

国際協力事業参加を通じた日本の大学教員の国際化に関する評価研究

A Summative Evaluation of Internationalization of Japanese Faculty Members Through Their International Cooperation Project Participation

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internationalization of Japanese universities, faculty development, international cooperation project

ABSTRACT

現在の日本の大学の国際化研究では、特に以下の2つのトピックでさらに分析を必要としている：①大学教員の国際化の課題と、②多様な国際化政策の評価研究である。本研究では、大学教員の国際協力事業への参加と、その経験からくる大学教員の研究教育活動の国際化への影響を分析することを目指した。質的研究方法として本研究をデザインし、評価研究として本研究を実施した。結論として、国際協力事業は、大学教員の国際的側面の統合で国際化に貢献したが、異文化的側面の統合の国際化には、疑問点が残ったことから、さらにこの側面に焦点を当てた研究を行う必要があることが導かれた。

A disconnect between internationalization and faculty members' scholarship, and a lack of analysis of diverse internationalization policies at the national level are the two main issues when studying internationalization of higher education in Japan today. The study focused on remedying the existing issues by looking at the internationalization of Japanese faculty members through their participation in international cooperation projects funded by the Japanese government's Overseas Development Assistance (ODA). Formulated as a qualitative summative evaluation project, the study used Qualitative Content Analysis as the main analytical framework, and used an interview as the main data collection method. In addition, the study gathered available public documents such as the final project report as supplemental data in order to

triangulate its analysis. The author attempted to utilize available qualitative strategies to maintain methodological validity. The analysis showed the integration of the international dimension by Japanese faculty members, but their integration of the intercultural dimension was less obvious. The study concluded that the internationalization of Japanese faculty members' scholarship through international cooperation projects became evident only in the international dimension integration, and that identifying the challenges of the integration of the intercultural dimension into their scholarship requires further research.

Introduction

Historically, the Japanese government had formulated its internationalization policies to be one-size-fits-all, which only benefited a few universities that were able to indicate the policy impacts. While the Japanese internationalization policies had left many other universities behind, a recent initiative by Ministry of Education, Culture, Sports, Science, and Technology, Japan (MEXT), called the MEXT International Cooperation Initiative Program (the Initiative program), and its related projects, have opened new opportunities for more universities to engage in internationalization efforts by receiving grants for implementing international cooperation projects (MEXT, 2006). The Japanese universities that traditionally had a limited ability to engage in any internationalization initiatives found this new opportunity to be beneficial to their internationalization efforts.

Japanese universities' internationalization efforts have demanded a diverse approach to match their individual organizational strengths and needs. Not enough studies have analyzed the effects that Japanese universities' participation in international cooperation projects had on their internationalization process. The current focus of studies on the internationalization of Japanese higher education tends to be policy analysis (Hiratsuka, 2016), and lacks an analytical diversity in the field. A linkage between Japanese universities' participation in international cooperation projects and its influence on their internationalization efforts has been missed, and for this reason, this research project mainly looks

at a less studied area in the field of internationalization of Japanese higher education: Japanese universities' participation in international cooperation projects funded by the Japanese government. It focuses on the activities related to education in developing countries through inter-university agreements through the MEXT Initiative Program and the related projects fund. Specifically, the study evaluates the effects of participation in international cooperation projects on faculty members' scholarship in order to bring attention to the organizational members rather than to the structure. This is because identifying faculty members' challenges in developing their scholarship directly connects to changing a variety of research, teaching, and service activities by Japanese universities as a whole. At the same time, not enough studies have looked at such challenges among faculty members at Japanese universities.

The study argues that participating in international cooperation projects compels Japanese university faculty members to integrate international and intercultural dimensions into their scholarship. The study defines internationalization of faculty members as a process which integrates international and intercultural dimensions into the research, teaching, and service activities of faculty members. The definition comes from Hiratsuka's synthesis (2011), based on Knight (1997), Boyer (1997), and Glassick, Huber, and Maeroff (1997). The study defines the international dimension as faculty members' scholarly activities across the national borders, and the intercultural dimension as faculty members' intercultural interactions at the interpersonal level. The concept is borrowed from

Stewart's theory of culture as an organization of human diversity (1995). To discover faculty members' experience at the participating Japanese universities, the study posed the following main question: How do the faculty members at the Japanese university integrate international and intercultural dimensions into their scholarship through participation in international cooperation projects? The study also asks the following sub-questions to guide the analysis: a) What are the significant experiences which contributed to integrating an international dimension into their scholarship? b) what are the significant experiences which contributed to integrating an intercultural dimension into their scholarship? c) What are the challenges of participating in international cooperation projects as faculty members? The author attempted to answer these questions in the results section of this research project. For the study's purpose, when the study talks about MEXT International Cooperation Initiative Program and the related projects at the target universities, they are called international cooperation project. Although the official terminology of the Japanese government is "international cooperation in education" (MEXT, 2006, p. 1), using the official terminology throughout this study creates several discourse confusions. In order to avoid this confusion, the general use of the terminology in this study is standardized as an international cooperation project, which includes its emphasis on education development projects.

