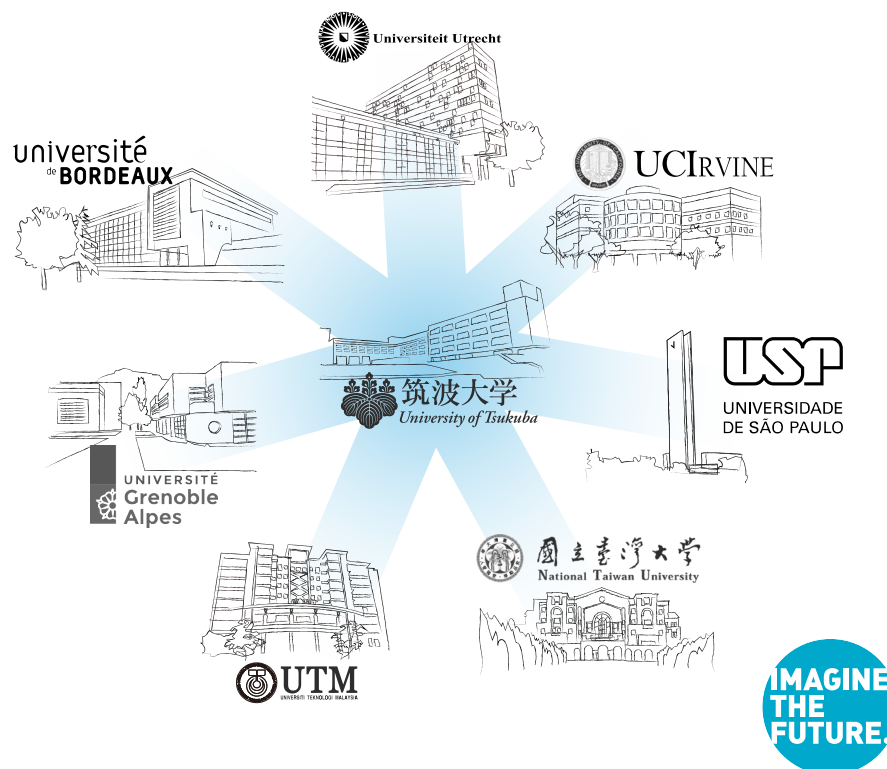筑波大学
University of Tsukuba

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Comprehensive University Internationalization through the Development of the University of Tsukuba's Campus-in-Campus Initiative

〜筑波大学キャンパス-イン-キャンパス構想の進展による総合的な大学国際化〜

Jelena Glisic, Ph.D., University International Administrator

Teruo Higashi, Ph.D., Specially Appointed Professor

Office of Global Initiatives, University of Tsukuba

筑波大学国際室

UIA　グリシッチ・イェレナ

特命教授　東　照雄

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Jelena Glisic, University of Tsukuba

Teruo Higashi, University of Tsukuba

Introduction

World-class excellence has become an objective for higher education institutions around the world (Altbach, 2015a; Altbach & Balán, 2007; Deem, et. al., 2008). While internationalization can be used by higher education institutions as a strategy to enhance various aspects of research and education, setting expectations too high can overshadow the added value that internationalization can bring to higher education (Knight, 2015a, p. 7).

Although the essential factors that influence institutional rankings are still under debate, the rankings have been among the hottest topics in academia since the new millennium (i.e., Altbach, 2015b; Dill & Soo, 2005; Marginson, 2009). Whereas excellence in higher education has arguably always had an international dimension, it will be years before we are able to create a reliable evaluation system of which aspects of academia contribute and to what degree to university rankings. While we are still far from reaching a common understanding on this topic, maybe we should take a step back to see the bigger picture and focus on what are some possible gains resulting from the rankings chase.

The University of Tsukuba (UT) is a top-tier research-based comprehensive university, and is consistently ranked among the top 10 universities in Japan. It is located approximately 60 km east of Tokyo in the city of Tsukuba (also known as Tsukuba Science City), home to more than 300 public and private research institutions with about 20,000 researchers, which is roughly one-tenth of the city's population. The university itself employs more than 2,000 faculty and researchers and has more than 16,000 students.

To keep up with the pace of globalization, UT has recognized that, in addition to strengthening its research and educational capacities, it also needs to focus on internationalization. For about the past decade, UT has been working towards comprehensive internationalization of its research and educational capacities, as well as its administration system. It introduced the first English-based degree program in 1995. Prior to 2014, UT had just over 1,500 international students (about 9% of the total student body) (University of Tsukuba, 2014), which was among the highest number in Japan (Japan Student Services Organization, 2014). At the time, UT also already had more than 300 partnership agreements, and collaborated with close to 150 academic institutions worldwide.

