LIVING UP TO ITS PROMISE: ICU IN 2010

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INTRODUCTION

From the start ICU has been defined by a mission that makes it unique in Japan, and that places it in a small and elite fraternity of truly international, liberal arts colleges. Equally important in today's world, ICU's mission emphasizes an education for action: "It is our mission to send forth graduates who will fulfill their responsibilities based upon their newfound knowledge and skills [because knowledge] is not an end in itself but carries with it…the responsibility for improving society." It is the aim of ICU to help students build well grounded philosophies of life and then to act upon them, locally and globally. As the 1953 ICU Bulletin put it in a wonderfully succinct statement of what makes a "liberally educated" person, ICU's purpose is to educate a student to do his/her "part as an active and intelligent citizen in seeking solutions to the interrelated economic, social and political problems both of Japan and of the world community."

In recent years, ICU has continued to take pride in its reputation as Japan's premier international and English language university, and in the fact that at ICU students can really "do the liberal arts."

To be blunt, however, mission statements are fine, but as ICU's own mission statement says, it's the action not the sentiment that matters. Today an unflinching assessment of ICU reveals that while ICU continues to have great assets and potential, it is not making the most of what it has, it is not living up to that potential and, most important, in the face of rapidly intensifying competition for a declining pool of potential students, ICU faces serious threats to its long-term financial viability.

In the following report, I would like to establish the essential issues that faculty and senior university administrators must focus on, review the competitive environment in which ICU finds itself, assess ICU's weaknesses and assets, and suggest criteria for establishing strategic growth plans, as well as specific initiatives that build on ICU strengths and capitalize on global opportunities.

THE SPIRIT OF THIS REPORT

Before beginning, let me make clear that I write in the same spirit and with the same purpose as my predecessor in this task, Yasuyuki Owada. Four years ago, Dr. Owada opened the Overview of his External Review Report by expressing concern about a pervasive and "serious air of frustrations, disappointments, and demoralization" at ICU, and preceded forcefully to describe serious problems at ICU that needed fixing (and that, I will argue, *still* need fixing). Dr. Owada was equally forceful, and I concur, in his observation that: "It is time for the current members of the University community to celebrate their ownership of [ICU's] accomplishments" and to take responsibility for reaching "future potentials in the light of the University's mission and goals." My aim, like Dr. Owada's before me, is to provide a series of straight forward suggestions for solving important problems that plague ICU, but are familiar to anyone with broad experience in higher education.

PART I: FRAMING ICU'S SITUATION

In laying out the issues members of the University must consider, I use the language of business, although it will seem shockingly out of place. I use the language of business *because* it is out of place and therefore helps to pull universitarians out of their usual, comfortable—and often blind—perspectives on the university. I also use the language of business because a university today *is* a business and because the language of business analysis is so useful for our purposes here.

As you assess ICU's situation and plan for its future, there are four issues to keep in mind: Quality; Branding, Product Differentiation, and Financial Viability. Let me review each in turn.

1. **Quality:** Educational quality is what ICU is selling. Three challenges have been identified: (a) to maintain, even improve ICU's ranking among Japanese universities, (b) to receive international accreditation, and (c) to reach world standards. While international accreditation should pose no problem, maintaining (let alone improving) ICU's ranking in Japan and achieving world standards are problematic. In part the problem is rising competition from, e.g., Waseda, but it is also clear that there are problems within ICU that must be addressed if ICU is to live up to its own reputation, maintain momentum and grow. Concern for quality must drive the new administration from the start.
2. **Branding:** ICU is blessed by a strong, recognized brand name. Within the three prefectures of greater Tokyo, in select other areas, and in other, special markets, the ICU brand is well established. That said, there is tremendous, untapped potential for improved brand recognition in new, strategically valuable markets. This gives the new administration a wonderful growth opportunity, although one that will require an upfront investment, careful planning and coordination with other, major investments (e.g., the construction of dormitories for 4-year international students).
3. **Product Differentiation:** Until recently ICU had the magical advantage of what might be called "passive product differentiation," that is, ICU was unique because no other university in Japan seriously attempted to do what ICU does. And ICU's unique product combined with its reputation for quality ensured a solid recruitment base. Today the uniqueness of ICU's product is being challenged by some of the biggest, richest, most reputable universities in Japan. With the number of potential students to begin shrinking soon, ICU's loss of clear product differentiation, like concern for quality, must drive the new administration.
4. **Financial Viability:** Again, until recently ICU lived in a magical world of abundance, now come to an end. Although the university possesses an enviable endowment and the backing of the JICUF, ICU's finances have been eroding for years and the erosion will worsen without curative action. Further, to meet rising competition and improve quality, ample investment funds will be required. Finally, ICU is already the most expensive university in its cohort, barring across-the-board tuition increases. Achieving long-term financial viability is therefore a final critical area of concern. The new administration must find ways to cut costs through, for example, improved facilities and human resources management, and curricular and programmatic pruning, and increase revenues through, for example, improved endowment management, an altered student body mix, creation of a Development Office, and incentives to faculty to seek outside funding.

THE COMPETITIVE ENVIRONMENT

ICU confronts an entirely new, viciously competitive environment, and while it is unlikely that ICU will be one of the many Japanese universities expected to close in the next decade, ICU must adjust rapidly to the changing higher education marketplace or it will find itself marginalized or worse.

Two challenges confront ICU. First, the number of students graduating from Japanese high schools has peaked and will begin to decline precipitously over the next decade. The inevitable result will be intensifying competition among universities for the shrinking pool of potential students, downward pressure on tuition and declining enrollments. Universities unable to compete in attracting students, containing costs and generating non-tuition based sources of revenue will close. Second, and clearly in response to this development, the major national and private universities in Japan have recently announced the creation of international, liberal arts programs identical (at least on paper) to ICU's. Whatever the educational reality of these programs, these universities' names, reputations, institutional resources, deep pockets and, in the case of the national schools, government backing, make them dangerous competitors. In business terms, these competitors are deliberately attacking ICU's market niche precisely because it is perceived to offer such promise as a means to attract potential students in a contracting market. For ICU, however, the entrance of bigger, better capitalized competitors into its defining market niche is potentially devastating.

The implications of these market changes are straightforward and suggest strategic adjustments that build directly on ICU's strengths: (1) If the pool of graduating high school students is shrinking in Japan, recruit overseas in the US and Asia; and (2) If competition from new entrants into the international, English-medium education business is the problem, capitalize on ICU's established brand and extend the "product line" with new programs that build on the "installed capacity" of ELP, English language courses, faculty, library resources, etc.

But no one at ICU should fool themselves: The threat is real. Without intelligent, strategic change, ICU faces marginalization in the medium term and possible bankruptcy in the long term. Anyone who does not believe this is simply blind to the reality of Japanese demographics and to the real, long term financial condition of ICU relative to its private and national peer institutions.

ICU'S WEAKNESSES

ICU does not confront these challenges from a position of untrammeled strength. The problem is less that there are things *wrong* at ICU than that ICU is getting less from its assets, human and institutional, than it ought. Reading Dr. Owada's report upon my return from Japan, I was finally able to put my finger on the phrase that had danced just out of reach during much of my visit: "resting on its laurels." There is a strong, often stated notion of what ICU *is*: "We *are* the liberal arts university in Japan." "We *are* the international university in Japan." "We *are* the choice of students who…." But these are, if you will, "inertial" statements, fine if ICU existed in a world without "friction." This world, however, is not frictionless. Without the expenditure of considerable effort, even excellent institutions rapidly lose momentum; growth and the pursuit of excellence requires even more effort.

While there are undoubtedly many areas of possible concern, Dr. Owada and I both came away concerned about core areas that are critical to ICU's mission, competitiveness and growth. Without going into detail, as so much will be said later, let me just touch on them here.

- **The ICU Mission:** Today, ICU is not living up to its own promise. It is "international" in name only with an extremely small percentage of the student body actually foreign and then almost exclusively Anglo-American. The very high percentage of Japanese students on campus means that English is almost never spoken outside of the classroom. The English-medium curriculum has stalled at under one third of course offerings, a clearly insufficient portion to sustain a truly international, English lingua franca university. Similarly, students are taking a liberal arts program, but nowhere at ICU today is the liberal arts understood as an education for social responsibility or action.
- **Research and Teaching at ICU:** As a faculty member, my immediate—and I still think largely correct—explanation for ICU's lack of focus "in the trenches" where teaching and

learning take place is that as an institution ICU has lost sight of it mission and the practical implication of that mission for the men and women of the faculty. *If* ICU wants to have a curriculum and courses and student learning experience that are liberal artsy and engaged, *if* ICU wants to have a faculty that devotes its time and energy to curriculum and course development, to the engagement of students in ideas and the real world—as the ICU mission implies will/should be the case—then ICU needs clear policies and transparent procedures that will "direct" faculty efforts and demonstrate that rhetoric and rewards are actually connected. At present, ICU seems not to have any formal, clearly spelled out standards for tenure, promotion, merit pay increases or bonus distributions, nor any formal, clearly spelled out procedures for deciding such matters, nor any guarantees of transparency on any such important personnel matters.

- **Centers and Institutes:** Centers and Institutes are potentially important ways in which a university can reach external audiences, highlight research by faculty, partner with other universities and organizations, and raise money. To an outsider, it is not at all clear that any of ICU's Centers or Institutes is contributing all that it could. As with liberal arts mission and the teaching faculty, the Centers and Institutes seem to be coasting.

ICU'S ASSETS

ICU possesses extraordinary assets. At the risk of appearing biased to the negative I will note just those immediately relevant to strategic growth plans sketched below.

- **Brand, Reputation and Existing Product Differentiation:** ICU already has what its Japanese competitors are trying to build—recognized brand recognition as providers of quality, English language based, international, liberal arts education. No less important, visits around Asia by, for example, Kano Yamamoto and David Vikner, suggest that universities across the region recognize the ICU brand, respect its reputation and would like their students to be able to participate in the programs for which ICU is renown. For ICU, therefore, the challenge/opportunity is to push ahead to build on brand and reputation in the next, huge, market: Asia.
- **English Language Training and Curriculum:** The ICU English language program is without comparison in Japan and with strategic investment offers ICU the opportunity to expand its role as an English language lingua franca university in Asia while its Japanese competitors struggle to get their English programs started. Equally important, the breadth and depth of the English language curriculum is unrivaled in Japan and is among the best in Asia. Again, with strategic investment, the English language curriculum gives ICU the opportunity to expand its role in Asia while its Japanese competitors struggle at home.
- **Library and other resources:** ICU is not just "brand recognition" and "reputation," ICU is also one of the premier libraries of English language research materials and electronic assess in Asia. No less important, the ICU faculty and with strategic investment such programs as Gender Studies and a reconfigured Peace Research Institute can serve as pan-Asian resources and centers of excellence in research, NGO activity and advocacy.
- **The Christian University Network:** ICU has a "hardwired" network of connections to the Christian universities of Asia This gives ICU the means to exchange faculty and students, arrange programs, and otherwise facilitate the establishment of ICU as a "lynchpin" university at the hub of the great wheel of the Pacific.
- **JICUF and ICU Endowment:** Between the JICUF and the ICU endowment, ICU must be among the best endowed universities of its size in the world. To date, ICU has been extremely conservative in its endowment investments, as a result of which the endowment has badly underperformed. The endowment has also been used almost exclusively to fund operating costs. With vision, however, the JICUF and the endowment offer the financial basis for strategic investments in future growth few other universities can imagine.
- **Alumni:** ICU has an extraordinary alumni base that to date has not been actively exploited. Whatever the cultural and legal differences between Japan and the US, there remain huge,

untapped resources in the ICU alumni family that a well conceived, patient alumni mobilization effort that takes the long view can ultimately bring home.

