

Emerging Administrative Policies at
International Christian University

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International Christian University* is, by virtue of its sponsorship, purposes, composition and program, an intricate administrative complex. Space does not permit an explanation of the historical background of this complex. *Instead, the purpose here is to describe some of the major policies that have emerged through the first decade.* They will no doubt be of substantial interest to those who are aware of the difficulties faced in developing a university whose purposes are to bridge cultures, nationalities and races and to encourage students to serve God and Man in the Spirit of Christ.

President during the first decade, Dr. Hachiro Yuasa, has maintained and held before the faculty two salient policies that have kept the emotional climate and milieu of the campus conducive to growth in the direction of the potentialities of ICU.

- a) *"ICU is a university for tomorrow's world"*: To know the history of disciplines, to be sure. But the scholar must be more than a historian, backing into the future. It is his responsibility to turn and face the future, to help crack the shells of tradition that prevent breaking forth into new vision and resourcefulness to solve the problems of man.
- b) *"There are no foreigners on the ICU campus... only Japanese and non-Japanese."*: When faculty from at home and abroad meet around the committee table or in faculty meeting,

* Hereafter referred to as ICU.

whether it be a matter of policy, program planning or budget, they speak with equal status and participate in discussion without discrimination.

These two policies are vital, but not easy. In operation they provide in miniature at ICU the confrontations, complexities and perplexities encountered at the United Nations. Success depends on ability of faculty to learn to think *with* each other without thinking *for* each other. At the heart of this process is a deep commitment to the proposition that every member of the team is an end and not a means, and is to be regarded always as an individual sacred in his own right, worthy of respect and integrity... the essence of democracy and Christian brotherhood.

The ICU administration, before it had faculty members to work with, had the help of two Personnel Advisory Committees appointed by the ICU Board of Trustees and the Japan ICU Foundation in the U.S.A.* In addition to detailed criteria pertaining to academic background, competence in research, teaching ability and interest in international relations and understanding, three pervasive criteria emerged :

- a) We seek faculty members who in their beliefs and way of life, are actively in accord with the common and complimentary values of the Christian and democratic philosophies.
- b) We seek no one who belongs to an organization where someone in authority prescribed the boundaries within which truth must be interpreted.
- c) We seek faculty members who regard knowledge and skill as tool goals — as means to ends — and who, with their colleagues and students, are continually seeking answers to the questions : “knowledge and skill for what?”

It is expected that c) will take its reference from a) with faculty members appointed under these criteria. The safeguard is b) which is basic to academic freedom.

* Hereafter referred to as JICUF.

Boards of ICU and JICUF provide in their respective constitutions and by-laws that permanent full-time faculty members should be of the evangelical Christian faith except where qualified Christian scholars are not available. "Qualified" has been interpreted in two ways: (a) that no Christian scholar of recognized academic status is available; (b) that in a university the presentation and consideration of certain ideologies cannot be fully interpreted by Christian scholars alone. In either case, non-Christian scholars are appointed on part- or full-time but temporary basis.

It should be noted here and emphasized that the purposes and function of JICUF are *aid* rather than *control*. The president and vice-presidents of ICU are appointed by the ICU Board & Council with concurrence of JICUF. The budget is reviewed but not approved by JICUF. JICUF is autonomous in deciding the extent to which it can commit itself to support of the operating budget and campus development. But it is the responsibility of the ICU Board, Council, administration and faculty in Japan to develop its program, faculty and campus according to its own lights and with fidelity to the purposes of the founders. The ICU Board, Council and administration in Japan are autonomous in budgeting the use of funds available.

Not more than half of the full-time permanent faculty of ICU may be from abroad. Not more than half of those from abroad should be from the U. S. A. Appointment of faculty from abroad should provide balance in administration, the several programs and divisions that will assure the continued international character of ICU. Faculty members from abroad should be selected for their qualifications for instructions in graduate courses and supervision of student's research, or, from among those who have completed the doctorate program and show great promise of readily qualifying for the graduate faculty. Only in exceptional cases should staff be brought from abroad at the Master's level. It costs as much to transport a person of lesser preparation as one who has adequate qualifications.

Younger staff members from abroad interested in multiple terms of service should be encouraged to enter the ICU intensive or semi-intensive Japanese language program at the earliest possible date and to carry such teaching and other professional responsibility as will permit substantial progress in Japanese language study during the first two years of their first term of service.

During the early years some mature, well recognized scholars were sought for three year terms. While this was difficult but wise in the initial planning stage, it now seems more appropriate to seek promising younger scholars of long-range intention for continuity of service to ICU. The program may then be enriched with outstanding scholars on one year appointment, available on leave or sabbatical.

Except for those on special one year appointment from abroad the first term at ICU is three years. Subsequent terms are four years. After each term the faculty member is entitled to one year of furlough on half pay or six months on full pay with minimum first class round trip to the home country for the family. Tenure is accorded beyond the first term.

