The Role of Highly-Skilled Immigrants in Making up a Japanese Science City: A Case Study of the University of Tsukuba

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ABSTRACT

An aging society and a stable economy have forced Japan to receive more immigrants and to open its doors to the world, in contrast to the nation's historical distancing away from internationalization and immigration (Kondo 2002, 415). This distancing peaked during the Edo period (1603–1868), because the country closed its doors to the world (Hanley 1973, 30). Although the country is struggling with a labor shortage in almost all sectors, the main target of its immigration policy has always been highly-skilled and low-skilled labor rather than unskilled ones (Oishi 2012, 1080). Historically, the country has tried many different ways to attract more qualified immigrants (Oishi 2014, 421). In the late 20th century, the country decided to increase the reputation of its universities and research institutions with research parks and science cities (Bloom and Asano 1981, 1240), which could be useful tools to enhance technology and knowledge transfer. In this context, Tsukuba Science City was created and promoted by the Japanese central government (Ministry of Land, Infrastructure, Transportation, and Tourism 2020a).

On the other hand, a nation's appeal to immigrants is a complicated phenomenon that involves many different criteria that a prospective immigrant should consider before deciding to immigrate to another country (Schain 1990, 254). Of course, physical and material amendments are significant, but there are also more complex issues that are more abstract (Démurger 2015). Aside from legislation, immigration is a very sensitive phenomenon that touches people (Battistella and Conaco 1998, 220–221). As this dissertation argues, Japan is using science cities to attract more qualified, highly-skilled immigrants by facilitating them with a scientific environment. However, is it enough to attract international highly-skilled researchers with only physical infrastructure? What

other factors can be effective in swaying people's decisions to immigrate? What do international immigrants really experience? As the decision of immigration is personal, the person should also be satisfied with the necessary social and cultural adaptations needed to immigrate and stay in a host country for many years. In this context, the phenomenological method of social (cultural) anthropology provides clear perspectives to look into the phenomena comprehensively.

This research uncovers unheard voices of highly-skilled immigrants in Tsukuba Science City (Japan), which will help to understand the experiences of academic immigrants from the immigrants' views centered on a phenomenological perspective of social (cultural) anthropology. Only then, the role of highly-skilled immigrants in generating a Japanese science city could be truly understood.

DEDICATION

This doctoral dissertation is wholeheartedly dedicated to my little daughter, <u>Ada</u>, and my love, <u>Ebru</u>.

To Ada, we were blessed with you during this long academic journey in Japan. I hope I am able to be a good role model for you with my scientific endeavors.

To Ebru, we have grown up together since our undergraduate years. You supported me tirelessly when there were no others. Moreover, you always encouraged me to pursue my dreams.

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GLOSSARY

Tsukuba Science City: In Japanese: *Tsukuba Kenkyū Gakuen Toshi, Tsukuba* Science City. Created as a special environment for research and development by the Japanese Government.

Research Park (Science City): This is a generic term to explain the community of professionals whose aim is to increase the wealth of its community by promoting a culture of competitiveness and innovation. (a research park could be considered as a science city, if the area is comparable in scale to a city) (Al-Kfairy, Khaddaj and Mellor 2018).

Highly-Skilled Immigrants (In Japan's Legislation): According to Japanese immigration legislation, there is a specific visa category for "Highly-Skilled Professionals" who are expected to be in Business Management, Academic Research, or Advanced Specialized Technical Activities ("Ministry of Justice" 2018a). The central government of Japan has a specific point-based system for these Highly-skilled visa applicants, such as master or doctoral degrees, Japanese language knowledge, patents, research papers, and research Grants, especially those given by national institutes are separately scored ("Ministry of Justice" 2018b).

Highly-Skilled Immigrants (Usage in this Dissertation): Although the word expresses a very technical meaning in different legislations in different countries, in this qualitative research; the word has been used to differentiate an immigrant regardless of obtaining a certain type of visa, because; the final purpose of the authorities is to take highly-skilled immigrants inside the country, not the visa categories. A highly-skilled visa is just a tool to ease paperwork for highly-skilled immigrants. For instance, in Japan, foreign professors can also obtain a professor (*kyouju*) visa with the sponsorship of the host university. Thus, this word will be used in this text independently from a visa category, but instead connected to the type of professions.

Flagship University: The word "flagship" has been used to define the ship of the highest-ranked commander in a fleet of naval forces. Then, different sectors imported the usage of the word, such as: flagship store, flagship airline, etc. In addition to these developments, the word flagship has been widely used in the education system, to distinguish "flagship universities," which are the leading educational institutions of states, cities, or regions. In the example of Tsukuba, this term is used since the establishment has this responsibility of pioneering scientific research and education in Tsukuba Science City.

ABBREVIATIONS

BRIC	Brazil, Russia, India, China
ELT	English Language Teacher
GDP	Gross Domestic Product
Gen.	General (Military)
NYC	New York City
NGO	Non-Governmental Organization
PM	Prime Minister
R&D	Research and Development
central government	The central government of Japan
local government	The local government of Tsukuba Science City
UT	The University of Tsukuba

CHAPTER I: INTRODUCTION

With increasing developments in technology and transportation, migration is becoming a more complex issue for all countries, which can not be explained with one single theory (Samers 2010, 53). Within this, there is one type of migration in the 21st century's technology-based production (which took the place of conventional mass production) that was desired by most of the countries: Highly-skilled migration (Kelo and Wächter 2004, 16). For a host country, receiving highly-skilled immigrants is not only a chance to employ and to co-work with educated people, but it is also an opportunity to transfer different know-how from abroad (Saxenian 2002, 28–30).

In the literature[1], firstly, most of the studies in highly-skilled migration focus on numbers. They seek answers to the questions of "Why do people immigrate?" and "Where do they immigrate to?". There is another stream research that focuses on "brain drain," "brain gain" and more recently "brain circulation" with looking for answers for "what does the host country gain?" or "what is drained from the home country?" However, this research focuses more on what immigrants experience during their immigration and integration process to Japan, and how they perceive their integration-related challenges. Neither the destination country can attract more brains nor the home country successfully keep them inside; unless understanding what the highly-skilled immigrant's experiences are, in this global competition era of the world (Ewers 2007, 120).

Secondly, in the literature, there already exists works on Tsukuba Science City, mostly from the perspective of urban sciences, urban mapping, or applied geography.[2] Although there are some surveys made by the local government with foreigners in

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[1] See Chapter II for further details.
[2] See Chapter V for further details.

Tsukuba, these surveys have not been aimed at particularly highly-skilled immigrants. Instead, surveys have been conducted with ordinary people who joined festivals or other events held by the local government of Tsukuba Science City. Therefore, this research also has specificity on highly-skilled immigrants.

Finally, another gap that was aimed to be filled with this study is gathering different concepts of highly-skilled immigration, flagship university, science city by exemplifying Tsukuba Science City and its flagship university with uncovering unheard voices of the highly-skilled immigrants. In the literature, these concepts mentioned above are mostly investigated separately, although they are related to each other. Thus, this research aimed to deal with these concepts with the subject of Japan.

While structuring the issue of highly-skilled migration to Japan with deeper research on the Internet and in libraries, the necessity of identifying the actors of the highly-skilled migration process became vital. The Japanese central government has been making the necessary legislation to ease highly-skilled immigration to Japan and created science cities (research parks) where qualified international brains work collaboratively with their Japanese colleagues (Ministry of Land, Infrastructure, Transportation, and Tourism 2020a). However, "the problem is a lack of information about the experiences of the main actors in highly-skilled immigration to Japan, highly-skilled immigrants, who are potential permanent residents of Japan, as they have not been chosen to come to Japan, unlike refugees, for instance" (Kelo and Wächter 2004, 16).

More specifically, Tsukuba Science City, which is the first science city of Japan, is trying to solve issues related to the city's advancement in the way of globalization (Ministry of Land, Infrastructure, Transportation, and Tourism 2020d). However, highly-skilled immigrants could not affect any related regulations because their voices are unheard, although they are the main actors of this phenomenon. Particularly, the city's

flagship university, the University of Tsukuba is challenging internationalization targets that were given by the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT). Meanwhile, Yonezawa (2015) states that Japanese academia still needs to do more for overcoming the hierarchical progress of professors. Thanks to international applicants, the competition has made Japanese academia more successful. The University of Tsukuba is also trying to hire more international professors, although the positions are still mostly occupied by Japanese professors (University of Tsukuba 2020). However, is just having international professors in the list of academic staff really bringing about comprehensive success in internationalization and ultimately in global university ranking lists?

This dissertation argues that Japan is using science cities to attract more qualified, highly-skilled immigrants by facilitating them with a scientific environment; however, the country ignores the role of highly-skilled immigrants to make up an international science city. Therefore, this study focuses on the experiences of international professors of the University of Tsukuba—which can only be extracted from highly-skilled immigrants themselves—in the context of highly-skilled migration and integration from the perspective of the phenomenology of anthropology. In this regard, Tsukuba Science City is the first and biggest science city of Japan, with its privileged location near Tokyo (Ministry of Land, Infrastructure, Transportation, and Tourism 2020a). Hence, Tsukuba's role in Japan's highly-skilled migration flow also needs to be revealed. However, this revealing also can not be comprehensively done without investigating highly-skilled immigrants' challenges.

It is expected that the research will contribute to highly-skilled immigration literature from the view of anthropology. Moreover, the study might be used as feedback

and an outcome of Japan's endeavor for building science cities to attract international researchers.

1.1. Research Goal and Questions

Discussed issues above inspired the goal of this research, which is ultimately to explain the role of highly-skilled immigrants in making up a Japanese science city. To do this extensively, the research also aims to uncover the experiences of highly-skilled immigrants. In other words, this research aims to give a chance for highly-skilled immigrants to become non-silent actors of the narrative of Japan's highly-skilled migration. At the same time, the research is targeted to provide a more in-depth perspective regarding the highly-skilled migration **phenomena** of Japan with an anthropological view.

In line with the explanations above, a chosen sample, the research is also going to investigate what sort of actions have been taken by Tsukuba City and the University of Tsukuba to ease the integration of highly-skilled immigrants. Moreover, as a tool, the research will extract qualitative data of how foreign professors/researchers of the University of Tsukuba—as a part of a highly-skilled immigration process—perceive "Japan's endeavor to open the country to more immigrants"; " the globalization process of Japan"; "and other actions, to ease integration of highly skilled immigrants to the local and scientific community, taken by the local government of Tsukuba Science City and the University of Tsukuba."

In order to satisfy the research goals mentioned above, the following research questions will be investigated.

Research Questions:

1- What is the role of science cities' institutions such as the local government of Tsukuba Science City and the University of Tsukuba to attract and adapt highly-skilled immigrants to the scientific and local communities?

2-What are the experiences of highly-skilled immigrants (international professors) of the University of Tsukuba regarding highly-skilled immigrants' integration to Japan and their roles in making up a science city?

1.2. Research Methodology

The literature contains numerous research articles related to the brain drain and highly skilled migration as well as on academic mobility. However, existing theories do not sufficiently explain the phenomena of highly-skilled immigrants who experience all the challenges of migration and integration as the main actors, further discussion is included below, and in Chapter II (literature review) and Chapter IV (methodological framework).

Jalowiecki and Gorzelak (2004) provide a terminological background of the phenomenon described by brain drain, which refers to highly educated people emigrating to another country, which causes their original home country to lose well-educated citizens. In contrast, brain gain needs policies to attract highly-skilled immigrants to a host country, where the host country gains well-educated brains and boosts its development (Robertson 2006, 1). Brain circulation is a relatively newer phrase to describe the phenomenon where previous emigrants are continuing to contribute to their home countries with advanced experiences that they gained from their host country (Saxenian 2005, 35–38). However, none of these sufficiently explain the purpose of this

study, which is to explain the role of highly-skilled immigrants in making up a Japanese science city by uncovering the unheard voices of highly-skilled immigrants in Japan. In other words, the center of this research is the perceptions and experiences of highly-skilled immigrants, rather than what Japan gains or what is drained from their home countries.

Alternatively, King (2012) provides a detailed explanation of migration theories as "push-pull factors theory" which focuses on immigrants dissatisfactions with their home countries and attractions of destination countries; "migration, transition, and developments theory" which explains migration in line with civilization instead of individual choices; "historical-structural models theory" which defines migration with a Marxist interpretation of capitalism and world economy; "systems and networks theory" which focuses on systems in different levels to explain migration comprehensively, and finally, "new economics of labor migration theory," which merges family-decisions and neo-classical orthodoxy.[3]

However, as mentioned above, none of these migration theories explains the focus of this research. These theories might be useful to explain why people immigrate and where they immigrate. Differently, this research focuses more on what immigrants experience during their immigration and integration process to Japan and how they perceive their integration-related challenges. Therefore, applying anthropological views and using the methodology of phenomenology could be the best option for this research.

The strength of this research is not being a successful repetition of existing theories with another sample group. In contrast, the strength of this research is using a method-based theory, phenomenology[4], to reveal people's experiences and perceptions

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[3] See Chapter II for related literature with migration studies and brain drain.
[4] See Chapter IV (the methodology chapter) for further discussion.

to fully understand the phenomenon of highly-skilled immigrants in Japan, exemplified by Tsukuba Science City and its flagship university, the University of Tsukuba.

In other words, briefly, this research does not apply any other existing migration theories, because this research does not consider highly-skilled immigrants as monetary values, like brain gain theory consider, or as just numbers, like migration theories considered. In contrast this research's approach to Japan's highly-skilled migration phenomena is through the lived experiences of highly-skilled immigrants.[5]

The semi-structured interviews, which were conducted with the professors of the University of Tsukuba, as a data collection method, offered qualitative data analysis, which has been chosen for this research <u>as the data analysis method</u> for a comprehensive understanding of the issue beyond just numbers. Indeed, the qualitative analysis of the interviews of the professors is the main part of the research, which was supported by document analysis and analysis of the links to web pages by the University of Tsukuba.[6]

1.3. Organization of the Thesis

Following this Introduction, **Chapter II** provides examples of previous related research in highly-skilled migration, brain drain, brain gain, brain circulation, science cities, and academic mobility. Moreover, the chapter will discuss why existing theoretical discussions, on highly-skilled immigration and brain drain, fail to fully explain the situation, which was tackled in this research. On the other hand, Chapter 2.6. will investigate phenomenological research in Japan, and will elaborate on the reasons for the adaptation of phenomenology into this research.

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[5] See Chapter VI (interview analysis) for details regarding experiences.
[6] See Chapter IV for details of the research's methodology, and see Chapter V for the document analysis.

Chapter III gives a historical view of Japan's endeavors in opening itself to the world. In addition, this chapter aims to demonstrate a bigger picture of the internationalization and immigration challenges of Japan by touching the contemporary issues about Japan's internationalization.

Chapter IV provides a methodological and conceptual framework of this research. The chapter will also explain phenomenological research elements—as the chosen research method—and how they have been conducted with this research project. Moreover, other methodological information, such as data collection and data analysis, will be explained with related tables and figures in this chapter.

Chapter V will go more specifically into Tsukuba Science City, to demonstrate science cities as a tool for attracting highly-skilled immigration while boosting the local technological and scientific developments. Historical and contemporary information about Tsukuba Science City, and gives other examples of research parks, or science cities, from different parts of the world. Furthermore, the given document, titled *Tsukuba City Basic Guideline for Globalization*, will be qualitatively analyzed to understand the local government's perception and endeavors for the internationalization of Tsukuba.

Furthermore, the chapter provides historical and contemporary information about the University of Tsukuba. Moreover, the interpretation of the University in the concept of a "flagship university" will be given in this chapter. Furthermore, the given documents, regarding promoting research collaboration of the University's foreign faculty members will be qualitatively analyzed to understand the University of Tsukuba's perception and endeavors as a flagship university towards promoting research collaborations and helping foreign faculty members to overcome bureaucratic and academic issues for their lives in Tsukuba, Japan.

Chapter VI provides the life stories and experiences of highly-skilled immigrants, qualitative analysis of semi-structured interviews, which were conducted with foreign faculty members, or highly-skilled immigrants in three different themes. This chapter constitutes the central focus of the research with an anthropological view, as humans are the central part of the phenomena as well as their adaptation needs beyond material compensation.

Chapter VII provides comprehensive responses to the research questions with interpretation and discussion of the key findings, and **Section 7.3** gives the concluding remarks of the dissertation.

Finally, **Appendices** include full-texts of interviews, consent forms, and other analysed documents given by the Japanese authorities.

CHAPTER II: Related Previous and Contemporary Research

In this chapter, related research in highly-skilled migration, brain drain, brain gain, brain circulation, science cities, and academic mobility will be cited. As it was explained in the introduction, brain gain explains what the host country gains with a highly-skilled immigrant, whereas brain drain explains what is drained from the home country. Brain circulation, on the other hand, investigates if a drained brain could make any other contributions to the home country later on. For instance, Indian science and technology experts emigrated from India between the 1960s and 1980s, then India developed the country's technological infrastructure and created an environment for those previously drained brains, to return to their home and contribute to India's development after the 1980s (Singh and Krishna 2015).

It can be clearly seen that most of the related research, cited below, focuses on the financial benefits or losses brought about by brain gain, brain drain, and brain circulation. However, this dissertation tries to demonstrate that factors are more variegated depending on an individual highly-skilled immigrant. Indeed, instead of seeing immigrants as a tool to gain from, this research is centered on individual experiences with an anthropological view rather than generalizing people's needs and their potential yields to Japan in monetary terms.

2.1. Highly-Skilled Migration

As this dissertation deals with highly-skilled immigration, the first thing that came to the researcher's mind is checking the migration theories. However, later on, it was realized that the existing migration theories are mostly standardizing the migration-related issues all over the world. As Samers (2010) believes, international migration is a

more complex issue than can be explained by current academic theories. Therefore, he suggests that connecting a single theory with global migration phenomena should not be the only way for a true understanding.

Differently, O'Reilly (2015) stresses that current migration theories such as neoclassical economic, dual segment and labor, world system theory, migration systems and networks, assimilation and multiculturalism, and migration flows and mobilities are not enough to explain the world's migration issues. Therefore, scientists are currently working on a unified theory that could potentially explain international migration comprehensively (O'Reilly 2015). However, if this happens, the new "unified theory" will need numerous reductions to be able to explain each migration case around the world. Then, this could result in missing each country's unique dynamics.

 Brettell and Hollifield's book (2015) provides a wider comparative perspective among disciplines of social sciences, which specifically matches potential migration theories, potential research questions, and main fields of demography, geography, politics, history, and sociology. However, their suggestions also do not cover the aim of this dissertation and do not match with the research questions, which are mentioned in Chapter I.

Kelo and Wächter (2004, 16) alternatively emphasize that a significant percentage of highly-skilled immigrants, or qualified, or highly-qualified people voluntarily immigrate to target countries and target countries desire them. Therefore, these immigrants are potential permanent residents of targeted countries (Kelo and Wächter 2004, 16). However, as will be discussed in detail in Chapter VI, analyzed data showed that the main problems of highly-skilled immigrants are more in-depth than how it looks. Also, they are related to full integration into Japanese society. The problem is not whether

the Japanese central government—as the national-level policymaker—desires them or not, as Kelo and Wächter (2004) stated.

Asia is rising brightly and rapidly this century (Miyaoka 2012). Kwon's research (2018) demonstrates that countries like Japan, Singapore, and South Korea—as all of them are in skilled labor shortage—act in different ways to increase highly-skilled migration. Therefore, explaining immigration related issues even in geographically-closed countries comprehensively with a single theory is not possible. It requires more detailed investigation through specific highly-skilled immigrants' experiences, as phenomenology states (Anosike, Ehrich, and Ahmed 2012)

On the other hand, immigrant families' schooling problems are a trending research topic for scientists with different backgrounds. In this regard, Nguyen and Hale (2017) focus on issues of second-generation children of immigrants in the U.S. comparing the school successes and challenges of Latino and Asian youths, including issues with "self-esteem" and "acculturation". Similarly, Yamamoto (2013, 56) examines the issue of the schooling problems of immigrants in Japan, and mentions that immigrant parents do not have enough knowledge to follow the relatively complicated process of enrolling their children into Japanese schools or deal with in Japanese local boards of education[7]. As the citations of this paragraph showed, each case has a unique set of problems. Therefore, the problems of the highly-skilled immigrants' families in Tsukuba Science City will be provided in Chapter VI according to the lived experiences of the respondents.

To summarize, this sub-section provided a critical elaboration to migration theories. In addition, this sub-section highlighted the necessity of an alternative research method, the phenomenology in particular. The following sub-section will evaluate some of the sojourner's related theories.

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[7] See Chapter VII for the further discussion regarding Yamamoto (2013)'s research.

2.2. Sojourners

"Sojourner" is another term in the literature of migration studies to describe an individual who temporarily resides in a different country to his or her country of origin, which was also used as an adjusted concept of diaspora (Knight 2002, 3). This sub-sebsection briefly investigates the applicability of sojourner related theories in this dissertation.

Knight (2002) investigates the first generation of *Nikkeijin* as sojourners, who emigrate from Japan to South America with their initial plan being to return to Japan after a while. Hamann (2011), on the other hand, considers foreign students as sojourners, because they are studying in a foreign country and intending to settle their lives in that country. Kaufmann's research (2007), meanwhile, distinguishes "seasonal migrants," "return migrants," and "transmigrants," highlighting emigrants that might be sojourners one day. In other words, emigrants might return to their home countries after potential dissatisfaction with their experiences in the host country.

However, these approaches about sojourners fail to fully explain the phenomena that this research is tackling. As explained in Section 6.3, firstly, highly-skilled immigrants are not seeking to save money and return to their home countries. Instead, they are trying to settle their families' lives in a developed country that they can themselves feel part of. For instance, an interviewee highlighted that his children will be Japanese, not in nationality, but culturally.

Secondly, because highly-skilled immigrants were coming from respectful job positions in their home countries, such as Interviewee 1 and Interviewee 3, returning back will not change anything, rather they are not seeking to save money for their house purchasing in their home countries or other expenditures. Finally, some of the highly-skilled migrants are coming from other economically developed countries. The highly-

skilled immigrants are in Japan, only because they love the country. They know that they could get similarly well-paid positions in their home countries, such as Interviewee 6 and Interviewee 7.

To summarize, this sub-section briefly emphasizes inapplicability of approaches related sojourner, and eliminated them with counter arguments based on analysis of conducted interviews with international professors of the University of Tsukuba, as the case study of this research. The following sub-section will investigate brain drain, brain gain, and brain circulation.

2.3. Brain Drain, Brain Gain, and Brain Circulation

Brain drain, brain gain, and brain circulation—later on—could be "popular" theories of the 21st century in studies related highly-skilled migration. However, there are significant differences in perspectives between phenomenology and this set of theories. This sub-section aims to show these differences and inapplicability of theories of brain drain, brain gain, and brain circulation in this research.

Jalowiecki and Gorzelak (2004, 301) categorized reasons for the brain drain as "ethnic wars," "political instability," "rise of religious fundamentalism," "deficient educational systems," "inadequate management of labor force," "education for a country's own sake," and "occupation of respected job vacancies by the country's elites." On the other hand, they list why people are targeting a country for immigration: "higher salaries," "better working and living conditions," "political freedom," and a "better education system" (Jałowiecki and Gorzelak 2004, 300). Similarly, Robertson's paper (2006) mentions the historical background of brain drain, brain gain, and brain circulation. However, these approaches are solely categorizing some of the reasons behind brain drain and brain gain, while eliminating "small" details, which could be very important on an

individual's decision to immigrate. Therefore, these details are necessary. Indeed, it can only be extracted through the lived experiences of highly-skilled immigrants.

Kelo and Wächter (2004, 17) stress that usage of the word "human capital" is referring to what skilled people contribute to the revenue of the destination country, as "capital" itself refers to cash, in which research that they examine highly-skilled personnel mobility inside the European Union. Correspondingly, Robertson (2006) explains why governments need to deal with these issues that affect countries' economies and futures. However, the main focus of this dissertation is not the benefits countries receive from gained brains. In contrast, this dissertation aims to uncover the unheard voices of highly-skilled immigrants regarding immigration to truly understand the phenomena.

Ueyama, Harayama, and Carraz (2010) highlight that the mobility of highly-skilled people has become more of an issue for Japan; as the country is in a weak position in global innovation networks. In this context, the brain circulation should also be another option for Japan to concentrate on, in order to compete with other leading actors of the world economy, such as the U.S.A., Germany, China, and South Korea. Murakami (2010, 52), on the other hand, examines Japan's brain drain to the U.S. by researching why Japanese people prefer to immigrate to the U.S., which reveals reasons of "excellent research environment"; "generous research funds"; "desire to be the center of scientific research"; "diversity"; "highly-qualified personnel"; and "opportunities for free discussion" (Murakami 2010). In addition, because of the solid differences between Japanese and American scientific societies, drained Japanese brains less likely could be "circulated" for Japan's benefits. However, the theories of brain drain, brain gain, and brain circulation could not answer the research questions of this research, as the research

questions are not seeking answers for Japan's profits and losses with migration. [8] Furthermore, theories of brain drain, brain gain, and brain circulation are missing two sets of details; firstly regarding immigrants' as each immigrant's story is different, secondly, destination or home countries dynamics are different. For instance, different societies have different approaches towards immigrants.

To summarize, this sub-section critically investigated and showed disadvantages of brain drain, brain gain, and brain drain theories for their application in this dissertation. The following chapter will show another set of theories regarding issues that universities face.

2.4. Academic Mobility, Inbreeding, and Research Outcomes

This sub-section shows some approaches to academic mobility, inbreeding, and research outcomes. In addition, the relationships of the approaches with this dissertation will be discussed here.

Yudkevich, Altbach, and Rumbley (2015) mention an invisible connection of inbreeding and academic immobility, where they also explore how the low starting salaries of universities cause academic immobility and consequently academic inbreeding as people can not easily settle a new life in another city/country.

When it comes to Japan, specifically, Yonezawa (2015) states that Japan still continues a hierarchical tradition for hiring young scholars, which also causes inbreeding in many of the top Japanese universities. Nevertheless, rising international applications force Japan to be more transparent regarding young scholars' selections and evaluations (Yonezawa 2015, 127). Alternatively, Altbach et al. (2013, 2) state that among East-Asian countries, China's pace of academic expansion is the highest with the highest

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[8] See Chapter VII for further discussion in answering the research questions.

number of academic resource investigations, followed by South Korea, although Japan still remains the leader—in the chapter of their book where Brazil, Russia, India, China, and South Africa (BRICS [9] countries) have been considered as the new academic superpowers.

On the other hand, Sulehri, Tariq and Chaudhry (2018) showed that university professors' outputs had been negatively affected by "teaching workloads"; "lack of research interests"; "domestic problems"; "financial difficulties," which in the meantime causes the avoidance of publishing books, instead they are more focused on publishing in academically famous journals that can contribute promotions in their academic positions. Alternatively, Yang's (2017) study has explored how Taiwanese professors' research outcomes were affected more by factors such as "research funding"; "organizational climate"; "hardware and facilities," "human resources,"; and "academic resources" on different levels. For instance, senior male professors are feeling more satisfied than their female colleagues as female and young scientist salaries are lower than male and senior ones, while female professors are less interested in technological equipment—such as personal computers (pc), projectors, and other necessary equipments—than males (Yang 2017, 19).

Academic mobility could be related to a part of this research; however, this dissertation is centrally focusing on the phenomena as highly-skilled immigration and integration process. Moreover, ultimately the main purpose of this research is to investigate the role of highly-skilled immigrants in making up a Japanese science city. Thus, none of the related research mentioned above could be a basis for this dissertation.

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[9] It was originally BRIC (Brazil, Russia, India, China), South Africa have been added in 2010.

To summarize, this sub-section mentioned some research about the productivity of researchers in academia and their relations with this dissertation. The following sub-section will provide some literature for science cities (research parks).

2.5. Science Cities (Research Parks)

As this dissertation is dealing with immigration and integration of highly-skilled immigrants in Tsukuba Science City, this sub-section will provide some review from the literature related science cities, or research parks.

Clark Jr. (2003) provides theoretical and background information for research parks by categorizing them as "entrepreneurial,"; "technology transferring,"; "commercialization of technology," where he defines research parks as a role model for the market. Similarly, Kruse (2014) explains how to boost innovations in research parks by highlighting "network"; "knowledge"; "proximity to expertise individuals." As discussed in Chapter V, in detail, Tsukuba Science City has very similar features to boost innovation in research and technology.

In addition, Kruse (2014, 37) lists what restrains innovations as "the utilization of premises on after business hours"; "difficulty for accessing funds"; "political factors", while Clark Jr. (2003, 172) suggests a new economic theory that merges economic and socio-political necessities with the research institution to launch a new start-up.

Essen (2007) compares Chinese university science parks with British ones and stresses that even the smallest Chinese university science park is double in size than that of an average British one in terms of the number of tenant firms, although British university research parks were established 15 years before Chinese examples. Therefore, to sustain the global competition with rapidly rising China in scientific fields, as well as

other areas of the world economy, Japan could want to increase its endeavors in the science cities of the country as a tool to attract highly-skilled immigration.

Lambert (2000) mentions that in Tsukuba, foreigners can not connect with society enough, and Japanese residents also complain artificiality of the local community that they would like to naturally be part of. However, Lambert's paper does not dig deeper nor tries to explain the reasons for the challenges in the integration of residents. Lim (2004), on the other hand, compared Tsukuba Science City and Kulim Hi-Tech Park of Malaysia for a number of technology firms and urban planning elements. However, that research does not specifically focus on highly-skilled immigrants nor human resource elements.

To summarize, science cities attract the attention of global and national authorities, as well as highly-skilled immigrants. This sub-section showed some example research existing on the literature on science cities or research parks to show their connections with this dissertation. The following sub-section will provide phenomenological research in Japan.

2.6. Phenomenology and Japan

The previous sub-sections of this chapter showed the above deficiencies of the existing theories in fully explaining the phenomena of highly-skilled immigration to Japan. This sub-section, on the other hand, will provide information related to phenomenological studies regarding Japan. Besides, this sub-section will form the basis for the novelty of this dissertation, which is essentially a necessity a phenomenological study to explain the phenomena of highly-skilled immigration to Japan.