The study employed a qualitative methodology by using Qualitative Content Analysis (Schreier, 2014) as the main analytical framework. The study also includes results, discussion, and future study prospects at the end. The Principal Investigator (PI) of this study wishes to contribute to the existing literature on the subject by analyzing less examined areas of the internationalization of Japanese higher education: focusing on Japanese

faculty members' scholarship and international cooperation project participation.

2. Literature Review

2.1 Integrated Inequality in Globalization of Higher Education in Internationalization Studies

Academic engagements across national borders have always been integral to universities and scholarship, at least in modern Western civilization. Altbach (2004) argued that Western universities have been global entities and a part of the global environment. The customary practice of faculty mobility in the academic tradition brought professors from all over, at least in the Western world, and academia has "...thus been affected by circumstances beyond the campus and across national borders" (p. 2). In order to create new knowledge, Kitahara (1981) argued, being able to collaborate with other specialists from different disciplines, backgrounds, and cultures has always been necessary in Japanese academia. It has always been an important part of an academic pursuit because such collaborative work across disciplines sometimes frees scholars from their disciplinary limitations and allows them to discover creative solutions to shared non-traditional scientific inquiries and problems (Kitahara, 1981). Such a claim becomes more relevant today, when universities are expected to play a greater role in solving global problems by using their academic resources.

Different external forces such as globalization and the Japanese government's educational policies on higher education influence Japanese universities' organizational policies, structures, and members. As the external forces push and pull Japanese universities in different directions, such a complex external environment compels Japanese universities to reform themselves for their own survival.

Participating in an international cooperation project as one of Japanese universities' internationalization efforts is one way for them to respond to the external forces and environment. One possible result is systematic internal resource coordination and integration in the pursuit of an open-natural organization (Hiratsuka, 2010, 2016).

More importantly, this structural change in Japanese university organizations as a result of their internationalization efforts also influences various organizational members. Particularly, internationalization efforts by Japanese universities effect change among their faculty members' scholarship (Hiratsuka, 2004, 2010). This argument partially connects with Knight's theory of the internationalization of higher education (1997). Knight (1997) developed a theoretical framework of internationalization to capture universities' dynamic organizational structural change processes. Unfortunately, while the theory helps to analyze the structural changes motivated by internationalization, it fails to take into consideration organizational members' own internationalization process, when faculty development through the internationalization process becomes an integral component of the internationalization process. U.S. faculty members tend to consider international academic relations as a low priority in their profession (Altbach, 1997), and some confessed their lack of training and preparation for engaging in scholarship at the international level (Hiratsuka, 2011). A lack of international preparation appears to be an even greater challenge for faculty members at Japanese universities: the majority of Japanese faculty members had never published in a non-Japanese-language journal, and had never held an academic position at a non-Japanese university (Altbach, 1997). This framework misses a link between individual universities' organizational reform strategies and their members' change process as scholars, when in fact, understanding faculty members' international engagement in scholarship plays

a key role in the comprehensive internationalization of universities in the U.S. and Japan. To further emphasize this study's focus on faculty members' internationalization and scholarship, Hiratsuka (2004, 2011) defined internationalization of faculty members' scholarship as the missing link of the existing theoretical framework between internationalization process of structural change and modern scholarship of faculty development.

When the focus becomes analyzing members' change in stead of structural change, as in knight's internationalization theory, further clarification in defining the intercultural dimension is helpful. The international dimension of university activities, in this case in the Initiative project, theoretically becomes clear: faculty members' scholarly activities across the national borders. However, when one requires a theoretical framework for analyzing culture, in this case the intercultural dimension in internationalization theory, ambiguity becomes dominant in the scholarly discussions. For example, Kroeber and Kluckhohn (1952) discovered over 150 definitions of culture, and concluded that no scholarly consensus existed on analytical approaches to culture. Stewart (1995) specifically defined the role of culture in interpersonal relations, and analyzed culture in the intercultural dimension of interpersonal interactions. Culture involves multiple levels and units of analysis. This study's analysis focuses on the interpersonal level, which contributes to clarifying the definition of the intercultural dimension.

Universities as a global entity are truly planet-wide today, and therefore, faculty members at universities around world face new realities and the global society's expectation that they take part in solving global issues. Altbach and Knight (2007) defined the globalization of higher education as "the economic, political, and societal forces pushing 21st-century higher education toward greater international involvement" (p. 290). Globalization has brought

many unavoidable changes to different dimensions such as politics, culture, technology, mass higher education, and English language domination; and these changes directly impacted higher education institutions around the world (Altbach, 2004; Altbach & Knight, 2007; de Wit & Knight, 1999). The current form of globalization, primarily driven by market forces, has brought inequality and unfairness to people, societies, and organizations like universities. Global market economy has focused on investing in knowledge industries including universities (Altbach & Knight, 2007, p. 290); More frequently than not, people's optimism regarding globalization overshadows its dark side as the global higher education today is "highly unequal" (Altbach & Knight, 2007, p. 4).

