

《 論 説 》

Facilitating institutional development through internationalization:

Opportunities and challenges encountered through the development and implementation of an intensive overseas study programme in cooperation with key external partners

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This paper discusses the development and implementation of an intensive overseas study programme on the part of a private university located in the Kanto region in cooperation with an overseas institutional partner, and the possible implications that this initiative has for the promotion of internationalization at other universities in Japan.

1. Serious challenges still perpetuating across Japanese higher education

To state that universities in Japan continue to face a decidedly challenging overall educational environment does not represent an intellectual position that could be described as highly contentious. A variety of pressures related to, inter alia, national demographics, sources of finance, sources of talented academic personnel and increasing competition from top universities in other parts of Asia are contributing towards something of a persistent climate of unease across large sections of Japanese higher education. If not yet entering a state which could be viewed as quasi-crisis mode, the sector as a whole remains in a far from thriving condition. In a 2017 discussion of initiatives designed to promote internationalization⁽¹⁾ at his own institution Toyo University located in Bun-

kyo Ward in central Tokyo, Short (2017) drew attention to an unequivocal critique of the general state of higher education in Japan put forward by Devin Stewart a Senior Fellow at the Carnegie Council for Ethics in International Affairs published in the magazine of the American Council on Foreign Relations *Foreign Affairs*.⁽²⁾ In this article Stewart highlighted the decline in position of a number of the country's most prestigious educational institutions including the University of Tokyo on global ranking tables, as well as three structural factors which were hindering development across the sector, these being significant budget reductions, a poor overall quality of research, and a lack of a sufficiently global outlook.⁽³⁾ The 2017 paper went on to discuss two major governmental initiatives which were implemented with the intention of reversing the perceived decline in Japanese university education, the Global 30 Project which ran from 2009 — 2014 and was perceived to have ended largely in failure, and the Top Global University Project which began in 2014 and will run until 2024.⁽⁴⁾ The official interim evaluation of the Top Global University Project undertaken by the Japan Society for the Promotion of Science was completed in September 2018 and delivered what could be seen as relatively positive results for the 37 universities that were the targets of the initiative.⁽⁵⁾ However, these results were generated as the result of an internal Japanese evaluation and it is therefore arguable whether they reflect the manner in which these institutions are viewed from an international perspective. Suffice it to say that in the immediate future the jury remains out with regard to how the Top Global

(1) A definition of this term is provided in section 2 below.

(2) Stewart, D. (2016), *Japan Gets Schooled - Why the Country's Universities are Failing*, Foreign Affairs magazine; cited in Short, J. (2017), *Initiatives to promote internationalization in Japanese higher education: Prospects and difficulties encountered during the creation of an intensive course in Education, Development and Peace in cooperation with partners from the Arctic University of Norway, Tromsø*, 東洋法學第61卷第2号.

(3) Ibid, p. 274.

(4) Ibid, pp. 275–7.

(5) Japan Society for the Promotion of Science, *Top Global University Project, interim evaluation results*; n.d., retrieved October 2019; available at: <https://www.jsps.go.jp/english/e-tgu/selection.html>

University Project may have succeeded in appreciably rejuvenating academic and research-related affairs within the 37 selected universities. Moreover, beyond that to what degree this initiative may produce or may already be producing a positive knock-on effect in relation to affairs within the more than 740 other universities located across Japan also represents something of an open question.⁽⁶⁾

While it would be unrealistic to expect a demonstrable improvement in a relatively short period of time, since the publication of Stewart's critique other commentators in Asia have examined the issue of the perceived weaknesses in the Japanese higher education sector and the picture which emerges from this analysis is not altogether encouraging. Writing in May 2018, the Distinguished Professor and former President of Shiga University Takamitsu Sawa took issue with the corporatisation of the national university sector which was instigated under the administration of Prime Minister Junichiro Koizumi.⁽⁷⁾ Coupled with the concomitant governmental decision taken to steadily reduce the budget allocation earmarked for the country's universities by 1 % per year, Sawa opined that this has had a markedly negative effect on academic staff who have become burdened with excessive amounts of paperwork, which has been to the detriment of their teaching and research activities: "Turning national universities into agencies with corporate status has done more harm than good...". The national universities that have become university corporations have been transformed into something like national enterprises of the former Soviet Union. Each is now required to submit to the education ministry a six-year, medium-term target, and to work out the next fiscal year's plan at the end of each fiscal year and submit it to the ministry as well. University teachers have to devote an enormous amount of time filling out all this troublesome pa-

(6) Statista, Statista Research Department, *Number of Universities in Japan 2010–2018, by type*; October 7th, 2019; retrieved October 2019; available at: <https://www.statista.com/statistics/647382/japan-university-number-by-type/>

(7) Junichiro Koizumi was Prime Minister of Japan from April 2001 until September 2006.

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perwork. This leads to reducing the time they can devote to their main task of conducting research. They have to spend additional time drawing up proposals for securing funds from outside sources to improve their university's competitiveness."⁽⁸⁾

In a subsequent article, Sawa expanded his critique of the state of Japanese higher education in comparison to that which can be discerned in some of Japan's neighbouring countries in Asia, including China, Singapore and South Korea. He drew attention to five factors which he viewed as contributing towards an overall malaise, one of which was the aforementioned overall reduction in budget allocation, which was having the additional negative effect of "forcing many young researchers to settle for low-paid research jobs with limited terms. This leads many bright graduate students to seek employment in the corporate sector."⁽⁹⁾ He identified further difficulties caused by the fact that few academic articles published by Japanese researchers are being cited by their peers in similar disciplines in other parts of the world, which is having a negative effect on the global ranking of Japanese universities. This situation has thereby led to a decline in the number of foreign students who are seeking to pursue their undergraduate or postgraduate studies in Japan, especially those of the highest academic calibre who are increasingly choosing to study at premier institutions in North America and Europe. Sawa also drew attention to the fact that "most... Japanese university instructors in humanities write their papers only in Japanese, thus gaining little or no recognition in English-speaking countries."⁽¹⁰⁾ He views this situation as an example of what can be

