned at 92.3%.

### 3. Finances

#### ( 1 ) Fund procurement

All financial assets were held in cash and deposits as the completion and handover of the Tokyo International University Ikebukuro Campus approached.

## 2-(2) Corporation Head Office/Tokyo International University

### I. Overview of AY2022 Business

In the spirit of its founding philosophy of “nurturing truly international-minded people who exemplify public morality,” TIU aims to cultivate human resources with vision, courage, and intelligence. To fulfill that goal, the University pours its energies into developing educational initiatives in two thematic areas: "TIU: An Institution of Athletic Excellence" and "TIU: An Institution of English Excellence."

Although greatly affected by the COVID-19 pandemic following AY 2021, measures to prevent the spread of infection were thoroughly implemented, and efforts were made to normalize in-person classes and extracurricular activities like sports clubs. Study-abroad programs were also gradually resumed after careful examination of the situation in each country. In the area of student recruitment, we strived to expand contact points with prospective students and their parents by combining face-to-face open campus events with web-based open campus events and online consultations. In the entrance examinations, while focusing on on-site examinations, online interviews and home-based CBT examinations were conducted for students outside the Tokyo metropolitan area, in an effort to secure applicants and enrollment from a wide area.

"TIU: An Institution of Athletic Excellence" revolves around taking advantage of the University's premier environment of facilities and world-class staff of coaches and trainers to help focus sports teams succeed. The academic support structure for student athletes is in place in every School, with the two sports-related departments in the School of Human and Social Sciences taking the lead. As of May 2022, 1,052 students (or around 17% of all undergraduate students) belonged to sports-related clubs.

Meanwhile, "TIU: An Institution of English Excellence" focuses on a diverse range of projects geared toward fuller globalization of the University. The "English Track Program" (E-Track), which began in AY2014, has a current enrollment of 1,355 students from 73 countries (as of October 2022), transforming the campus into a more diverse, global environment. TIU is working hard to enhance its structure for English language education through the Global Teaching Institute (GTI), an organization with 50 native English-speaking language instructors, by coordinating with the American Studies Program (ASP) study abroad program at Willamette University (a TIU sister school), and through other related initiatives. In addition to ASP, International Student Exchange

Program (ISEP) and a full lineup of other study abroad programs are available to meet the diverse needs of students.

Regarding the foundation of our educational enterprise, the Department of Business Administration (School of Business and Commerce) and the Department of Social Welfare and Psychology (School of Human and Social Sciences) received approval for increased capacity, leading to an increase of 100 students in AY 2022. Simultaneously, with the aim of nurturing immediately employable business professionals skilled in data science, Data Science Courses and Global Data Science Courses were established in the School of Business and Commerce. Moreover, the Department of Human Development and Sport Science, the Department of Sport Science (School of Human and Social Sciences) received capacity increase approvals, leading to an increase of 25 students starting from AY 2023. As a result, the total capacity stands at 7,740 students.

TIU conducts educational activities that stand on its founding philosophy of "nurturing truly internationally-minded individuals who embody Kotokushin." Institute for Japanese Cultural Research provides education to nurture internationally-minded individuals and to foster an education on Kotokushin with a focus on Japanese culture, through lectures etc.

An urban-type campus that integrates TIU's global education functions will be built in the Ikebukuro subcenter. The land was handed over in October 2020, and the school is scheduled to be opened in September 2023.

## II. Business items

### 1. Enhanced educational offerings

#### ( 1 ) Promoting "TIU: An Institution of Athletic Excellence"

Components:	Promoting sports around focus sports clubs and the two sports-related departments in the School of Human and Social Sciences
Project details:	<ul style="list-style-type: none"> <li>● TIU's focus sports clubs will strive to achieve the highest-level results in student competition and help students develop holistically by taking advantage of top-flight coaching staffs and facilities.</li> <li>● The focus sports clubs at TIU are the Soccer Club, Women's Soccer Club, Ekiden Club, Weightlifting Club, Baseball Club, Women's Softball Club, Golf Club, Tennis Club, American Football Club, Kendo Club, Cheerleading Club, and Archery Club.</li> </ul>

	<ul style="list-style-type: none"> <li>● The multi-purpose ground at the 170,000-square-meter Sakado Campus (roughly equivalent to the size of four Tokyo Domes) is fully equipped with professional-grade facilities.</li> <li>● In line with its efforts to bolster its focus sports teams, TIU has also established the Department of Human Development and Sport Sciences and Department of Sport Sciences in the School of Human and Social Sciences to help student athletes develop their academic skills more fully.</li> </ul>
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(2) "TIU: An Institution of English Excellence" in practice