The dark side of globalization often creates a backlash (Annan, 2000), and is believed to bring inequality to many parts of the world. According to Altbach (2004):

Globalization tends to concentrate wealth, knowledge, and power in those already possessing these elements. International mobility favors well-developed education systems and institutions, thereby compounding existing inequalities. Initiatives and programs, coming largely from the North, are focused on the South. (p. 291)

This unequal and unjust nature of globalization is described sometimes as "McDonaldization" (Altbach, 2004, p. 4). When one thinks of the internationalization of higher education in the context of globalization, this existence of inequality and injustice must be a consideration, as combating inequality and injustice need to be part of the responsibilities of Japanese universities in the 21st century. Because today's social issues are truly global, Boyer (1997) argues, "can we define scholarship in ways that respond more adequately to the urgent new realities both within the academy

and beyond?" (p. 3). Discovering academic approaches to the current condition involves further evaluation of new internationalization efforts among Japanese universities.

2.2 Significance for Japanese Universities

Traditionally, Japanese universities have participated in international activities through academic mobility: joint research and education activities with international partners. International cooperation projects have not been a part of common objectives, and have only recently been considered as an important activity, especially in the continuing effort for internationalization and international competitiveness (Ogawa & Sakurai, 2008). In this context, international cooperation project participation became more important for Japanese universities, as Shimojo (2002) argued that Japanese universities have sufficient organizational resources to respond to societal needs by occupying a position of responsibility in Japanese society. Ogawa and Sakurai (2008) believed that the rich accumulation of academic organizational resources could enhance the results of many international cooperation projects. A variety of academic organizational and human resources, such as systems of data collection and analysis, information dissemination through publications and presentations, and research facilities and equipment, will contribute to effective and efficient participation in international cooperation projects. Japanese universities have the ability to contribute to several different schematic levels of international cooperation projects, depending on their strengths, and can make a variety of contributions, from policy recommendations to project implementation (Fujiyama, 2009; Shimojo, 2002).

The important mission of international cooperation project participation is to connect the field of education as a whole with issues related to sustainable and peaceful human existence in the future. Japanese

universities can contribute to this effort through their original mission of research, teaching, and service at the international level (Shimojo, 2002). However, for that to happen, Japanese universities, their members and leaders have to consider several factors, including a cost-benefit analysis of such participation.

2.3 Japanese Universities' Past Experience

Historically, according to Suzuki (2004), no Japanese universities focused on international cooperation projects as an important objective prior to the 1990s. Japanese universities' participation in international cooperation projects prior to the 1990s mainly occurred through individual researchers' participation based on their specific research projects. However, as Japan became the top ODA donor country in 1989, several reforms and changes occurred in the higher education sector. For example, in 1990, Hiroshima University and Tsukuba University established specialized centers as model cases of international cooperation research institutes. Around the same time, Nagoya University, Kobe University, and Hiroshima University also established professional graduate programs in international cooperation in order to prepare the next generation of professionals in the field through research and education. Furthermore, Japan's university reform in 2004 accelerated universities' participation further, and some universities began to perceive international education cooperation as one of the university's characteristics and internationalization measures (Fujiyama, 2009; Kuroda, 1998; Kuroda, Sawamura, & Nishihara, 1999; Ogawa & Sakurai, 2008; Suzuki 2004, 2008).

Even after Japanese universities began to participate in international cooperation projects, the project types have been limited. A traditional form of Japanese universities' participation is strictly focused on accepting international students,

participating in field research activities, and organizing conferences. More recently, however, they expanded their project participation by collaborating with development agencies and becoming directly involved in education-related projects (Ogawa & Sakurai, 2008; Suzuki, 2008). To address the challenges of Japanese universities' participation in different kinds of international cooperation projects, MEXT held a series of specialists' meetings called The Committee for International Cooperation in Education in 1995, 2000, 2001, and 2006 (Ogawa & Sakurai, 2008). The last Committee in 2006 recognized the change in the domestic landscape of Japan's higher education sector after the 2004 Japanese university reform, and made its recommendations to guide Japan's strategic approaches to international cooperation project participation by specifically outlining the roles of Japanese universities in international cooperation projects (MEXT, 2006). In 2003, MEXT established the Support Center Project (SCP) to provide assistance to Japanese universities who wish to participate but do not have enough resources and capacity for international cooperation projects (Umehara, et al., 2009). Japan's ODA policy clearly identified Japanese universities as important actors in international cooperation projects by encouraging Japanese universities to actively participate in different programs and projects.

Despite all the above efforts by the Japanese government, Japanese universities continue to struggle with finding suitable approaches for engaging in international cooperation projects as a new internationalization strategy. Some universities begin to consider participating in international cooperation projects as a positive potential aspect of internationalization, but many remain skeptical or uncertain about their reasons and approaches to such activities. Illustrating the importance and meaning, merits and benefits, and challenges of Japanese

universities clarifies the obstacles and the coordination processes of participation in international education cooperation projects.