The faculty member and his wife on furlough have two responsibilities :

- a) Some public relations work on call for the JICUF to be coordinated with the professor's furlough program.
- b) Further study, research or other professional experience. This is regarded as best served under appointment at a home university as guest professor or under special research grant. This policy is paramount for multiple term faculty members, otherwise the longer they are away from home the less they contribute to the enrichment of the international character of the institution.

Both of these functions recognize and respect a reasonable amount of time for rest and visitation with relatives and friends.

Full-time Japanese faculty members are granted sabbatical leave after six years of professional service provided they present to the Senate acceptable purposes and plans for physical re-creation, advanced professional study or broadening experience that will enrich and strengthen their contribution to the ICU program. Sabbatical may be for one year on half pay or one-half year on full pay.

Salary adequate to permit full-time professional service to ICU is the basic policy. The salary schedule adopted in 1951 was adequate for Japanese and non-Japanese faculty members. Currently ICU Japanese salary schedules are in principle equal to that of the government universities but scholars still find it necessary to supplement regular salaries by teaching special courses in other universities. Salaries should be increased about 30% to provide a salary that would permit the Japanese scholar to give full-time to ICU. In raising Japanese salaries in 1958 and 1961 it has been the policy of the administration to provide a much greater percentage of increase in the lower salary brackets. For example, in 1958 the increase in the lower bracket was 21%, in the upper 6.5%. In 1961, the increase in the lower bracket was 16.4%, in the upper, 8.8%. Each time the overall increase was about 12%. This tends to provide the major increase to young families where most needed and where a smaller portion of the funds used to increase salaries is taken by income tax.

ICU attempts to pay salaries to faculty members from abroad that will enable them to maintain the economies set for their families established from their salaries in the home country. Hence the salary policy at ICU recognizes the necessity of competing with the economy and market for professional service in the countries from which faculty are drawn. Salaries for Western scholars at ICU are now 25—50% below what they would be if the policy were in full effect. A complicating factor, however, is the Japanese tax schedule. Salaries paid in reference to Western economies fall in a tax bracket in Japan that approximately doubles the income tax

over what it would be in the home country.

Japanese and non-Japanese salaries (except for missionaries assigned through the Council of Cooperation of the United Church) are carried side by side in the ICU budget. Thus both are subject to the financial fortune and fate of ICU. This is one of the ways in which ICU is an inescapable laboratory for international understanding and good will.

For example, it is not easy to understand why a young Western scholar who has just earned his Ph. D. should receive twice as much salary as a mature Japanese scholar who has written 20 books in his field, is editor of his country's chief professional journal and who has held the highest offices in his national and international professional association. On the other hand it is not easy to understand why such a young scholar should receive the equivalent of 50% less at ICU than he would receive back home, while his senior Japanese professor receives a salary equivalent to what he would receive in the best universities of his own country.

But here too, policy has emerged concerning process conducive to understanding. Since by direct comparison the Japanese economy is lower than Western economy, it is strategic to see, first, to the adequacy of Japanese salaries and then seek adequacy of non-Japanese salaries. In this regards it should be noted that non-Japanese salaries were raised approximately 20% in 1959. But this is not now sufficient volume....wise to compete effectively on the market for professors from more affluent societies or to cover adequately extra expenses for tuitions and travel to private schools for dependents, for the extra tax, for future college education of dependents or for retirement in the home country.

Another policy at ICU unique in Japan is that which seeks to provide housing for a substantial portion of both Japanese and non-Japanese faculty and staff on the campus. ICU now has 59 apartments and homes for that purpose. Homes and apartments are built so as to provide opportunity for each home to: reflect

the culture and furnishing of the country from which the faculty member comes ; provide similar space for entertaining students and colleagues and similar basic plumbing and kitchen's facilities. Non-Japanese have participated in planning many of their homes. Japanese have participated in the planning of their homes with some international representatives on building committees. The homes are not therefore the same in size and furnishings but they are different by plan, and the planning has been a challenge and avenue to international understanding.

From the beginning ICU was conceived to be predominantly a graduate university. Indeed, had Japanese regulations and traditions permitted, ICU might have been developed as a purely graduate institution. Since graduate programs could not be built except on undergraduate programs it was decided that an undergraduate college of liberal arts emphasizing general education, breadth of major studies and language would be the best foundation for graduate programs.

The College of Liberal Arts has four divisions ; Languages, Humanities, Social Sciences and the Natural and Physical Sciences.

Since approximately 42% of the full-time faculty from the rank of assistant professor up are from abroad ; approximately 30% of the instruction is in English, ICU has therefore adopted a policy requiring students who come to ICU for a program leading to an academic degree to become functionally bi-lingual in Japanese and in English. Japanese students spend most of their first year in intensive study of the English language. Non-Japanese students spend all of the first year and one third of the second in intensive study of the Japanese language. The purpose of these programs is to prepare students to use these two languages at a level demanded for effective scholarship. Instruction in German, French, Spanish, Chinese and Russian languages are also offered.

The Division of the Humanities includes philosophy, religion, literature, art and music. The policy at ICU is that we will build

quality into the program and expand only as resources and staff permit. Therefore only those students are accepted in the Humanities Division whose major interest is in philosophy, religion or literature. Art and music are regarded as supporting areas for general education and Humanities majors, and are limited to history and appreciation courses.