PART II: SOUL SEARCHING FOR BASIC UNDERSTANDINGS

Before going on to discuss strategic growth possibilities, programmatic pruning and so on, it is first essential to address the most fundamental questions confronting ICU: Just how does ICU define itself as a community of scholars and teachers? How are scholarship and teaching assessed? By what process are individual professors' contribution to this definition of what ICU is all about measured for tenure, promotion, merit pay increases and bonuses? As first glance, this may seem a shallow, materialistic set of questions too superficial to merit the label "fundamental," but look again. Start at the beginning and work to the end—and when you arrive at the end, do not turn away from the hard choices that must be made if the definitions you have chosen are to be made concrete.

THE FACULTY: ILL-MANAGED, UNDER-PERFORMING, ICU'S ONLY HOPE, ESSENTIAL PARTNERS FOR PROGRESS

A university can be no better than its faculty and can perform no better than its faculty perform; ICU is no exception. If faculty are professionally and intellectually active, engaged with their students and focused in their efforts, a university flourishes; if faculty are coasting professionally, ignoring their students for their professional work or uncertain of what is expected of them, a university flounders. ICU is not yet floundering, but Dr. Owada and I both left deeply concerned that there are problems requiring immediate attention. Here let me address research & teaching, and faculty assessment. I will return later to the structure and composition of the faculty, and hiring priorities.

Two intimately related problems bedevil ICU: there is no commonly shared definition of "research and teaching" or the proper balance between them, and no clearly understood university standard for assessing faculty performance or an established and transparent procedure for conducting tenure, promotion and bonus allocation evaluations.

RESEARCH AND TEACHING

The definitions of research and teaching, as well as the proper balance of them come close to defining professors' professional, even personal, identity. It is therefore essential that ICU take professors' concerns extremely seriously, and that the university make absolutely clear what the university's working definition and expectations are.

Like Dr. Owada, I was struck during my visit by regular reference to the false dichotomy between research and teaching and by the narrow definitions of both in common usage. And like Dr. Owada, I believe that the best place to start "re-visioning the professorial purpose" (as one of my plain English challenged colleagues put it recently) is with Ernest Boyer's discussion of "Priorities of the Professoriate."[1] Boyer identifies four types of "scholarship," each of which implies a related form of teaching. Following Dr. Owada, they are: "The Scholarship of Discovery" whereby one's scholarship encompasses traditional research that creates new knowledge through original investigation, "The Scholarship of Integration" whereby one's scholarly activity involves the critical evaluation, synthesis, analysis, integration, or interpretation of the research or creative work produced by others, "The Scholarship of Application" through which a scholar ap-

[1] Ernest Boyer, "Scholarship Reconsidered: Priorities of the Professoriate," 1990.

plies disciplinary expertise or the result of existing scholarship to the investigation or solution of intellectual, social, or institutional problems, and "The Scholarship of Teaching" which involves the use of one's expertise as a teacher to develop, transform, and extend the skills, methodology, and resources of pedagogy in artistic, disciplinary, or interdisciplinary teaching. Although too seldom recognized and rewarded, the "Scholarship of Teaching" is almost by definition that appropriate for a small liberal arts teaching college such as ICU. Each form of scholarship, however, offers teaching opportunities, whether in the inclusion of students in the creative process of discovery as lab assistants or as data collectors in the problem solving effort of application. *But note*—which of these definitions of "scholar" faculty members adopt, which one the university adopts—or more important, which one faculty members *believe* the university applies—have critical implications for whether or not the university's huge investment in faculty—the university's human capital endowment—booms or busts.

One can imagine a similar continuum of types of teaching with equally important implications for ICU as a liberal arts teaching college. Behind this continuum lies a continuum of definitions of knowledge and learning as long as Boyer's of scholarship. At one end lies an understanding of teaching as the process of transmitting a body of knowledge to students. Here the professor is the expert and teaching is a matter of downloading to the students what the professor knows. In the middle lies a teaching method exemplified by, for example, General Chemistry with its required lab section or Intro French with its required language lab. Here too the professor is the expert and downloads a great deal of material (knowledge) , but (s)he also demands that students lay-on hands in a process of discovery, although in "canned" experiments or repetitive exercises that are merely demonstrative of the theory and substance already downloaded in lecture. At the other extreme lies an understanding of teaching as "discovery facilitation," in which the professor organizes situations where the students engage in activities through which they ultimately derive the basic, abstract or theoretically significant relations behind empirical experience for themselves. Again, which definition of "teaching" (or "good teaching") the faculty *believe* the university values drives faculty course design and classroom practice, and thus, by extension, student learning outcomes and the very extent to which the actual learning experience at ICU meets ICU and public expectations of ICU as a small, liberal arts teaching college.

So, to be blunt, here is the problem that both Dr. Owada and I encountered as soon as we began to ask the two most fundamental questions outside assessors ask: ICU does not have a clearly articulated, broadly shared understanding of what defines either scholarship or teaching within the ICU community.

FACULTY ASSESSMENT

This observation leads immediately to a second, intimately related and equally important problem: the absence of a clearly articulated, broadly shared understanding of what measures and standards shall be used to assess professor's scholarship and teaching, and of an established and transparent procedure for conducting tenure, promotion and bonus allocation evaluations based on these measures and standards.

The issue of faculty assessment is perhaps the most ticklish issue at any university and at ICU is of course further complicated by cultural differences. This said, however, there are two simple and unavoidable points to be made. First, if there is a central principle at a university, it is merit—the merit of ideas proven in logical discourse or through scientific experimentation, the merit of students whose work, not whose wealth or family status, puts them at the head of the class, and, yes, the merit of faculty whose contributions to the university in research, teaching or service make their efforts stand out relative to those of other faculty. Second, there is the simple fact that assessment is an issue to be confronted. The university can chose not to assess, to treat all faculty and all faculty efforts as equal irrespective, and so to distribute pay, promotions, and bonuses "mechanically," that is according to a principal that takes no account of the individual (e.g., pay increases based solely on seniority, automatic payment of bonuses on the basis of a

straight percentage of base salary or seniority). The university can maintain the hybrid system it apparently practices today of a largely mechanical system with an ad hoc, behind-closed-doors system of "out-of-cycle" awards according to "unpublished" standards. Or the university can establish a formal—and followed—system of assessment that is clear in criteria that will be applied, by whom, and with what recourse if individuals are unhappy with the outcome.

The implications of a formal and followed faculty assessment system are important and not entirely pleasant, so it is essential to state them up front, as well as to observe the equally important benefits. Put crudely, there are costs and benefits for faculty and the university. For faculty, the establishment of clear standards and a transparent process will finally put an end to the perpetual uncertainty and fear of favoritism that seem to concern so many when it comes to advancement, as well as giving clear direction as to university expectations. The downside is there will now be clear performance criteria to be met to qualify for tenure, promotion, merit pay increases and bonuses, none of which, in principle, will any longer be automatic or mere functions of seniority. The university will finally be able to pursue a strategic growth policy, as it will finally be able to manage the faculty, ICU's most important asset, by weeding out underperforming faculty early and rewarding those whose efforts advance ICU's interests. On the downside, of course, university strategic planning will now potentially generate real, motivated opposition from within the faculty.

Recommendation: Given ICU's limited resources, the seriously distorted structure and composition of the faculty (see below), the need to send a clear message about the university's new direction, and the importance of providing faculty with real incentives to join in the restructuring effort, ICU must make the hard decision to articulate standards, create a transparent assessment process for tenure, promotions, merit increases and bonus allocations, and then apply those standards forcefully using the process honestly. What the final definitions of "good" scholarship and teaching will be, what standards and measures of each will be selected, how the tenure, promotion, merit pay and bonus system will be organize and operated, these are questions for debate and negotiation. But difficult though this process will be, ICU must face up to the challenge. It has been three years since Dr. Owada made the same recommendation. ICU has made no progress, but the environment in which it is operating has become markedly more hostile.

PART III: STRATEGIC GROWTH PLANNING

If this is the situation that ICU faces, what is ICU to do? Where should limited resources be invested? How should these decisions be made? This final question is the most important, and failure to answer it first and well will doom any strategic planning effort. In an institution as complex and multidimensional as a university where the growth initiatives proposed are necessarily equally diverse, it is essential that the planning process begin with agreement on a common set of criteria that can be applied to all proposed projects. With such a "metric," it is possible to compare, contrast, weigh and rank proposals despite their substantive differences, and therefore to make reasoned judgments about the proper direction of university investment policy. Without such a metric, reasoned judgment goes out the window, replaced by bureaucratic and personality politics; university funds get invested piecemeal according to private interests and the institutional interest is lost, perhaps along with the institution itself.

FOUR KEY CRITERIA

Without pretending to be exhaustive or exclusive, four useful criteria to consider in judging the merits of alternative initiatives against one another might be:

1. **Quality of contribution to the educational experience**: ICU is a university and it is therefore essential that the first concern be quality of educational experience. Here there can be no compromise and no "satisficing." Programs that are "good enough" are *not* good enough. Programs conceived to meet marketing requirements but lacking real educational merit have no place at ICU, just as programs that have "always been part of the

ICU experience" or "belong" to a Division but do not meet standards have no place at ICU. Whether assessing existing programs or investment in new ones, quality as defined and demonstrated by concrete, compelling measures is criterion one.