(8) Sawa, Takamitsu, *Japan's universities struggling under corporate status*, The Japan Times, online article, May 14th, 2018; retrieved October 2019; available at: <https://www.japantimes.co.jp/opinion/2018/05/14/commentary/japan-commentary/japans-universities-struggling-corporate-status/#.XcEj0maB2i4>

(9) Sawa, Takamitsu, *The global decline of Japanese universities*, The Japan Times, online article, January 18th, 2019; retrieved October 2019; available at: <https://www.japantimes.co.jp/opinion/2019/01/18/commentary/japan-commentary/global-decline-japanese-universities/#.XdYXZWaB2i4>

(10) *Ibid*, 2019

described as an overall climate of “authoritarianism deep-rooted in Japanese academia [which] is damping the motivation of young researchers.”⁽¹¹⁾

Despite the continuation at the present time of the Top Global University Project and the significant amounts of public money that have been allocated to finance it, it could be argued that Japanese higher education in general seems to still be stuck in something of a rut. The results of the latest comprehensive evaluation of the state of world’s universities carried out by the Times Higher Education (THE) organisation appears to bear this impression out since out of the top 200 institutions on the list only two are Japanese, the University of Tokyo in 35th place (a rise of six places from the previous year), and Kyoto University in 65th place.⁽¹²⁾ In response to the publication of this evaluation, Professor of Research Strategy at Waseda University Yasushi Matsunaga echoed Sawa’s point relating to the significance of the fact that only a minority of Japanese scholars publish their research papers in English. In his own research activities Matsunaga has made efforts to identify alternative criteria by which Japanese universities could potentially be evaluated; he does not, however, call into question the overall method of assessment utilised by the THE. “There are other unmeasurable matters by peer review, including the university’s relationship with and its place in the national government local communities, properties such as libraries and research and academic facilities, campus atmosphere, and extracurricular activities. These aspects only become clear after actually enrolling in or being employed at the university, so they are considered inapplicable as factors in the scoring system comparing universities world-

(11) Ibid, 2019.

(12) Times Higher Education, *World University Rankings 2020*, online resource, n.d.; retrieved October 2019; available at: <https://www.timeshighereducation.com/world-university-rankings/2020/world-ranking#survey-answer> ;
Kyodo News, *Japan fails to produce elite universities: global survey*, online article, September 12th, 2019; retrieved October 2019; available at: <https://english.kyodonews.net/news/2019/09/ea0997de93a-japan-fails-to-produce-elite-universities-global-survey.html>

wide.”⁽¹³⁾

Further analysis of the recent THE results has come from the Director of Asian Studies at the Tokyo Campus of Temple University, Professor Jeff Kingston. Interviewed for an article published in the Hong Kong-based South China Morning Post in which Matsunaga was also quoted, Kingston expressed the opinion that “while schools must increase their English-language research output, there was little motivation for scholars to do so. ‘There is no ‘publish or perish’ ethos…….Once faculty are hired, tenure is automatic, so without sticks or carrots it’s hard to incentivise them.”⁽¹⁴⁾ In comparison to the governments of Japan’s aforementioned Asian neighbours, he criticised the policies of the current Abe administration, underlining one of the central criticisms put forward by both Stewart and Sawa in relation to the overall condition of university finances: “The government invests so little in higher education, expecting them [the universities] to climb rankings without helping them. It’s just empty, political grandstanding typical of Abe,’…referencing Abe’s ‘third arrow’ economic growth strategy, which included the creation of the Top Global Universities programme.”⁽¹⁵⁾ Kingston was similarly in agreement with Sawa’s contention that a distinct lack of dynamism can be discerned within a large number of Japan’s higher education institutions, which in terms of academic personnel are dominated by a strict hierarchical structure. He contends that in reality “most Japanese schools are unwilling to put in the work needed to boost their

(13) Matsunaga, Yasushi, *Understanding University Rankings, Internationalization of the Education Market*, Waseda Online, The Japan News, online article, n.d.; retrieved November 2019; available at: https://yab.yomiuri.co.jp/adv/wol/dy/opinion/culture_170807.html

(14) Professor Jeff Kingston of Temple University, Tokyo quoted in Tai, Crystal, South China Morning Post, *Why are Japan’s universities lagging so far behind their international peers?*, online article, October 2nd, 2019; retrieved October 2019; available at: <https://www.scmp.com/week-asia/economics/article/3031114/why-are-japans-universities-lagging-so-far-behind-their>

(15) *Ibid*, 2019.

rankings. ‘They need to recruit foreign students and researchers, and put more emphasis on merit and output... But there is too much deadwood and lack of leadership.’”⁽¹⁶⁾

Considered together, the scholars and writers quoted here appear in general agreement about the fact that the various measures that have been taken to reinvigorate the Japanese higher education sector in recent years, including those spearheaded by the government and initiatives carried out at the level of individual institutions, have failed to bring about the degree of change that is apparently required. As a consequence, in light of the continued downward pressure on student numbers occurring within Japan and increasing competition from highly-ranked universities in other Asian countries,⁽¹⁷⁾ it is conceivable that in the coming years a number of Japan’s tertiary level seats of learning, and particularly those located outside of the country’s major metropolitan areas and which lack widely recognised accomplishments in specific academic disciplines, may face something of a struggle to survive.

2. Addressing one significant challenge — the promotion of internationalization at Japanese universities

It goes without saying that both senior decision-makers and academic and administrative staff in universities across Japan are far from being in the dark about the challenging environment that their institutions are facing. Consequently, there are a wide range of strategies being implemented which are attempting to come to terms with this situation. A specific area of focus in this regard is strategies that are directed towards the promotion of internationalization within universities. Why should this area be of particular significance? Over and above the criticism levelled by Stewart in his aforementioned critique wherein he argued that Japanese universities lack a sufficiently global

(16) Ibid, 2019.

(17) As evidenced by their respective positions on the latest THE World University Rankings; see note 12 above.