In 2014, UT joined a high-profile national project—the Top Global University Project (TGUP)—sponsored by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT). It is set that this project was initiated "with an aim to bolster the international competitiveness of Japanese higher education, this program works to thoroughly internationalize Japanese universities" (Japan Society for the Promotion of Science, 2014b). This project established the premise that the internationalization of universities would lead to higher rankings, but each participating university was given the freedom to create its own strategy to achieve this goal. One of core parts of UT's TGUP is the "Campus-in-Campus Initiative," under which UT aims to achieve a higher degree of internationalization and strengthen international partnerships with strategic partner

universities worldwide. As a final goal, UT expects to provide its students, faculty, and administrative staff with greater opportunities to achieve their potential and thrive as global citizens. This paper outlines the development of the Campus-in-Campus Initiative.

1. Theoretical Background

Under the influence of rapid globalization in the twenty-first century, internationalization has shifted from a marginal to a core dimension at institutions of higher education around the globe (Deardorff, et.al., 2012). It has been the strongest force behind change in higher education, connected directly with social and curricular relevance, institutional quality and prestige, national competitiveness, and innovation potential (Rumbley, Altbach, & Reisberg, 2012, p. 3).

When we speak about the internationalization of higher education, we often relate it to the concept of globalization. Unquestionably, the concepts of globalization and internationalization are related and interdependent, but they are not synonymous even if they do share some common characteristics. Although there is no single universal definition of the term globalization, it is broadly understood as the creation of world relations based on the operation of free markets (Giddens, 2000; Held & McGrew, 2000; Mittelman, 2000). Internationalization is understood as a key strategy adopted by universities across the world to respond to the influence of globalization. It integrates an international or intercultural dimension into the areas of research and education (Altbach & Knight, 2007; Foskett & Maringe, 2012; Knight, 2004; Qiang, 2003; Wit, 2002). Therefore, whereas globalization is a concept that describes socio-politico-economic trends of the twenty-first century, internationalization is a response to those trends that includes the policies and practices undertaken by academic institutions. Moreover, globalization in higher education is not a single or universal phenomenon. It shows different characteristics, depending on the

institution, because every institution decides its international strategies and the extent to which they want to be engaged on a global level.

Some Japanese authors have questioned the evaluation system for measuring the level (i.e., success) of internationalization at Japanese universities (Ozawa , et. al., 2014), and have considered some potential hurdles with regard to the lack of human resources available to support internationalization (Hanamura, Kawaguchi, Ōshima, & Kawachi, 2015), or have questioned the validity of comparing internationalization among Japanese universities (Sajima, 2014).

Knight (1994) identified four broad approaches to the internationalization of higher education at the institutional level: 1) activity (activities directed towards curriculum development, student/faculty exchange, etc.); 2) competency (the development of new skills, knowledge, attitudes and values in students, faculty, and staff; 3) ethos (the creation of an international climate on campus); and 4) process (the integration of internationalization into all areas of academia) (Knight, 1994, p. 4). According to Knight, the activity approach is predominant because it contains the activities most commonly undertaken by universities, including curriculum internationalization, boosting student and staff exchange, and other activities related to international students in general. One prominent example is institutional agreement-based student exchange programs (de Wit & Knight, 1999, p. 15).

2.   The Internationalization of Higher Education in Japan

The internationalization of higher education has accelerated since the 1990s. In Europe, the Bologna Process has been part of the increasing harmonization of higher education systems, and similar endeavors are being undertaken in other parts of the world. In addition, the growing significance of world university rankings and ever increasing student mobility are all part of the growing internationalization of higher education.

Until the turn of the millennium, Japanese policies regarding the internationalization of higher education mainly focused on increasing the number of international students. The first such initiative was the establishment of a MEXT scholarship for studying in Japan in 1954, and this program still remains active. This was followed by a 1983 initiative to invite 100,000 international students to Japan by the end of the twentieth century (Committee for International Student Policy toward the 21st Century, MEXT, 1983).

Policies incorporated new strategies in the early 2000s, this time focused on boosting the research capacities of the country's top universities (i.e. the following projects: 21st Century Global Centers of Excellence, 2002; World Premier International Research Center Initiative, 2007). These projects supported selected internationally competitive research units during a five-year period, with the goal of raising research performance and fostering the next generation of researchers (Japan Society for the Promotion of Science, 2002, 2007) . However, in 2007, the Council for the Asian Gateway Initiative (a governmental institution), among other recommendations, continued the previous tradition and again highlighted the importance of increasing the number of international students for the purpose of improving Japanese universities' international presence (Council for the Asian Gateway Initiative, 2007). In response, in 2008, the government set a new target number of accepting 300,000 international students by 2020 (Ministry of Education, Culture, Sports, Science and Technology, 2007).

That same year, the government created another initiative to attract more international students to study full-time at Japanese universities. The Global 30 (G30) Initiative asked selected universities to establish at least one undergraduate and one graduate degree program in English, and to recruit more international students and faculty. At that time, there was no undergraduate degree program offered in English at any of the Japanese national universities. Under the G30 project, some of these universities set up offices abroad

to recruit students in collaboration with the Japan Student Service Organization. Seven national universities and six private universities were selected as part of the G30 program (Ministry of Education, Culture, Sports, Science and Technology, 2009). UT was a part of this project, and all degree programs created for the G30 project are still running despite the fact that the project officially ended in the 2017/8 academic year. Therefore, the legacy of the G30 program at UT remains even though the project itself does not.