3. Methodology

3.1 Analytical Framework

This study's methodological design is qualitative, because it uses Qualitative Content Analysis as its main analytical framework (Schreier, 2014). The study argues that conducting a summative evaluation study when there is limited access to and availability of data should involve qualitative methodological design to uncover common themes among the subject universities. This study has been able to access several publicly available data sources as well as in-person interviews with key informants to enrich data analysis. The study also used available methodological strategies to minimize its limitations and maintain its validity: triangulation and research supervision (Creswell, 2014).

3.2 Principal Investigator's Role in the Study

The Principal Investigator (PI) in this study has held researcher-administrator positions in the U.S., Japan, and Germany. At the time of this study, PI was a graduate student at a private university in Japan, from 2008 to 2010, and the study was conducted as a part of PI's degree program requirements. The PI came to his graduate study with professional expertise in intercultural education within the context of higher education administration at US and German universities. His research and managerial experience in U.S. and German institutional systems provided much-needed comparative perspectives on the analysis of the internationalization of Japanese higher education, and helped minimize his individual bias.

3.3 Research Context and Subject Selection

At the time of this study, the Japanese government

had considered Japanese universities as potential agents for its ODA policy implementation; as a result, MEXT funded international cooperation projects for Japanese universities. The Japanese universities saw such opportunities as means for internationalization efforts in addition to new funding sources. Within this policy context, in order to be selected as a subject university, Japanese universities must have participated in MEXT's International Cooperation Initiative (Cooperation Base System projects and ESD projects) between 2006 and 2009. First, the potential subject universities were generated from the participating universities listed on the International Cooperation Initiative program homepage at the Ministry of Education, Culture Sports, Science and Technology (MEXT). Then, an officer at MEXT agreed to coordinate contacting project directors of these universities, and the request letters were sent on PI's behalf by the MEXT officer in the MEXT Initiative Office in order to gain cooperation from the available project directors. Five out of 15 project directors agreed to participate in the study. Upon confirmation by the participants, these five universities were selected as the study's subject universities. Each participating university has its characteristics: two private universities, two national universities, two national universities specialized in education based on the MEXT classification (2012). University sizes varied depending on the number of students, staff, and faculty. Some universities had more experience engaging in international cooperation projects than others. In order to maintain participants' anonymity, generic identifiers were assigned for all informants in this study.

3.4 Procedure

The study's methodological design included the following procedure: the study protocol and instrument development, data collection, data

analysis, and its subsequent interpretation through qualitative content analysis. Between 2009 and 2010, the study was approved and supervised by a faculty member at the university where PI was a graduate student.

The Study Protocol and Instrument Development.

PI developed the study protocol that included a problem statement, research questions, methodological procedures for collecting and analyzing data, and a timeline. As a part of the protocol, PI also designed a codebook and an analytical instrument, and received feedback from his supervisor before implementation. PI also composed a consent form for the informants to explain about the study, and attached a cover letter which introduced PI and outlined the study's overall purpose.

Data Collection. The necessary information for the study was collected from two sources: the university project representatives (the project directors) and the relevant project documents. First, interviews were conducted to gather individual accounts of the key informants' experience (project directors), through face-to-face, telephone, or Skype conference calls. The interviews were digitally recorded for the purpose of transcription. PI provided a list of semi-structured questions to the interviewees in advance to elicit necessary information for the study, but the interviews were not restricted to the questions on the list. Follow-up questions were asked whenever appropriate, to clarify or to further reiterate interviewees' comments. The interviews were conducted in the Japanese language to assist the project directors in articulating their thoughts.

Furthermore, for the purpose of triangulation, PI collected the publicly available documents provided by the participating universities at the second conference on MEXT International Cooperation Initiative at MEXT in 2010 to further confirm the interview data. The project-related

documents consisted of hardcopy and web-based documents available for public access, and collected from the online database on the MEXT website. These documents also provided additional information with which to confirm the interview data.

Data Analysis. The study's analytical process involved qualitative content analysis (Schreier, 2014). After transcribing the audio data, PI analyzed the textual data by reflecting on the analytical codebook to find themes, patterns, categories, and relationships between them in order to develop some new meanings and themes. The PI translated the Japanese data into English during the analysis phase, and presented the data in English for the purpose of publication. PI assigned identifiers (U1 to U5) to maintain informants' anonymity.

4. Results

The subject universities' faculty members found new opportunities for research, teaching, and service through MEXT International Cooperation Initiative as defined in the study's theoretical framework (Hiratsuka, 2004). A table is included at the end of this article to present a summary of interview data; the table only includes some examples from the interview data, due to space limitations. The data presented in the table is not a complete representation of the study.