Facilitating institutional development through internationalization [James Daniel Short] outlook,⁽¹⁸⁾ addressing this perceived weakness represents one of the central pillars of the Top Global University Project (hereafter referred to as the TGUP) which since 2014 has been implemented by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) with the explicit intention of repositioning a number of the country's top academic institutions among the world's best.⁽¹⁹⁾ From the existence of this large-scale initiative it is possible to infer that at the governmental level the area of internationalization represents a key strategic priority not only for the 37 universities selected for the TGUP, but also for universities across Japan.

At this juncture it is necessary to clarify some terminology. Stewart refers to the lack of a 'global outlook', while the title of this paper refers to 'internationalization', as does the current section. What precisely is understood by these terms? With respect to this, it is held that 'global outlook' and 'internationalization' refer to largely similar phenomena; accordingly, for the benefit of clarity the phrase 'global outlook' will henceforth not be used in this paper. What therefore is understood by the term 'internationalization'? As stated in Short (2017), identifying an adequate definition for this term can represent a rather challenging task since in recent years it has been used in a number of quite different contexts and can refer to a variety of different phenomena.⁽²⁰⁾ In terms of 'internationalization' within the sphere of higher education however, it is held that this refers to a variety of initiatives implemented within a particular academic institution with the intention of strengthening and expanding its links with overseas institutions, as well as raising its own profile within the international academic community. In a 2015 discussion of the possible future merits of the TGUP, Shimmi and Yonezawa highlight the following initiatives implemented with the intention of promoting internationalization

(18) See section 1 above, and note 2.

(19) Ministry of Education, Culture, Sports, Science and Technology (MEXT), Top Global University Japan, *Top Global University Project*, online document, n.d.; <https://tgu.mext.go.jp/en/about/index.html>

(20) Short (2017) op. cit., pp. 277–8.

within the 37 selected institutions: “The proposed activities in the plans of the selected universities...mostly resemble each another. Most of the universities referred to the internationalization of various educational aspects: providing interdisciplinary courses, joint-degree programs, and English-taught courses; instituting admission reforms by utilizing external language tests and research functions; internationally promoting international research collaboration, fostering university-industry cooperation, developing international networks, and leveraging overseas research hubs; and other activities, such as faculty and staff development for internationalization.”⁽²¹⁾

To describe this area of activity in rather more straightforward terms, internationalization is understood to mean a number of developments that are designed to strengthen links between universities in Japan and their overseas counterparts, including the following:

- Increasing the number of overseas students studying at universities in Japan, as well as the number of Japanese students going abroad for part of their studies.
- Increasing the number of non-Japanese faculty members and also Japanese faculty who gained their degrees from overseas universities.
- Increasing the number of academic partnership agreements signed with overseas universities.
- Offering a wider range of courses taught in other languages, particularly English.
- Offering scholarships to both students and academic staff who wish to pursue their studies or research activities overseas.

With regard to internationalization in the context of the TGUP, in order to provide specific criteria upon which the universities selected for the project could be formally

(21) Shimmi, Y. & Yonezawa, A. (2015), *Japan's "Top Global University" Project*, International Higher Education, no. 81, p. 27.

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evaluated for progress in this area at regular intervals,⁽²²⁾ MEXT stipulated the following ten performance indicators:

- 1 . Increase the number of full-time foreign faculty and Japanese faculty who received their degrees from foreign universities.
- 2 . Increase the ratio of international students in the total student population.
- 3 . Increase the ratio of students who have earned credits at foreign universities in the total Japanese student population.
- 4 . Increase the number of students sent abroad under inter-university agreements.
- 5 . Increase the number of subjects taught in foreign languages.
- 6 . Increase the number of students enrolled in degree courses conducted in foreign languages only.
- 7 . Increase the number of students who meet the standards of proficiency in foreign languages.
- 8 . Develop English syllabi.
- 9 . Increase the number of Japanese students living in international dormitories.
10. Adopt a flexible academic calendar (introduce a quarter system on a university-wide basis).⁽²³⁾

In the remaining sections of this paper the discussion focuses on the creation and implementation of an intensive overseas study programme at a Japanese private university located in the Kanto region whose main objectives have much in common with a number of the performance indicators for internationalization listed above.

(22) See note 5 above.

(23) Performance indicators for internationalization stipulated under the Top Global University Project. In addition to these, MEXT has also stipulated specific indicators for university governance and educational reform. MEXT, Top Global University Japan, *Top Global University Project*, online document, n.d.; extracted January 2020; available at: <https://tgu.mext.go.jp/en/about/index.html>

3 . Institutional home and creator of the new intensive programme

The current section introduces the university at which the new intensive programme was launched in April 2018 — Josai University, and the faculty member who created it — Associate Professor Zane Ritchie.

Institution

Established in 1965 by the jurist, educator and politician Mikio Mizuta, Josai University Educational Corporation⁽²⁴⁾ is a private institution of higher education which consists of three affiliated universities of arts and social sciences: Josai University, Josai International University and Josai Base College. It has thirteen faculties which contain nineteen departments and two graduate schools, and has a total enrolment of 14, 000 students on its four campuses which are located in the Greater Tokyo metropolitan area. The institution has particular expertise in the fields of Economics, Pharmaceutical Sciences, and Management and Information Sciences, and pursues an overarching educational strategy which emphasises mutually-beneficial engagement with surrounding local communities and the establishment of links with overseas institutions, particularly those in the Asian region.⁽²⁵⁾

The programme in question was launched at one of the three affiliated universities of the Josai University Educational Corporation - Josai University which is located in Sakado, Saitama Prefecture, within its Faculty of Contemporary Policy Studies.⁽²⁶⁾ In

(24) 'Josai University Educational Corporation' is the full title of the institution. <https://www.josai.jp/en/about/>

(25) Information drawn from the Josai University Educational Corporation prospectus, pp. 2, 10; online document, July 2018; extracted January 2020; available at: https://www.josai.jp/img/josai2018_e.pdf