As with the previous initiatives, the G30 had a five-year funding design to encourage internationalization and increase the number of international students. For the first time, however, government policies under this initiative also focused on boosting the educational capacities of universities. This approach differed from that of the previous projects, which focused only on research and the number of international students.

In contrast to previous efforts focused on bringing international students to Japan, in the early 2010s, the government realized it needed to look into the other side of student mobility and provide Japanese students with the chance to study abroad. As part of several initiatives with similar goals, such as the Re-inventing Japan Project in 2011 and the Project for Promotion of Global Human Resource Development in 2012, the government announced its goal in 2013 of sending 120,000 Japanese students abroad by 2020 (Prime Minister of Japan and His Cabinet, 2013a).

UT has been part of nearly all of the above-mentioned governmental initiatives aimed at internationalization. With regard to Knight's four approaches (Knight, 1994), UT has been conducting internationalization-related activities, thereby embracing the activity approach. The focus was on increasing student mobility and the number of courses and programs offered in English. Knight's three other approaches (competency, ethos, and process) were pursued as well, but they were systematically undertaken only under the Top Global University Project (TGUP) after 2014.

6

3. Top Global University Project

By the beginning of the twenty-first century, it had become evident that Japan was encountering some difficulties in maintaining a distinguished, or even a competitive, place in a rapidly globalizing research and education community (Yonezawa & Shimmi, 2015, p. 177), and that the international profiles of Japan's top universities were rather weak (Newby et.al, 2009, pp. 84–86).

The projects we discussed earlier had prioritized only one area of higher education internationalization. Moreover, the programs for boosting international student mobility were not necessarily linked with the idea of establishing world-class universities. Similarly, projects aimed at supporting world-class research were not linked with increasing student exchange. However, in 2013, the government began the most ambitious project of them all: attempting to include all areas of internationalization together under one project—the Top Global University Project—to "achieve true internationalization." The project's main goal was to "enhance the international compatibility and competitiveness of higher education in Japan" (Ministry of Education, Culture, Sports, Science and Technology, 2017a).

The program has categorized participating universities into two groups: type A (universities that aim to be in the top 100 in world rankings, also known as "the super global track") and type B (universities that will lead Japanese society in globalization) (Japan Society for the Promotion of Science, 2014b). In his first statement to the Diet in January 2013, Prime Minister Shinzo Abe identified Japan's universities as a symbol of national strength. Under his direction, the Japanese government set an official policy goal of having 10 Japanese universities achieve a ranking in the top 100 universities worldwide (Prime Minister of Japan and His Cabinet, 2013b).

For the type A group, MEXT's goal is to foster selected universities to position themselves higher in the world rankings. Although the original plan was to select 10

universities for this group, 13 were selected, including UT. In the guidelines for the project proposal, MEXT asked universities to improve their rankings, citations, and international co-authorship; enhance international joint research projects; increase the number of courses offered in English; establish new degree programs and international joint/double degree programs; boost student and faculty exchange with the world's top-ranked institutions; establish international joint research projects; and undertake the comprehensive changes in governance structure deemed necessary to keep up with the process of internationalization. In addition, universities were also asked to improve indicators related to international and gender diversity, implement systems to support student mobility, conduct quality assurance of educational programs to meet international standards, introduce flexible academic calendars, strengthen international student recruiting systems and alumni networks, create international dormitories, reform personnel policies and university governance, and reform entrance examinations (Japan Society for the Promotion of Science, 2014c).

Type B universities were chosen based on their proposals on how they planned to internationalize and enhance their research and education to keep up with the top-tier universities. These universities were selected to lead "the internationalization of Japanese society by launching innovative programs based on their track records" (Ministry of Education, Culture, Sports, Science and Technology, 2017a).

Both groups of universities were competing for 10-year funding for the programs, 420 million yen per year for 10 Type A institutions and 172 million yen per year for 20 Type B universities (with a planned 10% decrease each year) (Japan Society for the Promotion of Science, 2014a). Although it is difficult to put a price on internationalization, the proposed funding seemed quite adequate to support internationalization activities. However, it should be noted that 13 Type A and 24 Type B universities were selected, thus splitting the budget among 37 universities instead of the originally planned 30.

8

The 37 winning project proposals were published on the MEXT website. An examination of the proposals shows many common goals, where the most commonly proposed actions are directed towards increasing the number of exchange students (both incoming and outgoing), increasing the number of international faculty members, establishing new degree programs (usually with overseas partner institutions), increasing the number of courses offered in English, and for the first time, changing university governance (Ministry of Education, Culture, Sports, Science and Technology, 2017b).

4. University of Tsukuba's Top Global University Project

As one of the 13 universities chosen for the type A TGUP, UT created the comprehensive internationalization project, "Creating a Transborder University—A Vision for the Future of Higher Education in the World" to enhance and internationalize its research and educational capacities, as well as strengthen its international presence (University of Tsukuba, 2016a).