Warren and Taguchi state (2019, v) that in the 1920s, Japanese philosophers Tanabe, Miki, Kuki, and Matsuji has started to study together with Husserl and Heidegger on phenomenology, that was newly revealed in Germany during these years when Husserl's works were already cited in Japan. Nishida specifically interprets phenomenology as defining an objective truth apart from any empirical facts in his article titled "The Claims of the Pure Logic School of Epistemology" in 1911; while Tanabe—Nishida's successor at Kyoto University's philosophy department—highlights Heidegger's interpretive phenomenology as complementary thought of Husserl's deficiency, in his article titled "A New Turn in Phenomenology: Heidegger's Phenomenology of Life" in 1924 (as cited in Warren and Taguchi 2019, vi). Therefore, Hajime Tanabe could be considered as the first scholar who brought interpretive phenomenology to Japan.

Steinbock (1998) was amazed by the idea of "phenomenology in Japan," because phenomenology is a European-based philosophy. Therefore, he likens it to "Buddhism in America." On the other hand, Tani (1998) criticizes Japanese academia for starting to deal with Husserl and Heidegger in every single research, instead of approaching Nishida's thoughts. Systematical and proper approaches to preliminary reflections of phenomenology in Japan could have developed phenomenological philosophy, as well as phenomenological research in Japan.

Sakakibara (1998) states a dualistic way of thinking of the modern age forms a basis for humankind's destruction of nature, and highlights the importance of phenomenology as an alternative way of thinking. Similarly, Nuki (1998) states that the Cartesian way of thinking loses its popularity with the declining certanty of the objective world. Similarly, in this dissertation, to answer both of the research questions, phenomenology provided an alternative way of thinking that suggests approaching the

immigration issue of Japan through lived experiences of people, instead of taking all existing migration theories into consideration as unchanging rules.

Murata (1998, 293) critically mentions the phenomena of colors and investigates a dillemma of "Do things look red because they are red or are things red, because they look red?", then, stresses that both questions were wrong, because it is all about human consciousness. For instance, if there is no humankind, colors will not exist (Murata 1998, 293). Similarly, as this dissertation argues, existing theories about highly-skilled migration focus on the issue from already accepted regulations and borders. However, the issue of highly-skilled immigration to Japan is too complicated to theorize (Schain 1990, 254). Instead, the lived experiences of highly-skilled immigrants could demonstrate a clear understanding of this complicated issue as phenomenology suggests and this dissertation tackles.

As another example, Shutova's research (2019) applied phenomenology in the Japanese whaling issue. She could have applied any other environmental or public policy studies from existing theories' perspectives, however, while she is not doing this, and applying phenomenology instead; she uncovered stories from the experiences of Japanese people who deal with whaling first hand (Shutava 2019). Similarly, this dissertation is approaching the issue of highly-skilled immigrants from the phenomenological perspective, specifically from Heidegger's interpretive phenomenology, which suggests to keep and even to explicit all of the researcher's subjectivity in qualitative research, as it is more close to the reality of human (Peoples 2020).

To conclude this chapter, sub-sections of this chapter from 2.1. to 2.5. showed how existing theories are insufficient to explain the phenomena of Japan's highly-skilled immigrats, their integration, and the countries internationalization exemplified in Tsukuba Science City, because each country's problems are unique for immigrants'

integration. In addition, the last sub-section of this chapter provided phenomenological studies that were done in Japan regarding different elements of life. However, none of them directly related to immigration—particularly with highly-skilled immigration. Overall this chapter, as a whole, highlighted the research gap in the literature and the importance, as well as the necessity, of this dissertation, which approaches Japan's highly-skilled immigration issue from the revealed lived experiences[10] of highly-skilled immigrants. The following chapter will provide historical backgrounds of Japan's internationalization endeavors.

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[10] See Chapter VI for revealing lived experiences, in other words, analysis of interviews conducted with highly-skilled immigrants (international professors) in Tsukuba Science City.

CHAPTER III: Historical View on Japan's Endeavors in Opening the Country to the World

3.1. Overview

Japan is one of the most powerful economies in the world which based on mass exportation in a variety of industries, from automotive industries to domestic appliances, despite the rapid rise of China in the 21st century; moreover, the country supports private enterprises for research and development (Funabashi and Ikenberry 2020, 1–10). However, there are significant differences that affect highly-skilled immigrants' choices, such as immigration policies, cultural diversities, languages, social lives, and political situations.

This background chapter provides a broad perspective for comprehensively framing the phenomenon of highly-skilled immigration, specific to Tsukuba Science City and the University of Tsukuba. This chapter will flow chronologically from general to specific, which starts with the end of the Edo period (1868) and discusses Japan's challenges concerning internationalization and immigration.

This dissertation is based on interpretive phenomenological research, which requires interpretation of a phenomenon based on people's lived experiences (Vincini 2015). Therefore, the purpose of this chapter is not to reason the analyzed data, instead— the other way around—seeing the whole picture of Japan's internationalization issues to understand better the uncovered issues extracted by the interviews of highly-skilled immigrants.[11] In the meantime, the sub-sections below will help to answer a part of the first research question—which investigates approaches of institutions of Tsukuba Science City (the local government and the university) to attract and adapt highly-skilled immigrants to the local and scientific communities—by providing a wider perspective of

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[11] See Chapter VI for the interview analysis.

Japan's internationalization issues, as some of the regulations exceed the legitimate power of the local government's and the university's authority—need to regulations of the central government of Japan. Therefore, it could be important to see the bigger picture before going deep into Tsukuba Science City.

3.2. The Opening of Japan to the World

Japan's endeavors to open the country to the world is based on a long history; Burks (1964, 224) stated that the Portuguese first contacted Japan in the 1540s, before the Edo period, followed by the Spanish, Dutch, and English, which were considered as Japan's first encounters with western countries. Burks (1964, 224) also mentioned that before Japan's connection with the western countries, there was only the "Confucian family of nations" that Japan had a relation with. Between 1603 and 1854, a trade agreement with the U.S. and Japan, in the Edo period, or Tokugawa period, had been started with the idea of the closed country, or *sakoku*, which made Japan focus only on internal peace and political stability, after the political instability of previous eras (Meyer 2014, 105). In contrast, Kazui and Videen (1982, 284) claim that the word *sakoku* has only has been used in the last decades of the Edo period.

On the other hand, some other scholars state that during this isolation period, Japan only had contact with foreigners of the Dutch East India Company's and China's merchandise ships via Nagasaki—which was considered the only international city of Japan during the Edo period. Kazui and Videen (1982, 284–285) stress that there were Korea and the Ryukyus as Japan's partners of international relations during the Edo period.

Twelve years after the Anglo-Chinese agreement that opened China to the world, Japan encountered intense pressure by US Navy Commodore Perry for an agreement that

allowed American trade ships to get fuel and maintenance services, which was an important issue and caused Shogunates' consultation with the Emperor (Meyer 2014, 127–131). Meyer (2014, 128) states that, in 1854, the Convention of Kanagawa was signed between the U.S.A. and Japan, as the U.S.A. desired. In fact, there were at least twenty-four American unsuccessful attempts to open Japan before Commodore Perry.

In addition, Meyer (2014, 131) adds that after the Convention of Kanagawa; Ambassador Townsend Harris was sent to Japan, but Japanese society treated him harshly and he could not gain proper living conditions or enough chances to communicate with his family over many months. This could be interpreted as one of the early examples of Japanese society's resistance towards internationalization.

After Emperor Meiji's enthronement and proclaiming the constitution, Japanese society was transformed into being more open to the rest of the world; furthermore, the education system also re-organized, and more western-styled university establishments— such as Keio, Waseda, Doshisha universities—were set up, followed by the Imperial Universities of Tokyo and Kyoto (Meyer 2014, 161). All of those universities, including the University of Tsukuba, are considered Japan's best, not only with the production of knowledge but also attracting numerous international students and highly-skilled researchers ("About The University" 2018).

Opening Japan to the world always has been a highly debated topic, even in the 21st century, when most people realized that international interaction is an unavoidable incident, it received very argumentative resistance towards immigration not only for common people but also from politicians (Osaki 2018). Chung gives two examples; the first one is that of former prime minister Obuchi Keizo's "Commission for Japan's Goals in the 21st Century" *(dai 147-kai kokkai ni okeru Obuchi naikakusōri daijin no shisei hōshin enzetsu)* announced in 2000, that says (as cited in Chung 2014, 1):

"Achieving greater ethnic diversity within Japan has the potential of broadening the scope of the country's intellectual creativity and enhancing its social vitality and international competitiveness."

And the second one is Kanagawa Governor Matsuzawa Shigefumi's (2003) speech about rising crime rates in cosmopolitan areas of the prefecture (as cited in Chung 2014, 1): "Foreigners are all sneaky thieves." These examples show a contrast between the prime minister and the governor regarding perspectives about foreigners that might reflect on the society as well later on. This will consequently be interpreted as Japan is an uncomfortable zone for foreigners in the international migrants' minds.

Similarly, McVeigh (2014, 6–9) lists myths in or about Japan that might affect both perceptions of Japanese people and foreigners about Japan as "the homogeneity myth"; "Japan is a small "island country"; "Japan's unique culture"; "Japan is exotic"; "Japan does not have a military"; and "most Japanese are middle class."

Finally, since Japan's historical background of internationalization has many argumentative aspects—as discussed in this chapter overall—are continued, which were inflamed by politicians during the time. Reminding these controversial issues might help to comprehend Japan's internationalization challenges even in the 21st century.

To summarize, this sub-section provided a quick look at the opening of Japan to the world, from the 16th century to today. The following sub-section will provide a more detailed look at the preliminary immigration related challanges of Japan.

3.3. Beginning of Japan's Immigration Challenges and Policies

Historically, the Japanese cultural and sociological mentality has always been distinguished in society as being that of "insiders" *(uchi)* and "outsiders" *(soto)* (Ashby 2013). Moreover, Japan always deeply kept this idea in her homogeneous society, which

came from ancient times and was formed in part by the   two-hundred year isolation period from the 1600s (Brody 2016,1). Japan encountered ethnicity problems in 1895 with colonizing and during the Sino-Japanese war, which came from how to treat the Taiwanese people as a different ethnicity to Japanese   (Komai 2001,13). The following years brought another challenge for Japanese society: Colonizing the Korean Peninsula and giving "Japanese" status to Korean ethnics under the policy of *Kominka[12]* (Komai 2001, 13). Before that, Japan proclaimed the Mixed Residence Order *(zakkyochi)* of 1899 and the 1920s, mostly for Chinese labor in Japan. Then, Japan became a multi-national state around the years of World War II   (Komai 2001, 13). According to Chung (2014, i), Japan is the only advanced country that still challenges pre-war immigrants, whereas other developed countries tackle post-war immigrants.

According to Hein (2012, 177), taking the fingerprints of all immigrants—which was obligatory for Taiwanese and Korean people who came from the colonization period of Japan—makes them potential criminals in the eyes of the central government. Hein's study also demonstrates the perspective of immigrants. For instance, Korean-Japanese young people suffer from an identity crisis; one woman complains about using her Korean name in Japan causing some discrimination, due to the fact that both countries have intensive national identities and historical problems (Hein 2012, 182). This makes adaptation of a Korean descendant to Japanese society difficult sometimes. The old comers have already been a part of Japanese society (Komai 2001, 141).

In Japan, many border crossings have been governed by bureaucratic discretion rather than by clear laws (Morris-Suzuki 2010, 5). In time, globalization and internationalization have gained popularity in Japan, and it has caused a dual structure

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[12] An arguementative policy of Japan during the colonization period of Taiwan and Korean peninsula, which is also called "Japanization policies".

with internationalization and globalization on the one hand, and Japanese traditional conservative notions on the other (Brody 2016, 1).

To summarize, this sub-section showed some of Japan's early difficulties regarding immigrants and their integration to society. The following sub-section will mention a complex issue of being immigrants of Japanese-ethnics in Japan.

3.4. *Nikkeijin* – Ethnically Japanese, But Not Culturally?

Nikkeijin is a Japanese word that describes foreigners who come from Japanese descendants ("Ministry of Foreign Affairs" 2000). The Japanese government still has this type of visa; "Children of Japanese Nationals born on or before the end of World War II '(referred to as the 2nd Generation), the 2nd Generation's descendants and their spouses are eligible to apply for a type of visa' ("Ministry of Foreign Affairs" 2000).

Increasing the globalization in Japan, the Japanese government tried to change the closed and homogeneous country image of Japan by creating The Immigration Control and Refugee Act of 1990 *(shutsu nyū koku kanri oyobi nanmin ninteihō)* in the Diet, because of the unskilled labor demands of some industrial sectors in Japan (Kondo 2015). Even under the circumstances of critical labor shortage, the Japanese central government did not choose to employ primarily *Nikkeijin* people, who are supposed to be more familiar with Japanese customs, as they are ethnically Japanese (Graburn 2010, 117–120).

Although *Nikkeijin* are ethnically Japanese, even they are struggling to find proper jobs in Japan, not only because of their lack of proficiency in Japanese, but also their unfamiliarity with Japanese customs as they were raised away from Japan (Graburn 2010, 122). Therefore, it could be essential to understand the issue of *Nikkeijin* to

comprehensively understand Japan's challenge of immigration, which could be an indicator of understanding the difficulty of being an immigrant in Japan.

To summarize, although the main focus of this research is not directly related to the *Nikkeijin* issue of Japan, this sub-section was placed into this chapter to say that immigrating and integrating into Japan is not easy even for *Nikkeijin* as Japanese ethnics. It could give an idea to understand how immigrating into Japan could be challenging for other foreigners (ethnically and culturally). The following sub-section will mention another internationalization related issue of Japan; hiring assistant language teachers (ALTs) to support international understanding and foreign language ability of Japanese youth.

3.5. Recent Issues Regarding Assistant Language Teachers (ALTs)

Although the main focus of this dissertation is not on Assistant Language Teachers, or ALTs, the currently increasing problems that ALTs face have made mentioning it unavoidable. Since 1987, The Japan Exchange and Teaching (JET) Programme has hosted thousands of foreigner skilled professionals from different countries, mainly English-speaking ones. ("History - JET Programme" 2020). The positions that were provided by JET are ALT (Assistant Language Teacher), assisting classes and extracurricular activities in Japanese elementary schools, junior high schools, and high schools; CIR (Coordinator for International Relations), responsible for providing language support for international activities in local boards of education; SPE- Sport Exchange Advisors who are responsible for increasing mutual understanding between Japanese and sport professionals—such as athletes and sports coaches—through "the universal language of sports" by assisting the sport-related activities ("JET Positions - JET Programme" 2020).

Although the idea of ALTs was very practical for both sides, in principle, there are many issues in practice, because of the education culture in Japan (Ohtani 2010). Turnbull's research stresses that the ALTs want to be more active in classes that they "assist" in, which is a result of a lack of in-service training (Turnbull 2018).

McConell (2000) investigates the ALT issue thoroughly in his book titled, *Importing Diversity* that states the JET Programme operates by centralized policies from the top to detailed planning all the way down to local municipalities and schools, which makes the internationalization process of Japanese schools very complicated. The JET program is partially successful for English conversation practice. However, teaching methods for English in Japanese schools are still not evaluated to Western standards (McConnell 2000, 269). In other words, while paper-based and grammar-focused English education are strong in Japanese schools, student-centered and active conversation-based teaching is limited, in contrast to Western schools.

On the other hand, ALTs are complaining about low income, overtime working, a lack of communication, and intermediary human resources companies (Gaijin Pot Partners 2018). The other side of the coin is that Japanese English teachers are complaining about their ALTs; for example, their quick replacements; usage of too much slang and speaking too fast with the students; trying to go back to their homes earlier; making too many jokes that disturb the layout of the class; complaining too much (Carrigan 2018). Because of all these examples mentioned above, Japan seems to be struggling to create harmony between Japanese and foreigners in the workplace (mostly in Japanese schools).

To summarize, this sub-section briefly mentioned another example of Japan's issues for lack of conformity between local and international residents. This lack of conformity between Japanese and foreign residents in work-life could be detrimental in

the country's other internationalization related endeavors. The following sub-section will provide a more in-depth look into low-skilled and unskilled immigration to Japan.

3.6. Low-Skilled and Unskilled Immigration to Japan

After Japan's rapid economic growth during the 1970s and 1980s, Japanese people mostly aimed for white-collar jobs, and people from so-called Third World countries started to immigrate to Japan for the hope of a better job, different to foreigners who arrived in Japan after the Second World War from Korea, China and Taiwan (Ishikawa 1996). During that time, demand for non-skilled workers increased, and the market needed more unskilled workers; however, since 1989 Japanese immigration laws only allow skilled workers and professionals to work in Japan except for the children of Japanese nationals and the third generation of Japanese descendants (Ishikawa 1996). Hence, the rise in illegal foreign unskilled labor was alarming. These laborers mainly served in what were described by native Japanese people as 3K jobs (*kitanai* or dirty, *kiken* or dangerous, *kitsui* or demanding) (Brody 2016, 2).

Higuchi (2007, 1) mentioned that immigration from the Philippines, China, South Korea, Malaysia, Thailand, Iran, Pakistan, and Bangladesh has increased quickly since 1980s. In the research that he investigated, Bangladeshi and Iranian immigrants invest in their home countries with the money they earned in Japan. In addition, he highlighted that Bangladeshi and Iranian immigrants explored the importance of learning Japanese and their social networks in Japan, which made them work in better conditions than early-comer Chinese and Koreans, and as a consequence, they became desired workers (Higuchi 2007,3).

According to Komai (2001,25), currently, the largest groups of foreign residents in Japan is "Spouse or Child of Japanese National" and "Long Term Residents." The

second largest group is over-stayers who have come to Japan mostly as Temporary Visitors or from Visa-free countries, and have exceeded their time limit for working in Japan. The third-largest group is "Permanent Residents," followed by the fourth largest group, "Student Visa Holders" (Komai 2001, 25). Figure 3.1. below allocates registered foreign residents in Japan by nationality.

Figure 3.1. Registered Foreign Residents in Japan by Nationality

TABLE I.I. *Registered Foreign Residents in Japan by Nationality*

Year	North and South Korea	China	Philippines	United States	Brazil	Peru	Other[a]	Total[b]	%[c]
1985	683,313	74,924	12,261	29,044	1,955	N/A	49,115	850,612	0.70
1986	677,959	84,397	18,897	30,695	2,135	553	54,736	867,237	0.71
1987	673,687	95,477	25,017	30,836	2,250	615	58,393	884,025	0.72
1988	677,140	129,269	32,185	32,766	4,159	864	68,781	941,005	0.76
1989	681,838	137,499	38,925	34,900	14,528	4,121	72,644	984,455	0.80
1990	687,940	150,339	49,092	38,364	56,429	10,279	82,874	1,075,317	0.87
1991	693,050	171,071	61,837	42,498	119,333	26,281	104,821	1,218,891	0.98
1992	688,144	195,334	62,218	42,482	147,803	31,051	114,612	1,281,644	1.03
1993	682,276	210,138	73,057	42,639	154,650	33,169	124,819	1,320,748	1.06
1994	676,793	218,585	85,968	43,320	159,619	35,382	134,344	1,354,011	1.08
1995	666,376	222,991	74,297	43,198	176,440	36,269	142,800	1,362,371	1.08
1996	657,159	234,264	84,509	44,168	201,795	37,099	156,142	1,415,136	1.12
1997	645,373	252,164	93,265	43,690	233,254	40,394	174,567	1,482,707	1.17
1998	638,828	272,230	105,308	42,774	222,217	41,317	189,442	1,512,116	1.19
1999	636,548	294,201	115,685	42,802	224,299	42,773	199,805	1,556,113	1.23
2000	635,269	335,575	144,871	44,856	254,394	46,171	225,308	1,686,444	1.33
2001	632,405	381,225	156,667	46,244	265,962	50,052	245,907	1,778,462	1.40
2002	625,422	424,282	169,359	47,970	268,332	51,772	264,621	1,851,758	1.46
2003	613,791	462,396	185,237	47,836	274,700	53,649	277,421	1,915,030	1.50
2004	607,419	487,570	199,394	48,844	286,557	55,750	288,213	1,973,747	1.55
2005	598,687	519,561	187,261	49,390	302,080	57,728	296,848	2,011,555	1.57
2006	598,219	560,741	193,488	51,321	312,979	58,721	309,450	2,084,919	1.63
2007	593,489	606,889	202,592	51,851	316,967	59,696	321,489	2,152,973	1.69
2008	589,239	655,377	210,617	52,683	312,582	59,723	337,205	2,217,426	1.74

[a] The "other" category includes nationals of more than 190 countries in every continent. Among the largest numbers of foreign residents in this category include nationals of Thailand, Vietnam, Indonesia, the United Kingdom, India, Canada, Australia, and Bangladesh.
[b] As of 1 January 2008, there were also an estimated 150,000 illegal immigrants in Japan.
[c] This column refers to the percentage of the total Japanese population.
Source: Ministry of Justice 2003–2009; Japan Statistical Yearbook 2006.

Source: Japanese Ministry of Justice 2003–2009; Japan Statistical Yearbook 2006

It can be clearly seen that Chinese and Brazilian residents in Japan have been gradually increasing in number since 1985. Only North and South Korean resident numbers have decreased in this 23-year-period, due to the ending of World War II, as well as the growing South Korean economy while North Korea has closed-border policies. However, the number of immigrants from all other countries to Japan is eventually growing, which shows how Japan's internationalization is inevitable.

In the case of citizenship procedures, Japan follows the tradition of "citizenship by descent" like Italy, Greece, South Korea, and Switzerland, whose citizenship is challenging for immigrants to obtain. According to this tradition, birthplace does not matter, right of blood *(jus sanguinis)* is the most important factor in citizenship. On the other hand, the U.S., Mexico, and others follow birthright citizenship *(jus soli)* (Vink and Groot 2010). The second type of citizenship *(jus soli)* is easier to obtain; especially, for immigrants with families (Chung 2014, 14). Sometimes, children of immigrant families born and raised in Japan are like any other Japanese peers. However, they can face deportation one day from Japan (The Japan Times 2016). These sorts of issues could affect people's decisions to immigrate to Japan.

According to Froese, Japan has a collectivist homogenous society that makes it hard to be involved as a foreigner who has even passed the Japanese language barrier and has lived there for a long time (Froese 2010, 342). Japan has more open-door policies to highly-skilled immigrants, compared to refugees and unskilled immigrants since the 1990 Immigration Control and Refugees Act (Torngren 2016, 69). In the same direction, Japan is trying to attract international students who have the potential to be highly-skilled workers (Torngren 2016, 69–70). However, only 24% of Bachelor of Arts (Bholders, 23% of Master of Arts or Master of Science (M.Sc.) holders, and 30% of Doctor of Philosophy (Ph.D.) holders who are international students that graduated from Japanese universities can find a job inside Japan (Oishi 2012, 1086). Overall, Japan is not reaching its potential by not ensuring international students' employment in suitable jobs inside the country, upon their graduation, smoothly.

Attracting more international students might lead to the outcome of more highly-skilled people in Japan (Durmaz 2017). It will also increase the quality and competitiveness of Japanese students (Oishi 2013, 241). Unfortunately, Japan cannot be

viewed as successful in attracting highly-skilled immigrants; only 9% of foreigners are highly-skilled immigrants out of more than 2 million people (Oishi 2012, 1081). Although the majority of immigrants are unskilled and poorly educated, highly-skilled immigrants, who may make a crucial contribution to the country in the 21st century, have also faced similar difficulties in foreign-unfriendly contexts (Bradaten 2016, 406). As discussed in Chapter VI, language became one of the most important criteria for highly-skilled immigrants. Torngren (2016) compares Japan and Sweden—as countries that try to attract highly-skilled workers, and she highlights the utility of English in work life. Both countries, similarly use their respective languages, Swedish and Japanese. However, in Sweden, English is widely and easily used in communication, whereas in Japan, resistance is higher (Torngren 2016, 75).

Hein (2012) stresses the similarities between Germany and Japan in the case of society's contribution to the adaptation process of immigrants. He states both countries have an ideology of superiority and rigid cultural structure, which creates a hard time for immigrants during their adaptation period. Moreover, both countries have anti-foreigner political organizations: DVU *(Deutsche Volksunion)* and NPD *(Nationaldemokratische Partei Deutschlands)* (Germany); Zaitoku Kai *(zainichi tokken wo yurusanai shimin no kai)* (Japan). Another challenge for both countries is the adaptation of major foreigner groups such as Turkish-ethnics in Germany who make up 25% of all foreigners and an increasing number of Chinese in Japan, making up 28% of all foreigners. Problems in integrating immigrant groups with the highest number of people, eventually creates opposition inside the host countries' societies (Hein 2012, 171–172).

On the other hand, Japan is different from Germany in various subjects, such as dual-citizenship. For instance, Germany allows dual citizenship, while Japan does not, because of lack of long-term planning on immigration and strict control with assimilation

policies, which were always controversial for Japan since World War II—as explained below—Japan has numerous undocumented immigrants and high deportation numbers (Hein 2012, 183). The Liberal Democrat Party (Japan) submitted a policy proposal, in 2008, consisting of accepting 10 million immigrants as 10% of the total population by 2050 to the Diet and faced various objections from conservatives (Oishi 2012, 1083). Recently, many Japanese policy-makers believe that highly-skilled immigrants are crucially important for the sustainability of the Japanese economy, given its aging society. Nonetheless, Japan has not become attractive enough for highly-skilled foreigners (Oishi 2013, 241).

Iguchi (2012) suggests that Japan should continue to ban unskilled migration; teach Japanese to permanent and long-term residents; ensure that there are no misemployment conditions for low-skilled immigrants, and finally educate foreigners' children in Japanese standards. Differently, Komide (2018) emphasizes that Japan's migration policies are open to *de facto* unskilled immigrants, who are practically working in Japan in unskilled jobs. However, Japan's immigration system would not accept them if they apply for immigration (Komide 2018). Holbrow and Nagayoshi (2016) highlight that the Japanese immigrant labor market has various disadvantages for female foreigners, and bad employment practices destroy the possibility of turning skilled immigrants into the human capital of Japan.

To summarize, this sub-section discussed issues related to low-skilled and unskilled immigrants of Japan with some detailed examples. The following sub-section, on the other hand, will exclusively focus on issues and developments of highly-skilled immigrants in Japan.

3.7. Highly-Skilled Immigration to Japan

As discussed in this dissertation in more detail, highly-skilled immigration has been usually desirable for Japan. However, Morita states that most of the highly-skilled immigrants do not want to work in Japan, due to relatively low salaries compared to other countries, language barriers, seniority-based salaries, long working hours and a lack of balance between social and work life (Morita 2017). He believes that unless the English language (the most common business language) becomes popular among Japanese companies as a business language, attracting highly-skilled workers will be hard for Japan (Morita 2017). Similarly, Kondo (2015) states that Japan is unsuccessful in equitably recognizing the skills of foreigners in the labor market. Although Japanese society is aging, the Japanese government is still restrictive about accepting foreigners (Kondo 2015, 166). Other than health-sector workers, upon the regulation of the Economic Partnership Agreement among Japan and the Philippines, Indonesia, and Vietnam, Japan does not accept unskilled workers legally.

As Figure 3.2 demonstrates below, one remarkable phenomenon in Japanese immigration policy is the proclamation of "Guidelines about Permission for Permanent Residence" *(eijū kyoka ni kansuru gaidorain)* that can be interpreted as Japan being more open to foreigners, in 2006. Secondly, in 2008, the Japanese government announced the "Plan for 300,000 International Students," which could be urgent for Japan in a competitive world market, because international students could be considered as Japan's prospective highly-skilled immigrants for the future with their knowledge and qualified education in the country's standards (Durmaz 2017). Thirdly, the conference on "Realizing of a Society of Coexistence with Foreigners," in 2012, demonstrated that Japan could not ignore the foreigners in Japan. Therefore, Japanese authorities

(particularly local governments) try to increase local residents' awareness of living together with foreigners in local communities.

Figure 3.2. Recent Policy Developments Related to Immigration Issues

Table 2: Recent policy developments related to immigration issues.

3/2006	Guidelines about the Permission for Permanent Residence (*Eijū kyoka ni kan suru gaidorain*)
10/2007	Mandatory notification of status of foreign workers (*Gaikokujin koyō jōkyō to-dokede no gimuka*)
11/2007	Regulation for foreigners to provide biometric identification information on landing (Partial Amendment of the Immigration and Refugee Recognition Act)
5/2008	Outline of the Plan for 300,000 Exchange Students (*Ryūgakusei no 30man nin keikaku*)
7/2008	Economic Partnership Agreements (EPA) on care and nursing staff exchange with Indonesia, Philippines, and later Vietnam
12/2008	Pilot program for third-country refugees
1/2009	Office for the Coordination of Policies for Foreign Residents (*Teijū gaikokujin hōsaku suishin shitsu*); further developed into Conference for the Promotion of Policies for Foreign Residents of Japanese Descent (3/2009), Basic Guidelines related to Policies for Foreign Residents of Japanese Descent (8/2010), and Action Plan about Policies for Foreign Residents of Japanese Descent (3/2011)
3/2009	Notification about the handling of job-hunting activities by exchange students after graduation
7/2009	Amendment of the Immigration and Refugee Recognition Act (*Shutsunyūkoku kanri oyobi nanmin nintei hō*), including new status of residence system (in effect since 7/2012), revision of status of residence types, extension of maximal period of stay from 3 to 5 years, Special Re-entry System, Supervision Committee for Immigrant Detention Centers, etc.
3/2010	Fourth Immigration Control Master Plan (*Dai 4 ji shutsunyūkoku kanri kihon keikaku*)
5/2012	Points-based System for Highly Skilled Foreign Professionals (*Gaikokujin kōdo jinzai pointosei*)
5/2012	Review Conference on the realization of a society of coexistence with foreigners (*gaikokujin to no kyōsei shakai*)

Source: Junichi Akashi. "New Aspects of Japan's Immigration Policies: Is Population Decline Opening the Doors?", (2014,181)

Japan's Newly Enacted Immigration Policies

Komine (2012) emphasized that Japan introduced a point system for highly-skilled immigrants, in 2012. However, even highly-skilled workers face various problems and restrictions in Japan. The country became "a new immigration country," since economic development in the 1980s (Komine 2012).