① Expanding English Track Program(E-Track)

Components:	Establishing E-Track in which students can obtain a degree in English in the undergraduate and graduate programs, accepting international students from various countries overseas, and using that diversity to help globalize the campus environment.
Project details:	<ul style="list-style-type: none"> <li>● In the case of undergraduate schools, in AY2014, the University established E-Track as a cross-School structure linking the School of Economics and the School of International Relations, and established the two majors Business Economics and International Relations.</li> <li>● In addition, TIU established the Digital Business &amp; Innovation major as the third major for the 2019 Fall Semester, and began full-scale recruitment of students in AY2020.</li> <li>● As for the Graduate School, E-Track has been established in the Graduate School of Business and Commerce, the Graduate School of Economics and the Graduate School of International Relations.</li> <li>● Enrolling students in both the spring and the fall, the program currently has a total of 1,355 students from 73 different countries as of October 2022.</li> <li>● To propel E-Track forward, the University is now bolstering its faculty organization and working to strengthen its administrative systems for hiring foreign personnel and performing other functions.</li> <li>● On-site locations in Vietnam, Indonesia, and Thailand are</li> </ul>

	TIU's ongoing, proactive initiatives to recruit students from across the globe.
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② Developing the Global Teaching Institute (GTI)

Components:	Improving English education through the Global Teaching Institute (GTI), a group of native English-speaking instructors
Project details:	<ul style="list-style-type: none"> <li>● GTI has 50 teachers who are native speakers of English.</li> <li>● Under direct control of the President, GTI currently provides personnel for English education not only in the School of Language Communication but also in the E-Track Program, School of International Relations, and School of Economics. From AY2018, it has also been in charge of the Global Sports Program of the School of Human and Social Sciences.</li> <li>● The project implements a US-style language approach that brings classes of around 10 students together for three 65-minute sessions per week, making it easier for students to enhance their English skills.</li> <li>● TIU also has an English-only lounge called the "English PLAZA" on Campus 1. Permanently staffed by native teachers, the English PLAZA creates an environment where students can improve their English skills outside of class.</li> </ul>

③ Developing the Japanese Language Institute (JLI)

Components:	Enhancing Japanese language education for E-Track students through the Japanese Language Institute (JLI), a Japanese language-education organization
Project details:	<ul style="list-style-type: none"> <li>● TIU has established JLI, a Japanese language-education organization, to help E-Track students improve their Japanese skills.</li> <li>● JLI offers Japanese language education exclusively to students in the E-Track Program or Japan Studies Program (JSP).</li> </ul>

④ Enhancing the American Studies Program (ASP)

Components:	TIU has positioned the American Studies Program (ASP) conducted at Willamette University as the flagship study abroad
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	program, and is striving to improve the link to education through GTI and other effects on education.
Project details:	<ul style="list-style-type: none"> <li>● Since foundation, approximately 3,300 students have participated in the ASP offered at Willamette University (a TIU sister school in Oregon, USA), with each student experiencing about a year of study abroad. The University strives to coordinate the educational approach of the GTI with the educational content of ASP, which represents a pillar of TIU's globalization education.</li> <li>● Although it was temporarily suspended due to the pandemic, the program was restructured and restarted in January 2023.</li> </ul>

(3) Promotion of educational activities that stand on TIU's founding philosophy of "nurturing truly internationally-minded individuals who embody Kotokushin"

① Promotion of educational activities sponsored by Institute for Japanese Cultural Research

Components:	Conduct education to nurture internationally-minded individuals and Kotokushin with a focus on Japanese culture.
Project details:	<ul style="list-style-type: none"> <li>● Hold lectures each year on the common theme "Japanese Culture and the World." They were not held in AY2022 due to the COVID-19 pandemic.</li> </ul>

② Holding regular international symposiums

Components:	The 10th International Symposium "Japan Around the World Part 7" was held.
Project details:	<ul style="list-style-type: none"> <li>● Lectures and panel discussions took place featuring Japan's former Minister of Foreign Affairs Masahiko Komura, Harvard University Distinguished Service Professor Joseph Nye, and international political scientist and Yamaneko Research Institute President Lully Miura. They carried on lively discussions regarding the state of the world today.</li> </ul>

(4) Fostering generic skills both on and off campus

① Promoting the Ministry of Education, Culture, Sports, Science and Technology's "Universities as Centers of Communities (COC)" program