2. **Breadth of engagement with/integration into the university program and mission**: Simple excellence in isolation is not enough. Given ICU's small size and limited resources, it is essential that all programs contribute to the greater good. A second measure of a program is therefore the extent to which it engages other research, teaching, and service programs underway at ICU and more generally advances ICU's mission. Again, in assessing existing or proposed programs, the assertion of engagement is not enough; those defending or proposing must offer concrete and compelling measures of engagement.
3. **Potential to highlight ICU globally and/or gain special recognition for ICU in this competitive higher educational market:** Potential for external recognition is a tough criterion to meet, but unavoidable in the competitive environment in which ICU finds itself. As ICU makes hard decisions about how to husband resources through the pruning of programs and about how best to invest limited resources in new programs, it has no choice but to ask: Does this program really give us enough positive exposure? Will this program improve our brand recognition? Our reputation? Will it establish ICU as unique? Here, too, it is essential to do "competitive analysis," that is, to identify all other universities and programs in the same area, assess their strengths and weaknesses, and provide a reasoned case for how/why ICU does/will provide a competitive product.
4. **Return on investment::** Finally, there is the issue of return on investment, broadly conceived. There is more at stake here than money, and too often universities fail to understand that the costs they pay are much higher than the simply monetary price. Calculating return on investment demands a multidimensional cost-benefit analysis. On the cost side are money, but also space, faculty, staff and administrative time, other hard and soft resources, and the opportunity costs of using all of these for this project as opposed to other possible projects. On the benefit side are all the returns from this project understood in terms of research produced, students taught, service done, glory earned, etc. The difficulty is how to balance the one versus the other when they are measured in such different metrics. However a university chooses to do so, it is again essential that the measures be concrete and applied honestly and equally to all programs under consideration.

By way of demonstration, I offer three proposals below that might meet these four criteria for judging academic programs and the four key concerns confronting ICU: quality, branding, product differentiation and financial viability. I will not belabor the specifics application of these eight criteria, but do ask that as *you* review these proposals—and that is all they are—you bear three things in mind for when you develop your own proposals. (1) Proposals must honestly address the concerns of quality, branding, product differentiation, and financial viability. (2) Proposals must honestly address the specific issue of contribution to the educational experience of students on campus, integrate educational offering across units, show off ICU and offer the best return on investment relative to your conscious choice of desired ends. (3) Initiatives should themselves fit together to provide "economies of scale" through shared resources and energy.

IDEA I: DOING LIBERAL ARTS; SEEKING SOLUTIONS LOCALLY AND GLOBALLY

As an absolute outsider looking at ICU, three things in particular stand out: Gen Ed, the embodiment of the liberal arts; Gender Studies, an almost unique program in Japan with potential to be *the* model program in Japan and a model for all of Asia; and Peace Studies, again an almost unique program with the potential to be *the* model program in Japan and all of Asia.[2] To these building blocks I would add Environmental Studies, a discipline that is desperately needed and

[2] Note: This observation speaks only to potential, not performance, since as currently conceived and managed Peace Studies falls short of potential both as an academic program and as an Institute.

essentially missing in Japan and that, although absent from the formal program at ICU, exists as courses across the curriculum. From this base, I suggest a radical innovation in the undergraduate curriculum. This innovation will energize the undergraduate learning experience, bring teaching and learning into line with the ICU mission, reassert the ICU brand and product—and cost almost nothing but imagination.

I suggest that Gen Ed faculty create three Study Projects in ICU "Mission Areas": Environmental Studies, Gender Studies and Peace Studies. Each Study Projects will involve: (1) a hands-on, real world project undertaken on campus and in the outside community that will produce meaningful research *and* action results; (2) courses from across the curriculum that teach the theory and substance required for students to understand the project in a historical, cultural, social, economic, political and global context; (3) the development of implementable, fully articulated, research findings-based solutions to problems identified in the course of the projects; and (4) training in the critical reading, thinking, writing, research, public speaking, computer, organizing, media and other skills necessary to undertake these projects successfully and present them to a national audience.

Ultimately the revised Gen Ed program will involve all ICU students. Incoming first year students will be randomly assigned to a Study Project and will work on that project for their four years at ICU. At the end of each academic year, ICU will host "ICU Project Week" during which project teams will report on their progress and compete against one another for best awards for having produced the best research, proposal and presentation. The week will be organized as a week long conference with international keynote speakers, special ICU award to, for example, individuals or NPOs that have made critical contributions for the betterment of humankind in the Study Project areas, etc. But at the heart of ICU Project Week activities will be poster sessions, panel presentations, video presentations, training programs and so on by the different Study Project teams. Members of the community, the media, NPOs, government officials, alumni, corporate CEOs, and so on will be invited to all ICU Project Week events, and select members will be asked to serve as judges of the Study Project team presentations.

ENVIRONMENTAL STUDIES

ICU has a beautiful campus—nice grounds, loud crows, flowers in the spring. It is also a serious source of pollution. ICU consumes unnecessarily large quantities of electricity, energy, ecologically dangerous chemicals, unrecycled paper products, etc., etc., etc. As such, ICU is a typical Japanese university and is typical of Japan where environmental consciousness—understood as the actual practice of auditing and managing the environmental impact of production, business and daily life activities—is essentially non-existent. ICU can therefore be seen as a specific instance of an environmental problem that has terrible long term consequences for Japan and has implications for the biosphere as a whole, but can also be understood in national security terms as part of Japan's dependence upon Middle Eastern oil, in international finance terms as part of the Yen-dollar balance, and so on. Put differently, ICU offers a perfect opportunity to create a laboratory for assessing the environmental impacts of current institutional practices and developing cost-effective, environmentally superior alternatives—and in doing so to connect research and action at ICU to research and action on a global problem.

On campus: The Project team might start with electricity consumption. To keep their initial effort manageable, they might begin with one building and meter electricity consumption 24/7, identify every type of electricity consuming device in the building, measure the electricity consumption of each type of device and the actual usage of the device. Armed with this data, they might then identify unnecessary devices that could be removed and better use patterns that together would reduce demand immediately. They might also explore alternative technologies (low wattage bulbs, motion sensitive switches, more efficient appliances and ultimately wind and photovoltaic arrays) that would decrease future demand. If they can identify such technologies, they might then calculate the additional costs of installing and maintaining them relative to ex-

isting technologies, and so calculate return on investment. [NB: Quite apart from collecting this relatively simple data, this exercise would, of course, provide the hands-on lab component of the standard freshmen intro courses in both scientific method-experimental design and data collection, statistical analysis, and results presentation using various media from simple overheads to PowerPoint.]

While conducting this very prosaic investigation of electricity consumption, students would as part of their course work also be engaged in the following: (1) tracing the electricity consumed in Building X back to its original source (through the local grid to the national grid to the generation station to the tanker that carried the oil to the country from which the oil came); (2) at each step in this process understanding all of the "externalities"—positive and negative—that follow the energy flow (pollution thrown off (air, water, ground, noise), public health risks created, national security dependencies demonstrated, international trade and finance principles exercised, multinational corporate structures illuminated, geopolitical struggles explained; such that (3) the little hands-on exercise becomes a means by which students can lay hands on extraordinarily complex issues of ecology, economics, international relations and political science, and a global problem—without ever leaving ICU. [NB: Again, without belaboring the obvious, this prosaic little exercise provides a "laboratory" in which students can "ground" the study of at least economics, international relations, international political economy, international trade, international finance, comparative politics and Middle Eastern politics, economic geography, public health and introductory ecology.]

Local connections: ICU is embedded in a community and this project offers an easy way to engage students directly in that community. The Project team should be required to reach out to the Mitaka City Council to describe the Project and solicit the participation of any interested city departments, as well as to any potentially interested local NPOs. Local partners should be invited to participate in the Project to any degree that they wish and should be kept apprised of all developments by regular briefing from team members. [For example, as a major electricity consumer in Mitaka, ICU has a demonstrable impact on the Mitaka electrical grid such that were students able to identify important ways of conserving electricity, new dormitories might be constructed without requiring the construction of new, capital intensive, publicly disruptive power transmission lines through the city.]

Around Japan: As part of the initial research effort, the team should be required to establish an online database of all environmental organizations in Japan, a library of their publications and to the extent that their work is relevant to the Project, begin correspondence. As the Project moves from simple monitoring of electricity consumption to consideration of consumption reduction and alternative technologies, the team should also be required to establish an online database of available alternative technologies, technical papers, consulting engineers and companies. As the Project begins to produce serious results and especially as it begins to produce products (publications, videos, tours), Project members should be required to develop PR targeting the environmental NPO community. By the same token, as universities and large religious communities constitute natural audiences for the Project, Project members should be required to develop the needed databases of contacts. [Naturally, the potential electricity savings ICU students identify multiplied times the number of other educational and religious institutions adopting the same techniques can together add up to very substantial benefits in terms of local cost savings, reduced local environmental and public health impacts, Japanese energy and national security dependence, and biosphere degradation.]

Across Asia: The same range of requirements applies for Asia as a whole. As the richest, most developed country in Asia, issues of energy savings may seem insignificant; in the poorer countries of Asia, however, Project findings could have a far more marked impact.

Possible products: The professors leading the Environmental Studies Project will devise lots of assignments big and little for their students, what will matter for ICU however will be the public products they produce. The variety and ambition of these will be limited only by the Project team's imagination. Surely there will be a report to the President that identifies cost saving and potential return on investment of changes at the team's first building. But from there they might extrapolate to the rest of the campus, develop guidelines for future capital investment, take on heating and air conditioning/transportation/paper and office supplies/cleaning and gardening chemicals, etc., establish a consulting company that could conduct electricity usage audits at other institutions, make a training video for others, create a Website, and so on. Needless to say, all of the research and research tools created by the students during the course of the project—their shared, online databases of Japanese environmental NPOs, alternative energy technologies and alternative technologies suppliers are also valuable public resources that if properly "marketed" will draw considerable traffic to the ICU website.

Connected courses, Gen Ed only: CP032E Environmental Psychology; CP052 Issues in Development Economics; CP062J,E International Business and International Relations; CP064J Science, Technology and Society; CP068J Digital Network Information Literacy; CP069J Science and Technology in Journalism; CP072J Multimedia Communication Literacy; SS002J,E History; SS003J Political Science; SS004J,E Society and Culture; SS007J,E International Relations; SS010J,E Economy and Economics; NS 001B Mathematical Methods in Science; NS007J Experimental Approach to Natural Science. **NB:** Gen Ed offerings will not be sufficient, but after the first year, Project team members will be able to specialize and take upper division courses that provide the more specialized knowledge required in this or than part of the project.

Exchange opportunities: Environmental Studies offers a wide variety of exchange possibilities of two basic types. On the one hand, Project team members might want to spend one semester exchanges at universities with particularly strong "green campus" programs such as Berea or Oberlin or they might want to intern with a wind power generation company in the Netherlands or a photovoltaic production company in California. On the other hand, they might want to work as "green energy consultants" in Chang Mai, Thailand or in an urban slum in the Philippines demonstrating simple, low-tech power solutions.