The interview data provided evidence of the internationalization of faculty members' scholarship through Japanese universities' participation in international cooperation projects. The research project originally posed a question related to the faculty members' approaches to integrating international and intercultural dimensions into their scholarship. They described their experience in the projects as new opportunities for achieving their research, teaching, and service on an international dimension. However, the integration of an

Table 1 Data Analysis Summary

International Dimension	Research	<p>"...[the Initiative project]" allowed us to disseminate information about 'team-teaching' and 'lesson-study to the world..."</p> <p>"...the project faculty members were able to use their expertise knowledge and skills in the discipline benefited their research..."</p>	<p>"...one of the involved project faculty member received a high academic recognition because of the Initiative project from the university..."</p> <p>"...the funding was substantial for a teacher-training project...this research/project fund allowed the faculty members to travel to the overseas field, implement the project, and the field project resulted in their research data collection...that turned into academic journal publications and conference presentations..."</p>	<p>"...[some students] are interested in the Initiative project, and they were able to come with the faculty members on the project to the overseas project field...However, the Initiative project was not integrated to any courses and not for credit activities..."</p>
Teaching	Teaching	<p>"...the students gained opportunities to learn ESD (education for sustainable development)...I take part in at the partner universities in the Southeast Asian countries...infact, my students are currently there with a colleague, and the students are having experience there right now..."</p> <p>"...that would be a part of my discipline...an internship location for the students to participate in at the partner universities in the Southeast Asian countries...infact, my students are currently there with a colleague, and the students are having experience there right now..."</p>	<p>"...the project participation was attractive to the students, to...they wanted to do something for the target children overseas, or they want to try out their new facilitation skills to tackle issues in the developing countries...then, these students complete their undergraduate thesis requirement...some received an award for their thesis..."</p>	<p>"...the local primary schools appreciate our students to share their experience abroad...social services at the same time..."</p> <p>"...For example, for the local communities, we are introducing our engagement in the Initiative project, so we receive recognitions from the local NGOs and municipalities...also at the Initiative project conference, the participants also see us very unique educational university..."</p>
Services	Services	<p>"...the mechanism became to assist the Osawa community school and the partner primary schools overseas by UI's international university partnership in an African country...being able to partner with the local public schools is one of the biggest benefits for UI, and in fact, the school teachers appreciated our efforts..."</p> <p>"...became wonderful opportunities to participate in the field activities at the partner primary schools by taking the courses in my field study courses..."</p> <p>"...my research areas recognized a lack of community resources exist both in Japan and my partner university countries although differences exist, the common issue remains universal..."</p> <p>"...In addition, the local municipality office recognized my effort when I brought my counterpart visited Japan..."</p>	<p>"...the local primary schools appreciate our students to share their experience abroad...social services at the same time..."</p> <p>"...For example, for the local communities, we are introducing our engagement in the Initiative project, so we receive recognitions from the local NGOs and municipalities...also at the Initiative project conference, the participants also see us very unique educational university..."</p>	<p>"...the local primary schools appreciate our students to share their experience abroad...social services at the same time..."</p> <p>"...For example, for the local communities, we are introducing our engagement in the Initiative project, so we receive recognitions from the local NGOs and municipalities...also at the Initiative project conference, the participants also see us very unique educational university..."</p>
Intercultural Dimension	Research	<p>"...Research project included in the project with the partner university in the African country..."</p> <p>"...language and cultural problems exist for participation, so the Initiative project allowed me to do more than just traditional international exchange within the Math and Science Education..."</p>	<p>"I wanted to make the Initiative project to be mutually beneficial... Collaborative approaches to do more project would contribute to learning from each other and also shed light to Japan's approaches..."</p> <p>"My partner universities were able to give workshops for my students, and they were able to attend them there..."</p>	<p>"I wanted to make the Initiative project to be mutually beneficial... Collaborative approaches to do more project would contribute to learning from each other and also shed light to Japan's approaches..."</p> <p>"My partner universities were able to give workshops for my students, and they were able to attend them there..."</p>
Teaching	Teaching	<p>"...the school teachers interacted with each other via site visits, and the students interested via teleconference..."</p>	<p>"My partner universities were able to give workshops for my students, and they were able to attend them there..."</p>	<p>"My partner universities were able to give workshops for my students, and they were able to attend them there..."</p>
Services	Services			

intercultural dimension was not as clearly identified in the study's data. Since the study found that Japanese universities' participation in international cooperation projects as a new kind of internationalization effort results in the integration of only the international dimension into their scholarship, further clarification of whether partial or complete internationalization can occur is needed, through future studies.

4.1 New Research Opportunities

The subject universities' faculty members gained new research opportunities by taking advantage of their Initiative project participation abroad. All project directors in the interview expressed their new scholarly engagement through the Initiative project, and explained that the project provided opportunities for developing new research areas, extending their research expertise, and/or applying their existing research expertise to different contexts. For example, several faculty members at U1 visited the partner universities overseas, collaborated with research team members there, and participated in research activities intended for publication and presentation. The U1 project director emphasized that publishing and presenting an article would be an ultimate achievement of collaboration across the represented disciplines through the Initiative project participation.