This announcement of a "point-based immigration system" in 2012, aimed to promote highly-skilled foreign professionals coming to work in Japan (Akashi 2014). However, the new immigrants were a "salient phenomena" in the homogenous society. After the debate on unskilled immigration control during the 1980s, the Ministry of Labor proclaimed in 1988 that Japan only permits skilled immigrants. Komine defined both skilled and unskilled immigrants in Japan as "denizens" (Komine 2012). Figure 3.3. below illustrates three categories of highly-skilled immigrants' activities in order to be eligible for a highly-skilled immigrant visa.

Figure 3.3. The Three Categories of Activities of Highly-Skilled Foreign Professionals

Source: Immigration Bureau of Japan ("Ministry of Justice " 2018a)

The points-based preferential immigration system *(kōdo jinzai pointo-sei ni yoru shutsunyūkoku zairyū kanri-jō no yūgū seido)* was launched in 2012 in Japan, to systematically gain highly-skilled workers around the world. However, Japan could need

to change something more to establish the system well. In contrast, Akashi (2014) states that immigration issues have never been a major topic in Japanese politics. There are also similarities between Australia and Japan's modern migration control systems, such as the points system for highly-skilled workers (Morris-Suzuki 2010,6).

Japanese newspapers mentioned foreign crimes (*gaikokujin hanzai*) in Japan; thus, the resistance of the Japanese society has increased (Morris-Suzuki 2010, 6). Foreigners are always seen as being associated with increasing crime rates, particularly refugees and unskilled workers, whose fingerprints are also taken as protection from potential crimes (Hein 2012, 176–177).

In December 2018, a new reform bill of the Japan Immigration Act was approved in the Diet, which allows Japan to accept a total of between 300,000 and 500,000 new workers in total, by 2025 (Osaki 2018). Farming, construction, accommodation, and elderly care are the preliminary targeted sectors (Siripala 2018). There are two main categories: immigrants in the first category for mostly unskilled jobs, cannot bring their families, whereas people in the second category, for specific skill necessary jobs, can bring their families and can apply for further residency options in the future (British Broadcasting Company 2018).

Oishi (2012, 1089) states Japan is behind global competition regarding attracting global talents where the study shows the view of highly skilled workers in Tokyo, who mainly complain about the Japanese promotion system that is unclear and poorly managed and can be mostly based on exam requirements. Another reason which makes it hard to find a job for foreigners who stay in Japan for the long term is the inflexibility of the Japanese labor market which is especially the case for foreigners above the age of 40 who can be even further discriminated against when finding a new job (Oishi 2012, 1089). In other words, in the 21st century, industrialized countries are in massive

competition for highly-skilled immigration. Because the Japanese economy is in recession, Japan needs to be more proactive in attracting highly-skilled workers.

Main Barriers and Criticism

Although Japan is recently willing to get more foreign workers inside the country, there is unignorable criticism from opposition parties and their supporters, as well as inside the LDP and also by foreigners. In contrast to the past, recently, 59% of the Japanese people believe that foreigners make Japan stronger (Stokes and Devlin 2018).

On the other side, foreigners need to overcome many barriers in Japan, such as language, cultural differences, social resistance, different work culture, and different business ethics, etc. Thus, some foreigners hesitate to immigrate to Japan (Jozuka 2018).

In Japan, immigrants are challenging to express themselves to the society that they are settled in this country as well. Stability of resident status of foreigners always become an issue for Japanese people who need to work with foreigners (Arudou and Higuchi 2008, 62). Most of the city halls all around Japan have some "international" social groups and activities where Japanese and foreigners can integrate; however, those "international" social groups organized or promoted by local governments do not help foreigners integrate into Japan directly, but instead, those groups help Japanese people to get more used to living with foreigners (Arudou and Higuchi 2008, 62). Alternatively, foreigners can build their own group that potentially attracts other foreigners as well as Japanese residents (Arudou and Higuchi 2008, 322–326).

Japanese children and international immigrants' children are socializing together, which gives hope for future cultural innovation (Ben-Ari 2005, 253–258). Japanese pre-schools and kindergartens have already started to have English conversation classes in

addition to other curriculum activities. Most of the interviewees (highly-skilled immigrants) mentioned the importance of their families—especially their children's adaptation to Japanese society—which contributes to both parents' success and adaptation as highly-skilled immigrants. Furthermore, this could allow Japanese children, who will lead the country in the future, to adapt to a multi-cultural Japan.

To conclude, throughout Japan's late history (since the 19th century), the country has opened up internationalization in different areas of life (Meyer 2014). An increasing number of immigrants was a natural result of this opening to foreign countries, which caused and is still causing, a debate in Japanese society, recently, the country has been trying to attract skilled, especially highly-skilled immigrants from all around the world (Osaki 2018). On the other hand, as this dissertation argues, science cities are Japan's relatively new tool to boost the number of highly-skilled immigrants by creating a special environment for them. The following chapters will investigate Japan's immigration phenomena exemplified by Tsukuba Science City and its flagship university, the University of Tsukuba. Up to this point, the dissertation showed why existing theories regarding highly-skilled migration are failing to explain Japan's issues with highly-skilled immigration and the immigrants' integration by providing examples from the theories in Chapter II. In Chapter III, a broader historical perspective is provided to show the complexity of Japan's issues with internationalization, integration, and immigration. From this point, the dissertation will apply interpretive phenomenology, which will be explained in detail in the following chapter, to understand the issues mentioned above from the lived experiences of highly-skilled immigrants—which will be uncovered in Chapter VI by showing different highly-skilled immigration patterns to Japan. Overall, Chapter III not only helped to answer part of the first research question by providing a broader perspective but also highlighted the importance and necessity of the second

research question—which seeks to uncover the lived experiences of highly-skilled immigrants.

CHAPTER IV: Conceptual and Methodological Framework

As discussed in Chapter II, the literature contains research related with the brain drain, highly skilled migration, and academic mobility. However, existing theories can not sufficiently explain the phenomena of highly-skilled immigrants who experience all the challanges of migration and integration. Examples from the literature can be increased, however, it is not necessary for this research, because the perspectives are different, as discussed in Section 2.6. From the phenomenological perspective, existing theories aim to generalize and standardize migration, contrarily, the analyzed[13] interviews for this research showed that each highly-skilled immigrant is a phenomenon, and unqiue in the way they experienced Japan.

Although there have been massive investments and determined policies that came from the decisions of the Japanese central government and the Japanese Diet regarding highly-skilled immigration and the opening of Japan, ultimately, everything touches on humans who need to be attracted or invited to Japan. However, the respondents in this research stated that there are visible and invisible barriers to attracting specific individuals to Japan from their home countries. Visible criteria could be linked with physical conditions and financial attractions; there is a type of barrier that is hard to see such as social and cultural adaptations. Although it sounds simple, indeed, it is not because the social and cultural adaptation of immigrants is a complex issue that is hard to deal with for authorities.

Therefore, to explain the phenomena which touches humans, or even comes from humans, this research has been viewed from the lens of anthropology. In anthropology, different methods can be chosen according to sample size, difficulties in reaching samples,

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[13] See Chapter VI

and data collection tools (Rapport 2014). When all of the elements have been concentrated, the phenomenological research method has been chosen to fully understand and demonstrate the phenomena of human beings in the highly-skilled immigration context of Japan. In anthropology, there is a distinction between an anthropological knowledge (qualitative), and replicable knowledge (quantitative): For quantitative analyses of phenomena, replicability is important. However, alternatively, for a qualitative analysis of an anthropological phenomenon; even only one person and one occasion may be enough for research (Rapport 2014, 357).

4.1. Phenomenology

Phenomenology is a methodological as well as a philosophical approach that targets developing subjective experiences in an accurate study using qualitative research (Anosike et al. 2012). In Europe, interpretive theories have been developed intensively in the last two centuries. Moreover, **philosophical anthropology** merged traditional philosophy and basic theories regarding human culture, society, and economy in a broader perspective (Rosenberg 2012, 139).

Gadamer (1975) explains historical elements of phenomenology that it started with Husserl's opposition to Descartes (a positivist scientist), approaches to the sciences reflecting on Galileo and other positivist scientific procedures to sciences, although Descartes initially did not apply his positivist approach to social sciences. Husserl argued that the Cartesian approach and empiricism have "ideal existence" and "logical laws" that can explain everything systematically, when, in fact, they can not (Vincini 2015). Instead, phenomenology focuses on the lived experiences of people, as Husserl stressed that the researcher, on the other hand, should "bracket" or "epoche" his or her biases and other ideas (Vincini 2015). According to Englander, Detmer (2013) symbolizes Husserl as a

"philosophical ground" for social sciences as an alternative to naturalism (Englander 2016).

Ashworth (2006) explains, according to the figure below (Figure 4.1.), in Husserl's phenomenological research, a researcher is the light; wherever the researcher aims the light intentionally, there will be phenomena. "Noesis," as it is close to the researcher, refers to the thoughts and interpretation of the researcher, and "noema" as an object of thought, in other words, what is thought, while the horizon refers to the present research experience itself, which can not be bracketed. Similarly, in this research, the "noema" is the experiences of highly-skilled immigrants of Tsukuba Science City, and the "noesis" is the researcher's perception of those lived experiences, while the horizon is the fieldwork research experience itself.

Figure 4.1. Husserl's Illustration of Phenomenological Research
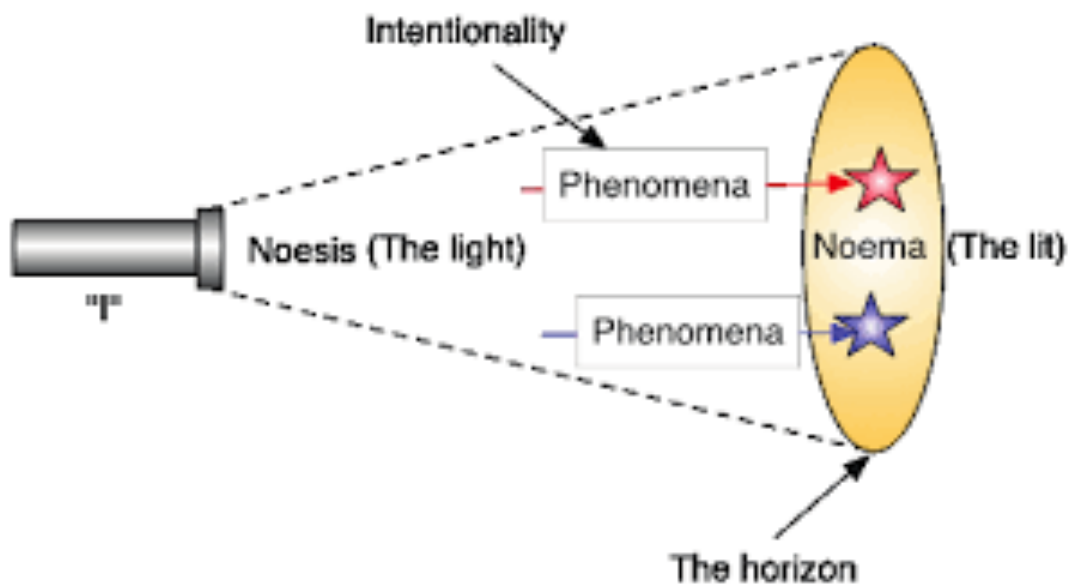
Source: www.learntechlib.org (access date May 1, 2020)

The main difference between Husserl and his student, Heidegger, is bracketing, or *epoche*, the subjectivity of the researcher, which can not be bracketed for a human. Heidegger states whereas Husserl explains the researcher as a stranger in a strange place (Peoples 2020). Therefore, according to Husserl, the researcher must suspend his or her previous knowledge, and never use them even in related research, while Heidegger believes that this is impossible to do. Moreover, Heidegger propounds the importance of "time" that can affect all existence in his the most-known masterpiece book *Being and Time* or *Dasein* (in German), where he criticizes Husserl rigidly (Ashworth 2006). MacDonald highlights Heidegger's expression from his letter (1926) to Karl Jaspers that "..if *Being and Time* are written against someone, then against Husserl" (as cited in MacDonald 2006).

Dowling (2007) explains all the key actors of phenomenology, such as Husserl, Heidegger, Merlue-Ponty, and Gadamer. Husserl idealizes a researcher who suspends all the biases and theories while doing field research. In contrast, Heidegger criticizes Husserl as biases and experiences of the researcher can not be bracketed; indeed they should be explicit (Dowling 2007). According to Husserl, other theories can not be applied in phenomenological research as the researcher should be truly objective and integrate nothing from the previous knowledge, although Heidegger tolerates applying a theory in phenomenological research as part of the researcher's subjectivity, however, fundamentally he also disagrees with positivist theories, because Husserl and Heidegger both believe that lived experiences are too complicated to explain with a theory (Peoples 2020). Budd, Hill, and Shanon (2010) call hermeneutic (interpretative) phenomenology as a realist phenomenological approach that focuses on issues with accepting all the biases of the researcher while insistingly refusing all possibilities of suspension.

The opposition between qualitative and quantitative research in anthropology is considered an anachronism that goes back to the late 19th century and the early 20th century Einsteinian Era. In contrast, later in the 20th century, the discussion was summed up by Heisenberg's uncertainty principle, which takes into account the researcher's perception of "reality" in qualitative researches (Rapport 2014, 358). Indeed, Husserl's works were revolutionary for the 20th century's approach to hermeneutics tasks, as he found rationalistic solutions to the issue of meaning (Bauman 1978, 111). Heidegger, on the other hand, described an aspect of being and an essence of understanding (Bauman 1978, 148). Also, there are papers that use descriptive and interpretive research methods together (Mayoh and Onweugbuzie, 2013).

Husserl mentioned "experiences of being consciousness" not as only psychology, but mostly as a sort of philosophical phenomenology (Chung and Ashworth 2006). This shows that phenomenology is not only a specific and simple method for a scientific field; indeed, it is more a philosophical approach that provides an alternative way for researchers who are aiming to explore beyond numbers. This dissertation, similarly, uncovers the experiences of highly-skilled immigrants in Japan, because none of the other theories could fully explain, for instance, why international professors' productivity is decreasing, although they have all the "pull factors" from Japan. There are reasons that variegated based on each respondent's experiences. For instance, for one's family's integration could be decisively valid on the highly-skilled immigrant's overall satisfaction from Japan, whereas for a single researcher, social life could be more important for his or her desire to create better scientific products. In this context, Figure 4.2. below illustrates how the "synthesis" of separately analyzed different data could be done in hermeneutic research.

Figure 4.2. The Hermeneutic Circle
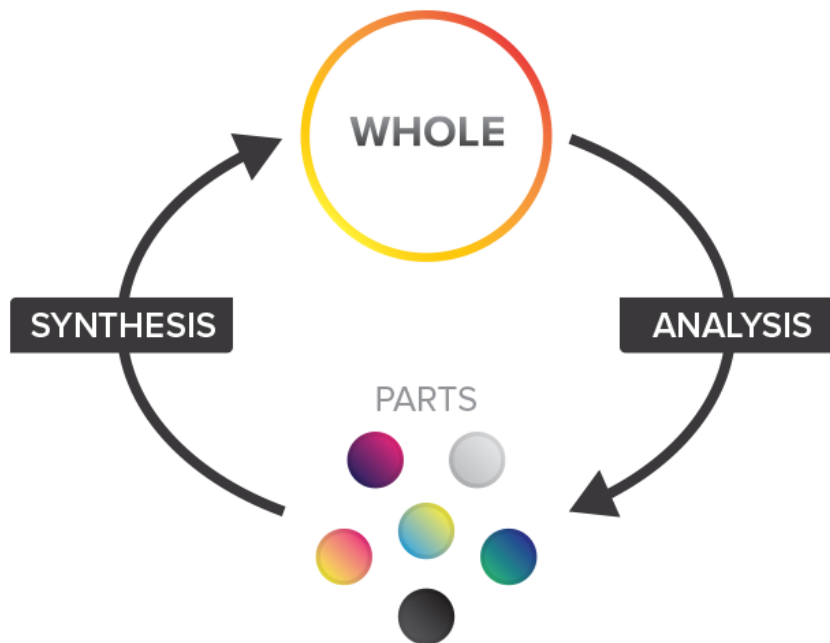
Source:uxbooth.com (access date May 1, 2020)

Figure 4.2. shows how a researcher can interpret data in hermeneutic phenomenology. First of all, he or she is looking at the whole picture and revise his or her understanding. Then, he or she picks the parts one by one and analyzes them. After that, in the synthesis process, the new interpretation of the analyzed parts will be his or her new interpretation of the whole picture (Grondin 2015).

In light of all the theoretical discussions above, this research has found a place to explain itself, which is Heidegger's interpretive phenomenology. As discussed in Chapter II, other existing theories failed to explain the phenomena that this research tackles. Therefore, as highlighted above and in Section 2.6 specifically, phenomenology provides an alternative way of thinking to the issue of highly-skilled immigration in Tsukuba Science City through lived experiences of highly-skilled immigrants.

According to the heurmeutic circle, in this study, the researcher took all the different cases/life stories[14] separately. Then they qualitatively analyzed the interviews in detail and coded small details of the transcription. After that, firstly, notes were taken according to a separate paper to create life stories of immigrants—in other words, different patterns for highly-skilled immigration to Japan—and secondly, coded key phrases were extracted and carefully placed into the thematic analysis table. In "The Hermeneutic Circle" (Figure 4.2), this step was the analysis of "small parts."

After all the interviews were separately analyzed and placed into the thematic analysis table, extracted data was categorized and synthesized.[15] Finally, the synthesized data was composed in the analysis chapter[16] of the international professors' interview. In "The Hermeneutic Circle" (Figure 4.2), this step was a synthesis of "small parts" as "whole."

To summarize, this sub-section provided philosophical information of phenomenology and usage of it as a research method in this dissertation, which focuses on lived experiences. Previously, in Section 2.6, phenomenological studies in Japan were elaborated to highlight the importance of phenomenology for this research, instead of other existing migration theories. Indeed, phenomenology could be the best way, in order to answer the second research question: "What are the experiences of highly-skilled immigrants (international professors) of the University of Tsukuba regarding highly-skilled immigrants' integration to Japan and their roles in making up a science city?" Finally, the following sub-section will provide methodological details of this dissertation with a few explanatory tables.

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[14] See the life stories (different patterns) in Section 6.2.
[15] See Section 4.2 for more details regarding the methodology.
[16] See the data analysis part in Section 6.3.

4.2. Methodology

For the central part of data collection, the <u>semi-structured interview method</u> was used for the interview process to get fuller data from the personal viewpoints of the professors as highly-skilled immigrants. The interviews aimed to understand the perceptions, thoughts, and experiences of the international professors of the University of Tsukuba. Secondly, as supplementary data, documents—which demonstrate the internationalization and integration endeavors of the local government—were collected and analyzed.[17] Thirdly, to understand the university's endeavors, a written interview was conducted with a university official from the University Research Administration (URA) Office.[18] Moreover, an interview was conducted with a Japanese professor of the university, in order to understand how Japanese colleagues of international professors perceive overall the phenomenon of Japanese universities' internationalization, the University of Tsukuba in specific.[19] Like the university, the local government, and highly-skilled immigrants are three different components of the study. Therefore the research aimed to comprise different views, although experiences of the international professors are the central focus of this research.

For interviewee selection, professors of social sciences and humanities-related fields were specifically targeted. The reason for this targeting is that the situation for social scientists is more difficult in Tsukuba, because the main strength of Tsukuba Science City, as well as the University of Tsukuba, is the natural and life sciences (Traweek 1992). According to the respondents, even in the same department, most of the social scientists' academic focuses are different from others, unlike natural or life

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[17] See Section 5.3
[18] See Section 5.5
[19] See Section 5.6

scientists who share the same research laboratory. Therefore, a social scientist's potential for research collaboration and networking could be lower than others. Finally, the research needed to reveal the phenomena of social scientist's challenges with this research.

Robinson (2013, 25) explains interview-based sampling steps as (1) "defining a sample universe"; (2)"deciding a sample size"; (3) "selecting a sampling strategy"; (4) "sample sourcing." This dissertation also followed the Robinson's steps mentioned above in data collection. In detail, (1) sample universe is highly-skilled immigrants (international professors) of the University of Tsukuba[20]; (2) sample size is suggested by Polkinghorne (1989) to be between 5 to 25 for phenomenological qualitative research (as cited in Creswell 1998, 54)—similarly, Groenewald (2004, 46) states phenomenology usually uses up to 10 people per research—; (3) the sampling strategy of this research is purposive sampling strategy, as the targeted people are highly-skilled immigrants, the research should target them for sampling; (4) finally, the sample sourcing technique is snowball sampling. Robinson (2013, 36–37) highlights the "snowball sampling" technique as a way of sourcing purposive sampling with together others: "study advertising" and "incentives and respondent-driven sampling." Similarly, Groenewald (2004, 46) defines snowball sampling is a technique that sampling expands throughout participant recommendations. In this research, initially, the list and contact information of international professors of the University of Tsukuba was reached, as open-source data on the internet. Then, twenty-one international professors—who shared contact information to the public—were e-mailed to advertise the research, as Robinson (2013) suggested. However, several international professors did not intend to be part of this

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[20] See Chapter 5 for further discussion regarding the University of Tsukuba in the context of being the flagship university of Tsukuba Science City.

research, because talking about migration process to Japan, their personal experiences on it, and the university's employment conditions were perceived as sensitive topics to criticize for highly-skilled immigrants who are trying to be genuinely integrated into the Japanese society. Therefore, the sampling technique of this research turned out snowball sampling as an international professor, who agreed to give an interview, referred the researcher to other international professors. Finally, the research was able to stay within the recommended range of the sampling size with eight international professors.[21] Furthermore, one Japanese professor and one interview with a university official from the University Research Administration Center (URA) were added as supplementary data.[22]

The interviewees of this study came from Bangladesh (1), the United Kingdom (1), Uzbekistan (1), Russia (1), France (2), and the United States of America (2). Since the interviewees came from different economically developed countries, as well as different backgrounds, it helps to comprehend the issue exhaustively. For the interviews' data storage, all of the interviews were audio-recorded on two different devices with the consent of the interviewees. Then, the audio recordings were copied and backed up into two different confidential external storage devices to maintain confidentiality. The recorded audio was listened to and transcribed into text. Then, the data was extracted carefully from the text into three different tables according to determined themes, as a conventional way of qualitative data analysis practice in the field of anthropology.

As the time frame of the research, the interviewees were current researchers in the 2019 academic year. The official document from the local government of Tsukuba Science City covers the years 2011 to 2016, when the local government started to

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[21] See Chapter VI for analysis of the interviews.
[22] See Chapter V for the analysis of supplementary data regarding the University of Tsukuba and Tsukuba Science City.

recognize the issue of globalization of the city systematically. Besides, collected documents from the University of Tsukuba are also related to the academic year of 2019.

The research questions table below provides an overall look to the research methodology of this dissertation. In the table (Table 4.1.), "method"; "data collection tools"; "type of respondents"; and "related interview questions" were allocated by the research questions. For instance, interviewee questions 1,2,4, and 5 were asked during semi-structured interviews to the international professors, in order to answer the second research question with an interpretive phomenological view.

Table 4.1. The Research Questions Table

Research Questions	1- What is the role of science cities' institutions such as the local government of Tsukuba Science City and the University of Tsukuba to attract and adapt highly-skilled immigrants to the scientific and local communities?			2-What are the experiences of highly-skilled immigrants (international professors) of the University of Tsukuba regarding highly-skilled immigrants' integration to Japan and their roles in making up a science city?
Theory/Method	Interpretive Phenomenology of Social (Cultural) Anthropology			Interpretive Phenomenology of Social (Cultural) Anthropology
Data Collection Tools	Semi-structured Interviews	Official Documents Analysis	Written Interview and Official Document Analysis	Semi-structured Interviews
Type of Respondents	International Professors[23],	Tsukuba City Hall ("Tsukuba City Hall"2016)	University of Tsukuba Officials[24] and a Japanese Professor[25]	International Professors
Related Interview Questions[26]	Q3- Immigration system Q6- Social resistance to immigration Q7- Career expectations Q8- Local community environment and work/social networks			Q1-Introduction and time in Japan Q2-Experienced challenges in Japan Q4-Thoughts on Japan's work life challenges for foreigners. Q5- Thoughts on Japan's social life challenges for foreigners.

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[23] See Appendices 1–8 for full transcripts of the interviews' records.
[24] See Appendix 9
[25] See Appendix 10
[26] See Appendix 11 for the exact phrasing of each question.

Eight open-ended questions were asked during the interviews. Although the questions were asked orderly, the allocation of the themes does not follow the numerical order of the questions. For instance, the first theme is comprised of answers to Questions 1,2, and 7; the second theme is comprised of answers to Questions 4,5 and 6; and the third theme is comprised of answers to Questions 3 and 8. Table 4.2. below shows relations among the determined data analyzing themes, sub-themes, and the interview questions.

Table 4.2. The Thematic Qualitative Data Analysis Table

Themes	Sub-themes	Interview Questions[27]
1.Personal Life Experiences of the Highly-Skilled Immigrants in Japan.	1.1.Life experiences	Q1- Introduction and time in Japan Q2- Experienced challenges in Japan
	1.2.Job satisfaction.	Q7- Career expectations
2.Thoughts and Observations of the Highly-Skilled Immigrants	2.1.Challenges in Work Life in Japan	Q4- Thoughts on Japan's work life challenges for foreigners
	2.2.Challenges in Social Life in Japan	Q5- Thoughts on Japan's social life challenges for foreigners
	2.3.Resistance of Japanese Society towards Immigration	Q6- Social resistance to immigration
3.Perceptions of the Highly-Skilled Immigrants	3.1.Newer Developments of the Migration System in Japan	Q3- The immigration system
	3.2.Importance of the Tsukuba Science City Regarding Promoting Research Collaborations	Q8- Local community environment and work/social networks

To maintain confidence and confidentiality, signed informed consent forms—signed by the researcher and the interviewee—were obtained from the interviewees for ethical usage of extracted data from the interviews.[28] Furthermore, interviewee names

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[27] See Appendix 11 for the exact phrasing of each question.
[28] See Appendices 12, 14, and 16 for the consent forms.

were not used in any part of this research and will not be used in any further research and papers. Instead, interviewees are referred to by their interviewee numbers, such as Interviewee 1, Interviewee 2, etc.

For the data analyzing method, this research applied the thematic analysis of the interpretive phenomenology of social anthropology. While qualitatively analyzing data, the research applied the guidelines of Richard Hyncer that explain a qualitative analysis method of interviews for phenomenological research. Hyncer also states that the interests of phenomena should guide methodology as it is given in order: "transcription"; " bracketing and phenomenological reduction"; "listening to the interview for a sense of the whole"; "delineating units of the general meaning"; "delineating units of meaning relevant to the research question"; "training independent judges to verify the units of relevant meaning"; "eliminating redundancies"; "clustering units of relevant meaning"; "determining themes from the cluster of meaning"; "writing a summary for each individual interview"; "return to the participant with the summary and themes"; "modifying the themes and summary"; "identifying general and unique themes for all the interviews"; "contextualization of themes"; and   "composite summary" (Hyncer 1985, 280-294).

In this research—as following the Hyncer's steps mentioned above— firstly, all inteviews were transcribed carefully; secondly, instead of bracketing, Heidegger's dismantling—which suggests dismantling all basic assumptions about the phenomena (Sikka 2018, 191)—as this research applies the interpretive phenomenology; thirdly, re-listened interviews as a sense of whole; fourthly, delineated units of the general meanings; fifthly, other related meanings to the research questions were delineated; sixth, the units of relevant meanings were verified; seventh, themes were determined according to the meaning clusters; eighth, summaries were written for each interview into the working

data analysis tables; ninth, double-check the themes and the summaries with each participants; tenth, necessary revisions were made on themes; eleventh, main and sub-themes were identified for all interviews—as Table 4.2 demonstrates—; finally, the summary was composed with discussing related contexts for each theme.[29]

Moreover, the issues, given below, of phenomenological research, have been looked out for, during the research: "randomness"; a "limited number of participants"; "generalizability"; "accuracy of descriptions"; "subjective influence of the researcher"; "validity"; "replicability"; "absence of control groups"; "absence of hypotheses"; " absence of prediction"; "absence of interpretation and comprehensive theory" (Hyncer 1985, 294–300).

As following the above paragraph, in this research, firstly for randomness, although the international professors—as a group—of the university were targeted, a specific name was not targeted to avoid randomness related issues; secondly, as Hyncer (1985) states in this phenomenological research the number of participants were limited, instead the extracted data with the conducted interviews was deeper; thirdly, although the generilization is not the main purpose of phenomenological research, specific data that only related one of the interviewees was not included into the common themes; fourthly, to protect the accurancy, all data was extracted very carefully; fifth, for the subjective influence of the researcher, unlike natural sciences, in an interpretive phonemological research subjectivity can not be removed from the research; sixth, to protect the validity of analyzed data, besides other endeavors, the extracted data compared the related literature and the supplementary documents—given by the university and Tsukuba Science City; seventh, although the replicability opposes the main philosophy of the interpretive phenomenology, as time is also a very important determinant and everything

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[29] See Section 6.3 for interview analysis thematically.

can be change during the time, the common issues raised by the respondents might be replicable, as some of them were already recognized by the local government and the university. Finally, the issues listed above might be raised by positivist researchers; however, they exist in the nature of phenomenological research.

4.3. Limitations of the Research

The first limitation was finding respondents who would share his or her experiences without any hesitation. Although the research guaranteed confidentiality of the data storage, most potential respondents hesitate to talk about their experiences freely, as they are still hoping to be accepted by society and their colleagues. Thus, they did not want to talk about sensitive subjects that could affect those around them. It was very understandable, and that was the actual reason for the selection of the snowball sampling method.

The second limitation was more geographic. The initial plan of the research was a comparative study with other successful samples of science cities around the world. However, the data collection and analysis part took a lot of time in this research.

The third limitation included sampling within the Tsukuba Science City, as it was related to the first limitation, the research initially wanted to find more sampling from other research institutions of Tsukuba Science City. However, because of the time constraints, as mentioned above, the sampling could not reach more institutions.

Finally, Japanese language proficiency is another limitation of this research. Although the researcher has JLPT N3 (Japanese Language Proficiency Test) level proficiency in Japanese, it was not enough to read and to analyze official documents written in Japanese. Therefore, the official English translation of the related documents was requested from each authority.