As noted previously, UT had already been undertaking actions towards internationalization before joining TGUP. In 2013, a year before TGUP was initiated, UT had already begun enhancing administrative staff development, bringing in more tenure-track international faculty members, and increasing the number of courses offered in English. Building on that practice, UT incorporated its existing philosophy and international strategy into the project, making TGUP a part of UT's overall international strategy, which enabled a great level of synchronization between the two.

UT is aiming "to create a flexible education and research structure as well as a university system to meet the needs of the next generation," and moreover to be "a comprehensive university, continuously meeting new challenges and developing new areas." Its foremost mission is "to provide an environment that allows future leaders to realize their

potential in full" (University of Tsukuba, 2016b). As stated in its international strategy, redefined in 2016, UT has aimed "at internationalization and worked on implanting international-mindedness to its students, faculty members and administrative staff" (University of Tsukuba, 2016c). Therefore, actions towards comprehensive internationalization had been a crucial part of UT's strategies several years before MEXT created TGUP.

Through the implementation of TGUP, UT will be able to accelerate its internationalization and create a transborder research and education environment, which will help students to become global citizens who are willing and equipped to deal with global issues (University of Tsukuba, 2014a). Furthermore, UT aims to continue developing and to become a "*transborder university* that helps form the shape of a brighter future" (Ikeda in Palacio & Isoda, 2015, pp.104-5).

The main feature of UT's TGUP lies in the Campus-in-Campus (CiC) Initiative, a conceptual framework of sharing research and educational resources among partner universities. Under the CiC Initiative, UT is working to establish shared international research units and education systems, develop relevant and innovative administrative procedures, and promote international collaboration and international mindfulness within its own campus. With this comprehensive approach, the initiative should not only enhance the university's research and educational capabilities, but also the mobility of students, faculty members, and administrative staff, as well as boost the university's international reputation.

5. Campus-in-Campus Initiative

The CiC Initiative is a scheme for sharing research and educational resources among strategic partner universities through which the universities can enhance the

10

mobility of students, faculty members, and administrative staff. The ultimate goal is to create a transborder educational and research environment that overcomes disciplinary, institutional, and national barriers, and that allows students, faculty members, and administrative staff to realize their full potential (University of Tsukuba, 2014a).

To achieve these goals, each partner institution is asked to contribute to project development. Furthermore, each partner is asked to commit itself to enhancing and maintaining the quality of its own research and educational capacities, as well as to adapt its administrative procedures. Although CiC is an international collaboration concept, for the collaborations to be successful, it is essential for all partners to adapt their existing systems and work together to create new systems where they can share resources.

Through the CiC Initiative, UT is accelerating campus internationalization (by increasing the level of international mindfulness and the use of English throughout the campus), boosting its research capacities (by establishing international research units and providing support to joint research among faculty of the CiC partner universities), and increasing its educational capacities (by creating new education programs, joint/double degree programs, and a course-sharing system). By taking all of these coordinated actions, the number of exchange students (both incoming and outgoing), faculty, and administrative staff is expected to increase significantly, which will further contribute to enhancing the university's research and educational capacities, as well as its world rankings and reputation.

5.1. CiC Partners

The international exchange of students and faculty in higher education is common under the framework of university partnerships (Vincent-Lancrin, 2009, p. 70). Universities usually have hundreds of institutional agreements on different levels (e.g.,

department, university, etc.). As Knight (2015b) pointed out, institutions often cannot support such a large number of agreements, and many of them are basically inactive, paper-based arrangements. She therefore proposed that, instead of developing a large number of agreements, universities should develop key strategic international educational alliances, which would be more efficient with regard to achieving academic, scientific, economic, technological, or cultural objectives (Knight, 2015b, p. 4).

UT has more than 300 institutional agreements, and despite all of the best intentions and for various reasons, some of them are de facto inactive. Under the CiC Initiative, UT is seeking a select group of strategic partners who would share common goals and be dedicated to developing comprehensive and innovative partnerships. As of March 2018, UT had concluded seven CiC agreements (University of Tsukuba, 2017) after a careful and thorough consideration of existing partnerships.

The core idea behind the CiC Initiative is the establishment of a few strategic partnerships among universities that share a common goal—to provide a transborder research and educational environment for their faculty, students, and administrative members—and moreover, who want to maintain active collaboration. When searching for such partners, among other criteria, UT is looking into its previous collaboration history as well as the partner's goals and commitment. Rather than evaluating everything strictly by a set of numerical goals, UT has been looking for partners with whom it shares a history of active and committed cooperation. For example, with the first two partners, National Taiwan University and the University of Bordeaux, UT had already developed various joint research projects, joint degree programs, and well-established collaboration among faculty members. Although these earlier collaborations had been occurring on a departmental level, they turned out to be a solid base for the conclusion of the strategic partnership agreements embodied in the CiC Initiative.

12

The above-mentioned qualities in partners are an important factor in the development of TGUP, because although UT has created the basic framework, the CiC Initiative is constantly developing and adjusting to create a sustainable system of comprehensive multilateral collaboration. Even though UT is a leader in this project, all partners equally participate and contribute their own innovative ideas.