Faculty members at the other subject universities benefited in different ways because of their university's specialization in Education. U2 and U5 are called Kyoiku Daigaku (教育大学), and they are specialized in teacher training in various educational disciplines in the local Japanese communities. Both U2 and U5 project directors expressed that limited opportunities existed for faculty members at education-focused universities to engage in any international activities, especially international cooperation projects; however, the Initiative project participation provided such needed research opportunities for the interested faculty members.

The U5 project director especially emphasized that the Initiative project provided an ideal opportunity for the faculty members to engage in research projects at the international level, and resulted in journal publications and conference presentations. The U5 project director stated, "...I did not expect to be engaged in international education cooperation at all...I was trained as a Math and Science Education scholar at the Faculty of Math and Science Education at the university, and was primarily involved in domestic teacher training and education..." (translated by PI, March 15, 2010). The U5 project director explained that it became a new faculty development opportunity for the U5 researchers to integrate the international dimension through this scholarly activity. The Initiative projects were ideal research opportunities for internationalizing the U2 and U5 faculty members as education scholars.

The Initiative project provided different research opportunities for U3 and U4 faculty members. For example, the U3 faculty members were able to collaboratively engage in new research projects in their scholarly areas with two faculty members in their partner universities in Southeast Asian countries, one partner in an African country, and one partner in a Middle Eastern country. Such collaborative research engagement contributed to the development of a shared educational module in more sophisticated ways. As a result, the Initiative project produced an applicable output not only in developing countries but also in Japan, by articulating common issues of their scholarly areas among the partner universities. At U4, one newly appointed professor was able to take advantage of the Initiative project participation to produce scholarly outputs that have contributed to his academic productivity at the university.

Participation in the Initiative project integrated international dimensions into faculty members' research activities, and it became evident that the Initiative project served as a vehicle for the internationalization

of faculty research activities in all five universities. At the same time, these universities engaged in their research activities in different directions. Research activities at U1, U3, and U4 articulated existing global issues by collaborating and sharing the current knowledge of participating faculty members at each university as they expanded their scholarly collaboration through their partnerships. Faculty members at U2 and U5 were able to produce academic outputs by directly engaging in research projects in their respective disciplinary areas. Many faculty members at the subject universities were able to integrate the international dimension into research activities by participating in the Initiative projects.

4.2 New Educational Opportunities

The Initiative projects created new educational opportunities for both faculty members and students of the participating Japanese universities; some opportunities were at home in Japan, while others were in the project field overseas. Some universities were able to provide courses for credit, while others only created not-for-credit, extra-curricular activities. Some faculty members directly connected their project to their teaching in their courses, while other faculty members just offered international learning opportunities for their students to visit the field locations abroad. These educational opportunities were available to different groups, depending on the subject universities; some were for undergraduates, while others were for graduate/professional students. All universities integrated the international dimension into educational activities as a result of the Initiative project participation.

Project directors at two universities, U2 and U3, directly linked their credit courses with the Initiative project activities in the overseas project fields. At U2, one of the faculty members offered a fieldwork course in the project field in an African country. The students went onto the fieldwork

course with the project director (also a full-time faculty member) during the Initiative project implementation period. At U3, the professional school students have an option to choose their internship sites from one of the Initiative project sites overseas through the university agreements that exist as a result of the project; a few students have gone onto their internships with one of the Initiative project members in 2010. Lastly, during the Initiative project implementation at U3, the partner university students also participated in joint workshops conducted at the partner universities abroad.

At U4, the graduating thesis project (an academic requirement) for undergraduate students was connected with the Initiative project. The U4 project director trained the students in his Zemi (a seminar group) so that they were equipped with new instructional skills. After the training, the students went out to local primary, secondary, and high schools to offer several presentations during local schools' formal class hours (i.e. integrated study class 総合学習の時間) in Japan. Based on students' Initiative project participation and teaching experience in Japan, the students developed their undergraduate thesis for fulfilling their graduation requirement.

U1 and U5 did not involve academic credits nor courses connected with their Initiative projects; however, they were able to provide some opportunities for students to gain educational experience. Integrating field practice and professional learning into the Initiative project as a formal course was an original intention of U1's. The U1 faculty members actively recruited many students to be an integral part of the operational team of the Initiative project. No courses existed for the students to earn academic credits, but the U1 project director believed that such hands-on, professional experience would be an integral part of graduate schools in the future, and would contribute to

professional development education. U5 offered international travel opportunities for the students to visit the project field with instructors and project members.

Evidently, participation in the Initiative project opened up new internationally-oriented educational opportunities for faculty and students at participating universities, and directly and indirectly connected with curricular and extra-curricular activities at the five universities. An international dimension became an integral part of faculty members' teaching and students' learning through courses and activities at home or field visits abroad. These educational activities were evidence of the internationalization of faculty members' teaching through the integration of an international dimension into educational activities.

4.3 New Service Opportunities

The primary targets of the Initiative projects are counterparts abroad, especially in developing countries, in order to contribute to solving existing global issues. The Initiative project contributed to the university's service mission by serving the local communities in Japan and their partner universities' communities. All five universities discovered new opportunities to contribute to their local communities, mostly unexpectedly.