To conclude, the dissertation's research methodology was provided in this chapter with all details from the research questions to the interview questions. Moreover, the usage and necessity of interpretive phenomenology for this research are explained comprehensively. The following chapter will provide historical information about Tsukuba Science City and the University of Tsukuba in the contexts of research parks and flagship universities, respectively. In addition, an analysis of official documents of the local government and the university will be placed in the following chapter together with an analysis of an interview conducted with a Japanese professor from the same university.

CHAPTER V: Focusing on Tsukuba Science City and Its Flagship University: The University of Tsukuba

5.1. Overview

In this chapter, the historical background of research parks and Tsukuba Science City will be given as background information. The potential conveniences of research parks for highly-skilled immigrants and Tsukuba Science City will also be discussed. Tsukuba Science City will be compared briefly with Silicon Valley, or Palo Alto, as the most effective and leading research park in the 21st Century's economy. Furthermore, the chapter is trying to examine whether the local government is aware of the issues of highly-skilled foreign scientists of the University of Tsukuba, by analyzing documents which were given during the research trip to the Tsukuba City Hall instead of conducting interviews with officials ("Tsukuba City Hall" 2016).

One of the purposes of this chapter is to understand the place of Tsukuba Science City in highly-skilled immigration and, consequently, local integration of a multicultural city, Tsukuba Science City, as Japan's pioneer scientific research park (Ministry of Land, Infrastructure, Transportation, and Tourism 2020d)

On the other hand, the following parts provide historical background information about the University of Tsukuba as well as about the concept of flagship universities around the world. Also, the document analysis part of this chapter will consist of qualitative analysis of a written interview[30] with an official of the University of Tsukuba who is in charge of research collaborations within the university and documents[31] concerning the research collaboration endeavors of the university. The interviewee's name will be kept anonymous, hereinafter being called Interviewee 9.

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[30] See Appendix 9
[31] See Appendices 17,18, and 19

To summarize, after the main data collection from semi-structured interviews with the faculty members, and analysis of data, the research needed to find some answers to the issues raised by the interviewees to ensure the validity of data. Hence, the grouped issues, which were extracted from interview findings, addressed to the university official who works for the office of the U.R.A. to promote research collaboration. Furthermore, together with answers to the interview questions, some documents about research collaboration have also been given for use in this research. The qualitative analysis of those documents will also be in the analysis part of the chapter. All this information flow and analysis of the collected documents and interviews will help to understand role of institutions of Tsukuba Science City. In other words, it will help to answer the first research question[32] comprehensively with historically interpreting Tsukuba Science City as a research park and the University of Tsukuba as a flagship university of the city.

5.2. History of Research Parks and Tsukuba Science City

"Research park" is a generic term to explain a community of professionals whose aim is to increase the wealth of its community by promoting the culture of competitiveness and innovation, which can also be called a "science city" if the coverage area is as big in scale as a city (Al-Kfairy et al. 2018). Bianchi and Labory (2006) explains that the first Research Park was established in California as Stanford Research Park in 1951, which was branded Silicon Valley later on. This park was followed by Cornell Business and Technology Park in 1952; the University Research Park in Oklahoma in 1957; the Research Triangle Park in North Carolina in 1959; and the Purdue Research Park in 1960 (Bianchi and Labory 2006, 285).

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[32] See Chapter I

As a leading example, Silicon Valley is considered the capital of technology, research and development as well as financial flow in today's world, which owes its success not only to locals, but also to immigrants who came from all around the world to build their careers in Silicon Valley (Saxenian 1994). The city is the center of the "Industry 4.0"—a phrase which was coined in Germany to explain a new set of technological transformations in the 21st century (Tay et al. 2018)—that has altered the ways of manufacturing with advanced technology.

Currently, Silicon Valley is considered one of the richest places on the earth, with GDP at about USD 128,000 per capita / per year (Pulkkinen 2019). The number makes more sense when thinking about the GDP of oil-rich Qatar, which is almost the same as Silicon Valley or Europe at about USD 107,000 (Pulkkinen 2019). The general annual output of Silicon Valley is about USD 275 billion, which is higher than in Finland. Furthermore, Chen defines Silicon Valley as an avatar of Free-Market Capitalism (Chen 2019). All of the above information shows that Silicon Valley has already become a milestone in world economic history, aside from its technological and scientific achievements.

All of the above information about Silicon Valley was given with two purposes: the first, to exemplify research parks with the most successful sample; the second, to show the economic potential of a research park aside from scientific successes in today's world. The table below (Table 5.1) represents a comparison between Tsukuba Science City and Palo Alto (Silicon Valley) in the main characteristics and in the strengths of both cities.

Table 5.1. The Comparison Table of Tsukuba Science City and Silicon Valley

	Tsukuba Science City (Japan)	Palo Alto (Silicon Valley) (the U.S.A.)
Established with main encouragement of	Japanese Government + University of Tsukuba (National)	Private Sector + Stanford University (Private)
Scientific Focus	Robotics, Hard Sciences, Software	Advanced Computer Technology and Software
Closest Major City	Tokyo	San Francisco, California
Main Characteristic of Research Institutes	National Research Institutes + Private Companies R&D Departments	Private R&D Companies, High-Tech Companies, Software Companies
Flagship University	University of Tsukuba (National)	Stanford University (Private)
Education Level	One of the highest percentages of education level with more than 9.000 Ph.D. holders (Bianchi and Labory 2006).	The most educated city in California (79.7% of residents hold a bachelor's degree) (Lin 2012)

On the other hand, Tsukuba (also known as Tsukuba Science City) is one of the unique cities which are specially planned for scientific and industrial research and development in Japan. About half of Japan's national research and development budget is spent in Tsukuba Science City ("About The University" 2018). There are different types of research institutions, including aerospace sciences, robotics, material sciences, and software.

The Ministry of Land, Infrastructure, Transport, and Tourism (2020a) states that the decision to establish Tsukuba Science City was taken in September 1963 at a Cabinet meeting, for two purposes in building Tsukuba Science City: Firstly, to fulfill the changing necessities of time regarding developments in science, technology, and higher education. Secondly, to deal with Tokyo Metropolitan Areas growth with re-locating R&D organizations outside of (but close to) Tokyo (Ministry of Land, Infrastructure, Transportation, and Tourism 2020a).

In May 1970, the Tsukuba Science City Construction Act was enacted to set the target of constructing Tsukuba where the Ministry of Land, Infrastructure, Transportation, and Tourism 2020b) stated:

> "establishing a science city appropriate for conducting experimental research and education while at the same time developing a well-balanced rural city, and contributing to the ease of the excessive population concentration in the existing Tokyo metropolitan area."

Figure 5.1. The Initial Planning of Tsukuba Science City
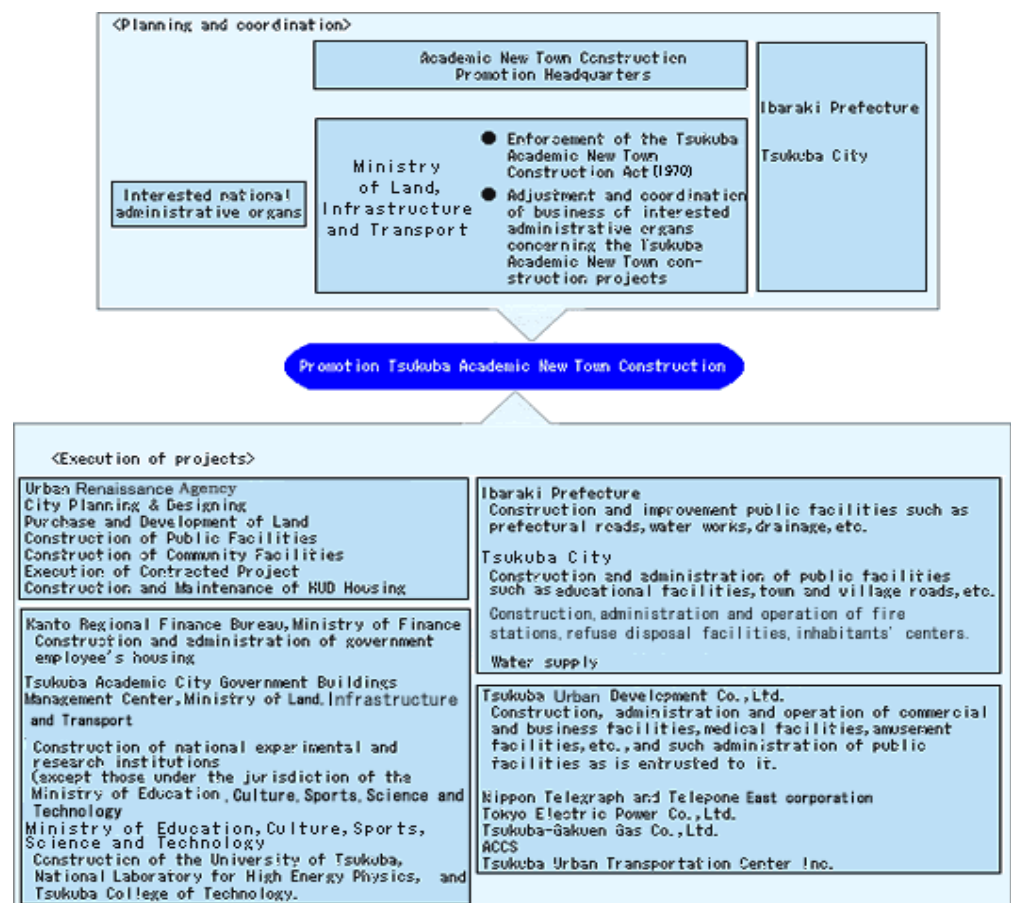
Source: Ministry of Land, Infrastructure, Transport, and Tourism (Ministry of Land, Infrastructure, Transportation, and Tourism 2020b)

In 1971, the Promotion Headquarters declared the Fundamental Principles of the Tsukuba Science City Construction Plan. Those principles were: 1) enabling high-level research and education with mutual collaboration while protecting existing heritage; 2) The city should be divided into two districts: the research and education district and the

suburban development district; 3) Location of research organizations and universities should be close enough to provide organic collaboration; 4) Private R&D institutions and private universities shall include themselves in inner-city collaboration with the national university and national research institutions; 5) In all public work projects in the Science City, the priority should be given to scientifically necessary constructions (such as laboratories), and 6) The suburban district also should grow in a balance with the research and education district (Ministry of Land, Infrastructure, Transportation, and Tourism 2020c).

Forty national experimental-research institutions and the national university (the University of Tsukuba) were constructed by 1980. From this time, other national and private institutions gradually started to move in Tsukuba. Nowadays, the number of research and development institutions is over 300, which employs more than 13,000 scientists (Japanese and Foreign) while the population of the city is over 200,000 people (Ministry of Land, Infrastructure, Transportation, and Tourism 2020a).

Tsukuba was an agricultural landscape located in the Tsukuba–Inashiki Plateau until the 1960s, and after the creation of Tsukuba Science City, it was transformed to a modern city with higher standards of living and employment opportunities in the nation's leading research institution (Thapa and Murayama 2009, 136–137). Hamley emphasizes that the economic recession in the second half of the 20th century necessitated Japan to invest more research and development works, which ended up with the creation of Tsukuba Science City with almost 28,000 hectares of coverage area as Japan's first technopolis (Hamley 1984, 346). Hall states that the cost of creating Tsukuba City was approximately JPY 1.6 trillion that was spent by 1990. However, nowadays, almost half of Japan's research and development budget is spent in Tsukuba Science City ("About

The University" 2018). Besides, many private firms desire to find a place in Tsukuba with the city's one-hour away distance from Tokyo (Hall 1996, 307).

Figure 5.2. Location of Tsukuba Science City in Japan
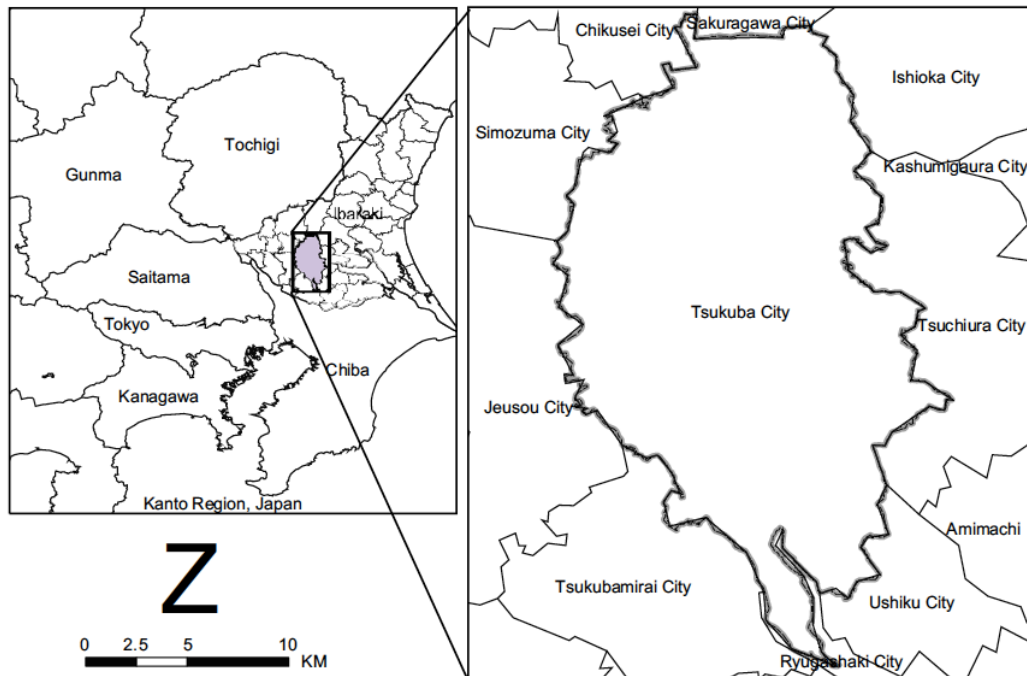
Source: Rajesh Bahadur Thapa and Yuji Murayama. 2009. "Urban Mapping, Accuracy, & Image Classification: A Comparison of Multiple Approaches in Tsukuba City, Japan."

Hassink (2005, 134–135) describes science cities as technopolises and adds that another reason for creating a science city is to decrease economic inequalities between regions, aside from fostering economic development and creating synergy among different research institutions. He claims that the cities of Tsukuba, Japan, and Daejong, South Korea, were also established to decrease regional differences.

There is also another science city in Japan, called Kansai Science City, or *Keihanna,* located among Kyoto, Osaka, and Nara. Dearing (2002) explains the basic differences between Tsukuba and Keihanna: The first is that *Keihanna* was created as a bottom-up project that considered local views as well, while Tsukuba is a top-down project that came from decisions by the central government. The second reason is that Tsukuba was created for government-oriented research, and the private sector was invited

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later on, while *Keihanna* was created with endeavors of academics and private investors (Dearing 2002, 175).

Traweek (1996, 2) mentions that the creation of Tsukuba sampled the operational synergy of American universities and cities, especially universities in California, in the article that refers to Tsukuba as *bachigai* (out-of-place) in its title. On the other hand, Lambert states that both Kansai and Tsukuba Science Cities are fundamentally different from Silicon Valley (Lambert 2000, 6). In the table below, Tsukuba Science City will be compared to Silicon Valley, which is the leading concept of a science city regarding its financial contribution as well as technological contribution to the U.S. (Pethokoukis 2018).

Overall, Tsukuba Science City is an especially important place in Japan in case of gathering different public/ private research institutions and the University of Tsukuba and other universities. Moreover, the local government also tries to support international residents to overcome their barriers in their lives in Tsukuba as well as the central government.

Figure 5.3. A View of Tsukuba Science City

Source: wikimedia.org (accessed date June 10, 2018)

In this sub-section, examples of pioneer research parks and Tsukuba Science City's position among other research parks are explained. In the following table, a summarized comparison can be found between Tsukuba Science City and Silicon Valley, the leading research park in the world. In the following sub-section, analysis of

documents about the internationalization process of Tsukuba, provided by the local government of Tsukuba Science City, can be found.

5.3. Analysis of Documents Provided by the Local Government of Tsukuba Science City

During the research trip to Tsukuba City Hall, the initial plan was to interview a person in charge of the internationalization issues of Tsukuba Science City. The request was met in a better way in that the local government produced strategic guidelines for the foreign residents and their integration with local residents. This document called "Tsukuba City Basic Guideline for Globalization (September 2016)" ("Tsukuba City Hall" 2016), was received to use in this research. Since Tsukuba City has started to create this document firstly and every five years, the next one will be created in late 2020, and the September 2016 version is the only version of this guideline in the years this field research was conducted.

This part of the dissertation consists of a qualitative analysis of the document. The very first thing to analyze is the title "Tsukuba City Basic Guideline for Globalization." The local government purposely has chosen the word "Globalization" that was explained in the glossary part. The local government stated, in this part, the word globalization is aimed at the inner meaning "we live on the same globe," instead of the word of internationalization—which focuses on countries' borders ("Tsukuba City Hall" 2016).

I. In the "Background and Purpose" chapter, the local government gives an idea of how the local government perceives the social structure of Tsukuba Science City. The document defines Tsukuba as an "International Hub" with about 300 research and educational institutions, 29 of which were established by the central government, private and related industries, more than 20,000 international and Japanese researchers, and finally with Tsukuba Mountain, with its religious importance for Japanese people. Even

the usage of the words "International Hub" expresses a lot more meaning than a city with international residents.

In the second paragraph, the document not only wants to emphasize 8,000 international researchers out of 20,000 but also wants to highlight that a considerable number of Japanese residents have experience living abroad. It can be understandable in another way that Tsukuba is an international city, as there are not just international residents living there, but also Japanese residents who are also familiar with living with foreigners.

In the third paragraph, the local government's aim is described as "establishing a multicultural society which is open to the world and every citizen can comfortably live regardless of nationalities and languages" were also adapted to the new vision of the local government: "Tsukuba is where people want to live and want to stay forever." Furthermore, globalization has been chosen to measure the goal and the vision of the city. In the final sentence of the paragraph, the local government considers itself responsible for supporting foreigners collaboratively with relevant organizations and associations.

In the fourth paragraph, Tsukuba's closeness to Tokyo and Narita airport location has been described as convenient. It can be understandable that the local government wants to also use Tsukuba's geographical location to increase globalization. Thanks to the geographical location of the city, the city has a chance to host international high-level meetings.

In the final part of the section, further efforts deemed necessary by the local government to contribute to "global society" and "globalization" itself by maximizing scientific and technological research potentials are described. In addition, City Hall clarifies that given the reasons above, "Tsukuba City Basic Guideline for Globalization" has been newly formulated.

II. The "Present Situation and Issue of Tsukuba's Globalization" chapter consists of five parts as "Demography of Foreign Residents in Tsukuba"; "Highlights of Past Actions for Globalization"; "Problems to Tackle for Globalization"; "Changes in International Environment in Tsukuba"; "Future Direction of Tsukuba's Globalization ("Tsukuba City Hall" 2016).

"Demography of Foreign Residents in Tsukuba" provides data on foreign residents' demography between 2012 and 2015. Even during this period, the number of nationalities of foreign residents has increased up to 129 from 125, coupled with the number of foreigners rising from 7,081 to 7,853. Although the number of Chinese residents still protects their position in first place compared to the number of other countries' citizens, the population increment of Indonesian, Vietnamese, and Taiwanese residents has been found to be significant by the document. Moreover, City Hall once again stresses that the primary factor of the population of foreign residents' numbers is research-related organizations, such as universities, research institutions, and companies. In the final part, City Hall highlights developments of transportation in intercity expressways.

"Highlights of Past Actions for Globalization" provides information on what Tsukuba City has done by 2016 to shape a multicultural society. The very first thing that Tsukuba City wants to show here is language support to foreigners, which consists of interpretation of services in the city hall, Japanese classes for foreigners, and consultation services. It was followed by the organization of exchange events to get to know foreigners, such as *International Exchange Fair*, *Tsukuba World Futsal*, *Lectures for International Understanding Series*, and *City Chat Café* between the years of 2011-2016. Thirdly, the local government tries to show its understanding and sensitivity about the adaptation of children of international researchers, as supporting Tsukuba International School and its

International Baccalaureate Programme. The local government states, "supporting foreign children can consequently invite excellent researchers." It shows that the "consequent" part is trying to get "excellent researchers," not a reason. In the final part, Tsukuba City's sistership with Grenoble Science City in France has been brought to the fore.

"Problems to Tackle for Globalization" provides results of opinion polls and a questionnaire that was administrated by Tsukuba City to residents. Firstly, the results of the opinion poll have been analyzed by the city as international education at school came primarily from all other options. It was followed by offering opportunities to communicate with foreigners. Therefore, it can be understandable that Tsukuba City will focus more on international education at schools. Besides, Tsukuba City analyzed the results of the questionnaire that Japanese language and transportation are the biggest inconveniences for foreign residents who took part in the questionnaire. Lack of international signs and English translation of letters from Tsukuba City were also pointed out to the local government, according to the questionnaire. Finally, foreign residents were also dissatisfied with the details of the city newsletter and the English website. In the very last sentence, Tsukuba City once again emphasizes that their endeavors are still insufficient for the globalization of the Tsukuba Science City. Also, the city still sees these phenomena as issues, which is an essential step, because recognition of phenomena and accepting them as issues can be considered the beginning of the solution.

"Changes of International Environment in Tsukuba" stresses what has been done in Tsukuba regarding internationalization. This part consists of four topics: "Sister City Agreements"; "Inviting and Hosting World-Class Conferences"; "Exchanges with China, Korea, and other Asian Countries"; and "Improving International Education" ("Tsukuba City Hall" 2016).

A sister city agreement with France's Grenoble has been repeatedly mentioned in different parts and chapters of the document. In addition to this, a research collaboration protocol has been signed between the University of Tsukuba and the University of Grenoble. It gives a clue that Tsukuba Science City is seeking international collaboration in particular with Western countries. In this context, one reason might be mentioned, that is, hosting the High-Level Forum in 2015 was under the agreement between Tsukuba-Grenoble sistership and their institutions' collaborative endeavors.

On the topic of exchange with China, Korea, and other Asian countries, Tsukuba City emphasizes how Tsukuba has successful relationships with Shenzhen City (China) and Daejon City (Korea), even though the central governments of the aforementioned countries have suspended their relationships because of territorial issues and the comfort women issue. Giving examples of territorial issues and the comfort women issue, which are highly sensitive contemporary conflicts among these countries, actually shows that, Tsukuba City is very passionate about globalization even regardless of any high political issues. In addition, Tsukuba City expects to increase international business activities because of inspection tours to Tsukuba Science City from China, Indonesia, Vietnam, Mongolia, etc.

On the topic of improving international education, Tsukuba Science City stresses her support of the Tsukuba International School, and its International Baccalaureate Programme in the context of being "the best educational city in Japan" policy, which was considered an advantage of Tsukuba.

The "Future Direction of Tsukuba" part involves an emphasis on the necessity of endeavors for globalization-oriented works. Also, Tsukuba City highlights the urgency of promoting international conferences, which will turn out as potential investments in the city. A new goal of the city is described as "where people want to live and stay forever."

Moreover, supporting sports promotion was considered a way to boost globalization and international communication with the policy of "Tsukuba that connects people with sports."

III. Policy on Basic Guideline for Globalization Chapter provides Tsukuba City's policy on this guideline, which has three goals:

1- Creating a multicultural society.

2- Connecting to the world and playing an active role in the world by establishing international collaborative relationships.

3- Inviting people and investments by appealing to its globalized advantages

Furthermore, Tsukuba City expresses its willingness with a very strong word of "desire" for the settlement of a local society that accepts different backgrounds. As the Tsukuba City stated, this wish needs both international demographics. In the very last paragraph of this chapter, the local government uses its determination to be an "International City Tsukuba."

IV. Goals to Achieve Chapter details and explains Tsukuba City's goals that were mentioned above. For instance, "to Create a Multicultural Society" promotion of mutual understanding between Japanese and foreigners, "to link to the world by international collaborative relationships," building a partnership with research and education institutions, businesses, citizens, etc. In other words, forming a hub of science and technology has been found to be necessary by Tsukuba City. Finally, the achievement of the first and second goals has been believed to help the third, which is "inviting people and investments by appealing to its globalized advantages."

V. The "Measures and Actions" chapter provides measurements for each goal. Firstly, to Create a Multicultural Society: 1- Creating Mutual Understanding with Supporting Foreign Residents Livelihood, Increasing Opportunities for Learning

Japanese, Eliminating Language Barriers at Public Schools, Improving the Urban Environment with Multilingual Sciences, Organizing International Events, Strengthening Collaborative Partnerships with Relevant Organizations and Citizen Groups; 2-Enhancing Citizen's Adaptability to a Global Community with Raising Citizens Awareness of Multiculturalism, Activating Local Communities, Providing International Education at Schools, Broadening Citizens International Perspectives, Promoting Citizens' Exchanges with Sister Cities have been determined by the Tsukuba City.

Secondly, to Link to the World by International Collaborative Relationships: 1) Developing Worldwide Networks and Human Resources, 2) Activating Economy with Inviting Global MICE (Meetings, Incentives, Conferences-Conventions, Exhibitions-Events) and Supporting International Business Expansion have been determined by the Tsukuba City.

Thirdly, to "Invite People and Investments by Appealing to its Globalized Advantages": 1) Re-discovering and Appealing to Tsukuba's Global Advantage and Heightening Tsukuba's Acknowledgements in the World; 2) Inviting People and Investments to Develop Tsukuba by Appealing Tsukuba's High-Level International Education to the World, Inviting People and Investments by Holding Various Events and, finally, improving the Environment to Receive Foreign Visitors. These have been determined as measures and actions by Tsukuba City. Here the document finishes with appendixes that consist of statistics, Tsukuba's sister city agreements and discussion panels that were held to discuss Tsukuba's globalization issues with actors

To summarize, the local government of Tsukuba Science City has recognized the issue of the eventual globalization of the city. This is a very important step to take the issue seriously since recognition is the first step to deal with a problem. The local government feels responsible for operating the process of globalization within the city.

The local government is trying to use the potential and existing benefits of globalization for the prosperity of the city. The events held by the local government to promote collaborative research and/or networking are rarely known by highly-skilled immigrants. Even though the local government has taken actions to cope with the issues with immigrants and their lives, they are still not enough to solve these issues smoothly.

5.4. The Concept of the Flagship University and the University of Tsukuba

The word "flagship" has been used to define the ship of the highest-ranked commander in a fleet of naval forces. Then, the usage of the word has been imported by different sectors, such as the flagship store, flagship airline, etc. In addition to these developments, the word has also has been widely used in the education system, especially in the U.S., to distinguish "flagship universities," which are the leading educational institutions of states, cities, or regions. In the example of Tsukuba, since the establishment, the University of Tsukuba has the responsibility of pioneering scientific research and education in Tsukuba Science City.

Definitions of the role of a "flagship university" vary. Douglass (2014) counters the previous definition of a flagship university by *"Flagship Universities are research-intensive institutions, or in the process of becoming so, but have wider recognized goals."* (Douglass 2014, 2).

He further highlights the conventional characteristics of flagship universities as "comprehensive institutions"; "broadly accessible"; "educating next generation of leaders"; "highly autonomous"; "management capacity"; "economic engagement"; "leaders in a larger education system" and adds that those characteristics are not enough to be a new flagship university, which requires broader additional perspectives as given in Figure 5.4 (Douglass 2016, 6).

Figure 5.4. The Objectives of Flagship Universities

Source: John Aubrey Douglass. Center for Studies in Higher Education–UC Berkeley.

Source: John Aubrey Douglass(2016, 7) "Profiling the Flagship University Model"

The University of Tsukuba was relocated and established as a successor of the Tokyo University of Education in Tsukuba City in October 1973 ("University Of Tsukuba History / University Family Tree"). The University of Tsukuba is not only the flagship university of the city but also one of the world-renown highly ranked research universities in Japan. The university has three Nobel Laureate professors ("University Of Tsukuba History / Nobel Laureates" 2018) in its relatively young history, which itself is enough to attract the notice in the academic world.

The university is a research-focused institution with a high number of graduate students, around 40%. The university also has the highest number of international students among Japanese public universities at 2,457 as of 2019. Moreover, the ratio of student/faculty is 7:1, which is an opportunity to provide intensive consultation to

students. In addition to these statistics, the university has facilitated 133 start-ups upon the policy of industry-university collaboration ("About University of Tsukuba" 2019).

The University of Tsukuba is considered an elite and respected university of Japan. The university has been listed as one of the "Top Global Universities (List A)." According to the "List A," the university was targeted to be a leading world-class—titled *Transforming Higher Education for a Brighter Future through Transborder University Initiatives*—an international university with remarkable academic successes (Durmaz 2017, 34).

In the *International Strategy* webpage of the university's main website, it was clearly stated that:

> "... In order to strengthen our global presence, we realize that we need, in addition to a conventional "internationalization" strategy focused on calibrating our institutional practices into global standard, a set of 'international' strategies which should enable us to compete with other world-class universities in the race for talented researchers/students and external funding." ("University Of Tsukuba Concept / International Strategy" 2016)

It can be clearly seen that the university has set more detailed goals to achieve than the conventional way of internationalization. Moreover, the university has demonstrated its recognition of the global competition for attracting talented, highly-skilled, international researchers, and students.

In addition to other goals for internationalization, Goal 6 shows that the university is accepting and reflecting on being the flagship university of Tsukuba Science City ("University Of Tsukuba Concept / International Strategy" 2016):

> "Goal-6: Drive globalization efforts of Tsukuba Science City as its core institution so as to enhance the reputation of the City as a whole, together with that of the university."

In regard to promoting collaboration, the university clearly declares its position, as a mission statement in two out of six missions of the university ("University of Tsukuba Concept / Mission Statement" 2019):

> "…Mission 3: As the core of Tsukuba Science City with its concentration of scientific research institutes, we aim to promote collaboration among industry, academia and government, and actively contribute to society while continuing to strengthen our education and research capacity.…Mission 6: We take the initiative in university reform through collaborative work between staff and faculty members and valuing their individuality and abilities."

Mission 3 clearly shows the university's focus on promoting collaboration among academia, industry, and government, while Mission 6 emphasizes that the university will not only support but will also take the initiative in scientific collaboration among staff and faculty members as well as students.

As a result, aside from the University of Tsukuba's clear declaration of "being a flagship university," the objectives and definitions that were analyzed above demonstrate that the University of Tsukuba is the flagship university of Tsukuba Science City.