Table 1: Campus-in-Campus partner universities as of January 2018.

University	Country	Year of joining	Partnership type
University of Tsukuba (UT)	Japan	2014 (founding partner)	Research and education
National Taiwan University (NTU)	Taiwan	2015	Research and education
University of Bordeaux (UBx)	France	2015	Research and education
University of California – Irvine (UCI)	USA	2016	Research
University of São Paulo (USP)	Brazil	2016	Research and education
Universiti Teknologi Malaysia (UTM)	Malaysia	2016	Research and education
Utrecht University (UU)	Holland	2017	Research
Univ. Grenoble Alpes (UGA)	France	2017	Research and education

As shown in Table 1, five of the seven CiC partnerships are comprehensive and encompass collaboration in both research and educational areas. This means that UT shares research projects, co-creates educational programs, and exchanges students, faculty, and administrative staff with National Taiwan University, the University of Bordeaux, the University of São Paulo, University Teknologi Malaysia, and the University of Grenoble Alpes. With the remaining two partners, the University of California–Irvine and Utrecht University, UT has a strategic research partnership in which the partner universities share joint research laboratories and mainly exchange faculty members, with occasional student exchange (i.e., graduate students belonging to research laboratories collaborating on research projects with their professors). These partners are categorized as CiC Research Partner Universities.

In addition to entering into CiC agreements, UT has established overseas offices at some partner universities' campuses. Of UT's 13 overseas offices, five are located at CiC partners (National Taiwan University, University of Bordeaux, University of California–Irvine, University of São Paulo, and Universiti Teknologi Malaysia). These partners have offices on the UT campus as well. The offices established at CiC partner universities enable smoother communication and collaboration, and provide additional support to UT's international activities, such as student recruitment and other promotional activities.

5.2. Research Collaboration

Research collaboration is a main pillar of CiC partnerships. All of the CiC agreements were originally initiated because of previous research collaborations among faculty members. Because of the strong earlier faculty collaborations and the support for the development of partnerships, UT was able to establish strong relationships with its current CiC partners.

Two major projects preceded the establishment of CiC research units. In 2013, MEXT initiated the Program for Promoting the Enhancement of Research Universities to enhance the research activities and capacities of selected major universities in Japan. The program aimed to enhance both the quality and quantity of research so that the Japanese universities would become internationally competitive, and UT was one of 22 institutions selected (Ministry of Education, Culture, Sports, Science and Technology, 2013). As of March 2018, eight joint research units had been invited to UT, where selected world-class Principal Investigators (PIs) act as the leading researcher and work in collaboration with faculty members from UT (Deputy PIs). Deputy PIs stay at the UT

campus throughout the duration of the project, while the PIs are expected to stay on campus for two to three months per year.

The second project was the Overseas Tenure-Track Young Researcher Program, where selected young researchers were sent abroad to work with prominent professors or researchers for several years. Their main task was to publish high quality academic papers in international journals with high impact ratings. As anticipated, this project produced a great number of published papers, many of which are in the top 1 percentile in terms of impact ratings. In addition, UT has undertaken various internal reforms for research-related organizations, including of research centers and facilities to make them more efficient in coordinating research projects and ultimately enhance the university's research capacities.

Some of the CiC partnerships were established based on the strong research collaborations developed during these projects. Currently, three CiC joint research units (with UCI, UU, and UGA) are conducting research in the area of neuroscience in sports, subatomic physics, and nano-materials, respectively. Moreover, researchers collaborating in the UT-UGA research unit have co-created two double degree programs (on the master's and doctoral levels), and thereby have introduced the element of education (and student exchange) into their collaboration.

5.3. Educational Collaboration

The second pillar of the CiC Initiative is collaboration in the area of education. Part of the educational collaboration has been derived from the research collaboration among the faculty when they exchange or co-advise students affiliated with their research laboratories. Another part is the more formal agreement-based student

exchange. In support of student exchange, UT has created a course-sharing platform called Course Jukebox (CJ).

CJ is a platform for course sharing among the CiC partner universities, where students can search for courses they want to take by browsing through course offerings as if they were browsing through songs in a "jukebox." It includes three categories of courses: language and culture-related courses (offered in native and/or English languages and providing education in the area of local languages and cultures), specialized courses from various disciplines (offered in English), and joint/double degree courses (created for degree-seeking students belonging to those programs, some of which are also available to exchange students). The idea behind CJ is that students can learn about the language and culture of host countries and thus enrich their global competencies in addition to enjoying the benefits of courses from their major area of study.

The current CJ system was developed following a number of discussions and by conducting thorough research, which drew together academics and professionals from partner universities. It incorporates various courses offered by partner universities (who participate as both research and educational partners). Most of the courses are taught in English, which is a result of the desire of CiC partners to provide a global education to their students. According to the OECD, English is the lingua franca of the globalized world, with one in four people using it (Sharifian, 2013). In addition to English, in a global world, knowledge of multiple languages and cultures is a necessity. Therefore, CJ also incorporates courses providing education in languages that are native to each university as well as the local culture and related courses. By learning a language in addition to English and Japanese, students are brought into contact with other cultures and ways of thinking, which increases their critical thinking skills, and helps them see and think with a broader perspective.