(26) Faculty of Contemporary Policy Studies, Josai University: <https://www.josai.ac.jp/english/education/contemporarypolicy.html>

reference to the previous sections of this paper, it is important to stress that Josai University was not one of the 37 institutions that were selected for participation in the TGUP. However, it is held that it is almost certainly facing similar challenges to other universities across Japan, and is therefore seeking to address them through the implementation of a variety of strategies, including those which are designed to promote internationalization across the institution. Its prospectus describes an overall educational philosophy in which studies that are both multi-disciplinary and international in nature are seen as essential for students who are living in a rapidly globalising world: “The curriculum at Josai is designed to develop abilities to function effectively at the cutting edge in a range of different fields, through diverse international cultural experiences and through a multi-disciplinary learning program that cuts across traditional academic disciplines. In this way, we seek to foster creativity and innovation, problem-solving skills, the ability to understand others and to imagine the future, intellectual curiosity and individual sense of purpose, and a firm sense of personal and social responsibility.”⁽²⁷⁾

Creator

In the context of concerted efforts to promote internationalization at Josai University, the creator of the programme, Zane Ritchie a New Zealand national, was employed at the Faculty of Contemporary Policy Studies in April 2017 as an Associate Professor. A resident in Japan for over two decades, since the early 2000s Ritchie has held teaching positions at Ritsumeikan University in Kyoto (including six years at its College of International Relations), Aichi University in Nagoya, and Rikkyo University in Saitama.⁽²⁸⁾ During this period he accumulated extensive experience in the planning and im-

(27) Josai University Educational Corporation prospectus, op. cit., p. 6 .

(28) Ritsumeikan University: <http://en.ritsumei.ac.jp> ; Ritsumeikan University College of International Relations: <http://www.ritsumei.ac.jp/ir/eng/> ; Aichi University: <http://www.aichi-u.ac.jp/english> ; Rikkyo University: <https://english.rikkyo.ac.jp> .

plementation of university international programmes, particularly those which enable Japanese students to spend extended periods of study overseas at partner institutions of their home university.

4. Creation of the intensive programme⁽²⁹⁾

When Ritchie secured employment within the Faculty of Contemporary Policy Studies at Josai University at the beginning of 2017, due to the wide-ranging experience he had accrued in this area at other institutions there was an understanding that he would contribute towards efforts to promote internationalization within the faculty. Following the end of the spring semester of that academic year, building upon previously-held intentions to create a residential programme for Japanese students that would take place in his native New Zealand, he began taking concrete steps to put these intentions into effect. The initial stimulus for the creation of an intensive programme in New Zealand had come about as the result of research Ritchie had carried out in the country in cooperation with the author during 2014 and 2016. This research was focused on the reconstruction of the city of Christchurch following the devastating earthquakes which had struck the city in September 2010 and February 2011.⁽³⁰⁾ During the course of this research, Ritchie made the acquaintance of a Lecturer of Maori heritage at the Aotahi School of Maori and Indigenous Studies at the University of Canterbury in Christchurch named Phillip Borell who was himself conducting research relating to a similar

(29) Much of the information for the following sections of the paper is drawn from a face-to-face interview conducted by the author with Associate Professor Zane Ritchie on September 26th 2019 at Josai University, Sakado, Saitama Prefecture.

(30) Ritchie, Z. & Short, J., (2015), *Challenges to community resilience in a post-natural disaster context: Observations and reflections on the Christchurch earthquakes of 2010 and 2011*, 立教大学コミュニティ福祉学部紀要 第17号 ;
Short, J. & Ritchie, Z. (2016), *Towards the enhancement of resilience in a Disaster Management context: The contribution of the Student Volunteer Army to community reconstruction in the aftermath of the Christchurch earthquakes of 2010–2011*, 東洋法学第60巻1号.

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theme.⁽³¹⁾ As the result of subsequent discussions with Borell, capitalising on his own longstanding interest in Maori and indigenous culture, content relating to which figured strongly in an elective course he was already teaching at Josai University,⁽³²⁾ Ritchie devised a plan for the creation of a new programme which would bring students from Josai University to Christchurch in order to learn about the unique culture of the Maori in cooperation with Borell and other colleagues from the Aotahi School of Maori and Indigenous Studies. The date for a pilot project of this new initiative was tentatively set for the early spring of the following year,⁽³³⁾ meaning March 2018.

Following the summer vacation of 2017, Ritchie informally approached a number of students in his own seminar at the Faculty of Contemporary Policy Studies to see if they would be interested in participating in a new residential programme to take place in New Zealand during the coming spring vacation; in response to this he received several positive replies. Despite these encouraging signs however, preparations for a pilot project of the new programme had soon to be put on hold due to the fact that Ritchie found himself forced to take leave of absence from Josai University in order to undergo treatment for serious illness. Subsequently, following his recovery and return to normal duties in January 2018, Ritchie was asked by the students to whom he had formerly spoken whether, under the circumstances, the programme was going to go ahead as planned during the coming March. At this time, due to the fact that he felt sufficiently

(31) Mr. Phillip Borell, Lecturer at the Aotahi School of Maori and Indigenous Studies, University of Canterbury: <https://www.canterbury.ac.nz/arts/schools-and-departments/aotahi-school-of-maori-and-indigenous-studies/contact-us/academic-staff/phillip-borell.html>

Aotahi School of Maori and Indigenous Studies, University of Canterbury, Christchurch: <https://www.canterbury.ac.nz/arts/schools-and-departments/aotahi-school-of-maori-and-indigenous-studies/>

(32) "An Introduction to New Zealand from a Historical Perspective", elective course for second grade students taught by Associate Professor Zane Ritchie within the Faculty of Contemporary Policy Studies, Josai University.

(33) This time of the year is of course early autumn in New Zealand.

recovered to lead the programme, and his principal counterpart in Christchurch Phillip Borell remained committed to it, he took the decision to make formal overtures to the Dean and other senior staff within the faculty in the hope of gaining approval to proceed with the pilot project.