GENDER STUDIES

Slightly more than one half of the population of Japan is female and almost 70 percent of the students at ICU are women but neither the social, economic or political power structures of Japan nor the employment or prestige structures of ICU remotely reflect these underlying demographics. There is, of course, an irony here. ICU is, after all, supposed to be a Christian, enlightened, modern institution, and yet in this regard it is clear that it is as traditional and backward as…well, as the rest of the world. And here is the core issue that lies at the heart of gender studies, the contested terrain of gender relations. In its crudest formulation, the question is dichotomous: Is a woman constituted by her humanity (and therefore endowed with all of the rights protected by the Universal Declaration of Human Rights) or is she constituted by her gendered "woman-ness" (and therefore endowed with whatever rights and value her religion, culture or society ascribes to women)? To put this in ICU terms, every student registering at ICU must sign the Universal Declaration, thus in effect declaring himself/herself in the "universalist" camp. So how to square this with the fact that the employment and prestige scales of women working at ICU are obviously and structurally inferior to those of the men working here? This simple question suggests that at the very least there is an important "Japanese" or "Asian" element to the "definition" of women at this institution. Put differently, this suggests that ICU offers itself as a perfect laboratory for analyzing how, how much and in what ways gender shapes a social institution—and so as a perfect starting point for research and action that connect studies at ICU to national, regional and global research and action on the role of women in all aspects of life.

On campus: Like the Environmental Studies Project team, the Gender Studies Project team needs to begin by collecting data. This data would consist of an accurate and detailed organizational chart of ICU that captures the full hierarchy and ultimately places a man or a woman in each box on the chart. With this basic data, the Project team would begin to add detail such as seniority, pay rates by job titles, career paths, actual job descriptions, and employment advertisements used in recruiting. The "first pass" team effort might simply be to offer a statistical and qualitative description of the gender structure of ICU according to the standard criteria usually employed to describe organizations and individual positions within them: rank, pay, level of responsibility, opportunity for upward mobility, amount of prestige, etc. With this data the Project team would then develop an empirically grounded comparison of the gender structure of ICU as an institution with other institutions in Japanese society. [NB: Quite apart from collecting this relatively simple data, this exercise would, of course, provide the hands-on lab component of the standard freshmen intro courses in both scientific method-experimental design and data collection, statistical analysis, and results presentation using various media from simple overheads to PowerPoint.]

Having developed this essential "dataset" the Project team would be ready to begin a serious effort to construct alternative "theories" or understanding of gender relations. Before them they will have the gendered description of an institution and the implied question: why is it structured this way? They will also have available to them a wide variety of possible explanations—available from books, from interviews, from analysis of newspapers, from analysis of ICU personnel manuals, etc. At the same time, they will have available to them a wide variety of statements about how gender relations *ought* to be—available from religious authorities, cultural authorities, the United Nations, American feminists, and so on. Again, without leaving the ICU campus, the Gender Studies Project team will be in the position to confront and conduct meaningful research on a challenging, nationally and internationally contentious issue. Specifically, as are all serious researchers, they will be forced to confront the problem of distinguishing between questions of explanation (why) and value (ought): Of all of the possible explanations of the actual gender structure of ICU, which ones explain how much? vs. Of all of the reasons given for gendering as a process in general, which are acceptable and which not, by what standards and says who? [NB: Without belaboring the obvious, this exercise provides an experimental situation through which students can "ground" the study of at least Anthropology, Asian Studies, Christian Thought, History, Philosophy, Religion, Political Science, and Sociology.]

Local connections: ICU is a perfect microcosm of gender issues because the gender issue is pervasive in Japan as elsewhere in the world. The Gender Studies Project team will therefore find that Mitaka City offers a wide range of both research and action opportunities. Mitaka City government undoubtedly confronts a variety of "women's issues" from day care and special education for the children of undocumented, single mothers to respite assistance for middle aged women caring for a parent or parent-in-law suffering from Alzheimer's disease. There may be the beginnings of civil society women's organizations organized around domestic violence, equal rights, etc., and there may be opportunities for the Study Project team to develop its own informational and educational materials for public distribution.

Around Japan: As part of the initial research effort, the Gender Studies Project team should be required to establish an online database of all women's organizations in Japan. As the project develops, this database should be expanded to include, for example, a database of experts on various subjects, a database of unpublished papers, training programs, and so on. As part of this effort, the Project team should also be required, of course, to reach out to establish direct contact with these organizations, to organize networking sessions at ICU, and with them to identify issue areas in which the ICU Project team can make its most important and unique contribution. As the Project develops and the database grows, the Project team should also be responsible for developing a PR plan to ensure that the women's NPO community makes routine use of the ICU Gender Studies database.

Across Asia: Gender is a critical issue in the less developed parts of Asia, where the status of women is often deplorable. But at the same time, the hegemonic feminist discourse is Western Anglo-American and is culturally and in almost every other way as well entirely irrelevant to the situation of Asian women. By way of connecting the local to the global, the ICU Gender Studies Study Project therefore offers a marvelous opportunity to start with reflections on how Japanese history and culture inform gender relations at ICU and then move out to collaborative work, either via the Internet or actual exchanges, with students at universities elsewhere in Asia to begin to articulate a more historically and culturally grounded understanding of gender relations for modern Asia.

Possible products: In keeping with the Study Project charge to produce research and action running from the local to the global levels, the Gender Study Project team will target both the Office of the President and, perhaps, UNIFEM (United Nations Development Fund for Women) in Bangkok. At ICU, the Project might provide the President reports of its own making on, for example, the gender structure of ICU and the extent to which the gender structure (defined as rank, pay, terms of employment, etc.) conform to ICU's stated vision of itself or the expectations of the Universal Declarations, or reports in response to specific requests from the President regarding, for example, how other institutions define positions or make personnel policies gender neutral. The Project online database is also a natural product of both national and international value, providing a public resource that if properly "marketed" will draw considerable traffic to the ICU website. And finally, through the Project team's international contacts and collaborations will arise the possibility of ICU hosted international conferences of academics, international organizations and activists.

Connected courses, Gen Ed only: CP015J Role of Women in Society; CP047J Development Assistance; CP053E Crossing Cultural Boundaries; CP061J Invitation to Asian Studies; CP063J,E Gender Studies; CP065J Gender Issues and Christian Spirituality; CP068J Digital Network Information Literacy; CP072J Multimedia Communication Literacy; SS002J,E History; SS003J Political Science; SS004J,E Society and Culture; SS007J,E International Relations; SS010J,E Economy and Economics; NS 001B Mathematical Methods in Science.

Exchange opportunities: As with Environmental Studies, Gender Studies offers exchange opportunities that look West and East. The traditional options, of course, lie in the US and Britain, which with France and Germany dominate feminism today. There are literally dozens of first rate undergraduate gender and women's studies programs in which Project team members can enroll for a semester. There are also innumerable women's NPOs with which they can intern. More interesting and arguably far more important (see below) are exchange and internship options in Asia. Here there are almost no peer institutions with serious gender studies programs, the one serious exception being Ehwa University in Seoul. However, there is a very exciting and dynamic emerging effort to define an Asian feminism, different from the hegemonic Anglo-American feminism and different, too, from its generic counter "non-white feminism." Asian feminism is currently being forged in practice by women's NPOs and ICU Gender Studies Project team members with any ambition at all will want to go east to intern. (For more, see below.)

PEACE STUDIES

In the abstract, "peace" is a fine thing, but to young people who have known nothing but peace, "peace" is the ultimate abstraction. For Japanese students, raised under a peace constitution and ignorant of Japan's imperial past, "peace" does not even have a historical antithesis in "war"—no matter how many times they may have visited the Hiroshima memorial. For today's students, the sterilized, historically preserved architectural remnants, the faded photographs, the antiseptically presented artifacts do not speak out, cry, scream. They do not "mean" anything in the sense that the ICU mission statement calls for, that is, knowledge "felt" to the point of provoking "the responsibility for improving society." How can "peace studies" be grounded empiri-

cally? How can this ultimate abstraction be made real enough that ICU students will go forth to defend peace? To put it differently, how can ICU actually fulfill its mission, live up to its own history—its own founding in the immediate aftermath of World War II—without meeting the challenge of engaging students actively, personally in peace studies?

On campus: The Peace Studies team with conduct a Study Project called "Consequences of War." In Japan, as in the United States, the World War II generation is dying—the veterans who fought, the wives and war workers and young children who struggled on the home front and survived the bombing. The Project team's pre-data collection effort will focus on three tasks: (1) locating the employment records of the original aircraft factory and beginning the process of tracking down living ex-employees still in the Mitaka area; (2) communicating with the appropriate national ministry to identify the nearest veterans hospital(s) housing World War II veterans or, in the event that permanently hospitalized veterans are distributed among civilian facilities, work with the ministry to identify veterans hospitalized in the Mitaka City area; and (3) working with the Mitaka City government to identify World War II generation individuals willing to participate in the Project. While identifying an initial population of veterans and other "home front" veterans, the Project team will define their first pass oral history interview protocols: What background information to collect on each individual? What questions to ask of all interviewees? Are there themes that the Project wants to develop from the start or does the Project want to see what themes emerge that most interest them? [NB: This exercise offers a challenging set of skills acquisition requirements for students who must learn, for example, how to conduct public records searches, develop interview schedules, conduct interviews, and transcribe, analyze and archive interview material. Students will also have to learn the "soft skills" of working with adult officials in national ministries and local government offices, as well as of interviewing often difficult senior citizens.]

This exercise will provide a powerful "learning laboratory" for students. They will, of course, learn a great deal of Japanese history, social, economic and political, simply from listening to their interviewees, but they will also be obliged to learn a great deal more in order to prepare for and understand their interviews. Over the course of the Project, team members will develop: (1) a clear picture of the overarching geopolitics of the interwar period in the Asia-Pacific and the maneuvering of the major powers, Britain, China, France, Japan, the Soviet Union and the US; (2) an understanding of the internal dynamics of Japan, cultural, economic and political and their implications, domestic and external; (3) a detailed grasp of the major campaigns of the war as well as of the home front experience, and (4) most important, a strong sense of the personal in history, of clear, personal associations of individuals, personal friends and their stories to the abstractions of history such that neither history nor war nor the consequences of war will ever be faceless again. [NB: Here again this little oral history exercise provides a "laboratory" in which students can "ground" the study of at least international relations, defense policy, foreign policy, history (Asian, Japanese and American), historiography, historical methods, public policy (aging, treatment of veterans, war reparations), ethics.]

Local connections: The Peace Studies Project will by definition be deeply engaged locally as all of the team's initial interviewees will be local. From the start, too, the Project team will need to cooperate with Mitaka City government to identify interviewees, but also to share the oral histories and other materials gathered. Certainly one of the potential collaborations to be fostered from this effort would be a Mitaka City community "living museum" built on the foundation of the Project's World War II survivors' stories.