Components:	Establishing a "Town Revitalization" program through "Koedo Kawagoe" Glocal Human Resource Development
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Project details:	<ul style="list-style-type: none"> <li>● TIU promotes the "Universities as Centers of Communities (COC)" program, which has obtained official approval from the Ministry of Education, Culture, Sports, Science and Technology, on a school-wide basis.</li> <li>● From community-based field work to internships, the program incorporates a wide variety of different experiential learning.</li> <li>● Program participants are frequent entrants and prize-winners in community-revitalization contests featuring teams from areas throughout Japan.</li> </ul>
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② Launching the "Tourism-Oriented Country Program" in the School of International Relations

Components:	Working together with JTB Tourism Research & Consulting Co. in an academic-industrial alliance to enhance the "Tourism-Oriented Country Program"
Project details:	<ul style="list-style-type: none"> <li>● With the help of practitioners from JTB Tourism Research &amp; Consulting Co., TIU developed practical content for tourism-related education.</li> <li>● By establishing an innovative, practical program that includes a project on MICE industrial theory and a cooperative internship arrangement with the JTB Group, TIU is determined to train the human resources who will make Japan a "tourism-oriented country."</li> </ul>

③ the Student Staff Growth Program

Components:	Providing on-campus student workers with planned, systematic training to benefit the University community with student energy and give students skills that they can apply in actual job settings.
Project details:	<ul style="list-style-type: none"> <li>● TIU has been expanding Student Facilitators (SFs) who serve in support roles for University Life Design Seminar classes, and is also responding to in-person classes and online classes.</li> <li>● To get student staff fully involved in the process of globalizing the campus, the University is promoting Student Leadership Internships (SLIs). The SLIs assign students to</li> </ul>

	<p>roles in a variety of organizations, primarily the English PLAZA and the Japanese PLAZA.</p> <ul style="list-style-type: none"> <li>● The University also continued to implement a "Student Staff Growth Program" to train and utilize student staff. SFs, SLI members, open campus staff members, and other student workers take part in the program, which serves as a forum for student interaction.</li> <li>● Featuring three levels: "Juniors," "Mid-level staff," and "Trainers."to encourage improvement of abilities.</li> </ul>
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## 2. Pursuing career path after graduation

### ( 1 ) Enhancing the placement support structure

Components:	<p>Enhancing the job-matching framework, providing support to students in sports-related clubs, and establishing a placement support platform for E-Track students.</p> <p>And also responding promptly to online interviews.</p>
Project details:	<ul style="list-style-type: none"> <li>● TIU hired counselors who specialize in matching students to their ideal jobs.</li> <li>● The University has also created a support structure for varsity student athletes, who can now take advantage of professional counseling to embark on careers in sports-related company settings and other fields where they can apply their skills most fully.</li> <li>● To provide E-Track students with the support they need, TIU will offer job guidance beginning in the first year of the program and help the students prepare themselves for succeeding in work settings at Japanese companies. The University is also expanding its internship program.</li> </ul>

### ( 2 ) Enhancing support of students through Establishment of Teaching Profession Support Center

Components:	<p>Providing students who desire to become teachers with related information and support for taking teacher recruitment exams.</p>
Project details:	<ul style="list-style-type: none"> <li>● Permanently station an adviser who has many years of experience working in educational administration.</li> <li>● Provide individual consultation regarding teacher recruitment exams, as well as information and materials</li> </ul>



	related to teacher recruitment, and host workshops on teacher recruitment exam strategies, and the "Teaching Profession Support Seminar," etc.
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### 3. Expansion of the educational initiative infrastructure

#### (1) Approval to increase capacity

Components:	In response to an increase in the number of undergraduate applicants, an application was submitted for approval to increase the admission capacity of the Department of Human Development and Sport Science and the Department of Sport Science (School of Human and Social Sciences). These Departments were approved in August 2022, with an increase of 25 students in the admission capacity.
Project details:	<ul style="list-style-type: none"> <li>March 2022: Submitted an application to increase capacity.</li> <li>August 2022: Approved.</li> </ul>

### 4. Establishment and maintenance of facilities and equipment

#### (1) Ikebukuro Campus Construction Plan

##### ① Plan Overview

Programs, faculties, etc.	Plan to move focused on the School of Economics, the School of International Relations, and the School of Language Communication. TIU also plans to hold some courses of the School of Business and Commerce at the Ikebukuro Campus.	
Campus	Region name	Japan Mint area of Toshima-ku (Urban district A lot)
	Location	Part of 4-3277-202 Higashi-Ikebukuro, Toshima, Tokyo
	Land area	10,000.05 m <sup>2</sup>
	Surrender	October 2020
	No. of floors	22 floors above ground
	Total floor space	Approx. 35,000 m <sup>2</sup>
	Construction period	November 2020 through May 2023
	School opening	September 2023