On the other hand, the university is currently not suffering to protect its higher positions in the international university ranking lists. It can be easily seen that the figure below (Figure 5.5) that the university's rankings are decreasing gradually in the last eight-year period. Meanwhile, citations are also shrinking since 2015.[33]

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[33] See Chapter V for detailed interpretations of the data.

Figure 5.5. Ranking of the University of Tsukuba between 2012–2020

Breakdown via year: CITATIONS
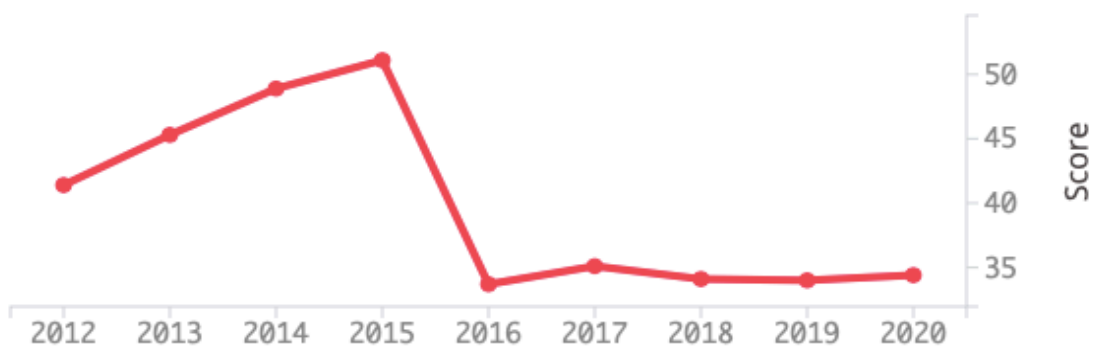
Note: Updated WUR methodology 2015 onwards

Ranking position 2012 to 2020:

2012	2013	2014	2015	2016	2017
251-275	301-350	301-350	301-350	401-500	401-500

2018	2019	2020
401–500	401–500	401–500

Source: www.timeshighereducation.com ("THE-University Of Tsukuba" 2020) (access date April 19, 2020)

To summarize, in this sub-section, characteristics of the flagship, according to Douglass (2016, 6) and goals and characteristics of the University of Tsukuba are compared. When all the above discussions were taken to account, the university's position inside Tsukuba Science City could require the university to take more responsibility regarding research and education promotion and collaboration, as a flagship university of Tsukuba Science City. Similar expectations from the university could be seen in the interview analysis chapter of highly skilled immigrants, Section 6.3.

5.5. Analysis of Documents of the University of Tsukuba

This part of the research provides a qualitative analysis of the written interview document with an official of the University of Tsukuba. The interview consists of three open-ended questions that were extracted from criticism of the professors (the interviewees).

The first question of the interview was, "As the University of Tsukuba, how do you support research activities and research-oriented collaboration of international researchers/professors, especially; researchers/professors who cannot fully communicate in Japanese?" Interviewee 9 (the University Official) mentioned four different methods of support. The first one is English KAKENHI (in Japanese: 科研費) Helpdesk[34] , where a non-Japanese researcher of the university can send his or her draft, and the desk's staff then comment on the researcher's draft and send it back to them with comments. Indeed, the KAKENHI the abbreviations for research funding from the Japan Society for the Promotion of Science (JSPS) system for all researchers who have a job assignment position in a research institution ("Kakenhi Handbook" 2019, 8). Because of the KAKENHI Program's specific application system, the aim of the University of Tsukuba to promote its researchers' academic achievements, and more importantly, possible unfamiliarity of non-Japanese researchers to the application process, the university has launched the KAKENHI English Helpdesk.

Secondly, the university organizes English seminars for non-Japanese researchers with the intention of applying to KAKENHI annually. These seminars are about how to write a successful application form to get KAKENHI grants for non

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[34] See Appendix 18

Japanese faculty members. Interviewee 9 shared data that last year, 30 non-Japanese researchers attended the seminar.

Thirdly, for the University Research Administration (URA) for Humanities and Social Sciences, for instance, the Interviewee stated that the Research Promotion Team provided additional one-on-one consultations for non-Japanese researchers of the department after holding basic lectures about KAKENHI and its application process. In this one-on-one consultation, a researcher can be informed and guided about his or her particular research work.

Fourthly, the Interviewee exemplifies, again, that the University Research Administration (URA) for Humanities and Social Sciences has settled an open room filled with accepted research applications of previous years for all researchers of the university, including non-Japanese researchers. It can be considered as a chance for researchers to see previous successful academic works for the KAKENHI Grants to revise their academic works.

The second question of the interview was, "How do you evaluate the performances of international researchers/professors? Do you have any statistics that can show the number of research activities of international researchers/professors? Do you think that the university is satisfied with its international researchers/ professors?" The aim of asking this question was to learn what is the solid meaning of academic success for international faculty members? The only criterion is publishing papers or indeed a contribution to the research environment. Is not bringing a highly-skilled immigrant's know-how also a criterion? Unfortunately, Interviewee 9 hesitated to talk about this subject, as she considered herself not in the position to evaluate a researcher.

The third question consisted of three sub-questions. "According to interviews that I have conducted with international researchers/professors, they see the university as

responsible for supporting the promotion of research collaboration inside the university as well as inside the Tsukuba Science City. Thus, I would like to ask you: How do you promote research collaboration inside the university?" Interviewee 9 answered this question with their project called "Researcher Blind Date Project: *Meet your potential collaborator!"[35]* In this project, researchers, who are willing to collaborate with potential research partners, are required to exhibit their academic work's poster anonymously in a special poster exhibition of the project. Then, other researchers come and try to find their potential collaborator from those anonymous posters without any bias, such as looking at the name of the researcher and having a positive or negative first impression before looking at his or her academic works.

The second sub-question was: "How do you promote research collaboration inside the Tsukuba Science City?" Interviewee 9, as an official of the university in charge with research collaboration also agreed and accepted that it is difficult to find research collaboration within the city in the fields of arts, social sciences, and humanities as Tsukuba City is a so-called "science city" that refers mostly to natural sciences. However, as the interviewee's individual endeavor, she is trying to promote research collaboration in her fields with her previous colleagues from AIST (National Institute of Advanced Industrial Science and Technology) by taking initiatives such as open faculty days.

The final sub-question was: "Do you also agree that the university should take the initiative in promoting research collaboration inside the Tsukuba Science City?" The answer to the interviewee was clearly, "Yes." She explained that this is because there are many doctoral degree holders in Tsukuba Science City, but they do not even know each other, consequently and the research collaboration level within the city is low. Furthermore, Interviewee 9 emphasized that this is a problem of the city that could not

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[35] See Appendix 17

be solved for a long time. In other words, the lack of research collaboration within the city is a chronic issue because of a lack of networking.

Finally, Interviewee 9 mentioned information about Tsukuba 3E (Environment-Energy-Economy) Forum, as one example of a rare project which brings different initiatives of Tsukuba Science City for collaborative and joint R&D projects ("Tsukuba EEE Forum" 2013). The aim of this particular project is the creation of Tsukuba Eco-City Initiative, which re-defines Tsukuba Eco-City as an *Environmental Model City*, a *Science City*, and an *International City of Technology and Education* ("Tsukuba EEE Forum" 2013). This project actually shows that it is possible to do collaborative research with different actors of the city with the University of Tsukuba, leading as a flagship university of Tsukuba Science City.

5.6. Analysis of the Interview Conducted with a Japanese Professor of the University

This part focuses on an analysis of the interview, which was conducted with a Japanese-national professor at the University of Tsukuba. The rationals for including it in this dissertation is to compare and understand how Japanese-national professors interpret the issues and criticisms that have been raised by international professors in the following part.

Research Collaborations

International professors' individual research activities in Japan have not been discussed during the interview, because; Interviewee 10 believed that international professors are respectively doing their research, though everybody does it at different

levels.

However, the Interviewee highlighted a challenge in regard to collaboration among Japanese and international professors, due to a lack of Japanese knowledge of international professors and English knowledge of Japanese professors. In contrast, some international professors can communicate in Japanese and are more open to research collaboration. On the other hand, some Japanese professors who are mostly educated abroad can use English better. She is an example, as she studied Economics and lived in the U.S. for several years. The Interviewee clearly states that the lack of English of Japanese professors who have not been exposed to it is very understandable.

In this regard, the interviewee tends to understand Japanese professors' lack of English more than international professors' Japanese language capabilities, as international professors intentionally came to Japan. The interviewee stated that international professors' lack of Japanese language is also somehow understandable for those who are not particularly interested in Japanese culture and language.

Because of mutual language barriers, being entirely part of Japanese academia may not be possible for international professors who cannot communicate in Japanese. In the meantime, for some international professors in Japan, learning Japanese has not even been placed in their agendas. The Interviewee believes it is not always a lack of effort; in contrast, some international professors do not even consider themselves to be part of Japanese academia.

On the other hand, the Interviewee stated that on the receiving side; Japanese scientific associations which accept publishing in English, welcome, in principle, international professors for research collaborations. Although, for some of the scientific associations, knowing someone from the inside might be necessary.

On the one hand, Interviewee 10 stated that sometimes the department really needs international professors in administrative works for two reasons; the first one is fairness and work balance among foreigners and Japanese professors in the department as they all receive the same salaries in the same position and seniority. The second one is if none of the foreign faculty members do administrative works, then all the workload will be on the remaining Japanese professors. Therefore, the productivity of Japanese professors can be affected.

On the other hand, Interviewee 10 believes that taking the help of foreign faculty members in administrative works is a complicated thing because; the foreign faculty members need to use the Japanese language confidently for almost all kinds of administrative work. Sometimes they were asked to help be proctors in university entrance exams where they do not particularly need to use the Japanese language. However, the Interviewee believes that even proctoring of a foreign faculty without enough Japanese knowledge is very risky for test-takers because; the entrance exam of the university is a critical time for Japanese students.

During the time, the university has tried to solve problems related to the adaptation of international professors with the university as well as with the Japanese higher education system. While doing this, the university has applied different methods. One of them was requesting Japanese professors to substitute international professors, who are not confident in the Japanese language, to do administrative work in a department. This request was criticized by Japanese professors for workload balance. The second one was insisting on using international professors in administrative work, which was also clearly found to be very risky for Japanese test-takers according to Interviewee

10. Therefore, the Interviewee states, if all qualifications are the same for two applicants for a professor position, then the hiring committee usually tend to hire the one whose Japanese level is higher in order to share the administrative workload with him/her.

Does Japanese Unique Business Culture Apply to the University?

Firstly, the results of interviews with international faculty members showed that they are struggling to communicate with Japanese colleagues, especially in non-verbal communication. Thus, this question was addressed to Interviewee 10. The Interviewee accepts that Japan has strict business ethics and workplace communication. However, she believes all countries have it one way or another. Even the U.S. which has a multicultural society, has different ways to do things. People in the U.S. also behave in specific ways that are expected of them. The Interviewee observed all of these phenomena during her fifteen years of living in the U.S.

Interviewee 10 believes that the strict Japanese work ethic does not entirely apply to international professors. Because professors' working hours at the university are based upon their preferences. Therefore, they do not either need to do overtime in the evenings or wait for their seniors to leave work, which are common employee complaints in other sectors in Japan.

Secondly, official meetings in Japan are different from most other cultures as the listener sides are mostly silent and not very proactive. Interviewee 10 explains this situation as the Japanese way of decision-making being the other way around. For instance, if there is a new decision that needs to be taken, the proposer goes to share a new proposal with other members of the committee and receives their thoughts on it, before the actual meeting. Then, the proposer updates the proposal in line with the

feedback received. Finally, during the official meeting, everybody listens silently and has a consensus on the proposal, instead of proactive discussion during the meeting. In that sense, most of the official meetings can be considered as a formality, stated by Interviewee 10.

Different Academic Titles for the Same Job?

Interviewee 10 states that during Japanese higher education history, different titles were given to international professors. In the Meiji period, foreign professors firstly were invited to teach Japanese researchers as a technology transfer. International professors were expected not to stay in Japan forever but go back to their original countries after a while. Therefore, Japan hired international professors with the title of "foreign faculty" (in Japanese "*gaikokujin kyouin*") in fixed-term contracts. In this particular employment category, international professors' salaries were higher than the Japanese professors.

Moreover, they were not expected to contribute to non-academic administrative works. However, a disadvantage of this contract was its time limit. At that time, there were no tenured or tenure track positions for international professors. Hence, Japanese professors accepted the difference in salaries, because the "foreign faculty" position was temporary.

However, after a while, Japan has abolished this regulation. Since then, there has been only one title of "professor" for Japanese and foreigners. Currently, Japanese and foreign professors' rights and salaries are the same, which means tenured positions can be given to foreigners as well. However, the new regulation came with the same responsibilities; that also means Japanese and foreigners were expected to do some administrative works as well. Although, in reality, foreigners are mostly excused in

administrative work, because of the lack of sufficient Japanese ability. Then the remaining Japanese professors need to also substitute for international professors in administrative work, which causes understandable displeasure among Japanese professors.

Finally, the Interviewee stated that the new targets that were given to the university by MEXT had compelled Japanese professors more than anyone else. Most of the demand for internationalization is on Japanese professors. In order to achieve the targets, Japanese professors need to publish in English more, while most of the Japanese professors find this challenging. The pressure has been considered too much by the Interviewee.

To summarize this sub-section, the Japanese higher education system and the university are trying to solve problems about internationalization, and foreign faculty members step by step. However, it can be seen that Japanese professors are not very comfortable with the challenges of internationalization.

To conclude this chapter, the provided historical information of the Tsukuba Science City and its flagship university and analyzed documents and interviews helped to understand the roles of the institutions of the city in attracting and integrating highly-skilled immigrants into Japanese society—as the first research question. For instance, analysis of the published guidelines for globalization by the local government determined how the local government perceived the internationalization and integration related issues. On the other hand, analysis of the documents that show the university's endeavors to support international professors provided information to how the university perceives and tries to solve issues of its international professors, while analysis of interviews with a Japanese professor provided a deeper understanding for the perception of Japanese professor on issues related to international professors and internationalization of Japanese

higher education. The following chapter will provide an analysis of interviews which were conducted with the international professors of the University of Tsukuba, as the central focus of this research.

CHAPTER VI: Conducting Interviews with the International Professors of the University of Tsukuba in the Context of Highly Skilled Migration

6.1. Overview

In this chapter, as a central part of the dissertation, different patterns of highly-skilled immigration to the University of Tsukuba will be narratively provided. These life stories (different patterns) were created by the interpretive phenomenological view of the researcher according to the extracted lived experiences of the highly-skilled immigrants from the interviews. In addition, placement of these stories in this dissertation aims to show existence of various patterns in highly-skilled immigration, which can not be generalized with existence theories, as discusssed in Chapter II.

Then, the semi-structured interviews with foreign professors, or highly-skilled immigrants, at the University of Tsukuba are qualitatively analyzed. These qualitative analyses are made thematically, as it is the custom in social/cultural anthropology research, in three different themes that are "Personal Experiences," "Thoughts and Observations," and "Perceptions" of the highly-skilled immigrants.

The interviewees were asked to answer eight open-ended questions in a natural flow, rather than thematical order. This natural flow provided more data while not interrupting the interviewees abruptly. In the qualitative analysis of the interviews, answers to the questions have been categorized according to determined themes. In each theme, similarities and differences of all interviewee answers have been gathered and grouped in different tables.

Finally, the data was extracted into paragraphs. As it can be seen in Section 6.3, analyzed data was reported by grouping them into different themes, which provided a holistic view on similarly or contrasting touched issues by the respondents. In the

interview analysis sub-section, Section 6.3, there are some subjective statements of the respondents that were clearly indicated, remaining others belong to the researcher's interpretation of lived experiences of highly-skilled immigrants based on the philosophy of interpretive phenomenology, as discussed in Chapter IV in detail. In addition, existing literature on Japan's internationalization history —which was discussed in Chapter III— intentionally was not engaged with following data analysis sub-sections, as phenomenology suggests to analyze a phenomenon from lived experiences of people (Vincini 2015).

6.2. Different Patterns of Highly-Skilled Migration to Japan

6.2.1. Tenacious Lives

An economic migrant is a term used to describe people who are moving from one country to another—usually from a less developed one to more developed one—to increase their financial situation and, consequently, their living standards. Among these people, one category has more challenges than others: highly-skilled immigrants because they are aiming for highly-ranked positions, which are also sought after by local people in the target country. In Japan, the situation is also similar. For instance, university professors. Nevertheless, there are many Japanese who dream and work hard to become a professor at the University of Tsukuba, or any other highly-ranked Japanese university. In the meantime, international professors are aiming to get an academic position— preferably tenured or tenure-track position. Besides all disadvantages related to experienced living standards and the quality of education, there is another category of challenges that the highly-skilled immigrants prove themselves to be in; biases about their

home countries. These people do not only need to cope with systemic issues of their home countries, but also need to deal with the acceptance of Japanese society, as they deserve.

Moreover, most of them already had highly-respected jobs in their home countries. However, the hope for raising their children in better circumstances made them take action about immigration. On the other hand, in contrast to highly-skilled immigrants from more economically developed countries, most of the immigrants from less economically developed countries did not have dreams about living in Japan, specifically, at the beginning. Instead, they have carefully compared the living conditions in Japan and in their home countries, as well as other potential options.

Remarkably similar in their backgrounds, they graduated from some of the best universities in their home countries. Then, they attended internationally-known graduate schools and completed them with high grades. Later on, they felt very responsible for developing their home countries. Thus, they returned. However, when they started to work in their home countries with significant backgrounds, they realized that they could only contribute very little, because of the chronic problems such as corruption, nepotism, administrative red tape, and many others, and these cause feelings of hopelessness. At some point, they started to think that they deserve better, which pushes them to immigrate.

With coming to Japan, besides their challenges as graduate students in Japan, another set of challenges has started for them and their family: adaptation and integration. Although they obviously knew that Japanese is the most dominant language in Japan, they were shocked when they encountered issues of basic life necessities because of a lack of English usage even in places where foreigners are welcomed, such as city halls.

Furthermore, when they sent their children to Japanese schools, foreign children faced exclusion and bullying by their classmates. These incredible disappointments gradually affect the whole family negatively.

By this time, if they have successfully dealt with part-time lecturing positions and have not being crushed under the English-teaching course loads, they might be employed in full-time positions. Is that all? Unfortunately, life is not that simple for them, because now they need to handle their own adaptation to the local community, Japanese academia, and the University of Tsukuba. They already have felt that Japanese people do not welcome foreigners as opposed to the central government had at the policy level. They believe Japan has a lot to do, to be a real foreigner-friendly country.

Differently, in Tsukuba, the academic environment is better as well as the internationalization level. However, they make the criticism that Tsukuba Science City does not provide an academic collaboration environment outside the university for people from social sciences, as it is easier for natural scientists to collaborate with people from other national institutions in Tsukuba. Tsukuba's easy access to Tokyo gives them hope to engage with more research activities in their field. In addition, the apparent separation of Japanese and foreigners in Tsukuba makes them worried about their potential collaboration with Japanese researchers.

Overall, this was the ongoing life story of highly-skilled immigrants who are tenaciously seeking better conditions for their families while trying to tolerate all potential and existing difficulties coming from the society of a host country.

6.2.2. Stuck in Between

As Japanese academia is internationalizing, it might be expected that international professors, especially English-speakers, have a higher chance of being hired by Japanese universities, according to their specialization. Unfortunately, this is usually not the case

if he or she is a native English-speaker.[36] Here, it should be remembered that English teaching in most of the Japanese schools is based on the written format, which handicaps Japanese youths in spoken English. Therefore, Japan found the solution with hiring native English-speakers as teachers or assistant teachers. Like many other Japanese universities, the University of Tsukuba is also employing several native or near-native English-speakers as English-teaching professors, regardless of their academic specialization. For instance, there is a British-national historian whose preliminary research interests are in Japanese history and religion studies. Although it seems he holds the correct academic position to research his Japan-related expert field at a Japanese university, in fact, he is not. But why? And how? Because he has an academic position whose preliminary task is to teach English, as a native English-speaker.

In-depth reasons give a better understanding, first of all, in his own words "…job market in Japanese universities really needs native English-speakers." This situation urges English-speaking scholars to forward English language teaching (ELT) jobs in Japanese universities, no matter what their expertise is. He currently feels that he is "stuck" teaching English.

He came to Japan seven years ago, while he was doing his Ph.D. at a British university, to save money for his Ph.D. research with giving English language classes in Japan for two years as an assistant language teacher. In the beginning, he was focusing on the history of Inner Asia. When he came to Japan, his research interests shifted to Japanese history. On the other hand, living expenses and Japan's educational system necessitated for him to continue teaching English in Japan. He was about to talk about his reasons for coming to Japan. One day, he even talked with his British supervisor about continuing English language teaching rather than completing his Ph.D. However,

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[36]See Appendix 2

fortunately, his Ph.D. supervisor persuaded him to continue his doctoral research in the topic he loved to explore; Japanese history. Thanks to his supervisor's help, he could proceed rapidly in his dissertation and finished it in two years—faster than global standards.

After defending his *viva* (doctoral defense examination), he came back to Japan to seek his dream academic position. He joined a higher education institution where he was told to teach English, and only after classes could he work on his research. However, as things became worse, the institution increased his class load, which reduced his research time gradually. One day, there was an academic conference in Italy, that he believed would have been a very good opportunity for him to share and discuss his research findings while extending his professional networks. However, the bad news came quickly; the institution where he worked did not allow him to join this important conference for his career. Even though, during the conference's time, there was no English class for him to lecture. It was a holiday period. Finally, he left this institution and ended up being hired by the University of Tsukuba, a couple of months before this interview. Again, the position he received was English language teaching. Although he had not faced any major problems in Tsukuba, by the time the interview was conducted, assuming potential issues is not very difficult in the same educational system that misuses highly qualified international human resources.

Overall, this was a story of a highly-skilled British immigrant, just like many others, who was indirectly coerced into teaching English by the Japanese educational system, which did not utilize his academic expertise. They were stuck in between their academic interests and the needs of the Japanese education system.

6.2.3. A Very Tsukuban!

Tsukuba Science City is promoting internationalization[37], or globalization as they altered their targets. To do this, together with endeavors on integrating foreigners to the local community, the city is also trying to increase awareness of Japanese residents about the promoted international community. As expected, young people are more open to involvement in an international society, thanks to technological developments. There are international students who have been able to observe this evolution over the years with support.

There is a Russian assistant professor[38] of the University of Tsukuba in Linguistics. She arrived at Tsukuba firstly in 2003 to do her master studies in Linguistics. Moreover, she continued her Ph.D. studies in the same field at the University of Tsukuba. She obtained a Ph.D. degree in 2009. After working at several different universities in Tokyo, finally, she received an assistant professorship at the University of Tsukuba in 2014. She had a chance to observe Tsukuba Science City's and the University of Tsukuba's evolution over 15 years as a student and a faculty. She believes that Tsukuba is a unique environment in Japan, where people are more forward-thinking and more positive, as she calls this "Tsukuba Style."

As a Tsukuba-lover, she has many positive views on Tsukuba's changes over the past 15 years. She believes somethings that seemed impossible ten years ago are now possible for the sake of foreigners. However, she can see that the language barrier still exists in Tsukuba for foreigners and Japanese people, although Tsukuba is the place in Japan with the least language barriers. On the other hand, she disagrees with Japanese people as she believes the Japanese see work as the center of their life. In her own words,

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[37] See Chapter II
[38] See Appendix 4

the Japanese can sometimes be "marginal," regarding the balance of work and social life, which makes integration for foreigners who believe in work-life balance, more difficult.

During her work at the University of Tokyo and Meiji University, she could see differences in the private and public universities of Japan. She does not want to negatively criticize any of her previous experiences. However, she insists on choosing Tsukuba rather than any other higher education institution in Japan.

Overall, this was a very "Tsukuban!" scholar who is also sufficiently good at translating Japanese, English, and Russian. In addition, she is one of the rare international professors of the University of Tsukuba who had a chance to observe Tsukuba Science City and its flagship university as a student and as faculty, gradually over the years.

6.2.4. Does Social Connection Matter?

In Japan, social relations have always been an issue; especially, with foreigners. Life in Japan is mostly structured by invisible rules and society's customs. Particularly outside of big cities such as Tokyo and Osaka, international people are struggling to find the right social connections. Although its geographic proximity to Tokyo and international educated residents, Tsukuba is also considered as "countryside, or *inaka* (田舎) with relatively limited social connections. Limits on social connections not only affect international students but also affect faculty members as well, especially if they are not living with their families in Tsukuba. There was an assistant professor[39] of the University of Tsukuba, Faculty of Humanities and Social Sciences, and his Ph.D. is in Sports Science since 2016. He was a young scholar from France. Before he started his

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[39] See Appendix 5

academic position, he had been an exchange doctoral candidate at the University of Tsukuba , following his internship in Japan.

At the time of the interview, he already started to question his existence at the University of Tsukuba. He was particularly questioning what the motivation was supposed to be in having an international faculty unless the institution expects him/her to bring his own know-how. He was complaining that the department implicitly pushes him to speak Japanese, although this was not written in his contract. Moreover, the university was expecting him to do almost everything as Japanese people would. All of these things make him believe the university needs foreign faculty members just to increase the level of internationality on paper, if not to use them only in international collaborations.

In the meantime, his social life challenges in Tsukuba were continuing. To him, as a single European man, socialization with other people is very important. However, in Tsukuba, he complains that even meeting new friends in a café or bar is very difficult. In contrast, his initial expectation from a science city was an environment where well-educated people can easily hangout. Then, it might gradually end up with research collaboration. It did not take a long time for him to realize that Japanese people also do not easily hang out with other Japanese people that they do not know. Over the years, his loneliness continued in Tsukuba Science City. He also disappointedly realized that some Japanese people only welcome foreigners as long as they fit in with Japanese customs.

Overall, this was a life story of a young successful French scholar who was hit by loneliness in his social life as well as his work life, just like many others. As might be expected, a couple of months after this interview was conducted, he left his job at the University of Tsukuba. He went back to France, despite him being satisfied with his salary in Tsukuba.

6.2.5. Loving (in) Japan!

In highly-skilled migration, there is another pattern for immigrants who like and are interested in Japan rather than immigrating for better living standards. As might be assumed, they are coming from rich countries with comparable living standards to Japan. The University of Tsukuba is also employing them.

Some of them aimed to come to Japan initially and relied on fate in settling in Japan. Meanwhile, attracted by Japanese university's demands for native-English speaking English teachers, they came to Japan's different locations, even the most rural places. They completed internships at Japanese non-governmental organizations (NGOs), then served as assistant language teachers in Japanese high schools. Although their contracts were over, they figured out another way that could keep them inside Japan. When the Great East Japan Earthquake (*Higashi nihon daishinsai)* occurred in Japan, they felt a social responsibility to Japan, which encouraged them to volunteer and contribute to healing the earthquake's damages, despite all the risks of the nuclear leak. Among all these events, they met their loved ones in Japan. Finally, they loved, were loved, married, worked, and settled their life down in Japan.

On the other hand, some others did not dream about living in Japan initially. In contrast, when they came to Japan, they gradually liked living there. Then, they renounced their career in their home countries and continued to live in Japan. Finally, they arrived at the University of Tsukuba. During numerous years of working in Japan, they faced many different sorts of resistance by Japanese society. Thanks to their respective job positions, levels of kindness and helpfulness to them were high. However, as educated professionals who are interested in what is happening around them, they observed "administrative red tape" and the financial difficulties of other highly-skilled people who could not find a job related to their expertise and ended up working part-time

jobs in convenience stores or, if they are not lucky, "black companies" (*burakku kaisha)*—which is a concept where workforces may be exploited with penurious payments.

Meanwhile, of course, some challenges have affected them more directly over the years. For instance, after the Japanese central government's "Top Global University Plan" that includes the University of Tsukuba and sets a package of rules regarding increasing needs for academic promotion, they fell into despair about their promotion to associate professor position and higher. Moreover, they criticize how the university is continuing to offer limited-term contracts that can easily be "gotten rid of" rather than tenure positions, although they feel very positive to work in such an "elite" university.

Overall, these were life stories of people who are investing their career and their life in Japan because they love (in) Japan!

6.2.6. The Other Way Around

In Japan, there are international professors of Japanese language and literature.[40] The University of Tsukuba also has one who currently teaches the Japanese language to foreign students. In the meantime, he lectures to Japanese and foreigners about how to teach the Japanese language, along with his research in Japanese linguistics, cultural anthropology, and sociology.

It might be difficult to imagine that an American professor is teaching Japanese people how to teach Japanese. This situation gives him a lot of stress because he feels that he should not make any mistakes in using Japanese inside and outside of classes. He knows that even Japanese-national professors' mistakes can be tolerated, while his mistakes might be perceived as annoying.

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[40] See Appendix 7

In addition, this situation restrains him from receiving the help of the university's administrative offices regarding bureaucratic paper-works, just like they provide to other international professors. This is because Japanese people around him think that he is supposed to do everything related to the usage of the Japanese language and Japanese customs, as he is a professor in this field. He feels that he has to do everything himself without any help from others. When he first came to the university, he struggled a lot to adapt himself to the operations of the university, even though he knew the language. The stress of fulfilling people's expectations is an extra work-load on his shoulders.

Overall, this was a story of international professors of Japanese language and literature at a Japanese university. They are trying to do their best to lecture Japanese and international students about how to teach the Japanese language to foreigners despite all the biases in learning a foreign language from a native teacher.

6.3. Analysis of the Interviews in Three Themes

As mentioned in the 6.1.Overview sub-section of this chapter, a thematical analysis of interviews is placed following this paragraph. Methodology of this thematical analysis can be found in Chapter IV. Subjective statements of the respondents were indicated clearly in the text. The remaining other paragraphs belong to the researcher's interpretation of lived experiences of highly-skilled immigrants, as interpretive phenomenology suggested and discussed in Chapter IV (methodology chapter) in detail.

The data analysis, of the interviews, are categorized into three themes:

1- "Personal Life Experiences of the Highly-Skilled Immigrants in Japan."

2- "Thoughts and Observations of the Highly-Skilled Immigrants on Challenges in Work and Social Life in Japan, and Resistance of Japanese Society towards Immigration."