During the September 26th 2019 interview with the author, Ritchie emphasised that from an early stage senior colleagues within the faculty were positively inclined towards this proposal. In response to a question regarding the specific objectives of the programme on the Josai University side, he stated the following:

My department has been pushing to increase our exposure and international programmes for some time... The students in my department...are rather adverse to English. When I got here I started pushing for more international programmes, and me teaching in English as well... The goal was to give the students the opportunity to take part in more programmes abroad. Colleagues here were extremely supportive, and that's actually what I was employed here for... The goal is to give them [the students] more opportunities to become more confident in using the English that they know, and rather than doing everything in the classroom... Both colleagues on the academic side and administrative side were very accommodating and fully supportive. I've been involved in international programmes for fifteen years at universities in Japan — I've worked in an international office at a university in Kyoto for five years as well, so I'm familiar with how the logistics work and how the planning goes. So the staff here had few doubts that I would be able to pull it off.⁽³⁴⁾

In response to his request for approval to proceed with the pilot project, after internal discussions that took place during late January this was granted by the Dean of the faculty which enabled Ritchie and Borell to proceed with the necessary preparations. Due

(34) Zane Ritchie, quoted in the face-to-face interview conducted with the author, September 26th 2019.

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to the fact that relatively little time remained until the planned departure date in late March, these were carried out in some haste. On the Josai side, Ritchie in cooperation with colleagues in the faculty administration oversaw the completion and submission of the required documentation for the participating students and himself, and also arranged the group's air travel to and from Christchurch. Concurrently, Borell arranged the group's accommodation in Christchurch, planned the various educational elements of the programme and also made the logistical arrangements that would be required within the city. Ritchie described this rather truncated planning process thus: "Phil and I created and planned the programme together, it was completely grassroots, ad hoc... just a few ideas thrown together, and basically we did it entirely over email."⁽³⁵⁾

5 . Content of the programme

The official English title of the intensive programme is 'Short-term Study Programme to Christchurch'; its official Japanese title is 'クライストチャーチ（ニュージーランド）短期研修プログラム'. At the time of writing, two cycles of the programme have been successfully completed — the pilot project which lasted for eight days and took place in March 2018, and a slightly extended second cycle of ten days which took place in March 2019; a third cycle also of ten days is planned for March 2020. Due to logistical restrictions on the New Zealand side pertaining to the availability of relatively inexpensive accommodation and ease of travel within Christchurch and its environs, Borell requested that the number of participants be limited to a maximum of ten students.

With regard to the principal educational elements of the programme, these centre around two types of activity. The first of these is lectures which focus on a variety of aspects of Maori culture, including the *Te Reo Maori* language, that take place at the

(35) Ibid, Ritchie interview, 2019.

Aotahi School of Maori and Indigenous Studies at the University of Canterbury, and are delivered by Borell and his colleague Lecturer Kommi Tamati-Elliffe who is also of Maori heritage.⁽³⁶⁾ The second is guided visits to a number of important Maori cultural sites in and around the city of Christchurch which are led by Borell and Tamati-Elliffe; travel to these sites is carried out by minibus. In keeping with Ritchie's personal educational philosophy, and to some extent that of the Josai University Educational Corporation as a whole which emphasises the value of hands-on educational experiences that take place outside of the classroom,⁽³⁷⁾ the ratio of lectures to guided visits is approximately 40% to 60% in favour of the latter. Regarding this, as central elements of the programme the participants visit areas of forest and coastal wilderness located within and in the vicinity of Christchurch in order to learn about the native flora and fauna, and the lifestyles of the Maori who formerly inhabited these areas. They visit and stay overnight at a *marae*, a traditional Maori meeting ground,⁽³⁸⁾ in order to interact with local Maori and participate in a number of cultural activities such as the exchange of formal greetings, eating together, handicraft making, and joining songs and dances. In addition, they visit a number of areas of central Christchurch which were severely damaged by the earthquakes of 2010 and 2011 in order to observe the ongoing reconstruction of the city, particularly as this pertains to the city's large Maori community.

Throughout the programme as an element of general pedagogic policy Ritchie endeavours to enhance the various learning experiences which take place each day through the holding of explanatory meetings in the mornings and seminar-style discussions in the

(36) Staff at the Aotahi School of Maori and Indigenous Studies, University of Canterbury, including Lecturer Kommi Tamati-Elliffe: <https://www.canterbury.ac.nz/arts/schools-and-departments/aotahi-school-of-maori-and-indigenous-studies/contact-us/>

(37) See section 3 above, and note 27.

(38) *Marae* — a traditional Maori meeting ground: <https://www.newzealand.com/int/feature/marae-maori-meeting-grounds/>

evenings. Regarding the organisation of these meetings during the second cycle in March 2019, he described the following process:

[In order to confirm the participants' understanding in relation to what they had learned and experienced each day] ...every evening I would give them a debriefing so we could go over what they learned, and have discussions about that, and I would clarify certain points... In the mornings, because I was staying in the same dormitory as the students, after breakfast we would have a meeting in the lounge and go over the coming day's plan. I would go over certain vocabulary and various issues that would likely come up, and certain things we would be doing so that the students knew exactly what was going on, and there would be no surprises.⁽³⁹⁾

An additional element of the programme which was introduced during the second cycle was classroom interactions with students at the University of Canterbury (hereafter referred to as UC) who are studying Japanese. This came about as the result of feedback received from the participants following the conclusion of the pilot project in March 2018 in which they expressed the opinion that the programme as a whole could have been longer, and that they wished there had been more opportunities to interact with their New Zealand counterparts at UC. Regarding this Ritchie stated:

The students themselves had said in the first year that the programme was too short, they wanted to stay in New Zealand longer. So...Phil expanded the programme [from eight days to ten days]... One of the things the students said — and I thought so too, was they wanted to have more interactions with students of their own age at the University of Canterbury. There was some in the first year, but it wasn't as much as I would have liked... [In 2018] it was just a trial, so it was a learning process. So I asked Phil to contact the Japanese Language Department...and he did that, and that turned out to be one of the highlights of the programme for the students. They