Around Japan: Mitaka City is a microcosm of Japan; the stories of the aging veterans and home front survivors in Mitaka resonate across the country and are falling silent just as rapidly as the war generation dies elsewhere as fast as it is dying in Mitaka. As with the other Study Projects, one of the first things that the Peace Studies Project team should do is to develop an online database of their materials—the interview protocol they are using, the means by which they are iden-

tifying interviewees, transcripts of their interviews, copies of other materials they have collected (letters, photos), and perhaps even streaming audio and video. The database might also include, for example, links libraries of veterans groups, local historical associations, archival collections, etc. It might also include an interactive component that permits threaded discussions about topics related to the interviews, permits individuals to request to participate in the project, to post their own materials and so on.

Across Asia: World War II ended almost sixty years ago, yet only in the past few months has Korea legalized the sale of Japanese cultural products, and this is but a small and benign example of the deep, unhealed wound left by the war in Asia. Perhaps part of the problem is that such critical issues as reconciliation are too important to be left to diplomats alone. Perhaps ICU students in the Peace Studies Project could engage in quiet citizen diplomacy through collaborative work, either via the Internet or actual exchanges, with students at other universities in Asia. The ICU students could help their counterparts to develop their own oral history projects and then organize exchanges of exhibitions, conferences and even veterans.

Possible products: The Peace Studies Project's products will be limited only by time and imagination. At the very least, the Project will produce Mitaka City and ICU "museums" of some sort with audio, video, print, photographic and physical exhibits. It will also produce an online database of collected materials, as well as an archive of them. If Project members—and ICU—are a bit more ambitious, it is possible that this effort could result in the creation of an "Oral History of Japan at War" archive at ICU that becomes the national, perhaps international center for oral history research. As such, the archive and the Project become the natural basis for a wide variety of research projects aimed at the publication of monographs and books, as well as the production of films. Equally important, if the Projects outreach efforts in the rest of Asia are successful, ICU could also become the repository of similar oral and video history materials from Korea, China, Indochina, Thailand, Myanmar, Indonesia and the Philippines.

Connected courses, Gen Ed only: CP023E Peace Studies; CP030J Issues in Peace; CP061J Invitation to Asian Studies; CP068J Digital Network Information Literacy; CP072J Multimedia Communication Literacy; SS002J,E History; SS003J Political Science; SS004J,E Society and Culture; SS007J,E International Relations; SS010J,E Economy and Economics; NS 001B Mathematical Methods in Science.

Exchange opportunities: Formal Peace Studies exchanges are readily available at a number of major international universities (Stockholm, Uppsala, COPRI, Cornell, Earlham, George Mason, Goshen, Bradford, Manchester, Hebrew), but in this field, the real energy today is less in the classroom than in the field. With the end of the Cold War, peace studies scholars have shifted focus to two topics quite different from the 20th century's obsession with mass war: (1) the examination of past, great atrocities, and the prevention of small wars (often ethnocides). Exciting work especially in the latter is the domain of NGOs, which offer extraordinary internship opportunities. As in the case of both Environment Studies and Gender Studies, Peace Studies offers ICU particular opportunities to develop a university role as a center for research and action in Asia.

IDEA II: ICU AS AN ASIAN INSTITUTION

When confronting intense competition as does ICU, the natural response is to defend one's turf, sometimes to the death, without making an often simple, creative leap to a whole new domain. I would suggest that this is exactly what ICU needs to do now—and is marvelously prepared to do—not simply to escape the competition, but to capture the wave of the future.

When founded, ICU was not in the forefront of Japanese higher education, it *was* the forefront of Japanese higher education. With its international, liberal arts, English language curriculum and

close American ties, ICU led the way in educating a new generation of Japanese businessmen and citizens who over the course of the next fifty years helped to integrate Japan into the American market and the trans-Atlantic advanced industrial world. The world is rapidly changing, however. The extraordinary growth of Korea and Taiwan, followed by that of the second-tier newly industrializing countries, and China's stunning reemergence as a global powerhouse has fundamentally realigned the global equation. For Japan today Asia already balances the West; in the not distant future, it is clear that for the world as a whole, the economic, geopolitical and cultural centers of gravity will shift East. Japan will soon cease to be the Eastern Asian Pacific outpost of the West, but the "Western" Asian Pacific outpost of Asia. For ICU the opportunities are boundless.

The first way to think about the possibilities offered by a strategic shift of focus from West to East is to ask how such a shift might help ICU confront its current precarious competitive situation. ICU is challenged in its traditional market—Japan—by larger, better capitalized players at a time when that market is actually shrinking. Despite the quality of the ICU product and brand recognition, the pressure is intense especially now that such major competitors as Waseda are offering directly competitive, "Westward-looking" products. So what to do? Look East.

- The ICU reputation for quality and recognition of the ICU brand precede it across Asia such that ICU will have no trouble recruiting Asian students of the highest quality. Why? Because English is the lingua franca of international commerce and an "American-style" university education is the international educational gold standard. (Why else would Waseda be investing?)
- This large pool of potential Asian students would (a) solve the enrollments problem, (b) ensure sufficient, high quality enrollments in all Divisions and so (c) ensure the equally high quality of students across all Divisions.
- Unlike stepped up recruitment in the US, Asian recruitment would be relatively inexpensive because at least initially it could be carried out via United Board connections.
- The development of an aggressive Asian recruiting and Asian Studies program (especially with a strong Chinese language and exchange program combined with business internships) would give ICU a new, compelling "product" with which to differentiate itself in its traditional, home market in Japan.
- This reorientation will accomplish a number of unfulfilled goals that are constantly lamented. It will drive the development of a critical mass of English language courses, oblige much greater daily use of English on campus, and provide enough resident students to create a campus life.
- This reorientation will make ICU truly international for the first time and provide for a truly multinational community of students and faculty able to engage in a broad range of curricular and co-curricular exchanges unique in Japan.
- To complement the addition of Asian students to the ICU student body, ICU should develop an intensive Chinese language exchange and internship program. Rather than investing in on-campus Chinese studies capabilities, ICU should collaborate with a Chinese university to provide these. The program should include a 2-3 month internship with a Japanese or American company in China. (See below.)
- To the extent that ICU hires new faculty, there is a strong argument for hiring almost exclusively from Asia. (See below.)

Lest this suggestion seem cynical, consider it in terms of the four criteria identified above:

- **Quality of contribution to the educational experience**: The development of an Asian recruiting program provides two key contributions to the quality of an ICU education. (1) Rising competition for high school seniors and the "unpopularity" of several Divisions means that the quality of incoming ICU students is at risk. Already some Divisions must admit essentially all applicants, much to the detriment of the overall quality of the student body. This situation can only get worse if ICU continues to depend solely upon a Japanese applicant pool. Given the huge number of Asian high school graduates and the huge demand for Eng-

lish language, American-style university education in Asia, there is no question that Asian students admitted to ICU will be of the very highest quality and will revitalize such Divisions as Humanities, Languages, and Natural Sciences. (2) ICU purports to be an international institution but to the extent that it is, it is solely Anglo-American. The addition of a substantial number of Asian students to the student body will broaden and deepen the educational experience of all students.

- **Breadth of engagement with/integration into the university program and mission**: Again, the introduction of a substantial number of Asian students into the student body will have impacts across the entire curriculum and will integrate into all aspects of the university program and mission. Indeed, not only will this revitalize a number of stumbling departments and Divisions, as noted above, but it will make it possible for the university actually to engage aspects of its mission about which it has long talked, but done little.
- **Potential to highlight ICU globally and/or gain special recognition for ICU in this competitive higher educational market:** Here is one place where an "opening to Asia" really shines. While the other major universities in Japan have finally caught up with ICU and are at last developing programs to access the saturated American market, ICU would be leading the way into the future. For faculty or administrators who doubt the wisdom of this, take the time to sit in the ICU student center and talk to ICU students. Students will tell you that almost no one qualifies to go on one of the ICU junior year exchanges to the US—but that that's OK, because Japanese companies are all investing in China and that's where the jobs are now! If ICU really wants to catch the attention of young people, ICU students will tell you, one way would be to say: "Come to ICU, learn Chinese in China, intern with a Japanese company in Shanghai, get a job with one in Nanjing. ICU is your ticket to the future."
- **Return on investment:** The best thing about this whole initiative is that it involves almost no new investment except in the long overdue completion of the English language curriculum. Students, after all, are students and what ICU is offering here is an ICU education to students who have chosen to come to ICU because of what ICU already does!

IDEA III: ICU AS ASIAN INCUBATOR FOR IDEAS AND ACTION

ICU is also poised to play a leadership role in strategic domains of research and action where the university's research faculty resources and Asia's needs coincide. For its first fifty years, ICU faculty led the way in research related to Japan's integration into the trans-Atlantic advanced industrial world. As ICU repositions itself for the next fifty years, it is important to ask: Where can ICU's faculty and research resources make the greatest contributions? With the global balance of power, production and culture shifting East—and with a huge portion of world research institutions focused on the West—ICU's opportunities would seem to lie in Asia. Still, this is not a question to pose in the abstract, but within the specific context of ICU today. The real question is thus: Given ICU's strengths and weaknesses, limited resources, and special mission, where does it make the most sense for ICU to put its effort—bearing in mind the requirements that each initiative meet the highest standards of quality, integrate fully with the University mission, show off ICU internationally, and give a good return on investment?

I would like to suggest (1) a set of qualities that define internationally successful research centers that ICU ought to consider when establishing its international centers and (2) specific possible centers that articulate with previous suggestions I have offered based upon my assessment of ICU faculty and institutional resources.