U1, U2, and U4 designed their projects to collaborate with the local public schools. The local primary schools were a part of their Initiative projects, through classroom testing and the development of educational instruments at U1 and U4, while U2 and U3 ended up sharing the Initiative project outputs organically. U1's project director explained that the model for university-community collaboration through the Initiative project became an unexpected but important contribution and service to the local community; the mode exemplified the new potential of university and local community collaboration. The U2 project director

stated that U2 was able to share information about their international cooperation project in her university's rural region, where information access is often limited. At U4, some undergraduate students engaged the local public schools, and according to the U4 project director, the local public schools welcomed such outreach by the university students, and appreciated their engagement with them. The U4 project director had his students interact with the local primary schools by providing educational sessions on global issues. He explained their initiative as a new form of the university's social contribution to the local communities.

U3 and U5 experienced local communities' support for the Initiative project as the local community recognized the universities' social contribution through the project. U3 interacted with the local municipality as a result of the project, and the U3 project director explained that the local municipality became very supportive and open to collaboration when they became aware of U3's involvement in the Initiative project. The U5 project director explained that the involvement of U5 in the Initiative project increased the university's visibility regarding international involvement in the local community, and raised the university's value in the eyes of the local community and NGO members.

All five universities experienced new opportunities for serving local communities as a result of their participation in the Initiative projects. The Initiative projects integrated an international dimension of service to the faculty members' activities at the participating Japanese universities.

4.4 Faculty and Staff Development Needs as a part of the Internationalization Process

One of the original research sub-questions aimed to identify challenges regarding faculty members' participation in an international cooperation project. The project directors described a variety of operational challenges when they engaged in their

international cooperation projects. Faculty members often need practical experience managing applied field research, and might lack the project management skills to implement the Initiative projects. The type of research and education activities they can engage in are also highly applied and field-based, and must integrate traditional academic research and classroom teaching into the field practice. The same paradigm shift applies to staff members; traditionally, university staff members might not have the knowledge and skills to manage international projects. In addition, the projects have international and intercultural dimensions, and require local field knowledge and experience as well as cross-cultural competency to work with people in the target countries. Integrating faculty and staff development of knowledge and skills for managing an international cooperation project will be a key consideration of any future international cooperation project participation by Japanese universities.

5. Discussion

5.1 Internationalization of Japanese Universities through International Cooperation Project Participation

Based on the study's analysis, participating in international cooperation projects contributed to internationalizing the subject universities' faculty members and their scholarship. The interview data from the project directors confirmed that the subject university faculty members benefited from the Initiative project experience, which enabled them to integrate an international dimension into their research, education, and social services activities. Depending on their level of involvement, the project faculty members engaged in their scholarship at the international level. This result confirmed faculty members' internationalization of their scholarship through international cooperation project participation.

What is interesting and somewhat concerning from the analysis, however, is the subject university project directors' lack of (at least explicit) recognition of the integration of the intercultural dimension in faculty members' scholarship as a result of participation in the Initiative project. The interviews often emphasized the integration of the international dimension into their scholarship, and what little evidence there is of the integration of the intercultural dimension emerged from the analysis. Only U1, U2, and U5 illustrated their intercultural dimension integration through the Initiative project participation implicitly, as they designed the projects such a way to include the intercultural dimension. As the theoretical framework (Hiratsuka, 2004) calls for both the international and the intercultural dimension to be integrated into the scholarship, this partial confirmation of the data analysis requires close examination.

One possible explanation involves the Initiative project's orientation toward an international dimension rather than an intercultural dimension. Because the Initiative projects focus on implementing international cooperation projects, the Initiative projects tend to emphasize an international dimension more than an intercultural dimension in their activities. For example, U1 and U3 intentionally designed their projects to include members from the partner universities and local communities to be equally participatory in order to generate intercultural interactions; U2, U4, and U5 did not necessarily emphasize an intercultural dimension of their projects in their design. Without intentionally integrating an intercultural dimension into the project design, the only dimension emphasized consciously is the international dimension of the Initiative project. Because the intercultural dimension involves intercultural interaction at the interpersonal level (Stewart, 1995) defined in this study, intentionally integrating the intercultural dimension into the Initiative project design and implementation could

provide a possible explanation.

5.2 Re-evaluating University Missions Through International Cooperation Project Participation

All five universities' project directors recognized the unique research and education capacities of Japanese universities for implementing international cooperation projects. The U2 project director thought that they were able to utilize their research capacities as an education university for the project. The U3 project director thought the advantage of university participation in international cooperation projects is to deepen the project outcomes through research and education capacities. The U4 project director thought that they were able to contribute to their service mission and to solving social problems through research and education. The U5 project director now always focuses on connecting their project to research and education for social service. The U1 project director stated that they were able to share Japan's specialization of education with other countries through research and education. Because the faculty members were able to utilize the Initiative projects as field-based research activities, they were able to integrate an international cooperation project into their scholarship.