16

As part of its educational collaboration, UT has developed joint and double degree programs (JDP and DDP), some of which are legacy programs from previous collaborations. Currently, CiC partners operate four double degree programs on the master's level, three on the doctoral level, and two joint degree programs. Courses from these programs are also incorporated into the CJ system and some are available to exchange students (from outside of these programs) as well.

The mobility of students, faculty, researchers, and administrative staff in education is one of the most obvious and important aspects of internationalization. To increase mobility, it is of the utmost importance to increase compatibility and comparability across national education systems. Adjusting educational accreditation standards in that regard can play an important role in removing barriers to student exchanges (Rumbley et al., 2012, p. 6). The CJ system is constantly being updated and improved to satisfy all partners' requirements and credit transfer procedures.

The CJ platform gathers information on courses offered by all CiC partner universities, hosts them together on one web page, and thus provides the most comprehensive course information for students. With the introduction of CJ and with the support of CiC administrative staff, planning exchange studies and credit transfer has become much easier. The ultimate goal is to develop CJ into a course-sharing system, with online registration and automatized credit transfer procedures. This endeavor will require close collaboration with CiC partners as well as adjustments in their respective procedures.

Because CJ is a system shared among multiple partners from different countries, it requires a great deal of effort to make all the required adjustments. Each partner is responsible for the selection of courses and related credit transfer procedures at its home institution. Aside from bilateral meetings for the purpose of tuning the CJ system, CiC

partners meet in Tsukuba once a year to discuss progress in project implementation at the various institutions.

5.4. Intra-institutional Collaboration

The CiC Initiative is establishing strategic partnerships to enable comprehensive research and educational collaboration. At the same time, the partners need to establish corresponding administrative structures within their respective institutions for the project to be successful. As a start, each partner university has assigned appropriate personnel to be in charge of the project implementation and coordination with other partners.

Because it is a comprehensive internationalization initiative, CiC has required various enhancements within UT's structures, such as creating new educational programs, boosting the English proficiency of administrative staff, increasing promotion of the study abroad exchange programs, improving administrative procedures and collaboration between departments, and generally increasing the internationalization of the entire campus.

Appendix shows UT's organizational structure with the departments/ divisions/ offices collaborating on TGUP highlighted. To coordinate the project, UT established a special office, the Top Global University Office, hosted in the Department of Educational Promotion. The office works closely with other divisions and sections within as well as outside of the department. Furthermore, these departments and offices all work under the close supervision of the Vice Presidents and the Chief Advisor to the President.

To communicate with CiC partners, the key collaborator is the Office of Global Initiatives (OGI), restructured in 2013 to better accommodate the university's international

18

activities. The CiC Initiative is located in this office, which is in charge of the Initiative and running the overseas CiC offices. It takes care of developing and maintaining CiC partnerships and communicating with CiC partner universities. The TGUP Office also closely collaborates with the Global Commons (GC) Office, which was created in 2013 under UT's initiative to conduct comprehensive campus internationalization. In addition to supporting international cooperation and study abroad programs, the GC Office is in charge of supporting various campus internationalization activities. The GC has an administrative staff member assigned to each academic area support office (administrative offices affiliated with faculties), which are called Area Commons. The office also manages the Student Commons and Overseas Commons divisions, which support internationalization activities related to student affairs and overseas offices, respectively. Finally, GC is in charge of organizing various staff development workshops and seminars, and supports UT's internationalization endeavors by educating staff and faculty members in global matters.

The Departments of Educational Promotion and Research Promotion contribute to the development and implementation of TGUP by supporting the creation and management of new educational programs and research collaborations. UT has eight strategic research units, three of which are partnered with CiC universities. Also, under TGUP, UT has developed seven new DDP and two JDP, in addition to two new undergraduate programs. All of these programs, research units, and the CJ system were developed with enormous support from the Departments for Educational and Research Promotion and the Office of Educational Cloud, as well as from faculty members from various areas.

Finally, UT's Public Relations Office supports the project by promoting it within and outside of the campus by creating PR materials and advising departments and offices about promotional activities. UT co-created a CiC promotional video with the partner

universities in March 2017, which reflected the joint efforts of the PR offices from all of the current partners.[1]

In addition to managing coordination among the various relevant departments and offices, the TGUP Office also coordinates related committees and working groups. The top level planning committee has more than 30 representatives from about 20 different offices and departments, and there are seven specialized committees in charge of the CiC Initiative, CJ system, degree programs in English, student support, world rankings, TGUP PR activities, and CiC research units. In addition, there are nine task groups, which focus on themes such as CJ, CiC, student mobility, teaching and professional staff mobility, establishment of JDP/DDP, curriculum development, and many others. These committees gather the brightest minds among UT's faculty and administrative staff to work toward the achievement of the goals set in TGUP.