BUILDING A MODEL CENTER

Internationally renown centers come in all shapes and sizes from the Copenhagen Peace Research Institute and the Harvard Center for International Development to the Center for American Women and Politics (Rutgers) and the Center for Environmental Science and Policy (Stanford). In varying degrees, however, they all seem to engage in the same core activities. Engaging in all of these activities does not guarantee international stature, but not doing so does pose

problems. Let me suggest that ICU develop three international centers for research and action that do the following—all of which amount to the same thing: they leverage or amplify the initial ICU investment in terms of the human and scholarly impact achieved, and of the ICU "PR" impact achieved:

- Promote research: Research is, of course, the heart of the enterprise, but the key is focus. Research centers of the COPRI variety exist to generate real world relevant solutions and the same applies here. The key to success in such centers is the identification of annual or bi-annual research topics and the rapid production of high quality papers published in the international journals and other media appropriate for reaching the target audience. Publication for the sake of publication is meaningless and wasteful; some difficult measure of the size and quality of readership is the essential and only measure that counts. Here, too, the key is that the research not be costly, but involve largely just time to write up. Supported research by faculty might involve teaching release time, but initially the "bang for the buck" will come from providing housing, a desk, computer and library access for seasoned international organization and NGO veterans with lots of ideas in their heads and no time to write them up.
- Collect and publish unique international data sets: While the half life of research papers may be fleeting, data sets built over time only increase in value. Indeed, many international centers are far better known and reputed for the data they publish than for the research they produce. One of the most valuable upfront investments ICU could make would be to assess the data needs of, for example, peace researchers in Asia compared to those working in Europe and to ask what it would take for ICU to create and publish the missing datasets.
- Serve as international clearing houses for research materials and data: In emerging fields such as gender studies and environmentalism, a great deal of the best, cutting edge research is never published, but is rather circulated by email or through other informal networks. Similarly, a great deal of the data collected by researchers remains scattered and inaccessible. With its much denser communications networks and deeper data sources, this is not a serious problem in Europe but is a crippling problem in Asia. If research centers at ICU could establish themselves as clearing houses for research and data, as the place to which everyone automatically send copies of papers, interviews, and survey results for cataloging and posting in a searchable, online database-archive, they would also establish themselves as the "go-to" resources in their fields.
- Provide time and space for activists and researchers to interact: Disciplines such as environmental, gender and peace studies exist by definition as amalgams of scholarship and activism. Unfortunately, the normal university is seldom an accommodating place for activists, and organizations of activists seldom have much patience for academics. Like other great centers, ICU's centers should therefore deliberately be venues in which academic researchers and NGO directors can form productive working partnerships.
- Develop teaching programs: Collaborations between those who study and those who do often come together most fruitfully in the classroom. Whether the students are university professors or high school teachers from Japan, the US or elsewhere in Asia, or are NGO activists, UN specialists or national representatives, ICU center fellows should be developing short courses that capture the work that they are doing and put it in the hands of those who can put it in the hands of many, many others.
- Organize conferences: Finally, of course, the centers should organize conferences. Here, however, a note of caution. All centers organize conferences. Everyone organizes conferences. Anyone can organize a conference. Conferences per se are therefore worthless, just as publications per se are worthless. What matters, all that matters, is that difficult to define measure of size/quality of audience. Extreme care must be taken to define conference topics and audiences to maximize ICU's specific purposes and achieve the greatest possible impact within the missions of the centers and the broader strategic needs of the university.

Existing/Anticipated Infrastructure: ICU is able to contemplate the creation of such centers because of critical existing infrastructures:

- As an English language institution, ICU offers what very few institutions in Asia can provide: a venue in which scholars and activists from around the world can communicate and collaborate in the lingua franca of research.
- ICU boasts a fully modern library that (1) already possesses one of the largest research collections of books and journals in English in Asia and (2) offers high speed electronic access to the entire array of e-sources any researcher might need.
- ICU also possesses the computer hardware and network capabilities to serve as a data warehouse and clearing house.
- Planned expansions in ICU facilities and the existence of dedicated JICUF capital funds mean that within the next five years—the time it will take fully to plan, launch and see the first serious fruits of these centers—the University will have new buildings able to accommodate all the described functions.

NB: As the very selection of focus areas should suggest, the ICU research centers should *not* be separated from the undergraduate program in any way. As any quick review of centers such as the Center for Environmental Science and Policy at Stanford or the Center for International Affairs at Harvard will show, great centers are marked by their vertical integration from "grassroots" connection to undergraduate teaching to international level research. Faculty associated with the Centers teach full course loads, undergraduates attend Center seminars, functions and conferences, serve as Center staff and as research assistants for faculty, Center fellows, and Center datasets, Center fellows lecture in undergraduate courses and support Study Projects, and Center fellows' NGOs provide summer internships to undergrads.

ASIAN WOMEN'S CENTER FOR RESEARCH AND ACTION

As already noted above, feminism is the domain of American and European women, although two thirds of the world's women are Asian. Does existing feminist theory speak to Asian women's cultural, economic, historical, political or social circumstances? No. Do the well endowed, well networked American and European women's organizations that dominate the feminist discourse and international organizations speak or act effectively for Asian women? No. Where in Asia is an Asian discourse on gender to be found? Everywhere and nowhere; there are many voices in many places, but no one focal point, no clearing house, no archive or "institutional memory," no critical mass. Where in Asia is there a place where women's leaders and women's NGOs can come together to learn and reenergize themselves? Here there are centers—for example, UNIFEM in Bangkok—but none that focus on the deliberative combination of research and practice.

Funding opportunities: This is an area of research and action for which there is funding available from international organization and foundation sources.

ASIAN CENTER FOR ENVIRONMENTAL SOLUTIONS

The advance industrialized "West" (including Japan) is, without question, the source of most of the world's current environmental ills; Asia will be the source of its future ills. The West (largely absent Japan) is also the current source of virtually all research on the remediation of existing environmental damage and on green technology to prevent future damage, as well as the locus of virtually all legislative and regulatory efforts to shape economic development, investment, urban growth and agriculture to minimize environmental destruction. Off the shores of Europe, for example, forests of windmills now generate zero-emission power. In Eastern Europe, the EU is investing hundreds of millions of dollars to clean up the toxic consequences of Soviet rule, while any country wishing to enter Europe must pass environmental laws and regulations that meet the EU's high standards. But where is there concern about the rivers now poisoned by the Chinese economic miracle? Are there alternatives to China's growing dependence on electricity generated by burning high sulfur coal in plants that have no pollution abatement equipment?

Western technical solutions will not work and Western organizations are not equipped to develop Asian solutions. The problem is not that the Asian environment is different, any more than it is that Asian women are different. It is simply that the Asian developmental, economic, political and technical context is different and solutions to Asia's environmental problems that do not take account of the Asian context will fail. Where will such context sensitive solutions come from? Why not ICU?

Funding opportunities: This is an area of research and action where there is funding available from international organization, foundation and corporate sources.

ASIAN CENTER FOR RECONCILIATION

Peace Studies as traditionally understood has meant war prevention through development, the achievement of social justice and, if these fail, conflict mediation. But wars still happen. Often. Happily, they also end—but here there is a sorry irony. Although we have a well developed, if highly imperfect, discipline of war prevention, we seem to have devoted almost no serious scholarly time to the at least equally important question of how people return to living at peace with one another when the fighting stops. Measures of "success" might range from literally not killing one another—an end to roadside bombings in northern Lebanon—to the end of discriminatory legislation—the Korean removal of the ban on the sale of Japanese music and other cultural products. And of course, this is not a subject of mere research interest; it is a subject in which research findings would have immediate applications with the most important implications for the lives of individuals and communities. Here, too, however, it is impossible to imagine a subject that can be abstracted from context. With its deep ties to religion, mourning and identity, reconciliation is a subject that begs for a regional treatment, and hence the opportunity for ICU to lead the way with an Asian Center for Reconciliation.

Funding opportunities: This is an area of research and action where there is funding available from government, foundation and possibly international organization sources.

PART IV: CUTTING COSTS

There are many initiatives big and small that ICU can and must undertake to return to long-term financial viability. Here and in Part V I will identify only those obvious on the basis of a short visit. With more time and access to the appropriate statistical data further cost reduction and revenue generation measures can surely be identified.

To an outside observer six cost reduction measures seem obvious: pruning the centers and institutes, rationalizing the graduate program, consolidating the undergraduate Divisions, eliminating duplicate or marginal undergraduate courses, improving facilities management, and changed hiring priorities.

PRUNING THE CENTERS AND INSTITUTES

ICU boasts a remarkable number of centers and institutes for so small an institution. By my count, there are seven, at least six of which publish journals: the Institute of Educational Research and Service; the Social Science Research Institute; the Institute for the Study of Christianity and Culture; the Institute of Asian Cultural Studies; the Peace Research Institute; the Research Center for Japanese Language Education; and the Institute for Advanced Studies of Clinical Psychology. I cannot, of course, judge the quality of these institutes and centers from afar, but it is essential that ICU assess each in light of the resources and mission of the university. Furthermore, ICU needs to develop standard criteria by which to assess centers and institutes, and by to which to decide whether permit one to open or ask one to close.

Here again the four core criteria apply, and centers and institutes should be asked to justify themselves according to them with meaningful data. Existing centers and institutes that do not pass

muster might be put on probation or closed down. Proposed centers and institutes that offer compelling justifications according to these criteria should be given only provisional charters with the clear understanding that they will be closed if they fail to meet expectations.

- **Quality:** At a school as small as ICU, centers and institutes cannot operate in isolation. Their "cost" in faculty and staff time, scarce space and hard cash cannot be justified unless they provide high quality learning experiences for students in addition to research and applied work, which must, of course, be of the highest quality.
- **Breadth of Engagement:** Far beyond internships for a few exceptional students, it is appropriate at a small school that centers and institutes be expected to be meaningfully engaged with the broader university program by serving an interdisciplinary function, linking resources and in general making the university more than the sum of its parts.
- **Highlight ICU:** A center or institute that does not highlight ICU or establish it as unique in a critical way is not worth supporting. Activities that serve purely institutional purposes do not need the cost and administrative headache that accompany a center or institute designation; activities that cannot be carried on at a national or international standard are not an appropriate use of scarce resources in as much as they by definition represent a diversion of those resources from mission relevant purposes or other purposes at which the university really can excel.
- **Return on Investment:** Against these three qualitative measures of worth, centers and institutes must also provide a clear return on investment. They should cost the university little if anything. Even at a large research university in the US, the university provides indirect costs only: space, utilities, insurance, fringe on faculty salaries. All hard costs are born by the center or institute—that is to say, are the responsibility of the center or institute director. The university may give the center or institute director a course or even two course teaching reduction to provide him/her the time to write the grants and manage the grant funded projects that support the center or institute. But centers and institutes exist on the basis of endowment or grant monies raised by the director and "earned" by the research produced. To the extent that a center or institute delivers big benefits to the university in terms of the other three criteria for assessment, the university may provide one time or ongoing support to a center or institute. For example, the university might provide a new center with office furniture, computers, and telephones as a start up contribution, or it might provide a halftime staffer on an ongoing basis. The key, however, is that at ICU, too, the working presumption must be what Harvard refers to as the rule of "every boat on its own bottom," that is, that every center and institute director must be committed enough to his/her enterprise to keep it going with his/her own initiative because, after all, if the director doesn't care enough to keep it going, how important could it be?

RATIONALIZING THE GRADUATE PROGRAM

ICU has a disproportionately large number of graduate programs and course offerings for a small university and faculty. Graduate offerings also seem to be concentrated in areas that are not those in which ICU holds a comparative advantage.[3] Both points are of concern at a time when ICU must make hard choices about how to allocate shrinking resources effectively. Assessed with the four criteria, graduate programs at liberal arts teaching colleges are in general hard to defend or, to put it the other way around, any graduate program that wishes to continue should be asked to offer a compelling argument for why, as the presumption should be against. As Dr. Owada put it

[3] At first glance, for example, it is hard to imagine how a school with the limited resources of ICU can afford to maintain an integrated graduate program including computer science, biology, chemistry, mathematics and physics. The basic lab set-up costs for a new hire in chemistry at a research university today are $100,000, and this assumes that a full-scale laboratory exists. Assumed laboratory infrastructural "overhead" for a lab appropriate to training graduate students is huge. Multiplied by biology (with all the essential advances in molecular bio, structural genetics, etc.), physics, and so on, either the required investment is huge or the level of preparation being provided is insufficient to meet world standards.

in 2000, the key question to be asked, answered and justified is: "Why graduate education at ICU?"