An additional effect resulted from the Japanese subject universities' participation in Initiative projects: an opportunity for the participating faculty members to re-evaluate the mission of the subject universities. International cooperation project participation contributed to Japanese universities' missions in different ways, according to the project directors. U1, U4, and U5 project directors all believed that international cooperation projects contributed to their re-evaluation of university missions; both U1 and U4 hold international commitments as their institutional missions, and engaging in international education cooperation became a new way to illustrate their international commitment. U5, on the other hand, expanded its

mission through international cooperation project participation by identifying teacher training and education across national boundaries as the university's integral mission.

Secondly, the Initiative projects opened doors for these universities to enter into in new international engagements. The Initiative project provided the most benefits to education-oriented universities like U2 and U5. The U2 project director stated that the Initiative project became one of the few opportunities for education universities like themselves to be able to participate in international education cooperation; “[W]hile Japan’s ODA in education is very limited to Math and Science Education, the Initiative project proves that MEXT and the Japanese government support international education cooperation beyond Math and Science Education, and Japanese education universities can utilize their full academic resources...” (Translated by the author, March 3, 2010). The U5 project director echoed the U2 project director's statement on being able to take advantage of its specialization in education. For U5, the Initiative project became a new opportunity to integrate international cooperation projects into the university's mission. The Initiative project expanded and confirmed potential opportunities for Japanese education universities to participate in international education cooperation in much more creative ways.

U3 originally received an inspiration from a particular domestic issue; later, international cooperation played an integral part for the U3 Initiative project. Usually, unless their name includes a reference to something international, participation in international cooperation projects is difficult for many university departments, divisions, or even faculties. However, “...providing such opportunities for a member like me had a great impact...” (Translated by the author, March 9, 2010). The U3 project director believed that the Initiative project brought new opportunities for her academic course.

U1 and U4 also gained new opportunities for

international engagement through the Initiative project. U1 actively engaged in traditional student and faculty mobility programs like education abroad, but this was its first international education cooperation project. The U1 project director thought that participating in the Initiative project reflected the university's international commitment, and believed it is important for the university. The Initiative project became an official venue for U4 to engage in something it had not done before. According to the U4 project director, "...U4 would not have been able to participate in an international education cooperation project without the Initiative project...it would have been impossible..." (Translated by the author, March 11, 2010). Taking part in the Initiative project contributed to a different kind of international engagement for the participating universities.

6. Conclusion

The internationalization of Japanese higher education has been debated among scholars and administrators in Japan extensively. While a variety of Japanese universities' internationalization initiatives have been studied, the majority of analyses have focused on public policies and their impact on Japanese universities' reform efforts. There are two missing elements in the existing research results: focus on the organizational dimension of Japanese universities and especially on faculty members' scholarship. As internationalizing Japanese universities becomes a public policy norm, what has been missing is a focus on integrating international and intercultural dimensions into Japanese faculty members' research and education capacities through more non-traditional internationalization approaches and more diverse opportunities for more Japanese universities. International cooperation project participation is one of the new opportunities, and Japanese universities' participation needs further analysis. To analyze this phenomenon, the study

defined internationalization as an organizational reform strategy which integrates an international and an intercultural dimension into faculty members' scholarship through research, teaching, and service activities. This definition borrowed from Knight's theory of internationalization (1997) as the main framework for the theoretical approach, while integrating a concept of scholarship from Boyer (1997) in order to bring the focus onto faculty members instead of onto university structure (Hiratsuka, 2004, 2010). This research project design employed a qualitative methodology with qualitative content analysis as its methodological framework in order to generate common themes among the subject universities.

The study generated a set of qualitative data to articulate existing theoretical questions and to solve practical problems related to internationalization of Japanese universities. The five project directors from the subject Japanese universities all indicated that the Initiative projects unlocked new potential for the participating Japanese faculty members, and created new opportunities for internationalizing their scholarship. This study's analysis illustrated the participating faculty members' integration of an international dimension into their scholarship, while their integration of an intercultural dimension seemed mostly absent. PI identified the MEXT International Cooperation Initiative's orientation toward the international dimension rather than the intercultural dimension as a theoretical explanation for this result. However, through international cooperation projects, the Initiative project provided a chance for the project faculty members to integrate an international dimension into their scholarship. The above results are evidence that applying a theoretical framework to a new context can help solve existing practical problems related to internationalization of Japanese universities and their academic members.

The international cooperation projects are not

explicitly included in Japanese universities' core functions. Their structure was not originally designed for participating in international cooperation projects, and the faculty and staff members might not have proper managerial training and experience. Having explained Notwithstanding the above challenges, many Japanese universities today are concerned with their internationalization efforts, and are looking for new strategies. International cooperation projects have been relatively uncommon international engagements for many Japanese universities, but the current interest in internationalization efforts brought PI's attention to the central focus of this study and led him to look at the participating universities' experience and its effects on internationalization. Overcoming a lack of experience participating in international cooperation projects is a challenge, but participating in international cooperation projects offers a new approach to internationalization by allowing Japanese universities and their faculty members to contribute to solving global issues.

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