In parallel with building a new structure within its own campus, UT is also working with its CiC partner institutions to create corresponding structures on their own campuses. In addition to holding regular bilateral meetings throughout the year, CiC partner institutions have annual multilateral meetings at the highest level, usually planned during Tsukuba Global Science Week, which is held every September in Tsukuba. Groups representing each partner university include high-level officials, administrative staff, and faculty. During these meetings, the CiC partners, which are in different stages of project development and implementation, share their experiences and advise each other on how to better develop and effectively implement the projects at their respective campuses.

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[1] Please see "The whole world is your campus—Campus in Campus" PR video at:
http://www.tsukuba.ac.jp/experiencetsukuba/.

6. Conclusion

The CiC Initiative entails tireless collaboration among numerous departments and offices within the CiC partner institutions, working together to achieve the common goal of creating a transborder research and educational environment for their students, faculty, and administrative staff.

Whereas it remains unclear whether the government's ardent wish to improve the global rankings of participating academic institutions through the process of internationalization will actually be fulfilled, the process of internationalization is ongoing at many competitive universities world-wide, leaving a legacy with many beneficial side effects.

If we view UT's TGUP and CiC Initiative through the internationalization approach proposed by Knight (1994), this is a comprehensive project for internationalization that includes all four aspects: activity, competency, ethos, and process. In UT's other projects and activities related to internationalization, the activity approach clearly was the dominant approach used. Moreover, it is obvious that the CiC creators built upon the foundation of some already-existing internationalization measures to implement their project.

A good example of the use of previous internationalization achievements is the courses that were put into the CJ system. UT already had more than 1000 English-taught courses in its system, and the most of them were transferred into CJ after a thorough confirmation process. The joint/double degree programs are another good example of structures that were already established before TGUP was initiated. Moreover, the manpower and know-how from these programs created a good foundation for strengthening and deepening partner relations among what were then "ordinary" partners but later became strategic CiC partners.

UTs overseas' offices are another good example. UT set up the first office abroad in 2006, and had 13 overseas offices by March 2018. Although five of them are located at CiC partner universities, three of those (Taiwan, Sao Paolo, and Irvine) were established before the CiC agreements with those universities were concluded.

A competency approach to internationalization can be observed as starting about at the same time as TGUP. Although not necessarily as part of TGUP, the development of a competency-based curriculum did coincide with the development of the CJ system. As previously mentioned, UT already had more than 1000 courses in English in its system. During the process of their selection and confirmation into the CJ system, UT added a competency dimension to all of the courses.

The creation of an international atmosphere on campus (i.e., the ethos approach) had also been initiated before TGUP began. The most recent example started in 2013 with the reorganization of UT departments when the GCO was created. The GCO underpins campus globalization by providing support for outgoing exchange students, developing global competencies in university administrative staff, and supporting a global viewpoint among all university members. TGUP relies on this office and its internationalization activities. Through the overall improved university management and restructuring changes within OGI and the establishment of GC in 2013, we can see the foundation being built to prioritize internationalization at UT along with elements of the ethos approach taken at UT before TGUP.

Finally, the process approach, which involves the integration of internationalization into all areas of academia, is slowly but steadily occurring all around UT. TGUP was envisioned to be implemented with support from many departments and offices. As the project is developing, an increasing number of departments and offices have joined the CiC

Initiative. TGUP and the CiC Initiative are connecting people and offices within UT in joint endeavors to enhance the university as a whole.

The CiC Initiative is an innovative multilateral network of universities that share the same values as well as their research and educational capacities, exchange students, faculty, and administrative staff. With a growing number of exchange students in both directions, UT and its CiC partners are developing truly global, innovative environments for students, thus enabling them to prepare for future jobs by immersing them the spirit of globalism and exposing them to new competencies. Moreover, by developing the CJ system, UT and its partners are providing greater opportunities for their students to learn, experience other cultures, and become citizens of the world.

By incorporating the Top Global University Project into its international strategy, the University of Tsukuba and its students, faculty, and administrative staff are jointly working on achieving comprehensive internationalization of their campus and its research and educational capacities. They are closer to achieving their ultimate goal—creating a transborder environment where they will be able to achieve their full potentials. Regardless of whether the MEXT goals are met, particularly that of becoming one of the top 100 ranked universities in the world, achieving a greater degree of internationalization as a side-effect of TGUP implementation is an amazing outcome on its own. In addition, developing innovative new systems (such as the Course Jukebox) and a multilateral university network (such as the CiC Initiative) will mark the University of Tsukuba as one of the most innovative universities in the world, and will continue to generate positive outcomes in the long run.