3- "Perceptions of the Highly-Skilled Immigrants on Newer Developments of the Migration System in Japan, and the Importance of the Tsukuba Science City Regarding Promoting Research Collaborations."

The aim of analyzing the first theme was to understand the challenges and satisfactions of highly-skilled immigrants according to the interviewees' personal living experiences during their times in Japan. The second theme aimed to understand a bigger picture; what the interviewees' thoughts and observations on immigrants' challenges in Japan are. Finally, the third theme aimed to understand perceptions of the interviewees on the "Japanese immigration system" and the "importance of Tsukuba Science City in highly-skilled immigration." Table 6.1 demonstrates relations between determined themes and the research questions of this research.

Table 6.1. Links between the Data Analysis Themes and the Research Questions

Research Questions	Related Sub-themes of the First Theme: 1-Personal Life Experiences of the Highly-Skilled Immigrants in Japan.	Related Sub-themes of the Second Theme: 2-Thoughts and Observations of the Highly-Skilled Immigrants	Related Sub-themes of the Third Theme: 3- Perceptions of the Highly-Skilled Immigrants
1- What is the role of science cities' institutions such as the local government of Tsukuba Science City and the University of Tsukuba to attract and adapt highly-skilled immigrants to the scientific and local communities?	1.2- Job Satisfaction	2.3- Resistance of Japanese Society toward Immigration	3.1-Developments of the Migration System in Japan) 3.2- Importance of the Tsukuba Science City Regarding Promoting Research Collaborations
2-What are the experiences of highly-skilled immigrants (international professors) of the University of Tsukuba regarding highly-skilled immigrants' integration to Japan and their roles in making up a science city?	1.1- Life Experiences	2.1- Challenges in Work Life in Japan 2.2- Challenges in Social Life in Japan	

6.3.1. Personal Life Experiences of the Highly-Skilled Immigrants in Japan

For better comprehension, this theme was also divided into two sub-themes: "experiences" and "job satisfaction." As demonstrated in Table 6.1, learning respondents' views regarding their "job satisfaction" was essential to answer the first research question. On the other hand, learning respondents' life experiences in Japan was essential to answer the second research question.

Experiences

The range of lengths of the interviewees' living experiences in Japan is 6 to 20 years. All of the interviewees are social scientists with academic positions of either an assistant professor or an associate professor. All of them have lived experiences in different jobs or positions in Japan before they ended up in Tsukuba. Half of the interviewees (4 out of 8) were previously graduate students in Japan, as well. All this information shows that the interviewees have enough knowledge to share their professional views as well as to share their experiences and observations personally.

Regarding highly skilled immigrants' challenges, the very first thing that can be understandable from the interviews is an employment-based problem. Due to highly-skilled immigrants coming from different countries and leaving behind a good career and sometimes a well-paid job, it might be very risky and challenging to find a tenure track or permanent position. According to the results of the interviews, highly skilled immigrants complain about how difficult it is to find a satisfying position in a country that is very different from all other countries not only as a culture and language but also in how things operate. The importance of truly understanding the society with all its customs, to truly integrate and unlock doors that can be faced.

Getting a visa and its extension could be challenging even for highly-skilled immigrants upon their countries' reputation, or sometimes regardless of their country of origin. In contrast, Interviewee 7 shares a different view as the Japanese immigration system is smoother than the U.S.'s immigration system, according to their personal and experiences in both countries.

Another challenge is the translation requirements into the Japanese language of resumes or background and related documents. English and other widely spoken languages could be options to make the application process easier and smoother.

According to interviews, when immigrants arrived in Japan and started to live in society, the main challenge they faced was the Japanese language. All of the interviewees state that learning the Japanese language is difficult. Not only is the writing system of Japanese is very challenging, but using *keigo* (the polite way of speaking) is also very difficult. This relates to how, in the Japanese language, there are certain ways to speak with someone who is above you (age, position, etc.). Interestingly, the main challenge was not the only usage of Japanese that is grammatically correct, but more importantly, how to communicate non-verbally, because of the society's intense customs, as Interviewee 2 highlighted.

When interviewees tried to understand the reasons for highly-skilled immigration, the first thing that came to their minds was transferring know-how to a host country. However, bringing their know-how into the Japanese working customs could be a problem, as well, because of Japan's already set and dense work customs and ethics.

When it comes to the workplace—which is the University of Tsukuba—related challenges of interviewees, some of the respondents complain about the intensity of compulsory classes which keeps the interviewee away from their research. On the other hand, as they specifically mentioned how the educational system of Japan compels native

English-speaking researchers to teach English, in Japanese education system regardless of researchers' academic focuses. Because of this, joining a conference, that was directly related to their research interests, and career development could be very difficult. Furthermore, the system of the university could compel them to speak in Japanese in academic and administrative meetings, although this was not stipulated in their job contracts.

Although most of the respondents believe that being a foreigner is a reason to be forgiven most of the time in Japan. In contrast, Interviewee 7 shared his challenges that he needed to be very careful in his job as a foreigner because he teaches Japanese to international students at the University of Tsukuba. Thus, being a foreigner sometimes could be a disadvantage in his job because both Japanese and international students and colleagues critically evaluate his performance. This situation makes him feel under the pressure of having to always be perfect.

Job Satisfaction in Tsukuba

Question 7, of the interview questions, directly asks the interviewees, "Does the University of Tsukuba and/or Japan fulfill your expectations in the way of your career? All of the interviewees replied to this question as "yes" with a significant "but."

According to the interviews, salaries, and general working conditions of the university mainly fulfill interviewees' expectations. Also, the worldwide prestige of the University of Tsukuba is expected to be a very good label on their resumes for the future by the respondents. Besides, Interviewee 2 believes that being physically in Tsukuba/ Japan is an advantage for him to easily access Japan-related academic sources and data.

As some of them have experienced Tsukuba for a long time, they could compare today's Tsukuba with 15 to 20 years ago, as they were students in Tsukuba as well, and stressed that most of the things are developed positively.

For Interviewee 1, his position at the UT perfectly fits with his education, academic interests, and background. Therefore, he feels very comfortable in this sense. However, as mentioned above, Interviewee 2 complains that the lectures he gives are excessive and take most of his research time. Moreover, he also stressed that he needs to lecture classes in which he is not academically interested. He suggests British-style academia with fewer classes and more research time.

Most of the respondents believe that university officials are very helpful in dealing with administrative paperwork. On the same page, the UT and Tsukuba Science City are very different—in a positive way—from other public and private universities in Japan, according to personal experiences, as they called it: "Tsukuba Style." In the meantime, the respondents observed that Japan is becoming more internationally open, especially to highly-skilled people. Also, English based programs are increasing in Japanese academia, which will provide more employment opportunities for international academics.

For the respondents, the biggest negative point of the University of Tsukuba could be a lack of tenured or tenure track positions. Also, they witnessed some stories that the UT did not renew contracts of some professors, which makes international faculty members unsure about their career. They want to have a tenured position one day at the University of Tsukuba. On the other hand, Interviewee 6 raised a different point, that the criteria needed to be a tenured professor is very high in the UT compared to most other Japanese universities due to the UT's position in the "Top Global Universities" list – a list made by the Japanese government to boost competition among Japanese universities

in worldwide ranking lists. Thus, they could not fulfill the high criteria of tenure positions at the UT.

6.3.2. Thoughts and Observations of the Highly-Skilled Immigrants

For better comprehension, this theme was divided into three sub-themes:

1-"Work-Life Challenges" that refers to Question 4: "What kind of challenges do you think foreigners have in their work-life in Japan? Do you think these challenges are different for unskilled, skilled, or highly-skilled workers?". 2-"Social-Life Challenges" that refers to Question 5: "What kind of barriers do think foreigners and their families need to handle in their social life in Japan?". 3-"Thoughts on Japanese Society's Resistance on Immigration" that refers to Question 6: "Do you think the Japanese society has some resistance towards immigration? If so, why do you think?".

Foreigners' Challenges in the Work-Life of Japan

The main challenge could be getting used to the workplace because Japanese people consider work-life as the most important element of life, as Interviewee 4 stated. Furthermore, Interviewee 4 thought that Japanese people sometimes could be marginal regarding their free time from social and family lives for their work lives. Therefore, the work-life occupies the biggest place, among others, such as social life, family life, etc. She added that Japanese people expect the same from an immigrant. In this situation, human-and-human relations between an immigrant and a Japanese person could be easily misread. Interviewee 2 mentioned newcomers could not leave their workplace, even if they finished their shift and daily work, before their senior colleagues left. This situation causes unpaid overwork that non-Japanese people are not used to doing in their previous

experiences in their home countries. Interviewee 5 stated that Japanese people firstly could look for an immigrant whether he or she has their own way of doing a job. If the immigrant is persistent about following his ways, Japanese colleagues could let him do so initially. However, behind the scenes, Japanese seniors could not help him to adapt his ways to the Japanese way of doing things. In this sense, the biggest challenge can be considered as integration into the society.

On the other hand, Interviewee 3 stresses that everything goes back to the problem of Japanese language ability; if an immigrant can be fluent in Japanese, he or she will also be used to Japanese customs with time. In contrast, Interviewee 2 repeatedly mentioned that non-verbal communication has more effect than bare Japanese language ability. Most of the interviewees believe that an immigrant will always stay as a foreigner and will never be like a Japanese in work life, as well as other parts of life.

Regarding differences of experiences of unskilled, skilled, and highly-skilled immigrants, all of the interviewees agreed that the challenges for unskilled, skilled, or highly- skilled people are variegated and diverse. Although being a foreigner is the same thing in Japanese society.

There are also some commonly raised challenges among all skill levels of immigrants, for instance, organizational challenges, such as: renting an apartment, which could be one of the most common problems among foreigners in Japan. Interviewee 3 mentioned the importance of trust that will help an immigrant very much on the way towards integration to the society. Then, the immigrant will be able to build his or her social capital, which unlocks the closed doors for the immigrant's future in Japan, according to Interviewee 3's personal experience and view. Interviewee 8 stressed the uniqueness of Japan regarding work ethic, and how the system is very different than other countries, regardless of an immigrant's skills.

People's behaviors are much better if an immigrant is highly-skilled, as Interviewee 2 and Interviewee 5 believe. Furthermore, administrative offices could be more welcoming to helping highly-skilled immigrants deal with paperwork. It could help a person to feel his or her own value. Interviewee 5 also added that there is a huge difference between a single European highly-skilled immigrant and a married, less skilled Middle Eastern man with a family, as an image in Japanese minds that might affect all potential behavior of the society. For instance, Interviewee 4 stated that she could divide her time for work and social life as she wants, thanks to her highly-skilled university professorship position. Also, the chance of highly-skilled immigrants gaining a permanent residency is easier than fo unskilled immigrants. Contrarily, a highly-skilled immigrant should be very careful about all behaviors and society's manners inside a work-place and out, as Interviewee 2 stated.

On the other hand, work-place challenges and their colleagues' behavior could be negatively different for unskilled workers. Moreover, some of the unskilled immigrants could need to send some money back to their families in their home countries, although the living expenses are expensive in Japan, as Interviewee 8 mentioned. Similarly, some particular visa types could limit immigrants working for enough of their living expenses. Interviewee 6 and Interviewee 7 mentioned black companies where workforces may be exploited with penurious payments. Interviewee 1 interprets Japan's endeavors on robotics technology as a way to overcome the unskilled labor shortage. However, he also believes that developments on robotic technologies, will not be enough to deal with the labor shortage of Japan, and immigrants will still be needed.

Japan could need to plan and better manage its immigration process, because, in the current situation, the system canalizes skilled workers to sometimes less skilled jobs, while they could be more effective in positions they were trained in —according to the

labor shortage level in a particular sector. On the same page, due to the increased number of highly-skilled immigrants in recent years, they can sometimes only find part-time positions that are not sufficient for their living expenses, as Interviewee 6 stated. Japanese authorities could need to navigate the workforce of immigrants better, because if the immigration and integration processes failed, it could end up with ghettos in Japan.

All of the interviewees agreed that life in Tsukuba Science City is convenient and away from most of the problems mentioned above, because of the familiarity of residents of Tsukuba to foreigners. In other words, they stressed that the integration level among immigrants and Japanese residents in Tsukuba is higher than most other parts of Japan.

Foreigners' Challenges in Social Life of Japan

Firstly, challenges could start with the Japanese language inability of immigrants in social life. Usage of only the Japanese language in almost every single element in the life of Japan sounds very natural. However, it could be very challenging for new immigrants. Especially for necessary places in everyday life such as utility bills, credit card application papers, car insurance documents, etc. Necessary documents written in Japanese without English descriptions could cause serious issues for immigrants.

In contrast, Interviewee 3 believes that it is not Japan's fault to use only Japanese in a society where 99% of the population is Japanese. Instead, it could be a responsibility of an immigrant to learn the language of the host country. When an immigrant becomes fluent in the Japanese language, all barriers will be gone, as Interviewee 3 believes. Then, the immigrant could find a better job and better accommodation conditions. Besides, Interviewee 5 and Interviewee 7 highlighted the uniqueness of Japanese culture, which causes confusion and irritation in immigrants' minds; for instance, Japanese people's desire to confirm everything repeatedly.

The second challenge could be considered as schooling of immigrants' children. A respondent's children faced many problems in Japanese schools. For instance, Japanese classmates tried to help the interviewee's children, but this effort has been blocked by a Japanese teacher. Then the interviewee needed to send his children to a complementary after school's paid course option to make up differences between his children and Japanese children. He said those differences were not only the knowledge of the Japanese language but also getting used to the Japanese schooling system. The same interviewee also stated that issues of children's schooling also caused domestic issues in his family, which ended up affecting the interviewee's performance at work.

Similarly, Interviewee 2 shared the experience of his Chinese friends who send their children to a Japanese nursery school. A teacher of the nursery school told the family to stop talking Chinese with their children at home. That was a shocking and unexpected reaction for the family. Most of the interviewees stated that there are many issues about the schooling of immigrants' children.

Some immigrants consider sending their children to international schools in Japan. However, there could be a dilemma between international schools and Japanese public schools. On the same page, Interviewee 8 explains this dilemma that international schools are expensive and have lower standards than free Japanese public schools. On the other hand, education in Japanese public schools could be very specific to Japan. Hence, if immigrants want their children—who were educated in a Japanese public school—to go abroad for further education, then the adaptation of those children to another country's education system could be very painful as well.

Thirdly, immigrants' integration into Japanese society, especially into Japanese social life, was considered very challenging by all of the interviewees. Because there are "insurmountable boundaries" in Japan, as Interviewee 2 stated. The interviewee has some

Japanese friends all after his endeavors in different university student clubs and circles, such as kendo, *mikoshi* (Shintoist sacred practice), different Japanese drum playing clubs, etc. He added that even after all of those endeavors, he has a very limited number of Japanese friends. They believe that immigrants' social connections could be very limited with only other immigrants and a few Japanese friends, which causes separation and possible ghettos in a community.

It should be mentioned here that Japanese students have also had many issues with social connection in their years at the University of Tsukuba, which resulted in some sad stories. The university became subject to high suicide rates for a long time. Hori's research investigates these suicides (34 males and 18 females) between 1974–2002, including the suicide types from a neuroscience perspective (Hori 2005).[41]

When it comes back to the immigrants, the life of a single immigrant could be more challenging than the life of an immigrant with the family in terms of feeling lonely in Japan. Although the importance of socialness could be less valuable in Japan than any other country, finding a qualifying social environment could make an immigrant enjoy their life more. Hence, an immigrant could need to be more proactive in establishing their social connections. Furthermore, Interviewee 3 consistently mentioned that social connections are playing a critical role not only for their social life but also for the career of an immigrant, as well as for a Japanese citizen.

Interviewee 6 shared his experience that there are Chinese and Korean families whose second and third generations' children were not even fully accepted by Japanese society. This was despite these children only speaking Japanese and being raised in Japan from birth.

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[41] See Chapter V for further interpretation of the data.

Interviewee 5 thinks that one reason for the deficiency of Japanese social life is that most Japanese people perceive daily conversations as useless, but this is not something shared by others. On the other hand, Interviewee 3 mentioned some stereotypes, in the minds of Japanese people, that might affect the perception of society towards an individual. For instance, if an immigrant is an African black man, people could expect that he work for a night club in Roppongi (one of Tokyo's nightlife districts) as a doorman. Alternatively, if an immigrant is a Muslim man with a long beard or a Muslim woman with a burqa, these could be perceived negatively by Japanese society.[42]

Finally, according to Interviewee 8, big cities, such as Tokyo or Osaka, are more diverse and more social. However, the interviewee finds Tsukuba is also very international, as well as most of the other rural parts of Japan on the same scale. He believes that in such places, social barriers are more obvious and challenging for immigrants. Besides, thanks to the high level of awareness of internationalization in Tsukuba, his children are very happy in their social lives. Furthermore, highly-skilled immigrants could feel more respected in Tsukuba because of the community's awareness of international researchers and their values.

The Resistance of Japanese Society towards Immigration

All of the interviewees agreed that Japanese society resists immigration in a variety of ways, which could be felt easily, although all societies have some sort of resistance to immigration. As discussed in Chapter III in detail, the Japanese government tries to open Japan more and welcome more immigration, while Japanese society could not appreciate that. Interviewee 1 stated there are many things that need to be done to

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[42] See Appendix 3

make Japan a truly foreigner-friendly country. Most of the resistant groups could be right-wing groups, and there could be no way to make everyone happy in Japanese society. Moreover, Interviewee 4 believes that resistance is in the intangible level in the hearts of Japanese people, which could take a long time to change. Contrarily, Interviewee 5 believes that Japanese people are open to immigration; however, they want foreigners to adapt to Japanese customs and manners.

Secondly, Interviewee 2 mentioned some controversial ideas could affect the resistance, homogeneity, and racial superiority, the idiom of "Japan is a homogeneous country," a stereotype which was boosted by politicians over the years, although the interviewee believes it is not a fact, because there are many dialects and different ethnic groups in Japan, which should not exist in a real pure homogeneous society. Regarding homogeneity, Interviewee 2 explained that Japan's isolation period over the years, followed by the 1940s' idea of superior rhetoric with strong nationalism, caused an idea of "the homogeneous society" that remains up until today. He added, during the isolation period and World War II years, some politicians believed holding the nationalist and racial identity very closely prevented Japanese individuals from making connections outside of the country.[43] The interviewee believes that a lot of Japanese people do not know where their roots come from historically. Instead, they could only say that they are Japanese. However, strong conservative and nationalist narratives of the Japanese society, who could be mostly anti-immigration supporters, could need to be updated, and political agendas changed to accept the inevitable immigration in the near future.

Thirdly, as Interviewee 5 stated, immigration could be a very practical solution for the sustainability of the Japanese economy, which has long been in stagnation. Another solution could be developments in robotics technology, in which Japan could be

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[43] See Appendix 2

one of the most advanced countries.[44] It is difficult to say a certain labor shortage in numbers, but it could be an inevitable situation that the country needs to face immigration. Thus, all respondents believe that the level of resistance of society will be decreased sooner or later. Besides, Interviewee 3 believes that Japan has already started to change itself positively to immigration for 10 to 15 years. He interprets the immigration process as an unavoidable fact and that it is almost impossible to run the country without the help of foreigners for Japan's economy. Learning the Japanese language, way of operating things, and relationships could take time. However, when these are achieved, an immigrant's feeling of society's resistance could be decreased. On the other hand, Interviewee 8 believes that economic stagnation causes a resistance that Japanese people could fear immigrants will take their jobs.

Fourthly, Interviewee 6 and Interviewee 7 believe that there could be ranking lists of countries in Japanese minds, which could be summarized as the western countries and others.[45] Some Japanese people could be quite welcoming to immigrants from western countries—including North American countries—whereas they would not be willing to deal with immigrants from the Middle East or Asian countries. Interviewee 7 mentioned the phenomenon that when Japan opened the country during the Edo period, Japanese people firstly faced foreigners from European countries such as the Dutch, German and French, etc. and they were technologically more advanced than Japan. Japan started translations of documents from Dutch, German, French as well as English to catch up with all technological developments in Europe. He believes all these incidents could remain in the minds of the Japanese people.

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[44] See Appendix 5
[45] See Appendix 6 and Appendix 7

Finally, Interviewee 2 mentioned that there is another stereotype that immigrants increase crime rates, which causes a sort of resistance. However, this type of resistance could be especially towards unskilled immigrants. Also, mostly in rural areas, Japanese people could resist immigration, even if they knew immigration is necessary to sustain the Japanese economy. In contrast, in places like Tsukuba, the level of resistance could be lower, because residents of Tsukuba are more forward-thinking, and they have already gotten used to living with foreigners in a relatively smaller scale city, as Interviewee 4 mentioned.

6.3.3. Perceptions of the Highly-Skilled Immigrants

For better comprehension, this theme was also divided into two sub-themes:

"Newer developments in Japanese Migration System" that refer to Question 3: "What do you think about Japan's Immigration system and its newer developments on it?". "Importance of Tsukuba Science City" refers to Question 8: "Do you think the environment of Tsukuba Science City is important for the researchers for their work/social networks?

Newer Developments of Migration System in Japan

First of all, most of the interviewees perceive the Japanese immigration system as being very smooth, according to their personal experiences. The main reason they believe this is the university has sponsored professor visas. With this support, the interviewees are able to get their visas with less challenge from the immigration bureaus or Japanese consulates. Moreover, the Japanese immigration system was found to be more advanced than other developed countries that deal with a variety of immigrants, such as the U.S.,

the U.K., Europe, etc.. Interviewee 3 and Interviewee 7 believe that even the physical appearances of Japanese immigration bureaus seem more immigrant friendly than those in the U.S. with guards with pistols etc.. Therefore, the feeling towards the U.S.'s immigration bureaus could not be different from prison. Interviewee 3 added Japanese immigration bureaus are very immigrant-friendly with several interpreters of different languages. Moreover, *omotenashi*—which is a Japanese term for hospitality—exists even in the immigration bureaus in Japan.

On the other hand, Interviewee 8 found the Japanese immigration system still very restricted for a country which tries to welcome more immigrants. Foreigners desiring to work in Japan could need to deal with this very restricted system. Interviewee 8 and Interviewee 1 perceived that although there are visible endeavors of the Japanese government to make the immigration process easier, still the pace of development is very slow. Similarly, Interviewee 5 and Interviewee 6 stated that the Japanese immigration process could still be very painful for unskilled people who cannot get enough support inside Japan.

Secondly, the immigration system could be quicker and smoother than before with newer developments in highly-skilled migration. [46] In addition, highly-skilled immigrants could have higher probability of getting permanent residency than unskilled immigrants. Interviewee 3 considers the newly established highly-skilled visa occurrence as a brilliant thing to do, which allows highly-skilled immigrants to invite their parents to Japan, in order to take care of the immigrants' children under seven years old.

As discussed in Chapter III, issues regarding the usage of the English language in Japan continue. In this discussion of limited usage of English, Interviewee 8 stated that a

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[46] See Chapter III for further details regarding newer developments in Japan's migration system for highly-skilled immigrants.

reason could be a shortage of native ELT teachers nation-wide. On the other hand, Interviewee 1 suggests Japanese authorities increase usage of other languages for foreigners—at least English—in official documents mainly related to the immigration process and later on. He exemplifies New York City that provides language support even in the Bengali language for official procedures and paperwork.

Thirdly, all respondents strongly support newer developments in unskilled workers' immigration with some concerns, which the new legitimacy might end up only legalizing unfair salaries and bad employment practices. In this regard, Interviewee 6 exemplifies Chinese interns who ended up with unpaid or unfairly paid working in agriculture or other fields in Japan, although they were just an internship program. Also, Interviewee 6 found the newer developments for unskilled immigration logical because of the country's significant labor shortage. However, he was afraid that those unskilled immigrants might end up in a black company *(burakku kaisha),* which have bad reputations with unfair employment conditions, such as long unpaid overtime, unfair payments, etc. His biggest concern is how the immigration system will assure giving basic human rights to immigrants without the proper level of Japanese language knowledge. Moreover, Interviewee 7 believes that Japan does not have enough infrastructure to overcome hundreds of thousands of immigrants who are not confident in the Japanese language as well as Japanese customs, because if Japan fails, there will be a lot of ghettos with numerous unwanted issues.

Fourthly, the socio-cultural integration of immigrants could still be one of the biggest challenges of Japan. Indeed, the integration has never been easy in Japan by now, as Interviewee 2 stated. He interprets that *sakoku,* or closed country—which brought the idea of homogeneity of Japan—causes most of the current issues in immigrants' adaptation. Interviewee 5 stated society does not consider people as Japanese according

to their passport, but customs and blood together. In contrast, Interviewee 4 believes that young Japanese people's minds are already changing positively towards immigration.

Fifthly, Interviewee 3 finds securitized actions, taken by Japanese authorities after the 9/11 incident, are very understandable, as long as the humane dimension is perceivable. While Interviewee 8 stated that the Japanese immigration process is by far more unkind to immigrants compared to the U.S. immigration process, even though most people complain about how difficult it is to get a Green Card in the U.S.

Finally, Japan could need to change some working conditions to deal with the country's labor shortage and immigration pains. Interviewee 6 mentioned that certain upper limits of retirement age in Japan should be increased from 65, particularly in highly-skilled jobs, as people can work until they can not in the U.S, for instance. Also, Interviewee 1 suggested with increasing numbers of highly-skilled immigrants, usage of English in documents and administrative works should be increased, as it is more challenging for senior immigrants to learn Japanese truly and quickly.

Importance of the Tsukuba Science City to Promote Research Collaborations among Different Institutions within the City

First of all, Interviewee 5 highlighted Tsukuba Science City's potential high education level with a story: "As someone says, if you throw a stone in the middle of a Tsukuba's street, you have a big chance to hit a doctor's head." In addition, a researcher could meet with other researchers in the same field, not only inside the UT but also other institutions of Tsukuba Science City. Moreover, Interviewee 4 believes that Tsukuba is a very good combination of a university and a city for researchers. A researcher could be as proactive as he or she desires. There could always be room for new ideas in Tsukuba

and could be the freedom to start a new project. Residents of Tsukuba, theoretically, could extend their networks easily everywhere in the city.

On the other hand, Interviewee 3 stated that although the local government tries to demonstrate what is scientifically happening inside the city to its residents, endeavors of promoting are not enough. Tsukuba should promote more its image in the world. A lot of things could need to be re-designed to keep international attention on the city.

Secondly, most of the interviewees perceived that Tsukuba Science City's environment is important for promoting research collaborations. The scientific environment of Tsukuba Science City is important for researches. Interviewee 1 and Interviewee 6 narrowed it down; that it is important for natural scientists, rather than social scientists. Researchers, mostly in natural sciences, can collaborate with other research institutions inside the city. For instance, Interviewee 1 is an economist who is seeking to collaborate with other scientists in the city. However, he complains that most social scientists are located in Tokyo. In this regard, Tsukuba's closeness to Tokyo became important for scientists who could not collaborate inside Tsukuba Science City. Moreover, Tsukuba's environment could be used for promoting both social and professional networks.

Interviewee 3, on the other hand, stated that the interaction level among scientists of Tsukuba Science City is very low, which causes them to keep the potential of research collaboration down. Therefore, Tsukuba Science City does not have dynamics for research collaborations, as Interviewee 3 stated. The respondents perceived that most of the scientists seem isolated from their research, rather than seeking collaboration with other colleagues, which could result in a lack of research collaborations inside the city.

Thirdly, regarding sharing responsibilities to develop the city's international image and inside communication could be shared among the university, other research

organizations located inside Tsukuba and the local government. The Japanese authorities could need to not only encourage the researchers but also make real collaboration possible. Japanese and foreign researchers could integrate more in order to have an ideal environment for Tsukuba Science City. Interviewee 1 stated that real communication should be physical rather than online to promote networking among researchers because today's problem is a lack of communication.

Interviewee 5 perceived that endeavors of the local government, as preliminarily responsible for the administration of the city, is not enough for research collaborations or internationalization of the city. He exemplifies that holding only the Tsukuba International Festival annually does not contribute that much for researchers' lives, aside from tasting some other countries' dishes, the endeavors of the Japanese authorities could be more.

Fourthly, regarding comparisons between past and today's Tsukuba, Interviewee 4 and Interviewee 7 witnessed how things have changed for the better over the years. Public transportation inside the city and connections to Tokyo were very limited when they were students. In this regard, Interviewee 7 highlights recent developments, such as the TX (Tsukuba Express, highspeed train system), and highway busses that connect Tsukuba to Tokyo smoothly and quickly.

Finally, regarding the comparison between Tsukuba and other parts of Japan in terms of the research environment, the international level of Tsukuba could be higher than in other parts of Japan. Interviewee 8 stated that even Tokyo does not make its residents feel accepted by society, as the Tsukuba does. In some parts of Japan, Interviewee 2 encountered repeated questions about his ability to use chopsticks, to speak in Japanese, etc., which were perceived as a sign of being a non-internationalized city by

him. Therefore, all of the respondents believe that Tsukuba has more potential than other parts of Japan.

To conclude, this chapter provided an interpretive phenomenological view on Japan's highly-skilled immigration issue, exemplified with Tsukuba Science City, from the lived experiences of the highly-skilled immigrants. Section 6.2 demonstrated different patterns in highly-skilled immigration by expressing the widely-ranged phenomena, while Section 6.3 provided a more in-depth look into the details of the highly-skilled immigrants' experiences. The following chapter will interpret and discuss all the background information and interview analyses to answer the research questions. Then, it will conclude the dissertation with Section 7.3.

CHAPTER VII: Interpretation and Discussion of Findings with Responding the Research Questions, and Conclusion

In this chapter, all findings from three components, highly-skilled immigrants, Tsukuba City, and the University of Tsukuba, as analyzed in Chapter V and Chapter VI in detail, will be discussed with the historical background from the view of the highly-skilled immigrants.

As discussed precisely in Chapter II and Chapter IV, the interpretive phenomenology of anthropology is the best methodological concept to respond to the research questions of this dissertation. Due to the fact that theories of migration, brain drain, and other related subjects were not enough[47] to truly cover the focus of this research, as phenomenology is approaching issues through lived experiences of people (Giorgi 2006).

In the following subsections, findings will be interpreted and discussed with responding to the first and the second research questions, respectively. Then the conclusion sub-section will finalize the dissertation.