- **Quality:** With a few exceptions, and there only with the substantial suggested investments, ICU cannot provide graduate programs that meet ICU's exacting standards and are competitive. ICU lacks the depth of faculty, the resources and facilities, and in most cases the quality graduate student material to graduate masters and doctoral students who meet world standards—and ICU does not want to be associated with anything less.
- **Breadth of Engagement:** The graduate programs seem to do little to alleviate the divisional segmentation of the faculty or to engage meaningful numbers of undergraduates. I was unable to assess the extent to which the graduate programs engaged ICU grad students and faculty in scholarly, professional, governmental and international circuits that extend breadth of engagement outward, but see Highlight ICU below.
- **Highlight ICU:** Here quality comes full circle—not only do most existing graduate programs not meet ICU standards (for reasons of lack of resources relative to resources available at the national and international competition or of quality of students relative to the quality of students applying for graduate degrees at the national and international competition), but they therefore do not offer the prospect of bringing ICU serious scholarly or public attention.
- **Return on Investment:** Graduate programs are, by definition, more expensive than undergraduate programs. The question is always: Is the *relative* cost difference worth the other rewards to the university? On the cost side, therefore, we have to weigh the fact that if a faculty member teaches a 3 student graduate seminar rather than a 30 student undergraduate course, the graduate student costs—other things being equal—ten times as much as the undergraduate. But not all things are equal. The graduate student's library needs, laboratory needs, advising needs and so on will also be substantially greater than the undergraduate's and will not be fungible, that is, much of what the graduate student needs will never be used by any undergraduate. The general point being that ICU is investing a substantially larger amount in its graduate students than it is in its undergraduates. Is the return also substantially greater or at the very least great enough as to merit the cost? Given the answers to quality, breadth of engagement and ability to highlight ICU, the answer appears to be no.

CONSOLIDATING THE UNDERGRADUATE DIVISIONS

Whatever the initial logic, bureaucratic inertia and personality issues involved, the maintenance of six Divisions is a costly luxury ICU cannot afford. In his discussion of the pathologies of organizational (mis)communiation at ICU, Dr. Owada refers to the "guild-oriented Divisional lines" and their often fatal consequences for rational academic governance. I concur with his conclusions, but want to focus on three issues with monetary consequences.

The first Dr. Owada discusses as well: the pernicious applications quota by Division. Applications for many of the Divisions are so low that essentially all applicants are admitted, while there are so many applicants for other Divisions that the apply-admit ratio is quite good. While the system works exactly as intended (it keeps "unpopular" Divisions alive) it is also a university-sanctioned means by which the overall quality of the student body—the ultimate measure of ICU—is undermined. Whether in terms of the basic notion of what having "standards" is meant to mean, the university mission, the university's reputation, or the quality and giving capacity of its alumni, this is unconscionable. As a social scientist and therefore as an interested party in the defense of a weaker Division, I too want to see the entire spectrum of liberal arts offering at ICU. But Divisional quotas that kill quality will ultimately cost the university. Better to consolidate Divisions or eliminate them altogether and solve the problem following an entirely different logic.

Simple costs, hard and soft, offer the second reason to consolidate or eliminate Divisions. As for hard costs, every Division has a copy machine, print and e-materials, etc. More important are soft costs, for every Division also has associated administrative functions, all of which absorb the

time of faculty, thereby keeping them out of the classroom or the library. While hard to quantify, anecdotal evidence suggests that soft costs constitute a major drain on faculty time and university resources, whether or not they appear in the debit column of the university's books.

Finally, there are the "costs to effective governance" that result from the way ICU has chosen to organize itself. To the extent that ICU is an "American" liberal arts college, it is odd that it has chosen its unique Divisional structure instead of the less restrictive Faculty of Arts and Sciences model. Unfortunately, the choice of the Divisional, as opposed to the FAS, model of organization also accounts for the difficulties described by Dr. Owada. Splitting the faculty into six Divisions, each with powerful internal capacities to reward and punish, dramatically enhances the likelihood of bloc voting in faculty meetings and, with super-majority voting requirements, equally dramatically enhances the likelihood of veto groups appearing either to stall action or to hold votes hostage to their demands. Here the "soft costs" associated with organizational form—Divisional or FAS—are not actually very soft at all. And they involve the very capacity of the university, as a democratic community, to make reasoned decisions about the long term interests of the institution as a whole.

If our aim is to cut "costs," understood as hard, soft and "costs to effective governance," there are two possible approaches, modest and radical.

- The modest option would combine the current six Divisions into four: Humanities and Languages, Social Sciences, Natural Sciences, and International Studies. This option would reduce administrative costs by 33%, would reduce hard costs slightly, and would produce opportunities for the elimination of redundant courses, freeing faculty to teach new courses or reducing demand for part time lecturers.
- The second option is to eliminate the Divisions altogether and establish a Faculty of Arts and Sciences to serve as the administrative umbrella for all departments. The function of the Divisions would be maintained through the faculty advising system and a set of distributional requirements that would ensure that students continue to receive a broad liberal arts education. Hard and soft cost savings would be substantial. Of key importance would be gains from the elimination of redundant courses, and gains in the courses offered with the return to full teaching loads of faculty now serving in administrative capacities in the Divisional system and/or reductions in the budget for part time lecturers for the same reason.

CONTAINING CURRICULAR SPREAD

A review of the Bulletin of the College of Liberal Arts suggests that after years of slow, steady and perhaps not entirely planned growth, it is time to prune course offerings. An inevitable by-product of so many Divisions and departments is course duplication. There are also surely courses that professors just love, that students do not, and that therefore perennially limp along with just a few students. When times are flush, who cares? Now they are not and it is time to cut. I suggest the establishment of a *very* small committee of the hardnosed empowered to make binding decisions. They should be charged with reviewing the Bulletin in detail to identify potential duplicates, and with reviewing enrollment records for the past five years to identify small enrollment courses. As a committee and in consultation with the President and Senate, they should develop a set of decision rules for the handling of duplicate courses and very small enrollment courses.

Given faculty teaching loads, approximately every six courses cut is the equivalent of hiring a full time professor or a saving equivalent to the cost of six courses taught by part time lecturers.

IMPROVING FACILITIES MANAGEMENT

As an American academic, ICU is almost shocking is its lack of attention to the most basic energy conservation measures, and there are undoubtedly a wide range of less obvious areas in which audits of facilities management practices will show potential cost savings. To mention just a few

of the most obvious places in which relatively minor investments will pay dividends in just a few years:

- Lighting: ICU continues to use a lot of incandescent bulbs, not low wattage fluorescents; classroom and hallway lighting fixtures are still full four bulb, not two bulb, irrespective of lighting needs, there are no motion sensor or photo switches.
- Heating: There appears to be little or no insulation in most buildings; windows appear to be single pane and without high-e coating or film; there appear to be no storm windows; many buildings do not have vestibule arrangements to reduce hot/cold air infiltration; roofs appear to be black; I cannot imagine that there are heat exchangers on the sewage lines to preheat intake water for the furnaces.

Undertaken over the course of two to three years as a matter of standard replacement and maintenance, such measures might cut electricity and heating costs 10-15%. Given the cost of energy, this is not an insignificant saving.

FACULTY HIRING PRIORITIES

The current structure and compositions of the ICU faculty contributes, however unintentionally, to many of the difficulties the new administration confronts. Whether considered from a purely economic point of view or a broader, institutional mission point of view, it is essential that ICU give serious consideration to hiring practices and priorities for the near and medium term.

Structure and Composition: The structure and composition of ICU's faculty are badly skewed in ways detrimental to the achievement of important strategic goals. Two problems in particular stand out. First, although ICU advertises itself as an international university, the composition of the faculty continues to reflect ICU's origins; it is almost exclusively Japanese and American. If ICU is to become the international and, more to the point, Asian university it promises, a substantial restructuring will be necessary to make room for significant numbers of non-Anglo-American, non-Japanese faculty. Second, the age and seniority structure of the faculty is extremely skewed. Ideally a university balances senior positions with new blood in order both to maintain the intellectual vitality of the institution and to control costs; ICU has failed entirely to do so. As a result, the mean, median and modal ICU faculty member is a full professor in his/her late 40s, perhaps even early 50s. This structural imbalance is partially mitigated by the heavy use of part-time faculty (itself educationally problematic), but as might be expected the part-time faculty are almost exclusively Japanese. They may therefore help mitigate the cost problem of an overly tenured, overly senior faculty, but at the cost of further skewing the composition of the faculty.

The need to internationalize the composition of the faculty and radically to reduce both the average age and seniority of the faculty converge neatly on a very different hiring policy than has prevailed in the past. With the sole exceptions of English and Japanese language instruction, this policy would for the time being essentially stop the hiring of Anglo-American and Japanese tenure track faculty and, where they are irreplaceable, hire only on 3-year contracts. Primary hiring emphasis should be on non-Japanese Asians hired on 3-year contracts with occasional tenure track hires of exceptional scholars at the assistant level. Especially in the next five years as ICU develops its strategic vision, hiring should be kept as flexible as possible. Equally important, for the next five years while the university is still carrying the heavy burden of top heavy salary structure, ICU needs to pursue a hiring policy that minimizes salary costs and future cost commitments to permanent faculty.

PART V: RAISING REVENUES

It is not enough simply to cut costs; ICU needs more money. Traditionally there are five sources of revenue that universities can tap: endowments; tuition; alumni; grants; and entrepreneurial activities. Of the first there is little to say except that ICU has a huge endowment for an institution of its size and that this endowment is producing far less revenue than it ought. The 2004 report of the National Associate of College and University Business Managers shows universities with endowments the size of ICU's earning an average return of 1 percent over the past three years, 6 percent over the past five years, and 9.9 percent—a fairly normal, long-term market return—over the past ten years.[4] Assuming that ICU adopted the standard practice of reinvesting a portion of investment profits over a certain amount—say 5 percent—the $500 million ICU endowment should have paid an annual $25 million even without the compounding of retained profits. At the other extreme, it is increasingly common—indeed, necessary—for universities to engage in entrepreneurial activities. Development of such business ventures (paying language institutes, energy consumption/conservation auditing) offers an important potential source of revenue, but I will not say more here. Tuition, the alumni and grants, however, all offer important sources of revenue that need to be tapped now.