##### ② Sequence of events leading to the official decision

May 29, 2013	Board resolves to build an "urban-type international campus"
July 3, 2017	Board resolves to acquire land for an "urban-type international campus" and to construct the school building
October 23, 2017	Board approves conclusion of a land transfer agreement for

	property in the Japan Mint area of Toshima-ku (Urban district A lot)
November 7, 2017	Concludes a land transfer agreement with the Urban Renaissance Agency
January 12, 2018	Board approves conclusion of contracts for design and supervision related to construction of the Ikebukuro International Campus
April 9, 2018	Board makes decisions on the Ikebukuro International Campus capacity configuration plan and the Undergraduate Enrollment Capacity Medium-term Expansion Plan

## 2-(3) Japanese Language School Affiliated with Tokyo International University

### I. Overview of AY2022 Business

The number of applicants gradually increased after Japan's border control measures were relaxed and foreign students were allowed to enter Japan, and recovered to 50% of the pre-coronavirus level. However, due to factors such as changes in international circumstances and soaring prices, the number of foreign students was slow to return, so the school sought to attract students not only through existing recruitment channels but also by developing new ones.

In managing the school, while in-person classes were the standard, the system allowing students to attend online classes during post-entry home quarantine or when they were infected with the coronavirus or in close contact with someone infected was maintained, providing thorough education and full student support to uphold the reputation of being a Japanese language school strong in higher education. Moreover, after the coronavirus outbreak subsided, some extracurricular activities and off-campus events were conducted. This offered opportunities to experience Japanese culture beyond Japanese language learning.

### II. Business items

#### 1. Regular Courses/Past Numbers of Enrollees

Course	Japanese Education Course A	University Preparatory Course*	Japanese Education Course B
Total class time	Full-day (26 classes per week)		Half-day (20 classes per week)
Enrollment timing/ length of course	April (1-year course) 41 July (1.9-year course) 14 October (1.5-year course) 46		April (1-year course/2-year course) 22 October (1.5-year course) 17
Total	140		

\* University Preparatory Course: The University Preparatory Course is recognized by the Japanese Ministry of Education, Culture, Sports, Science and Technology as a program through which students from countries requiring less than 12 years of schooling to complete high school can acquire the qualifications needed to be admitted to a Japanese university. For AY 2022, there was 1 student enrolling in April and 5 students enrolling in October, totaling 6 students.

#### 2. Regular Courses/ Enrollment Results by Country

AY2021	Taiwan	Korea	Hong-Kong	Vietnam	Philippines	Indonesia	Malaysia	Other	Total
April	20	16	6	10	6	1	1	3	63
July	11	1	0	0	1	0	0	1	14
October	26	14	6	1	2	2	4	8	63
Total	57	31	12	11	9	3	5	12	140

3. Short-term Auditing (1 to 3 months)

- Past numbers of enrollees: July: 3; October: 7; January:7; total: 17
- Private lessons: 1

4. Pass rate of JLPT

- AY2022 1st : N1 88.9%, N2 73.9% N3 75% (National Average : N1 24.3%, N2 26.4%, N3 42.0% )
- AY2022 2nd : N1 70%, N2 54.5% N3 76.6% (National Average : N1 25.9%, N2 26.4%, N3 34.6% )

5. Guidance counseling

- Rate of advancement to the next higher level of education: 63.5% (university and a technical school)
- Future Track Guidance

(For students aiming for 2023 entrance exams)

2nd session June: How to choose a technical school, call for participation in open campus

3rd session June: How to choose a university, call for participation in open campus

4th session July: Follow-up on the school's career guidance meeting, preparation for entrance examinations during the summer vacation

5th session August: Explanation of how to apply for the designated school recommendation

(For students aiming for 2024 entrance exams)

1st session November: Overview of the examination schedule

2nd session November: Selection of basic subjects other than Japanese required for university entrance examinations

3rd session February: Promotion of the 1st EJU examination

- School's career guidance meeting and consultation session (online for universities, in-person for technical schools) July 4  
Universities: 6 schools, technical schools: 6 companies (13 schools) participated
- Future Track Consultation Office Newsletter (No. 22 to No. 23; issued on an irregular basis)