(39) Ritchie interview, 2019.

took part in two lectures on different days with the first year and third year students at UC who were studying Japanese, and they absolutely loved it.⁽⁴⁰⁾

6 . Programme finance

With regard to the financing of the programme, the expenses which Ritchie incurred (including all travel, accommodation and living expenses), these were covered in their entirety by a budget provided by the Faculty of Contemporary Policy Studies. In contrast, all of the student participants were self-financed. However, with respect to this it is held that in comparison to overseas residential programmes of comparable length offered by other private universities in the Kanto region, the Short-term Study Programme to Christchurch can be viewed as being relatively inexpensive. In its first year, due to the fact that it was necessary to complete all of the preparations for the pilot project within a matter of weeks, the programme was available only to students of Ritchie's seminar. In contrast, for the second cycle the programme was opened to students across all of Josai University's five faculties which meant that its facilitation came under the auspices of the International Affairs Office of the whole university. As a consequence of this, the participants became eligible for an overseas study support grant of 50,000 yen per person which was used to reduce the overall financial burden. In March 2019 the total cost of the programme amounted to 250,000 yen per person which included air travel, accommodation, all of the educational activities undertaken in Christchurch, and also all of the meals. Out of this total, the price of the air ticket amounted to 180,000 yen which meant that *only 70,000 yen* was required to cover all of the remaining costs; therefore, with the support grant included, each student paid a total of 200,000 yen. For the third cycle in March 2020 it is planned that the total cost of the programme will be the same as the previous year, therefore 250,000 yen.

(40) Ibid, Ritchie interview, 2019.

With respect to these costs, in the interview Ritchie was at pains to stress that Borell's cooperation was indispensable in securing such an inexpensive all-inclusive package for the students and himself in Christchurch. Borell had arranged accommodation and meals for the group at a UC dormitory, had arranged the minibus which was used for travel in and around Christchurch, and either he or his colleague Tamati-Elliffe had driven this minibus to the various sites that were visited during the programme. In addition, Borell had also negotiated with the administrators at the *marae* for the group to eat and stay overnight at that location at a similarly reasonable cost. These arrangements highlight an important aspect of the programme which is that Ritchie's partners at the Aotahi School of Maori and Indigenous Studies (hereafter for brevity referred to as Aotahi), and in particular Borell and Tamati-Elliffe, designed and led a majority of its educational activities for no pecuniary reward for themselves. In other words, they donated significant amounts of both their time and expertise for free. On the basis of his experience at other Japanese educational institutions relating to the facilitation of overseas study programmes, Ritchie observed that it is often the case that the counterpart institution which receives Japanese students (or students of other nationalities) seeks to obtain some financial benefit from this exercise. However, in the case of Josai University's interactions with Aotahi thus far he is almost certain that this has not been the case. Indeed, he expressed the view that it is possible that Borell may have used some of his own money to assist with the financing of some of the activities that took place in and around Christchurch. More is said in relation to this matter in section 8 below.

7 . Results achieved in the 2018 and 2019 cycles

It goes without saying that on the part of decision makers at the Faculty of Contemporary Policy Studies the principal positive result achieved by the pilot project of March 2018 was the successful completion of the programme, which on a fundamental level meant the delivery of the planned learning activities in and around Christchurch and

the safe return of the participants to Japan. Achieving this important initial milestone subsequently enabled Ritchie to gain approval to proceed with a second cycle in the following year. In addition to this, regarding the programme's various logistical and educational elements, Ritchie and Borell were able to ascertain which of these had proved effective and productive, and thereby identify areas where changes could be made in order to improve the overall learning experience for participants in future cycles. Mention has been made of the fact that the participants in 2018 expressed the view that they wished the programme as a whole had been longer and that they could have had more interactions with students at UC. Changes made to the overall length and content of the programme in March 2019 reflect Ritchie and Borell's concurrence with these views.⁽⁴¹⁾

With regard to the educational outcomes of the programme, in the interview Ritchie stated that in both the pilot project and the second cycle during the course of the groups' times in Christchurch he observed the participants growing in confidence in a new environment — both in terms of English communicative ability and cultural acclimatisation, as well as an increase in their cultural understanding, and also self-awareness of their own identities as young Japanese adults.

I noticed that the students themselves, in only seven days the first time, they completely changed. ... The students didn't have a lot of confidence with their English and some of them hadn't been overseas before, but after a few days they were off on their own and they weren't relying on me at all. And when we got back [to Japan] several of them went on longer term programmes — one of them just came back from a programme in the US, he went to Riverside University for a whole year.⁽⁴²⁾ And I noticed that their motivation went way up, so that was a really positive outcome. So in terms of their motivation, broadening their perspectives, international

(41) See section 5 above.

(42) University of Riverside, California: <https://www.ucr.edu>

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understanding...and their spoken English, these all improved.⁽⁴³⁾

In terms of tangible educational output, over and above the various tasks that were carried out during the course of the programme, following their return to Japan the participants were required to submit a report describing what they had learned and their experiences in Christchurch. After conducting his own evaluation, Ritchie passed these reports to the Dean and the Head of Administration at the Faculty of Contemporary Policy Studies.

When they came back...the students submitted a report on their experiences and what they had learned, and their impressions of Christchurch; they wrote these in Japanese... The reports were excellent, and [it was clear that] the programme had left some deep, lasting impressions on them... They were thinking of their own identities as young Japanese people, and some of the social issues there are in Japan, and even mentioning issues relating to the Ainu... This showed that the experience had really broadened their perspectives. I was very satisfied with that.⁽⁴⁴⁾

Following the 2019 cycle, as a stipulation of receiving the overseas support grant from the International Affairs Office the participants were also required to complete a standardized survey in order to evaluate the programme. The results received from this survey were universally positive and demonstrated the participants' overall satisfaction with the programme. These results and the participants' reports were subsequently passed on to Borell, Tamati-Elliffe and other colleagues at Aotahi.