DIFFERENTIAL TUITION POLICY

ICU has reached the maximum tuition it can charge of the average Japanese student. This does not mean, however, that it has reached the maximum tuition revenues that it can extract. The means of doing so is to move to a system of differential tuition. Japan has a deeply held egalitarian tradition that will cause many to bristle immediately at the very idea. But while it may seem counterintuitive, there is a powerful egalitarian argument for moving in this direction quite apart from the revenue generation argument. To adopt a differential tuition policy is to ask those who have to pay more and those who have less to pay what they can. Here is how it would work at ICU.

An ICU education is valuable, but the tuition a student pays does not, in fact, cover the actual, fully accounted cost of the education (s)he receives. This is because in addition to the costs covered by the tuition, other costs are covered by interest from the endowment, by donations from alumni, and so on. Furthermore, much of the physical plant that the students enjoy is already fully amortized such that while students receive value from it, they do not pay for it. Put differently, the tuition ICU charges today is a painful compromise between, on the one hand, "what the market will bear," that is, how much the average family of a potential ICU student will pay for an ICU education relative to what the cost of an education at a competitor university, and other the other hand, what it really costs to educate a student at ICU. **NB:** ICU's eroding finances are proof positive that the harsh downward pressure of the market has "set" tuition below real cost. How to close the gap?

I suggest setting an official, "nominal" tuition that is substantially closer to the real cost of educating a student at ICU, perhaps a full 25 or 30 percent higher than the current tuition. Having set this official tuition, ICU would be in the position to provide discretionary "scholarships" of any size desired to any student or class of students or indeed to the entire student body. (That is, simply establishing such a tuition policy does not necessarily result in any change in actual tuition paid by students or produce tuition differentials.) Needless to say, the purpose of the higher official tuition rate would be to be able to charge those with higher disposable incomes—to start presumably a portion of American and "American returnee" applicants for whom ICU, even at this higher rate, would still be less than two thirds the cost of a comparable American institution)—while granting "scholarships" to the current "market rate" tuition to other students on the basis of "need" understood as families' lower disposable incomes. The overall effect of such a policy is arguably more equitable than the current flat rate policy and contributes to closing the financial gap.

[4] National Association of College and University Business Managers, 2003 Endowment Study, January 20, 2004.

BUILDING AN ALUMNI GIVING NETWORK

Talking to ICU faculty, administrators and alumni is likely to give you mental whiplash. On the one hand, no one can tell you often enough how extraordinarily successful ICU alumni are. They hold responsible positions in the biggest, best known and most profitable multinational companies in the world, they are bankers, lawyers, media magnates, hoteliers and supreme court justices. On the other, they cannot afford to donate anything to support ICU because Japanese executives are not as well compensated as their American counterparts, because Japanese tax law does not provide the same benefits for donations, and besides there is not tradition of giving. Responses? (1) Immaterial. (2) Not true. (3) Universities teach, teach them.

Alumni giving is a matter of effort; to the extent that it is successful it produces revenue and a "positive feedback loop" of engaged alumni whose non-financial support is every bit as important as their financial support. It also makes it easier to ask next year. An expert on the establishment of an alumni giving network can provide professional advice and the university lawyer can establish the necessary tax vehicle to provide tax deductibility for donations. But very little is needed to get started beyond alumni lists, telephones and student volunteers. A simple "phonathon" model would work like this: Alumni are segmented by age and each age segment is assigned a target annual gift amount (for example, age 25-35, 5000Y). Student volunteers using a standard script would alums to tell them about ICU today, ask for a donation one level up from "theirs" and back down to the target level if it proves too high. The aim of the exercise for the first few years is not to raise large amounts of money, but to get alumni into the habit of giving and slowly to raise the giving threshold. (500 alums giving an average of 22,500Y—less than the cost of a good dinner for two—will raise 11,250,000Y, enough to hire a full-time director of alumni relations for a year!) A variation on this rudimentary model is employed by many American universities to give departments the opportunity to raise discretionary funds. At ICU each department or Division might be given alumni lists and asked to mobilize faculty and students. The department or Division then might receive 50, 75 or even 100 percent of the funds donated by alumni they convinced to give to be used however the department or Division decides.

GRANTS AND GRANT GETTING

ICU has recently succeeded in winning several prestigious and lucrative grants that have provided important research, teaching and administrative funds. Discussions with faculty and administrators suggest two serious problems, however. First, grant funds are going unspent and/or activities provided for by grants are not being made use of by Divisions, departments and faculty. Second, while there seems to be very high-up interest in grant writing, there does not seem to much evidence of active grant writing/grant funded activities in general nor does there seem to be a systematic incentive system at the university to promote grant writing activities. The two problems are related.

It is normal for universities to have core teams that manage the development of major grant proposals, but there are two potential problems that come along with such an arrangement. First, the centralization of the grant writing effort often leaves many faculty ignorant of the entire project or even disgruntled. At the very least, the result is that the resources that successful efforts bring to campus are often underutilized because those who would use them are not really part of the grant team. Second, the concentration of grant writing in a small team of senior faculty and administrators often has the unintended effect of dramatically limiting the university's grant writing capacity because those individuals are so overloaded. No less important, they are not and cannot be aware of the wide range of grant opportunities available and so a system too focused on "university grants" often ends up bringing in far less than a university could/should be bringing in.

The fact that there seems to be little interest in grant writing and that there seem to be no incentives for doing so relate directly to the previously discussed issues of (1) the unarticulated/undefined balance between research and teaching and the absence of a transparent tenure

and promotion system and (2) the problems of Division and departmental resources. If the university believes that the acquisition of grants is important for ICU (either for the funds or the prestige or the research produced or whatever), then faculty need that to be unambiguously indicated to them and there need to be clear and documentable rewards for those who get grants. In as much as departments and Divisions seem at present to control so much power, especially at the level of access to space, office equipment, staff support and the other incidentals that make daily life manageable, the university might also consider adopting the same policy used at all American universities, that is, allocating a portion of the university's share of grant overheads to the department and/or Division of the grant's author(s). Needless to say, this gives department chairmen a huge incentive to encourage department members to write grants, the effect of which is to ensure that the department has a copier, fax machine and secretary—and incidentally that its faculty are well published and the university sees a steady flow of grant resources.

PART VI: INVESTING IN THE FUTURE

There are three places in which ICU needs to invest funds right now in order to be able to make money later: public relations, recruiting and development. Given ICU's almost magical past, there may never have been a need for any of the three before; today all three are essential.

PUBLIC RELATIONS

Countries, successful companies and great universities invest heavily in their "identity" and guard it carefully. No single image is more powerful than a national flag. What would Coke or Toyota be without their distinctive logos? Where would Harvard be without "Veritas"?

It is therefore striking that there is no ICU image: no strong logo, no clear graphic "feel," no distinctive "look" that connects all ICU videos, PR brochures, posters, books covers, Websites, recruiting materials and so on. In fact, many of these essential elements of a university's public "identity" simply do not exist. They ought to.

Immediate Investment Recommendation: ICU needs to retain the services of a public relations-design consulting firm to develop an overall identity program. This process should be staged to begin with a review of all existing materials and an intensive familiarization of the consulting firm with ICU. The first requested product should be an overview of ICU's ultimate needs for all audiences and markets and a prioritized, costed presentation of what materials need developing when and by whom. To the extent that an outside firm is retained actually to produce materials, an emphasis should be placed on the development of electronic "templates" and layouts that the ICU public relations and design department can subsequently use to create new materials.

NB: This entire project would make a perfect in-kind donation by a generous alum in the public relations business.

RECRUITING

ICU should devote its entire recruiting effort to attracting four year international students. Existing one year exchange programs should simply be maintained and where spaces fall open, one-semester students should be accepted. No resources should be devoted to either program, as administrative, instructional and facilities costs are disproportionately high and revenues are surely insufficient to compensate for the extra effort such students entail. More important, such students do nothing to advance the long term interests of ICU, which must be paramount. Domestically, ICU's reputation is well established in those prefectures in Japan from which it draws students, and an inexpensive but imaginative program using current ICU students as "ICU Ambassadors"

can maintain—perhaps improve—recruiting. The problem area is international, where ICU is simply not recruiting, though not to put too fine a point on it, *this is where the money is and this is where ICU's future is.*

ICU's international recruiting effort is an embarrassment not because those charged with it have not done their best—under the circumstances they have done an amazing job—but because despite repeated invocations of the ICU mission, the university has never dedicated resources to attracting the foreign students required for ICU to *be* an international university. Today the competitive environment confronting ICU leaves no choice but to invest in a serious, professional recruiting program, since this will (1) insure ICU against the decline in available Japanese students, (2) reestablish ICU's dominance in its core market niche and (3) offer a new source of tuition revenue.

Overall Target: Within five years ICU should enroll 10 to 15 percent or more non-Japanese/non-returning Japanese students. In order to establish itself as a "kingpin" university in Asia, a very substantial majority of these students should be from Asia. The growth of international enrollments will have to track the completion of additional on-campus housing, but must be planned for now for all the reasons established above: the need to maintain the overall quality of ICU students, to improve the quality in particularly hard hit Divisions, to ensure the long-term health of the university in the face of rising competition and Japanese demographic decline, to grow ICU into the truly international university it has always aspired to being, and to establish ICU as an educational leader in Asia.

Catchment Basin: ICU is, in effect, the center of the Asian-Pacific world. With its historical connections to the US, ICU already "speaks fluently" across the Pacific to Canada, the US and the Anglo-American world. ICU "stutters" with the Japanese Diasporan communities of the north west coast of Latin America, and speaks not at all to the huge Latino world/market the runs from Mexico south. ICU stutters, too, with the Philippines. To the east, ICU again has extensive, but stuttering relations with China, Hong Kong, India, Korea, Taiwan, and Thailand. Collectively, then, ICU's connections limn the Asian-Pacific world. But ICU—in its most important function, in its core identity as a university, as a student educating, future shaping institution—has *no Asian international role* and is itself not "international" in any meaningful way.

Priorities and Timing: The American market is waiting and requires no more than the development of the necessary recruitment materials and the hiring of a professional recruiter. Given the prospect of differential tuition revenues, it makes sense to start an aggressive American recruiting program for four year students immediately. However, given ICU's Asian future and the fact that Asian recruitment will be both less expensive and more fruitful such that the recruitment cost per student will be far lower, it also makes sense to develop a staged Asian recruiting plan that begins with the highest value materials, those in English and Chinese, and progressively adds further countries/languages according to expectations of potential enrollments and desired student body mix.

BUILDING AN ICU DEVELOPMENT OFFICE

Finally, last but by no means least, it goes without saying that you cannot make money without spending money. ICU needs to invest in a "development office" broadly understood. Without going into detail, such an office needs to be devoted to identifying potential sources of funding for ICU and providing the administrative support necessary to ensure that the best possible applications are made for those funds.