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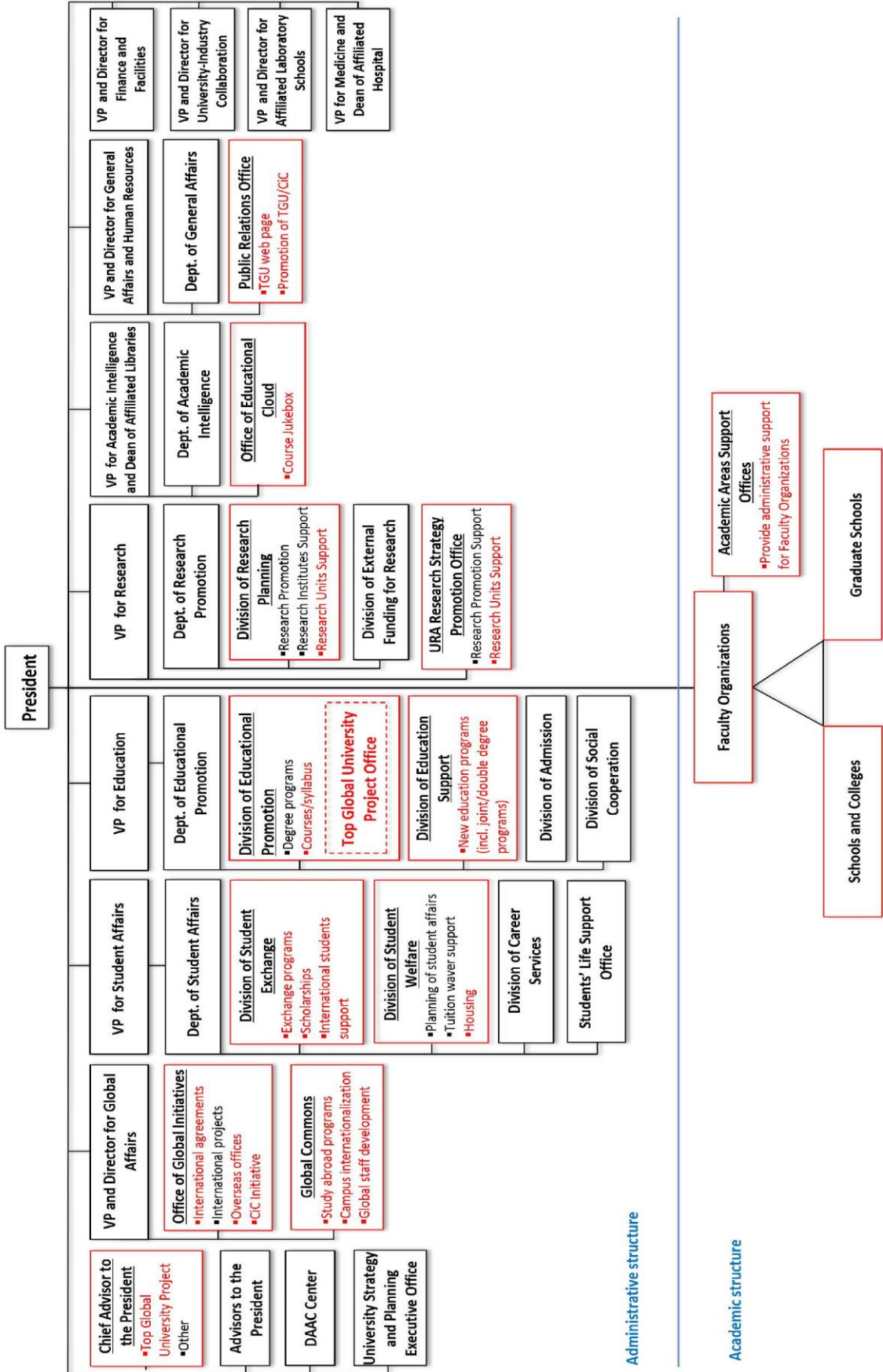
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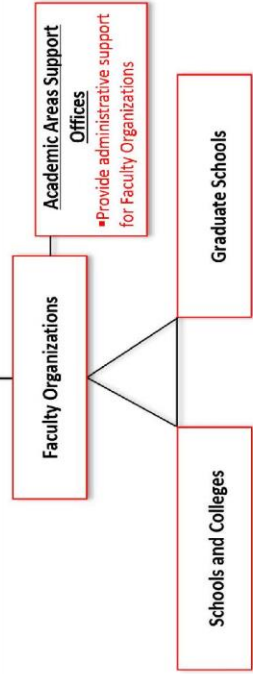
Appendix

UT organizational structure – cross-referenced w/CiC Initiative

About Authors

Teruo Higashi, Ph.D.

Specially Appointed Professor, Office of Global Initiatives, University of Tsukuba

BA in Agronomy, Kagoshima University, Japan (1973). MA in Agricultural Chemistry, Kyushu University, Japan (1975). MA in Science, the University of Ghent, Belgium, (1978). PhD in Soil Science, Kyushu University, Japan (1982). Dr. Teruo Higashi has been a faculty member of the same university since 1998, first as a Professor of soil science and then as a provost of Faculty of Life and Environmental Sciences. He also served as a vice president from 2011 to 2015.

Jelena Glisic, Ph.D.

University International Administrator, Office of Global Initiatives, University of Tsukuba

BA and MA in Japanese Language and Literature, the University of Belgrade, Serbia (2009 and 2010). Ph.D. (2017) in International and Advanced Japanese Studies, the University of Tsukuba, Japan, specializing in Japan's diplomatic history. She is a member of the Office of Global Initiatives since 2016.