With regard to evaluations of the programme on the New Zealand side, in the first instance evidence of Borell and Tamati-Elliffe's general satisfaction with the results of

(43) Ritchie interview, 2019.

(44) Ibid, Ritchie interview, 2019.

the pilot project can be seen in the fact that they were willing to cooperate with Ritchie in the delivery of a second cycle in March 2019 in circumstances where they and their colleagues were under no formal obligation to do so.⁽⁴⁵⁾ Regarding this, in the early stages of preparation for the pilot project Borell explained to Ritchie that in terms of educational strategy, it was in Aotahi's interest to welcome students from overseas to Christchurch to study Maori culture, traditions and the *Te Reo Maori* language. The reason for this was that following their studies these students would return to their home countries in possession of new knowledge relating to indigenous issues, which it was hoped would contribute towards raising the profile of Aotahi as an international centre of learning as well as that of UC as a whole. In terms of the participants' overall performance in the various learning activities that took place in Christchurch, Ritchie stated that for both cycles Borell expressed the view that he had been impressed by this, and in particular by the maturity and increased cultural awareness that they had demonstrated. Subsequently, Borell expressed these views in person to senior staff at the Faculty of Contemporary Policy Studies when he visited Josai University in April 2019.⁽⁴⁶⁾

An additional issue which should be mentioned at this point, while not in itself representing a specific outcome of the programme, relates to the timing of the second cycle which was scheduled to take place from March 18th–28th, 2019. Three days before the group's planned departure, on March 15th, 2019 a major disaster occurred in Christchurch when a white supremacist carried out gun attacks on two Mosques in the city claiming the lives of 51 people and injuring 50 others, many of them seriously, this

(45) A continued willingness to cooperate in the delivery of the programme can similarly be seen in the preparations currently being carried out by Borell, Tamati-Elliffe and other colleagues at the Aotahi School of Maori and Indigenous Studies for the third cycle that will take place in March 2020.

(46) During this visit Borell presented Certificates of Programme Completion to the participants of the March 2019 cycle in a formal ceremony which was attended by the Dean of the faculty and other senior officials.

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representing the deadliest mass shooting in the history of New Zealand.⁽⁴⁷⁾ In the aftermath of this tragedy much of the nation found itself in a state of shock, and the international community sought to come to terms with what had occurred in a country which for several decades had been spared the scourge of large scale acts of terrorism in its major cities. With regard to the imminent commencement of the second cycle of the programme, due to the fact that concern for the safety of the participants was clearly of paramount importance, on March 16th Ritchie held an emergency meeting with faculty colleagues to discuss whether or not it should be cancelled. Shortly afterwards, after hearing confirmation from official authorities in New Zealand that the single perpetrator had been arrested and that a degree of stability had been re-established in and around Christchurch, Ritchie discussed the situation with Borell who reaffirmed his own and his colleagues' commitment to proceed with the programme as planned. In fact, during this conversation Borell made a personal appeal to his colleagues in Japan to come to Christchurch since this would be viewed as a highly meaningful act of solidarity with a city and a nation that was in mourning. Ritchie described the situation in the following way:

[Following the meeting on March 16th] I was actually on the point of cancelling the programme myself, so I contacted Phil and he said "If you came here," and a couple of other Maori people were saying the same thing, "if you came down, it would mean that you have faith in us. And you guys just turning up would mean so much to us." That's what I was told, and that's when I changed my mind and said "let's go." After that the university staff here examined the various scenarios, and by then they [the police in Christchurch] had caught the guy and everybody knew it was just a one-off thing, even though the security would be tight... But the possibility of it happening again was extremely low, and so they examined that and then gave me the

(47) New Zealand Herald, *Christchurch mosque massacre: 49 confirmed dead in shootings*, March 15th, 2019; retrieved February 2020; available at: https://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=12213039

green light [to proceed].⁽⁴⁸⁾

Under the circumstances, it is clear that this act of faith and solidarity on the part of Ritchie, his colleagues at Josai University, and of course the student participants of the 2019 programme was greatly appreciated by the staff at Aotahi, many students at UC, and also many members of the wider community of Christchurch.

8. Lessons learned from the intensive programme for the promotion of internationalization at Japanese universities

On the basis of the results that were achieved in the two completed cycles of the Short-term Study Programme to Christchurch, it is held that up until the present time the programme can be viewed as being largely successful. Feedback received from the three major partners, that is to say the Faculty of Contemporary Policy Studies at Josai University, the Aotahi School of Maori and Indigenous Studies at the University of Canterbury, and most importantly the student participants from Josai University, has revealed a high level of overall satisfaction with the programme, and also willingness on the part of its institutional facilitators to continue with its delivery in future years. Furthermore, in addition to positive observational evaluations carried out by Ritchie and Borell of the participants' performance in the various learning activities that took place in Christchurch, tangible educational output in the form of reports submitted following the conclusion of the programme have also been evaluated as being of a high standard. A further positive outcome can be inferred from the fact that following the end of the programme a number of the participants subsequently embarked upon longer periods of study at Josai University's partner institutions in other parts of the world.

The primary issue which lies at the heart of the discussion in this paper relates to the

(48) Ritchie interview, 2019.

promotion of internationalization at universities in Japan. Therefore, with regard to the programme in question, can it be argued that its creation and delivery has contributed towards the promotion of internationalization at Josai University? In terms of a preliminary finding, the author is of the opinion that it can be viewed as having done so. Why has such a conclusion been reached? While giving credence to the aforementioned condition that Josai University was not one of the 37 institutions that were selected for participation in the Top Global University Project, if one considers the results achieved by the programme in accordance with the ten performance indicators for internationalization stipulated by MEXT,⁽⁴⁹⁾ it is held that tangible progress has been achieved in line with indicators 3 and 4. Evidence for these developments is as follows:

Regarding indicator 3 “Increase the ratio of students who have earned credits at foreign universities in the total Japanese student population”, in 2018 the programme was delivered in the form of a pilot project and therefore Josai University was not in a position to award academic credits to those taking part in it. However, in 2019 following the completion of the various learning activities in Christchurch and the submission of a post-programme report, Josai was able to award academic credits to its participants. Regarding indicator 4 “Increase the number of students sent abroad under inter-university agreements”, at the present time negotiations are underway between Josai University and the University of Canterbury regarding the possibility of concluding an academic exchange agreement between them. As a consequence, it is held that the holding of two successful cycles of the programme has contributed towards creating the foundations for the commencement of such negotiations, and it is therefore possible that future participants from Josai may be able to travel to Aotahi in order to study the culture, traditions and the language of the Maori under the auspices of such an agreement.