The Social Sciences Division includes political science, economics, labor, anthropology, sociology, psychology, geography and history. Geography and history are supporting areas rather than major areas. This does not mean that history is regarded as unimportant. In addition to basic general history courses much history is taught in political science, economics, labor, etc. There is at present no special area of law. Instead of having a division of law as a foundation for the social sciences, much law is taught in service courses after basic work in political science, economics and labor. The rationale for this is that those going into government or business should approach problems oriented to basic politico-economic philosophy and conditions with law as the servant of man rather than to approach problems of man permissively, or in terms of "what does the law allow?"

The Division of the Natural and Physical Sciences includes biology, chemistry, physics, mathematics and geology. The latter is a service rather than a major area.

Professional certification courses for teachers have been given under the Division of the Social Sciences. Currently a new Division of Education is being established in the College of Liberal Arts. Science, social science and language teachers and teachers of religion are prepared for the junior and senior high schools. They have strong academic majors in the several divisions of the Liberal Arts College and take certification courses in the Division of Education.

A pervasive policy in program development is that the only justification for a new university under private auspices in Japan is that it makes a fresh approach to education. The raising of special

funds to establish a new university cannot be justified in Japan where there are 250 four year and graduate institutions of higher learning and 280 junior colleges unless its purposes and plans are unique. Thus Tokyo University and Hitotsubashi, for instance, may serve as standards of quality but are not to be regarded as blue prints for content, process and organization.

Examples of deviation from the traditional norm of content and procedure are the ICU emphasis on breadth of education as contrasted with high specialization and the free access library policy which makes books and periodicals readily available to both students and professors.

Another policy that seems to be emerging pertains to differential purposes at the graduate level. The program leading to the Master's degree in education and the contemplated program in Public Administration are mainly for purpose of professional training...to prepare leaders for position in school and government while the programs for the doctorate will emphasize what is more appropriately regarded as theoretical and systematic scholarship.

The next policy decision was that enrollment in the College of Liberal Arts should be of such a size as to permit: a) a rather rich undergraduate program with limited enrollment, b) a student-faculty ratio of not over 10—1, c) resources for the development of graduate programs.

Thus the enrollment for the College of Liberal Arts has been set at 600 with 15% flexibility. (Our current enrollment is approximately 700 full-time regular undergraduate students.) This means that admission is limited to about 200 freshmen and that admission is on a highly competitive basis with approximately 1 of 10 applicants being admitted.

Students who survive screening on the basis of high school record, learning ability and language tests, health examinations and interviews are admitted without reference to nationality, race, creed, economic status or sex.

Learning ability tests that reveal how much and how penetratingly a student can learn in a given period of time are administered in the following subjects; social science, humanities, natural and physical sciences and linguistics. These tests are used to reveal whether students achieved excellent high school records: a) by working up to the limit of their abilities, b) through normal effort, or c) with limited effort.

ICU from the beginning adopted the policy that student aid in the form of scholarships and arbeit would be provided according to need, to the extent that no qualified student would be excluded from ICU because of limited family means. From 30% to 50% of the ICU students have received aid according to need (from 1/3 comprehensive fee to full comprehensive fee plus room and board). No scholarship aid is given to a student, except under extenuating circumstance, who is not earning up to ¥3,000 per month by student labor. About 28% of the ICU students receive Ikueikai (Government Scholarships). These same policies apply to full-time students from abroad and to graduate students.

The Board and faculty have approved a policy that the female-male ratio should be 30—70. It is now 40—60. Currently the 30—70 ratio cannot be put into effect without discrimination against girls of ability. We are seeking to resolve the conflict between these two policies by announcements of our program that will attract boys of high ability in the ratio of our admission policy.

Dormitories are regarded as part of the educational program... as laboratories for studying the values and process of democracy and brotherhood in human relations. Apartments for faculty resident advisor and for a house mother are provided in each dormitory. The challenge to resident advisor and students is *to learn to think with each other without thinking for each other*. Specific regulations are held to a minimum. Emphasis is on living by principle rather than by detailed rules. Detailed rules are necessary only if students fail to live by principle. All dormitories are international houses.

Not more than one student from abroad is placed in a dormitory room. The long range policy is to provide dormitories to house 80% of the student body.

There are many more detailed policies that may be unique but space does not permit further record of them here. But several pervasive policies may be of interest.

ICU is based on the concept of academic freedom. Students and faculty are free to think their own thought and express their own beliefs. But this freedom does not permit freedom to destroy that freedom.

ICU seeks not to make Japanese out of non-Japanese or to make non-Japanese out of the Japanese. It does seek to broaden appreciations, understanding, versatility among mankind.

While ICU was conceived by protestant Christian agencies and seeks to provide opportunity for students to encounter Christian concepts of God, man and truth, there is no compulsory attendance at chapel or church and there is opportunity for students to study all religions in the library or in comparative courses. A man's values are sacred and must not be regimented or invaded. The only values that operate in a man's life are those to which he comes by his own lights, meditation and in the throws of revelation.