7.1. Responding to the First Research Question

"What is the role of science cities' institutions such as the local government of Tsukuba Science City and the University of Tsukuba to attract and adapt highly-skilled immigrants to the scientific and local communities?"

As Chapter III provided a detailed look into Japan's internationalization process, Japan is on the edge of a crisis in human resources, which forces the country to extend its level of internationalization by attracting more immigrants inside; despite, the country's advancement in robotic and other technologies, the country still needs numerous

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[47] See Chapter I and Chapter II to find more detailed explanation.

unskilled and skilled immigrants, as the latest legislations demonstrate (Oishi 2012).[48] However, as discussed in Section 5.6., the highly-skilled migration has been desired since the Meiji restoration, although the initial plan was welcoming highly-skilled people for only technology and know-how transfer, not to receive them as immigrants.[49] Shrinking numbers in Japan's demographic projections and altering the fundamentals of the industry from the mass production to information technologies (I.T.), and artificial intelligence (A.I.) forced Japan to attract the most highly-skilled talent, despite the country's so-called "homogeneous society" and its resistance towards immigration (Froese 2010, 342).

Interview 10 revealed that after the Meiji period, where Japan tried to catch up with technological developments in Europe, Japan invited foreign professors and experts to transfer advanced know-how into the country. At that time, foreigners were considered and employed in temporary positions. In contrast, in the 21st Century, Japan is seeking more highly-skilled immigrants who can establish their lives in Japan and adapt to Japanese society comprehensively. Vogt's study (2014) also illustrates the distribution of foreign workers in Japan's labor market, and highlights the importance of highly-skilled workers for Japan's future. In addition, it mentions that Japan is way behind the OECD countries in terms of the number of international laborers (Vogt 2014).

To protect its position in world economic rankings lists, Japan could need to continue the competition with the rapid rise of China, the U.S.A.'s transforming power in the software industry, as well as the current economic growth of other BRIC countries. Therefore, the portion of highly qualified immigrants in all employment categories is vital for Japan to re-boost its economy once again after a prolonged recession. This

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[48] See Chapter III for more details
[49] See Appendix 10

situation increases Japan's needs for highly-skilled immigrants. As discussed extensively in Chapter III, Japan recently created the immigration system that allocates immigrants into three categories: unskilled, low-skilled (skilled), and highly-skilled immigrants. In contrast, previously, it was only two categories. This shows that Japan's expanding needs in the country's labor shortage are pushing the country into focusing on immigration in more detail and more carefully.

As this dissertation argued, Japan's new tool, science cities (research parks), help the country to attract international highly-skilled immigrants. However, reforms seem to be necessary not only to integrate highly-skilled immigrants into the country, but also to sustain flows of newer qualified brains into Japan. Foreign residents need the support of the local authorities for their basic life necessities, such as finding proper accommodation. For instance, English translation or descriptions of utility bills are deemed to be necessary. Even though obtaining a visa is not the responsibility of the local government, due to it being a challenge for foreign residents, it is expected that, at least, the local government could provide guidance and support for the administrative paperwork of foreigners.

In Tsukuba, natural sciences are considered very strong in international and nationwide ranking lists. However, solely focusing on natural and engineering sciences will cause shortcomings with a lack of social sciences corpus in Tsukuba Science City. There is a compulsory retirement age of 65 for professors, including international professors, which causes a dilemma for a country in a labor shortage, especially a qualified labor shortage. This is a barrier in front of the development of technology, research, education, and science. Consequently, it will exacerbate Japan's labor shortage.

Shirahase (2015) projects Japan's future and states that "blended society" might be one good option for Japan, despite the country's still ongoing resistance towards

immigration and internationalization. Currently, Japan struggles with a vital dilemma; on the one hand, an aging society and consequently, a labor shortage compel Japan to receive more immigrants. On the other hand, adaption and integration of immigrants within every single level of Japanese society.

Kwon (2018, 10) describes that Japan prioritizes its "homogeneity" and "sectoral labor needs" using "state-led and sector-specific strict quality control" by policies of the Central Government. Since the second half of the 20th Century, Japan has started to activate research parks to attract more highly-skilled immigrants as well as promoting scientific research on global and local scales. Tsukuba Science City has also been established officially in 1963, soon after the establishment of the leading research parks of the U.S.A. Although the Japanese government initially targeted two things: the first being the gathering of scientific and technological organizations together and the second; controlling the growth of the Tokyo Metropolitan Area more systematically. In the current situation, Tsukuba Science City facilitates the integration of highly-skilled foreigners to Japanese society more effectively with the help of educated Japanese highly-skilled workers and their families around them. Currently, Japan's central government and Tsukuba's local government are trying to increase highly-skilled immigration. Similar to most of the other research parks, Tsukuba Science City also has a very talented and educated local community that can be more open-minded regarding the acceptance of foreigners into society, because socio-cultural integration and acceptance are crucial in order to increase immigrants feeling of belonging to Japanese society. As analyzed in Chapter V, Tsukuba Science City's "Basic Guideline for Globalization" also repeatedly stressed the importance of social integration. Furthermore, this guideline has been prepared almost the same in English and in Japanese, except an extra picture in the Japanese version that does not affect the content, as they were compared page-by-page,

because sometimes public authorities prepare different versions for foreigners and local people. However, as Tsukuba Science City targeted a holistic international harmony among foreigners and Japanese people, both versions of documents are almost the same.

The local government could need to ensure that there are no unacceptable employment practices and unfair working conditions for highly-skilled foreigners, to sustain or even increase Tsukuba's global reputation. Finding a qualified position that fits with an immigrant's expertise is very difficult. The local government also supports the employment/recruiting processes of foreigners. Otherwise, there is always a risk for foreigners ending up in a *burakku kaisha*, or a black company, where employment conditions are unfair and harmful. During the interviews, respondents[50] stated that there is a risk of illegal employment under unfortunate circumstances for international students. Recent news has proved this view; in a university in Tokyo, research students (*kenkyusei*) have been subjected to mistreatment. This university accepted more international research students from less wealthy countries than they could facilitate. Those students were forced to work in unqualified packaging jobs until very late hours to pay their tuition fees, which took their concentration and energy from their studies. When they fail their classes and extend school by one more semester, a vicious circle starts again ("Nikkei Asian Review" 2019). Hence, universities need to take care of their employees' and students' problems more intensively.

As a respondent mentioned, there could be a lack of synergy in Tsukuba Science City, which keeps the city away from research collaborations. Although there are positive changes, foreign residents can not feel and observe them quite easily. The local government should express reforms in internationalization, or globalization, of Tsukuba in a louder voice to particularly foreign residents. Social integration is crucial; otherwise,

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[50] See Appendix 2 and Appendix 6

failings in the immigration process might end up creating ghettos. More physical interactions are necessary rather than online interactions. It can be considered that the same problem exists at the University of Tsukuba in terms of the lack of face-to-face communication. More interaction events or meetings, where faculty members and young researchers could know each other, are necessary.

According to the analyzed interviews, the internationalization level of Tsukuba Science City is higher, and people are more forward-thinking in Tsukuba. Therefore, life in Tsukuba Science City is more comfortable than in other cities in Japan. Because of the city, particularly local Japanese residents, have gotten relatively used to living together with foreigners. Indeed, the university is mainly responsible for this achievement, as the flagship university of the city. Most of the interviewees used to live in other parts of Japan before they came to Tsukuba. This allows them to compare the comfort of their life between Tsukuba Science City and other Japanese Cities.

However, on the other hand, the immigrants still feel that they are somehow isolated within society even in Tsukuba when they compare their previous experiences in other countries. Communication is still a severe issue for their quality of life. Not only verbal communication but also non-verbal communication within society limits their life both work-wise and socially. Although the system allows them to do the core of their work, because of the Japanese unique work culture, they feel that they cannot fully participate in the decision-making process in their department, which might affect their organizational belonging negatively. Immigrants' children/families are sometimes facing issues in their school or social life, which directly or indirectly influence the immigrant's productivity performance and desire to live in Japan.

7.2. Responding to the Second Research Question

" What are the experiences of highly-skilled immigrants (international professors) of the University of Tsukuba regarding highly-skilled immigrants' integration to Japan and their roles in making up a science city?"

Tsukuba Science City and the University of Tsukuba, as a flagship university of the city, are considered as the right combination for attracting highly-skilled immigrants. The University's compensations and freedom of research are appreciated by interviewees. In addition, the university understands and helps international researchers in their organizational issues, such as in accommodation, as well as necessary bureaucratic paperwork, which was also found to be very helpful by interviewees for their adaptation to Tsukuba and Japan. However, neither international students nor international professors are satisfied with the guidance of any of the Japanese authorities (the central government, specifically MEXT, the local government of Tsukuba Science City, and the University of Tsukuba).

Liu (2016) states that international students tend to leave upon their graduation from Japanese universities, although Japan's needs them to help fill their qualified labor shortage; the country is not successful in retaining them. Similarly, international students (as potential highly-skilled migrants) of the University of Tsukuba are also complaining about difficulties in finding proper career options inside Japan, in line with their education (Durmaz 2017), which makes Japan's qualified labor shortage worse.

As mentioned in Chapter V, the university became the subject of higher suicide rates, before starting the operations of the TX. Due to there being many sociological, neurological, and psychological causes behind a suicide, it is very difficult to pick a reason to interpret from the list. However, from the perspective of social sciences, the occurrence of the suicides before operations of the TX in 2005 ("About TX" 2020), which

connects Tsukuba to Tokyo, can be interpreted as a lack of social connection might be effective as well. Due to the fact that, historically, Tsukuba, and Ibaraki in general, have mostly focused on production inside the prefecture, taking advantage of its seaside industry zones and arable lands, Ibaraki is the second most productive prefecture of the country after Hokkaido, which makes the prefecture less connected than other neighbors of Tokyo ("Ibaraki Prefecture" 2019). However, Tsukuba is experiencing the most connected days with Tokyo, thanks to the technological developments ("About TX" 2020). One reason is settlements in Chiba, Saitama, and Kanagawa aimed to feed the main hub (Encyclopedia Britannica 2020), Tokyo, whereas Tsukuba was not planned in that way. Hence, the international students, as well as international professors, need more support from the university and Tsukuba's local government for social and research connections.

Nguyen and Hale (2017) also stress family issues between the first and second generations of immigrants in adaptation and integration, in their paper titled *You Just Don't Understand Me!* As the title emphasizes, currently, most of the highly-skilled immigrants fear not establishing good enough communication with their children who are having difficulty in adapting to their "new home." Respondents of this research are also complaining about the schooling problems of their children, such as bullying and adaptation to the Japanese schools' education system. Ultimately, the highly-skilled householder needs to unload all of their cumulative stresses that are going on around them, which indirectly (if not directly) affects his or her productivity.

Yamamoto uses the word "immigrant children" (Yamamoto 2013, 62). However, "immigrant children" sounds offensive. Indeed, it shows how even scholars unintentionally perceive the issue, rather than uniting all children with different backgrounds inside a school and a society. Children is enough of a word for all of them;

the word does not need any other prefixes like "immigrant children"; "refugee children"; "foreigner children"; "alien children" etc. All of these phrases do not help to solve problems. Instead, they create new problems in scholars and other people's minds, consequently.

As mentioned in Chapter III, Japan is also struggling with international ALTs in the way of internationalization of the Japanese education system, specifically in teaching foreign languages, although it is relatively less complicated than transforming the Japanese higher education system to truly international standards. In other words, Japan's endeavors to internationalize its education system have been going on at different levels. As one example of this internationalization, practices in the ALT system create many more issues, although it is supposed to be very helpful ideally. When compared with the internationalization of Japan's higher education system, which consists of more complicated elements, it might be a sign to understand how important and challenging integration of international professors into Japanese academia.

On the other hand, the promotion of research collaboration is severely challenged within the city. There is a lack of research collaboration among the university's academic staff, especially among social scientists, although Tsukuba Science City and the university have outstanding potential to achieve this. There is a lack of support for individual research activities and receiving national research grant-aids. Concurrently, a lack of social and work networking opportunities is a longstanding challenge for a long time, which was found necessary by the interviews. Everyone seems isolated and focusing only on their works. The university also recognized that it is a real challenge for researchers. Consequently, the university has launched supporting seminars and one-on-one interviews.

The University of Tsukuba is one of the main actors that need to take responsibility regarding the promotion of research collaboration inside the university as well as inside the city. For instance, a given example of Tsukuba EEE, or Tsukuba Eco-City Initiatives, demonstrates the University of Tsukuba's capacity to lead research collaboration even within the city ("Tsukuba EEE Forum" 2013).

The university's challenge of staying in higher positions in ranking lists was mentioned in Chapter IV. As a number of international professors and students affect rankings, it seems that the university is trying to increase numbers of foreign faculty members and international professors. However, the main issue is related to the academic productivity of professors. In this regard, it can be deduced that productivity depends on more criteria than the one on the papers. Finally, Figure 5.5. also proves that the integration of international professors to Japanese academia is an urgent necessity, with more remarkable support by the university.

The interviewees opined that the criteria of evaluation for tenured positions are much higher than most other Japanese universities. Thus, some international faculty members have a problem getting a tenured position from the university. Also, non-tenured track positions have a significant risk of unemployment at the end, which was worrisome enough for the careers of highly-skilled immigrants. On the other hand, the education system pushes native English speaker researchers to be an ELT, regardless of their academic specializations. This situation causes the misallocation of the resource that is highly-skilled immigrants.

Another high pressure is on Japanese universities to be more international. Despite their significant successes and high standards inside Japan, Japanese universities are struggling to place themselves in very high ranks on different global university ranking lists, which urges Japanese universities to encourage all faculty members to

publish more internationally, to have more international students and unavoidably to have more international professors (Flanagan 2019).

Overall, the University of Tsukuba and Tsukuba City need to work together more on the issues mentioned above. It is expected that the University of Tsukuba should make possible and actively encourage research collaboration possible.

Glendinning (2004) states phenomenology focuses on the subjective experiences of people. According to the experiences of this research's respondents, in Tsukuba, highly skilled immigrants feel more comfortable and more a part of Japanese society. Different things are better than other parts of Japan—at least according to the perceptions of highly-skilled immigrants in Tsukuba Science City. In Japan, foreigners generally always stay as foreigners. In contrast, in Tsukuba, immigrants' feeling of being part of the community is higher, as immigrants wished. In other words, Tsukuba's level of internationalization or globalization is higher than most of the other parts of Japan. Furthermore, Tsukuba gives a sense of freedom to researchers/scientists. In general, there are changes in Tsukuba in a positive way in the last decades. Also, there are potential opportunities for meeting with other researchers for potential research collaborations and social networks within the city. Hence, international professors could increase their productivity in Tsukuba Science City, if they see the city as a comfortable environment for their work and social lives. Then, it could reflect on local residents positively, which might end up with increments in the city's scientific and commercial outcomes.

Nevertheless, in different circumstances, the Japanese language is considered one of the biggest challenges to immigrants in the way their integration into Japanese society. This is a two-sided story, of course, recently, Japan is getting a target country to immigrate by increasing the number of foreigners, which causes rising demands for learning Japanese (Sano 2019). Moreover, some foreigners in Japan are trying to move

to rural areas inside Japan, where they believe their Japanese can be practiced better (Chavez 2019). On the other hand, a new law passed in the Japanese parliament, which makes the Japanese government responsible for teaching the Japanese language to all foreign residents (Osaki 2019). The number of international students has been increased. However, Japanese authorities are also struggling to facilitate the employment of international students upon graduation in Japan (The Japan Times 2019a). Fortunately, as proven in Chapter V, the local government of the Tsukuba Science City realized this situation. They started to support foreigners and their families by providing them affordable or even free Japanese classes. However, these endeavors seem to not be sufficient. As mentioned repeatedly in different chapters of this dissertation, more language-related solutions could only ease the mutual adaptation of Japanese and international residents to generate a successful science city.

The adaptation of foreigners' children to Japanese schools is playing a crucial role, not only for the future life of those children but also for the work performance of the immigrants. Japanese authorities, throughout Japan, should also realize this situation so that they try to facilitate solving immigrants' children's adaptation issues to Japanese schools. Even in the capital, Tokyo, where numerous foreigners and immigrants are living, surveys prove that half of the foreigners' children encounter discrimination in their schools (The Japan Times 2019b). In Zama, Kanagawa, for instance, due to the challenge of international students in Japanese, a high school started to provide supplementary Japanese courses for even everyday Japanese (Maya 2019). Thus, the integration of the children of immigrants will positively affect the overall satisfaction of highly-skilled immigrants, which could be again another factor to raise productivity of highly-skilled immigrants. Moreover, the achievement of social integration inside the city could reflect

on local residents and their satisfaction with Tsukuba Science City; then, the productivity of Japanese researchers could also increase.

However, as of the current situation in Tsukuba Science City, many of the interviewees stated that foreign children still need to try hard to adapt to the Japanese schooling system, although they are spending less energy to integrate themselves in Tsukuba than other cities of Japan. Of course, endeavors of the local government had started with the recognition of the issue. Then, it continued with preparing teachers and local residents to what they will face in a global/international society. Japanese customs and way of thinking differ from others; hence, foreign residents need the support of local authorities to adapt to the local culture and society. Lack of communication, especially non-verbal communication, causes another barrier to completely using the city's potential because increasing citizens' awareness of globalization, or internationalization, will help decrease society's resistance towards immigration.

In conclusion, a holistic integration is necessary for making up a science city, which could start with more endeavors to ease foreigners lives in Tsukuba Science City. The adaptation of the children of highly-skilled immigrants is a very critical issue for the performance of current residents as well as the attraction of prospective residents. Then, these endeavors could continue in other aspects of foreigners' lives. Ultimately, only after that stage, international highly-skilled immigrants could genuinely contribute to scientific success and increasing the status of internationalization—or globalization—of Tsukuba Science City.

7.3. Conclusion

Peaked distancing to foreigners during the Edo period has decreased in modern times; Japan is trying to become more internationalized and increase immigration, as it recognizes the phenomena of the aging population (Hanley 1973, 30–32). Although Japan's historical endeavors to open the country for international connections were started significantly since the Meiji period (Meyer 2014, 161), the country is still struggling with even an ordinary labor shortage in almost all sectors (Oishi 2012, 1082–1085). The main target of immigration has always been attracting highly-skilled immigrants; by this time, the country has tried many different ways to attract more qualified immigrants (Oishi 2014, 421).[51]

On the other hand, an attraction in immigration itself is a complicated phenomenon that involves many different criteria that an immigrant should checkmark before deciding to immigrate to another country (Schain 1990, 254). Of course, physical and financial improvements are significant, but there are also more complex issues that can not be seen easily (Démurger 2015), which are beside legislation. Immigration is a very sensitive phenomenon that touches people, as the decision of immigration is made by a person's choice, the person should also be satisfied with social and cultural adaptation; to immigrate, and to stay in a host country for many years (Battistella and Conaco 1998, 220–221).

Since the second half of the 20th Century, Japan has decided to increase the reputation of its universities and research institutions; to do this, research parks or science cities were a useful tool for technology and know-how transfer (Bloom and Asano 1981, 1240). In this regard, Tsukuba Science City was created by the Japanese central

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[51] See Chapter III for further details regarding the evaluation of Japan's internationalization.

government, and promoted by the local government of Tsukuba Science City (Ministry of Land, Infrastructure, Transportation, and Tourism 2020d).[52] This study demonstrated examples of previous related research and theories about migration and brain drain and brain gain. Then, it discussed why existing theories are insufficient to explain the phenomena of Japan's highly skilled migration.

In this context, the phenomenology of social (cultural) anthropology provided clear perspectives to look into the phenomena comprehensively; thus, it has been chosen as the research method used here. In this research, explaining science cities' role in highly-skilled migration was explored. To understand highly-skilled immigrants' perception, which was one of the research gaps, the research uncovered highly-skilled immigrants' experiences by conducting semi-structured interviews with them.

The semi-structured interviews helped tremendously to collect different data, even more than was initially assumed. Moreover, thanks to the qualitative analysis, the dissertation could successfully convey the ideas and perceptions beyond the numbers. Those extracted perceptions not only belonged to the highly- skilled immigrants; but also to the Japanese authorities. In Chapter V, collected documents provided by the local government of Tsukuba Science City were qualitatively analyzed, where the city's development aim with globalization was revealed.

In Chapter V, the University of Tsukuba was discussed extensively. Analysis of collected documents showed that the university is trying to increase collaboration among international professors. However, the university's endeavors are too slim and have not been particularly successful. The university and the local government appear to have failed in truly integrating international professors, who are currently suffering from a lack

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[52] See Chapter V for further details.

of collaboration inside the university and the science city, into the scientific and local communities.[53]

In addition, the conducted interviews showed that although Japan started to invite foreign faculty members since the Meiji period, the Japanese academia still seems not totally ready to welcome foreigners for various reason, as discussed in Chapter V, but the language difficulties are the most important factor. Another factor is the international professors who came after the Meiji restoration were only in Japan for a limited time. [54] In contrast, the currently increasing number of foreign faculty members from all around the world, are settling in Japan for a long time, if not permanently.[55]

Chapter VI discussed various patterns of foreign faculty members in Japan—who are employed in the University of Tsukuba—for immigration to Japan. Although the patterns were very distinctive, a common feature was being unseen and unheard. No one listens neither to their stories, nor their expectations. Some of them feel that they are "stuck" in the wheel of the Japanese education system. [56]

In the current situation, international professors are considered as only numbers in the list of academic staff for the purposes of increasing the rank of the university in international university ranking lists. However, as Figure 5.5.[57] showed, the university's position gradually decreased during the last eight years, which indicates that publications are not enough. To boost publications, the university could need to encourage international faculty members to collaborate with their Japanese colleagues, where the university fails to create an environment for them. It could be considered prodigality of

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[53] See Chapter VI for analysis of interviews—which were conducted with international professors.
[54] See Section 5.6. for further details.
[55] See Chapter VI for further details.
[56] See Chapter VI for further details.
[57] See Chapter V for Figure 5.5 and see Chapter VII for further discussion.

international highly-skilled human resource arsenal of Japan, if these highly-skilled immigrants continue to leave the country because of dissatisfaction as like Interviewee 5, despite Japan's generosity financial generosity towards them.

As the study argued at the beginning, Japan is taking advantage of science cities and highly-skilled migration; therefore, the country is still investing in it remarkably. However, physical and financial improvements are not enough for highly-skilled immigrants, whose voices also needed to be heard.[58] Hence, this dissertation showed— by uncovering stories of international professors at the University of Tsukuba—that highly-skilled immigrants could contribute successfully to the generation of a Japanese science city, only after their adaptation, and integration into the society, processes once completed comprehensively.

Future Research

Future research could be a comparative study with another case inside/outside of Japan. In addition, adding a comprehensive literature review in the Japanese language— and other languages—would be another point that will make the research stronger. Alternatively, applying the research to different cases around the Globe will provide a better understanding of the phenomena of highly-skilled migration by uncovering individual's experiences, rather than seeing them as numbers.

In conclusion, to complete the highly-skilled migration puzzle's missing pieces, this research has uncovered the voices of highly-skilled immigrants, as the main actors of the phenomena, in a Japanese Science City by a phenomenological perspective of social/cultural anthropology. This paper has argued that Japan is utilizing science cities

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[58] See Chapter VI for further discussion.

to attract more qualified, highly-skilled immigrants by facilitating them with a scientific environment. However, beyond Japan's endeavors, there are remarkable unseen stories of highly-skilled immigrants of the University of Tsukuba. The stories that were neither seen by any authorities nor incorporated into any processes of policy-making.

As Heidegger (2002, 3) states, each moment has it is own feature; hence, this dissertation is a story of Japan's challenges for internationalization, or globalization, in the 21st century.

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APPENDICES

Appendix 1: Full Transcript of Interview 1
(An International Professor of the University of Tsukuba)

Interviewee No.1
Interviewer

This is Gokberk DURMAZ today is January 21st, 2019. We will have the interviewee number 1.
Thank you very much, at first, Professor for accepting me for this interview. So I will start my questions. As a first question: <u>Could you please introduce yourself? And what do you do? How long have you lived in Japan?</u>

Interviewee
You know my name, I started my job here from this December as Associate Professor. Before coming here, I was working in Kyoto University as Researcher. I worked there 14 months. Before that. I work about one year in the University of Tokyo before that. I was working in Brac in Bangladesh. You know Brac is one largest NGO, it was in Bangladesh and also some other African and Asian countries and I was leading …. Economics and Social Unit at East research and evaluation division.
And also before that I was working turn place at some point of time in University of Bonn Germany from 2012 to 2015 , and I also work sometime in National Rural Development Center in Bangladesh. So yeah, I am basically Agricultural Development Economist by training. I did my PhD in Japan from 2005 to 2010 and then returned back to Bangladesh, worked in Bangladesh from 2011 to 2016 and sometimes in Germany, and then I came again in 2016 . From 2016 I live in Japan with my family.

Interviewer
In the 2nd question: <u>What kind of challenges did you experience in Japan as a foreigner?</u>

Interviewee
Okay official is still I am not foreigner Highly skilled immigrant. I heard like Japan announces like highly-skilled migration for people like us have PhD or have some
good research experiences, Publications, but it's still I did not apply for that job.

So, but, I got the job. So I think now I can apply if I like. so but but challenges as to be foreigner Highly Skilled immigrant one main challenge to get the job.

I think you're getting job kind of linked in teaching in research is not quite easy. Its really difficult. For example; I came in Japan I did my PhD before and spend that time about 5 years and then I came, I started , but more then two years from 2016.
Well I came after coming 1 year after, I started finding job.
I was applying too many places, but actually, truly speaking I was not shortlisted by many places. It's only a few places. I have been shortlisted. And one of these was this University. After shortlisting, I gave a really good interview and finally.

So I think this is the biggest challenge, to get a good job here to get this Highly skilled migration. but another biggest challenge is this country is inviting Foreigner for Highly skilled migration. But most of the thing are in Japanese, you know. so I think as

Immigrant friendly country like the US, Canada, Australia, all of them prefer English so people from all over the World can come and do their work. No problem. But here, even someone has a good publication track record, good degree. Even though I think he or she should have some Japanese language skills. I think that is the most difficult part.

Interviewer

I understand, s the question number 3. <u>What do you think about Japanese immigration system and newer developments on it? Recently Japanese government trying to get more and more immigrants?</u>

Interviewee

Okay, I don't know much about immigration system, but I regularly follow the Japan Times News reports. So, I almost every day I find some news on immigration so I know something about this. But my research is not on Immigration so I don't know much about this. What I think is like many things in the policy level at the top level is being discussed and they're trying from the discussion we heard the government is trying to extend Highly Skilled migration, but really it is happening in practice, I think the pace is very slow.

So and for example if you see this University, for example, for me, I should teach in English but most of the official documents are in Japanese. So even most of the letters, Official letters are in Japanese. Even, I need it in the faculty meetings. In the faculty meetings everybody speaks in Japanese, so I think this is a real think like if Japan's government really likes to promote immigrants in this country

So I think they should also introduce English as a side-by-side Japanese in the office and all others of communications. For example two years back I went to the US, New York. Like I heard, the New York City of is they are providing services also in Bengali, although not many people from Bangladesh, providing services in Bengali. So, I am not expecting like it in Japanese government or in the city hall they are providing services in Bengali.

What would be necessary is English as a like second official language, if they attract people from other countries.

Interviewer
I understand

Interviewee

Usually, you know, we are a bit senior people like for us; this also difficult to learn Japanese language so though still I'm trying, but I think. Whatever, I try, I cannot, be in a position that I can conduct lecture and all of my official documents in Japanese. So I think this is really imported like I'm from Bangladesh . Our official language is Bangaldhi. But most of the documents in official activities we do in English. when we are talking in the office in Bangaldhi, but our official document mostly in English.

Especially in the research centers in the universities we give instructions usually in English. So I think I'm not sure in your country. But most of the connecting as English is widely spoken language. So I think this is really important to introduce. If Japan really likes to attract people Like us from other countries.

Interviewer

I understand, so the question number 4 : <u>What kind of challenges do you think foreigners have in their work-life in Japan? Do you think those challenges are different for unskilled, skilled or highly-skilled workers?</u>

Interviewee

I think that one particular turn as I just mentioned. I think these are similar to all group of people like on unskilled, skilled or highly-skilled workers but I know only few about, because, People like us. But I don't know much about unskilled, skilled and those categories. But so far, I heard like under some trainees visa in the unskilled or maybe under unskilled category. I heard there's some people comes under the name of trainee visa. But I heard they have to work and they cannot live longer time. They can only four few hours and expected that after returning back to their country and they will apply the expertise in their country, but I'm not sure to how extend it works. so I have also particular interest to evaluate different types of immigration policies . so yeah, especially I heard there are lot of like agriculture labor shortages especially farming jobs in Japan.

But and I also know some extend, most of the prefectures, like about 40% land are out of contribution due to labor shortage. So, Japan don't have official to bring liver from other countries. Some people are going to reduce manual jobs and most of the manual jobs will be done by robotics or an official intelligence, but I don't think so. They can do it completely and but I think. For agriculture, construction and many other areas, they need still manual labor? And this manual labor should not be necessarily to be skilled like even if they come they should would give you like a good career planning, future planning for care if they're just come and stay for few years and the need to go back. I think that policy may not work, so.

Interviewer

I understand. So the question number 5: <u>What kind of barriers do you think Professor the foreigners and their families need to handle in their social life in Japan?</u>

Interviewee

Obviously main barrier related to language, but yeah, I think like and if you see like most of the documents which we are receiving like utility bills telephone bills in the gas bill. So even if you'll find like a like having some credit card it's also very difficult here, especially for the students they can not get a credit card easily and If you call a car company they can not talk even in English. Even if you go to the office in this university, sometimes everybody cant speak in English. if you bring your kids to school or some community center.

This city to some extend a bit better. I found like if I go to City Hall and even missed call. Them can they speak English at least they have some staff that they can communicate in English, but I did not find this type of supporting other cities, for example in Kyoto.

So I this problem for other people, like we are like comparatively highly-skilled we know English. But some people from unskilled and semiskilled categories , I think, many of them don't know even English. And also possibly they don't know good Japanese. I think for them the problem is more severe.