Regarding the broader question of whether the creation and delivery of the programme

(49) See section 2 above.

can provide lessons for other Japanese universities that are seeking to promote internationalization at their institutions, in contrast to the view expressed above the author is of the opinion that this picture is rather less clear. As previously stated, a number of positive outcomes have resulted from the delivery of the 2018 and 2019 cycles, including the fact that both personal and institutional commitment has been demonstrated towards continuing the programme in future years, which in of itself represents a significant achievement. However, an important issue in relation to cooperative international initiatives of this type relates to whether or not it is possible to replicate them in generally comparable form in other educational contexts. This issue does not focus on the specific content of the learning, but on the cooperation required from the institutional partners and the various logistical arrangements which underlie the facilitation of such an initiative. In cases such as this, even in situations where solid administrative and financial backing is being provided by the participating institutions, the design and facilitation of such programmes often finds itself reliant on the ongoing commitment and active involvement of a small number of key individuals. This can clearly be seen in relation to the current programme with respect to Ritchie, Borell and to a slightly lesser extent Tamati-Elliffe. As a consequence, this situation suggests that there is a rather discouraging possibility that should one or more of these individuals be unable to continue their involvement for whatever reason at a certain point in the future, the continuation of the programme as a whole may be put in jeopardy. In such a scenario it is of course conceivable that a replacement coordinator could be brought in on either the Josai or UC side; however, it is clear that many initiatives of this type possess an intrinsic weakness in terms of their key personnel. Indeed, the author has experienced this difficulty personally with regard to an overseas study programme that he is responsible for coordinating in cooperation with colleagues at the Centre for Peace Studies at the Arctic University of Tromsø, Norway.⁽⁵⁰⁾

What then can be said with regard to lessons learned from the creation and delivery of

this programme for the promotion of internationalization at other universities in Japan? Looking firstly at specific details of the programme itself, it is held that the following aspects can be regarded as contributing towards successful outcomes:

- The programme lasts for a total period of ten days; this length of time represents learning on the part of the coordinators which took place between the 2018 and 2019 cycles.
- The number of participants is limited to a maximum of ten people; this number reflects logistical restrictions extant on the UC side.
- There is a 40% — 60% ratio of in-class to outside of class learning activities; this reflects the importance of activities which focus on aspects of Maori culture that take place outside of the UC campus, in particular visits to wilderness areas in and around Christchurch, and the variety of interactions that occur at the *marae*.
- Students from the recipient institution are involved in some of the programme's learning activities; this reflects the valuable intercultural communication and learning which can take place when the participants from Josai University have the opportunity to join the Japanese language classes of their UC counterparts.

It is not in doubt that these highlighted aspects are in many ways particular to the programme in Christchurch and would not be directly replicable in other contexts. However, it is held that they offer indications of specific features of successful programme design and delivery which could be adapted to produce similarly positive educational outcomes in comparable cooperative international initiatives.

Looking secondly at how programmes of this type can contribute more generally to-

(50) Short, J. (2018), *Advancing strategic cooperation to promote learning for peace: the Peace Studies programme at the Arctic University of Norway, Tromsø, February 2018 — outcomes, lessons learned and future prospects*, 東洋法学第61巻第1号.

wards the promotion of internationalization at other Japanese universities, while this is a quality that is not straightforward to directly quantify, it is held that they can bring about a variety of benefits for both students and academic staff. With respect to this, for students the potential benefits are seen to be as follows:

- Broaden intellectual perspectives through communicating and learning in cooperation with their overseas counterparts.
- Develop language competence and cultural understanding.
- Stimulate ideas relating to problems which exist within their home country.
- Engender confidence to further expand international understanding and experience, and subsequently pass on positive experiences to younger students.

For academic staff:

- Strengthen professional and personal links with colleagues at overseas partner institutions for mutual benefit on a variety of levels, including professional development.
- Create conditions for the formalisation of institutional links, including through the concluding of academic exchange agreements, which can create opportunities to expand cooperation into a variety of other educational and research areas.

As a final comment in the interview with the author, Ritchie expressed his gratitude to both academic and administrative colleagues at the Faculty of Contemporary Policy Studies for both demonstrating faith in his ability to implement the programme, and also for simplifying the various bureaucratic processes which enabled it to take place. This highlights an additional important factor which it is held can contribute towards the promotion of internalization at universities in Japan — that is reducing the amount of bureaucratic 'red tape' which is required to facilitate initiatives of this type. Ritchie was in no doubt that the consistently pro-active and flexible attitude demonstrated by

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his colleagues right from the period when the creation of the programme was first posited towards the end of 2017 up until the present time has contributed significantly to its ongoing success. This represents a general administrative stance taken within one Japanese university which it is strongly believed can also contribute towards the promotion of internationalization at other institutions of higher education in the country. Regarding the overall success of these programmes, Ritchie stated:

It really depends on the environment and the conditions [that you are working in]. All universities are different, but I've just been very lucky actually with the amount of support I've had here. They've been really supportive and shown real flexibility... The preparations on the Japanese side can be a little daunting in that you will have bureaucracy to go through... So in this you need to push through because I think ...it's really worth it, and the results here have spoken for themselves. I think it's been an extremely valuable exercise for the students...and I look forward to continuing it.⁽⁵¹⁾

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