Course situation

	Taiwan	Korea	Hong-Kong	Vietnam	Philippines	Indonesia	Malaysia	Other	Total
Graduate school		1							1
University	4	3	2					1	10
Technical school	13	1	4	2				2	22
Employment	1		2		1				4
Return home	2	5	1						8
Other	3	3	1						7
Total	23	13	10	2	1	0	0	3	52

6. Report related to Article 1, Paragraph 1, Item 44 of the Notification Standards (regarding certified course completers in each academic year)

Acquisition status of Japanese language proficiency among people having completed a course	Conformity to the standard
Item 44: The total number of people advancing to higher education institutions, people permitted to change their residency status as per the columns in the Immigration Act Appendix Tables 1-1 or 1-2 (excluding diplomatic, official, and technical training statuses), and people assessed at CEFR A2 level or higher should be 70% or more of course completers	○

Percentage of people conforming to the standard = (2) ÷ ((1) + (3))	90.2%
Number of course completers (*1, *2) (1)	46
Total number of people conforming to the standards (actual count) (2)	46

Of the “Total number of people conforming to the standards (actual count)” to the left, the number of students who withdrew from the school (article 44, proviso) (3)	5
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\*1: Students who withdrew from the school are not included.

\*2 If a person who has received certification of course completion has applied for a change in residency status as per the columns in the Immigration Act Appendix Tables 1-1 or 1-2 (excluding diplomatic, official, and technical training statuses), and a decision on the application is not made by the time of reporting to the regional immigration bureau based on this item, there is no need to include such individuals in the count of certified course completers.

## 2-(4) Hitotsubashi Institute

### I. Overview of AY2022 Business

#### 1. External Environment

In the 2022 AY, marking the 71st anniversary of its foundation, under the slogan "To the university you want to attend most," instructors continued to focus on small group lessons, offering support through Q&As and corrections. Assigned tutors respected the wishes of students and their guardians, guiding them through their academic journey.

Despite the decline in the 18-year-old population and the challenges posed by the pandemic, where schools and preparatory schools offering only online lessons have sprung up, the staff are united in their efforts to realize each student's aspirations.

### II. Business Items

#### ① Regular class

##### (1) High School Graduates Course

As a comprehensive preparatory school, we have set up classes for students in the humanities at public universities, sciences at public universities, humanities at private universities, and sciences at private universities, according to the university of their choice, including difficult-to-enter universities. The number of students accepted into difficult public universities such as the former Imperial University and Hitotsubashi University, as well as difficult private universities such as Waseda University, Keio University, Sophia University, and Tokyo University of Science, was maintained at the same level as the previous year.

##### (2) High School Student Course

Courses were arranged to accommodate individual subject enrollment, offering rigorous lessons targeting elite universities like the University of Tokyo and Hitotsubashi University for senior high school students, as well as drill-style courses such as individual exercise training for cultivating basic academic skills to cater to the varied needs of students approaching exams.

##### (3) Medical Connect

Hitotsubashi Academy Medical Connect, a preparatory school specializing in medical departments that was established in the AY 2019, marked its fourth year and has seen steady growth in student numbers.

For high school graduates, in addition to regular classes, initiatives like individual tutoring and coaching were introduced. In addition, high school students received instruction tailored to their individual circumstances.

Tutors in charge of students provided detailed guidance, such as managing individual study plans, by taking advantage of the small class size and this year again achieved a high success rate.

② Lecture Courses

(1) Spring Courses

A total of 33 classes The curriculum consisted mainly of compact classes for those selecting a preparatory school from April and for strengthening fundamental academic ability.

(2) Summer Courses

A total of 88 courses were offered. As an opportunity to summarize the first semester and be exposed to the latest entrance exam questions, the courses were designed to meet the needs of students by offering courses by university of their choice and level. In addition, courses were established to recruit new students for the second semester of the school year.

(3) Winter Courses/Courses Immediately Prior to Exams

A total of 104 classes For third-year high school students and high school graduates, the curriculum consisted of classes on Common Test for University Admissions strategy and on strategy for private university and second-stage exams specific to the desired university. For first-year and second-year high school students, the focus was on showing the importance of adopting entrance exam strategies early on.

III. Others

① The following projects were implemented to raise awareness of the preparatory school outside of the school

(i.) Lectures were given at university fairs in March and May.

(ii.) Participated in joint information sessions for medical schools, giving seminars and providing individual consultations, etc.

(iii.) Lectures and on-site classes, etc. were held at high schools.

② The curriculum was revised for the next fiscal year in response to the changing university entrance examinations. In addition, we started to consider the curriculum for the following fiscal year.