So main barrier, I think, is mental setting among Japanese people. Though the government is trying to bring good people from other countries but I think general understanding of ordinary Japanese are not very foreigner friendly. And is they don't always like to invite foreign people,so, you know people a country like Australia, Canada, America those country are basically like immigrant country. So most of the things are being made in a way like every citizens from different countries can come and live together and work for their country is determined. but I think this country from ,the top level, policy-level they are trying to bring people here, but those foreigner highly-skilled people, they need to work with Japanese people.

Japanese not only with the highly skilled people but also with the staffs and so everyone. Though most of them are very helpful, they are trying to help like Japanese people in the office or you can see in every places.

Supermarket wherever you go everybody tries to help, no doubt. But the issue is when you need to communicate they cannot communicate in English so and even we are Muslim people. -you are also Muslim? so we need to face very difficulty in finding some Halal foods. Halal things For example whether this bread is halal or not. We need to be careful. So this type of many things are very challenging for us even like, you know. as a person I am not very conservative Muslim. I don't do religious activities very seriously but sometimes I like to do religious activity.

So like a mosque is not so like frequent. In everyone City maybe has one Mosque. However, transportation to go there is also issue. So this may be for Muslim but most possibly for other religious people also, they might have some problem.

Also I'm living with my family. So like, as we are planning to stay in this country for longer-term. So we needed to compromise with one thing like as we stay here for longer term in my case.

My kids should learn Japanese very good and they need to be a Japanese in some point; language, culture for that reason when I came in 2 years back I tried to sent my daughter to Japanese like a school and also special learning systems called "Kumon" to learn Japanese language. She's learning Japanese very rapidly. So for her life becomes very smooth within the last 2 and half years.

But when she came in the very beginning it was very difficult. he she can the very beginning it was very difficult and for first few weeks She was just crying, after coming from the school. Because she was going to school. She could not understand anything. But at back home in Bangladesh , she was a very good student. She was appreciated every day in her school. But, after coming here She does not understand anything.

So it was a real difficult time for my daughter and also for me; because my wife was complaining me that why we came this country? So my daughter was going to International School in Taka and she was doing really good. Due to languages reason if she becomes disinterest to study to be really bad. But in that time we were seeing that she is recovering very fast. But still, we are in a bit worried especially She's forgetting her Bengali language ability. So we need to give some extra time to give her English on track. So these are the things in a family we need to take care of it. But at the beginning 2 years back in Tokyo in that school of when she was going to the school. At the beginning,

her classmates are helping her difficult, to make her understand difficult course subjects. But it was really surprising at some point of time. High School teacher was telling other kids other students not to help her.

Can you imagine? Like it was just true shocking. At the beginning my daughter didn't tell me. After few months, I heard from her, like half of her friends in the class while I have planning to help her because few of them are also communicating in English and they are trying to help my daughter to make difficult contents in English. But, the teacher was not allowing them.

Interviewer
I understand.
So how old is your daughter Professor?

Interviewee
She is 11 years old.
But in that problem, she was 9. but that problem she did not face when she went to school in Kyoto. and also I think similar problem. She's not facing here in Tsukuba. Here is compatible better in case of school teachers. However, they have some problems like; she came here just in October and many of her classmates are not very cooperative.

But I think this will be gradually reducing. But teachers here are helping. It was really surprising in Tokyo that the place where we are living it is the most expensive area where is like the University of Tokyo's researchers' dormitories there. So, we're leaving here.

My kids were going there but I think that the school she faced such problem.

Interviewer
I understand. Was it a public school?

Interviewee
Yeah, another thing is there are few English schools and their standards are not good.

Interviewer
Do you think international schools' quality is lower than public schools ?

Interviewee
I think so yeah.
If we compare international schools in Taka. I think quality is must lower international schools in Japan. Even in Tokyo. This is another thing. If they can create like good International School, I think more people will be attracted more like the people who are coming. I think they did create the people who will come. They need to compromise like their kids must go to Japanese school. This sort of things is really a problem.

Interviewer
Question number 6: Do you think the Japanese Society has some sort of resistance towards the immigration?

Interviewee

I think I already mentioned that the government level they are trying to welcome immigrants but ordinary people don't appreciate this so much. So and also I've written some things like this semi-skilled and unskilled turn friendly or not. I think. I also have interest to investigate those issues and it makes it difficult to believe it's from the policy discussion. Like okay, we need to bring into some people here, but things are happening I think very rapidly. As I just a mention like when decision is coming from the policy level. Like yes, we are inviting International faculty. So we also need to do certain things like submitting should be in also in English. But they are not making those. Even in the policy level really they want this or not. So that maybe another question will be from the policy level refers to bring International people. A lot of things to do, to make it real foreigner friendly.

Interviewer
I understood.
Professor, the question number 7: <u>Does University of Tsukuba and Japan fulfill your expectations in the way of your career?</u>

Interviewee
Yeah, I just started my job. If I see like in terms of salary and other things are good. appreciate that. But, I will be teaching start from April so;

I'm very curious to teach and supervise students. Like still I'm not sure whether I'll be very they like a comfortable to teach and supervise them. But I am optimistic because I have good research career. I also have a good level of experience to supervise junior researchers. So I think I can better contribute and my expertise in my discipline. And here I am offered to do the same thing. So, I think about my career I'm happy, but subject to those things.

Interviewer
How was your previous experiences Professor?

Interviewee
I did my master and PhD in Yamaguchi. That place was more remote. And that place was also vary in terms of language says it has more than one very few people could they speak in English city was very good very have the city so for living Support Service public service, everything looks really good when I came to Tokyo Kyoto, those are much better in terms of internationalization is better.

Yeah, I think here in Japan, like academic environment for research and social network is not bad. It's good. And also I have good level of international network in teaching. So before coming here I did not teach much so I was mostly focused on research. But I have good level of network in Japanese researchers. So I think, and I heard like Tsukuba Science City is a good city. There are many research institutions over here, but it's still I did not know much and so I wouldn't like about 2 months, but still I did not meet so many people so I gradually be getting to know each other.

Interviewer
The question number 8: <u>Do you think its important to have this sort of Scientific</u>

environment as Science City, is it important to attract people's interests?

Interviewee
Like for me so far. I know like not so many people around in public policy sciences. I can say that I think natural scientist and other scientist Tsukuba has other organizations apart from the university so I think they can make collaboration among each other so far.

But, people for us for social scientist, specially Economists I think it is limited. So far, I got this idea. but I need to collaborate with economists and researchers who are mostly based in Tokyo. But that is not bad like Tokyo is not very far. So, if I travel with 1 and 1/2 hours, I can go to get the same day. I can return back there in that fight for my resource network is good. But I think for social network it is important.

I think I'm more like fertilization is important Japanese and international people. So, if they don't mix each other I think like yeah, it'll Basically foreigner friendly. If just foreigners live alone and Japanese live alone it's not good working and also a good family environment. So, I think we need social interactions with not only with foreigners buy also with Japanese. and of course, among foreign scholars who are living here needs this collaboration. In these days, I only see that people don't want to make physical contact like messaging Facebook game being so light communication. Chat with these like online based communication. But to me it's not good at all. I personally prefer to make some physical communication. Like eating together etc. So, I think this is the problem not only for Japan universal problem spend too much time on portals. Possibly for the younger generation it is okay. I think for us it's not good networking only with this social media etc. I think physical communication among researchers and also with the Japanese this is important to make this city really livable

Interviewer
So, Professor here we are at the end of the questions. Would you like to ask something more or.
Interviewee
No thank you. I think most of the things I have tried to tell you.

Appendix 2: Full Transcript of Interview 2
(An International Professor of the University of Tsukuba)

Interviewee No 2.
Today January 23rd. The interviewee number is number 2.

Interviewer
Could you please introduce yourself? What do you do? And how long have you lived in Japan?

Interviewee
What do I do? I came to. This university quite recently maybe November last year. Here I primarily teach. Subjects related to English, but my. Field is not English or foreign language teaching. So, my research focuses on religion in Japan primarily. Christianity in Japan Christian Muslim relations in Japan and. Sometimes I also do intellectual history or. Other historical topics and recently I've been getting into the digital humanities. The fact that I teach English is more.

A matter of the job market in Japan there isn't much. The Japanese universities really needs a. Native English speaking, Japanese historian if I want it. So, job. The UK or America or somewhere in Europe? Would be a good option but I think in Japan I'm kind of stuck within a have to teach English, but my research is free to do. Whenever I like which is a fine system. How long have I lived in Japan? Original came to Japan.Maybe.7 years ago. 2 years and. I was working as assistant language teacher and it was just a way to save some money to pay for my PhD which was originally going to be in them. Mongolian history. I was here I likes or interests in Mongolia starts to go down and interest in Japan started to increase so.

Maybe sometime in the second year of being able to speak to my supervisor and basically said I don't want to do a PhD anymore. I want to stay in Japan him being able to be said don't be stupid. Come back.

I went back and changed the topic of the page did focus on. Japanese history of Japan.2 years so I be in the UK, maybe eight months of the year and 4 months in Japan to do field work and then. I'm basically finished writing the thesis in the second year of my PhD in my supervisor said.

There's no point for you to in the UK. We have a minimum time limit rights if it needs to take around three years to complete a PhD. So even if you finish earlier just not really great amount we could do about it. So, I came back to Japan and went back into alt look for about six months and then managed to get. At my first job in higher education. And then eventually came to Tsukuba after I took it in a department of Theology, because I was fixing initially. I was more focusing on the religious studies, but the PhD came out. More historical and theological or religious studies based.

Interviewer
Professor, the 2nd question: What kind of challenges did you experience in Japan as a foreigner?

Interviewee

It's mostly employment-based isn't that isn't a great demand for Foreign researches outside of English teaching. I mean occasionally see. Jobs in Japanese history, maybe once or twice a year, but generally when you're looking for jobs at to English teaching or Nothing, I guess. I don't know if this is a challenge but challenged is in my head.

Being able to do the job you've trained for trains to do a presumably a job in history, but we have to do foreign language teaching and then use a training or skills within our own research time. And I didn't last place I worked at. I was not a fan of.

So, the first year I work today was fine. We had. Maybe 10 which I believe is the average amount. A staff member in higher education is expected to teach and the first day was very nice and then suddenly the second-year came along and they increased my. Classes to 18, almost double what the reason being I was on a this is another challenge that very few 10-year the positions. I was on a two-year contract and they decided the in the second year. He needs to use. This person (me) as much as possible to classes at Double the classes and. No pay right? And the pay was worse than ELT pay set when I moved jobs. It was primarily because I realized I need to get on the. Higher education ladder to coming back is an ELT was so with the Gateway into Japan because a lot of academic jobs.

Require you to already be in Japan something. Some of them I mean of the big universities —Waseda— or here will sponsor a visa from abroad but many of them. Have a stipulation. You should be already in Japan's. I came as an ELT that's challenge while I'm gone is actually getting hit moved into another job, but with a very large pay cut. Which is fine, because; I had a lot of time invested to do research. But then once the second you hit and I had.

A large number of classes it with research going to be done. Just everything was classes. So I. After their other little things as well, which. What challenging about that job. Basically I focused on trying to get a new job for most of that second year and that's how I came to Tsukuba. Yeah, but I don't think this. At the last. Previous institution instance. I had a conference in Italy and. But they wouldn't let me take time off because. But they wouldn't let me go to the haunted go to the conference site.

It was in it was in a holiday if I was meant to be at work, but they wouldn't give me. Time off because my research. Was according to that institution unrelated to the goals of the institution. It was individual research. So, I don't have any rights to go to conferences or whatever then the same time that contracts to sign saying, I'll abide by these rules in my research know if my research has nothing to do with you. I do I need to sign this contract about a good research practice. Yeah, there are many little things in that position which I didn't like but I haven't felt any challenge in Tsukuba as of yet.

Interviewer

What do you think about Japan's immigration system and newer developments on it?

Interviewee

I never had any personal issues with the immigration system. It's always been very smooth for me. Even when doing fieldwork and living here. I like Highly-skilled visa system currently on. Just a "Kyoju" (Professor) visa t just a Visa for working in higher education transfer highly skilled Visa. Seems like a I agree it like that system itself. in

terms of new developments.

Interviewer

The last amount for example under the acts in the new law past and the allows to receive more than 300,000 but still there's one of them is a skilled and also apply for the 2nd one you have to go and you can bring your family.

Interviewee

To come to the new developments of a second, again back to the highly skilled immigrant. Highly-Skilled visa the current system. There are all these incentives, but the majority of them don't really apply to me because I didn't I mean my wage here is very good. For instance. I could say erratically. I'm going to go to into the guide online. At least if I have a child under 7, I can bring my.

My parents over from the UK to look after the child into the seven years old if they want to live with me and to iron I can't remember if it was over 8 million or 10 million a year where I don't remember that. There are some advantages to me getting that Visa but most of them are bass most of the incentives are based on.

Having certain wage the main positive with it is being able to become a permanent resident much. Quicker through the highly skilled Visa. I mean, I guess the past seven years. I've been in Japan for five of them. But because I've come and gone. Any past two permanent residency is reset each time. Does that make sense. but I'd like being a resident and then when you go to do fieldwork in you are no longer resident. I don't know much about that new at development but initially when I saw this these new visas for unskilled labor. I thought it was very positive. But then. If I reflect on it further, I think it's probably just a means to. Legalize unfair pay and bad employment practices for unskilled labor from Southeast Asia and China. I might be wrong. I haven't been following developments very closely. That's my it may be worried at the moment.

Interviewer

Those people permits to bring their families to Japan. So, it's obvious that mostly the single people try to apply or even though they have families they can not bring them. One another reason is the government also wants to make them settled and families here with Japanese people etc., because; of the aging society and the lack of workforce.

Interviewee

That's interesting highly skilled. Visa holders can bring their family and unskilled cannot. You know. I know what I want to say. But… Highly-Skilled People have it easy and in a sense What's his name? Scholar of. Japanese literature who. Is American by birth? Is his name Donald and he is now a naturalized Japanese citizen. Donald Kane, I believe yet Donald came and to the best of my knowledge is reading the news and when those pieces on TV about him is effectively except it is Japanese. Which is unusual, but I think it's probably because of his. His status as a scholar. The fact his wife probably helps as well. When. Think I'm the other hand unskilled workers. Will never be accepted in any sense Japanese. Yeah, I'd say that. Primarily coming. For to lower the burden on. Japanese Workforce is very interesting documentary. Maybe you seen it made by Vice. Which was set in. Ibaraki, maybe it came out 5 years ago. It's about 20 minutes long and it focuses on. Unskilled Internships, basically for Chinese workers - University students.

The document is basically about even university level Chinese people being offered internships and coming over and being made to follow. I don't know this there's a problem and it comes up in. The researches of you said is it about. So, if breaking Japanese homogeneity, which I don't think Japan's how much? I think the concept that Japan is homogeneous is a. It's so of. Are you familiar with like the colonial theory. It's over Colonial diatribe made by Japanese people in order to. Maybe defend aspective. What they think is Japanese. And it's kind of like a new *sakoku*, isn't it? Even when there was sakoku , it never existed to this closed country idea, but it's a way of making the Japanese special or unique. And I think the idea of homogeneity the idea that even though both words to see them everywhere Japanese culture. I think. There's a great diversity in Japan poses to my students. They decided I have to do presentations on an aspect to Japan and some of the groups chose to do. Japanese dialects so I put into the word "do you understand this dialect? You told me about" They say "no" and I say at the same time you've been. Telling me in your presentation about how homogeneous Japan is and this so pervasive Japanese culture. What unites everyone. Well, how can you say everything is homogeneous? If you don't understand people from the area of Japan and what they said was, it's It's all about thought. It's not about the language, but I think it's also of I think the so, of "homogeneity idea" is one invented by support the idea that the media academics government invented. In order to close other people out of the group.

But a result of it is the diversity which does exist in Japan weather. That's about language , history or even things like local festivals. Styles of I'd like to drum in my spare time start of the drum music. Vary different parts within the same time at this things that one of these things at the same when actually that's great diversity giving up. I think if we embrace the diversity instead of the sameness, Japan would be much more open to.

Interviewer
The question number 3 : What kind of challenges do you think foreigners have their work life in Japan and do you think Professor those challenges that difference for unskilled, skilled or highly skilled workers?

Interviewee
The main challenges, I probably based and communication and not in terms of verbal communication. I mean we can. Most people can attain a Fluent or conversational level of a foreign language.

The nonverbal the things like. They don't directly say no, but that I should be able to read the situation and know what the answers of what the other person is feeling which yes, I might be able to do. Generally human-to-human, but there's a very easy to misread. I find in Japan. Probably very different for unskilled, skilled and highly-skilled workers.

Yeah, I feel now at Tsukuba and with a PhD and then starting up a few years into the career. There's a completely. I feel can treated much better than I was ever treated. Not only in the work environment that was outside of the work environment. When I was an ELT if that makes sense. I think your challenges are going to be mainly communication. But. I think I've probably had quite an easy time in Japan and work and it's hard for me to imagine the other sort of challenges that. Foreign workers might face within the workplace give me one second of this type of communication. Mostly nonverbal communication but I mean verbal communication is also going to be a problem. That's probably going to be more of a problem for unskilled workers then I mean if we're talking

about university professors with we're in a world of learning it's not. Difficult to pick up a book on Japanese. Language start learning ourselves whilst unskilled workers might not have either the resources of the opportunities to pick up Japanese. I mean it's going to be a difference in the way. People are treated. Within the system itself, but I don't have much experiences? With it in terms of work-life. I can think of more examples outside of work life, but.

Interviewer
Question number 5: What kind of barriers do think foreigners and their families need to handle in their social life in Japan?

Interviewee
There are insurmountable boundaries in social life, I think. I have. This Donald Kane example I mentioned earlier he is a. A rarity. It's very unusual for someone to be accepted into the group properly. I mean, I have Japanese friends. I'm member of *kendo* club and various drummond group by Carrie because *mikoshi* at the shrine. I hung out with all those people. We got the parties after carrying *mikoshi*. Whatever, but I'm still I mean I'm in the group, but I'm all set out to the group in a sense. I have friends, who are you wouldn't be able to tell the Japanese because did the Japanese American friends? They look Japanese. Even though I haven't been able to ingratiate themselves into. Dissolve in group Other two user. The barriers is partially communication based on language skill and. Nonverbal communication. I think that partially based on looking different. There are lots of things I hear about in The world Japan, which I haven't really experienced for example difficulty of finding a house. I read about this a lot online foreigners. Being denied the chance to apply for. Rent a certain house. So. I've never experienced that in my purse movie. We have a high turnover of foreigners unassuming we have. I mean, there are people who come here. Come here for life, somehow, I know people. And then on the opposite spectrum these people who will just come for you or to you is it's probably something. Those people who only come for a short while I usually think they. They haven't been able to find a social group in Japan really. I have Japanese friends and we maybe hang out twice a year because I'm always so busy with work, which I mean the sort of work-life balance is people like to say is completely different in Japan compared to the UK for instance. In the UK have adequate time to.

You have finished we're going to go hang out with some friends. And then and I friday, saturday, friday night saturday sunday and spend it with all that time socially with family or friends. In Japan. I mean. Even if we even in a job like this like when when you work in a normal school in junior staff room. I mean you can't leave until the principles left for a while at night. Does a lot of work to do which stops you from? Yeah, I mean it's not like. Yeah, and even if I go home, it's still doing work until the weekend, which is which I set aside for social things, but I think. One of the barriers that foreigners in their families need times when social life in Japan is just being able to have a social life. Tsukuba is very different you see integration all around you compared to other places in Japan. They still live in talk to your prefect which I love talk to you when you go back in school, but no one looks at you and you go back to talk to you again. Suddenly. Everyone's eyes are on you who's you are one of the eight foreigners in the village or in a small town? Some might say. I have some friends who is shildren of really but no problems. They've settled into everything that they've been born in Japan. You know that my friends are mostly with Japanese women this some who I'm speaking Japanese is the first language in English is a second and a lot of my friends. Asian-American either Chinese-American or

Japanese-American for some reason and know that children look Japanese. So, I don't think they that have that's a problem in schooling then on the other side. I have other friends for instance.

I have a Chinese not Chinese-American actual Chinese friend whose child spoke both Japanese and Chinese and the nursery school, asked her to stop using Chinese with her child because it was causing confusion at the school. I want to see all the children. I said she stopped teaching the child Chinese now he's older now, but I mean as a teacher's with. I mean universities different, but when I want to be used to teach elementary school junior high school in at the beginning of a good everything's Dandy the children tends to. Accept people for people rather than something else rather than basing anything on race day become. Older you do see some of the foreign is rejected. I don't know why it's probably something to do with the parents or consumed in the lessons. They get from their parents and then. Teachers as well. I mean everyone is open to corruption I guess but. I remember there was a boy at school. I used to work out who is half Brazilian. You never did anything that I can see other than being half Brazilian and. Very targeted this student is that a bad student but never fight found him to be a bad student in a natural cowlick in his hair stood up for that. They took this. To be a purposeful active defiance and eventually was expelled but there were Japanese students who were a complete hell to teach like students who bite by any stunts should have been expelled the school just kept it's okay. We'll just put him outside of the classroom. So he doesn't disturb anyone else, but just at the window so we can listen to the cast I will not disturb anyone, but this half Brazilian boy. I don't even think you crossed the line, but he was gone. There is a lot of issues in education for foreigners? I think.

Interviewer
Question Number 6 Do you think the Japanese society has some resistance towards immigration? If so, why do you think?

Interviewee
There is a lot of resistances. Newer developments that we talked earlier something the government has done without really. I didn't get the sense that there was some popular movement saying that more foreign isn't but I mean, it's just. Yeah, there's a strong conservative element in Japanese society, which is Anti-Immigration and I think it probably. Probably based on two things one is fair. I mean. They usually seems to be. At the base of anti-immigration sentiment I think. I mean they, Since, you properly linked to my head's to this. Japan is homogeneous stereotype. Japan is Japan is homogeneous doesn't just equal or we're all the same. It also means in the major and politics. Japan is. That much better than everywhere else. So you'll look at these Japanese culture things with the written by English speakers are Japanese because no crime. So they're worried that they may be the special status to Japan has been afforded movie. Solid, soiled by foreigners coming into Japan crime will increase and that closes fair that are liberal people in Japan who welcome immigration into like foreign this but I think. Does this. So of narrative which provides the media at least. *Nihon bunka* narrative which tries to make Japan special and closed.

Interviewer
Quesiton number 7 : Does the University of Tsukuba/Japan fulfil your expectations in the way of your career?

Interviewee

I mean, yeah, it's a conscious choice to be in Japan. Japanese historian. When I did a PhD in the in the UK, we had maybe 50 books on Japan in the whole library. I'm just access to texts and I've done some research that like this myself does access to people to interview. From that perspective. Yeah, it's great. Then it's so this other thing in my head was in the UK or in America be teaching 3 to 4 classes a week. Not sit and everything else would focus on research. Tsukuba is. A research institution and they tell us you're primarily here to research. We still have a lot of classes and I think that's probably. Just to do with the difference in the education system UK education system focuses a lot on. Individual work, so we'll have a class in first and second year of University. You'll take 3 classes and makes three times a week then in third and forth year. You'll take 3 classes, but me one time a week and everything else is you have to do in your in time reading. No, that's so stuff. What's here? It's still kind of like high school isn't a Japanese university class class class class. But that said. I mean, it's never going to be perfect. For me because we're primarily. A historian teaching English, but. I enjoy it. And it does allow me to do the sort of research that I want to do. So. In that sense yeah fulfills my expectations. This institution. I think the problem with the last one which I mentioned earlier was. I had an expectation 10 classes a week.

Interviewer

Question Number 8 do you think the environment of Tsukuba Science City is important for the researchers for their work/social networks and when you compare the other places that you leave here?

Interviewee

Tsukuba is that I was very shocked when I came to school and it's not like Japan really and in my head. It's very different cuz. I mean even in Tokyo are you have so many foreigners its it still doesn't feel as accepting of foreign as Tsukuba is. It's accepting of foreign as you can tell the way in which. Fairness of influenced by citizen. I could hit his goodness. I heard it's not important thing. I remember going into a 7-Eleven. I used to live in Fukushima prefecture. The first time in the 7-Eleven. There's no way for the staff member to know what my native tongue was and you got this car. So, I have everyone experiences it. And I wanted to tobacco probably and said the number and she answered "what". That's why I remember this experience because English is so rude. And I said, well you're speaking in English to me don't assumed. Because I'm white my native tongue is English which has happened to me, but. In Tsukuba, I don't know why this was an important difference in my head. I think everyone's so common to everyone sailor used to stay in fairness and knowing that foreigners are capable of speaking Japanese. You don't get this sort of weird things. You might get another time when they either just stopped speaking English at you. Because, one people in Tsukuba not only speak in English some Foreigner speak English speak German or French language and I mean I'm going to have problems with really being spoken English to or anything else that Japanese people tend to commonly due to for another. Can you eat *tofu*? Can you eat *natto*? Can you eat oranges? Can you eat? Oh, on your skills with chopsticks amazing these things never bother me, but the one thing I know is. No one does that no one in Tsukuba ever. Ask me some. Basic question about my potential ability to eat tofu or commented on how amazing my obviously not amazing chopstick skills up. I think we used to foreigners and I think it's great. They don't know on stairs if it's just like being a normal place. I mean there's so many researches in here.

That is hard to imagine. I mean my contract is for five years and I find it hard to imagine. After 5 years when you have to go to a place with icon   network in the same way. But yeah. A large portion of the people I meet or hang out with. As well as being friends. Also have some potential future impact of my career. It's kind of like you're killing two birds with one stone. When you're in school because your friends are researches and they might be an ex organization which in the future may very well. Influence your career in some way. That's quite the overtime tonight. I have some of its useful.

Interviewer
Okay. Thank you very much Professor. It's the end of my questions.

Appendix 3: Full Transcript of Interview 3
(An International Professor of the University of Tsukuba)

Interviewee No. 3

Interviewer
Today January 28th, 2019.
Thank you, professor for accepting me to do the interview. Here is my 1ˢᵗ question:

What do you do? How long can you leave in Japan?

Interviewee
I'm a faculty member of the University of Tsukuba. I've been living in Japan for almost eight years and I came first here in 2011 and I have been involved in various activities mainly in academia research about teaching that supervising. I did couple of other small recent projects not related to the University. So, overall I consider myself an academician.

Interviewer
In the 2nd question. What kind of challenges did you experience in Japan as a foreigner highly skilled immigrant.?

Interviewee

Officially you don't become automatically highly skilled immigrant, even if you have for a good background in order to get that status recognized by Japanese immigration Bureau. It takes a lot of time. So, I personally know a lot of people who have a very good background, but they don't really easily get this highly skilled immigrant status. Why because in Japan, this is a very cultural and slightly sensitive thing that you have to first assimilate in a way. You have to become part of the culture before you can uncover your high skills and for most foreigners the issue is language because compared to some other countries such as China, Korea, where we might have same cultural linguistic the challenges in Japan. It's much more challenging kills in Japan people first. See your skills through your abilities to express yourself in local language. I think my biggest challenge has always been in Japan is the inability to express myself in my high skill. So, to speak. Since I didn't speak Japanese on that level when I first came and even now and I'm not considering myself a good a fluent Japanese speaker for the method. I don't even read yet at the kanji in Japanese writing system is still very much a challenge for me. So that was the main challenge.

Other than that, there are some small issues, but I wouldn't call them challenges. They're just issues like in any other country you have to go through some of them language is one. Number two is not maybe a challenge, but It's something we have to take away some of you on top of you on and that is you have to really understand a culture as a whole not linguistically. You have to know all those norms and things that you should be doing. You should not be doing it doesn't really work in the Westin away in the West in the western world. If you are highly skilled, you just don't care about anything else in Japan, even if you are highly skilled, you have to abide by set of norms and rules and that thing makes you activate recognized as a highly skilled itself is also the billeted to be culturally integrated into society.

Interviewer

So the question number 3, <u>what do you think about your immigration system and then new developments on it?</u>

Interviewee

I personally think that Japanese immigration is pretty advanced there are many views and most of the foreigners. They think that it is outdated and a lot of issues. It's old-fashioned. It's a red tape. From my experience of being in many other countries and getting through their immigration systems such as United States and Europe, the United Kingdom, Russia and in my own country. I can see that Japanese immigration system actually easy rolling in here over the eight years, and I know every year they have some improvements. Of course, some improvements are related to increasing the security of the nation. Which is back to the Securities in the world in general, which is very normal thing to do as a country. On the other hand; Japan actually is now evolving in dynamic level its immigration system because it needs to bring more. Highly-skilled foreigners to the country. So by introducing a new visa types of highly-skilled foreigner types, the point systems. I think it's very smart thing to do. In the same time, it's very brave thing too. Otherwise, you can really resolve the issues that the Japanese economy is facing now and in the future. In my opinion or Japanese system is advanced, although people some people don't think so and did the new developments; I think had designed to actually help foreigners. There more people speaking your language in immigration bureaus. For example, Spanish or Chinese and actually willing helping you. Overall this, so the Japanese culture from "omotenashi" which is hospitality. Well in an immigration office you don't really feel that that much because it's a lot of people coming and going but still you have this order and discipline and you know that I mean personally one example, I just yesterday I received own notification that my visa is ready and I'm getting one of the new visa that Japan introduced and it wasn't challenging for me. I just prepared all the papers. I just sent them. And I when I went some papers were missing and they willingly helped me this; said you don't have to come again just send them by post which in other countries doesn't happen like that. You have to come to the office. This is human dimension that works pretty well and I personally like that.

Interviewer

So, the question number 4 is <u>What kind of challenges do you think foreigners have in their work-life in Japan? Do you think those challenges are different for unskilled skilled or highly-skilled workers?</u>

Interviewee

I think, a couple things here again it goes back maybe when comes to Japan and work environment. Everything is really going back to the language because I personally know a lot of people who are very fluent in the language, which means they've already learned not only the language but also the culture. They know the norms. They know how do Japanese society operates? It's a very unique environment.

There's no other countries like Japan in the world in the way how the business operating the real academia works in the way how people communicate and everything else is the same innovation, new developments but again work environment is very unique. So, in order to understand that unique environment. So you have to first of all understand how to speak language? So, I think most of the foreigners I would say those who are coming

to Japan and don't really have a big experience of staying here. Language might be one of the issues even if they had learned previously the language, coming here and getting these to speak. It might be a very big challenge. There are also some organizational challenges such as accommodation and leaving and lifestyle because again, most foreigners who come here is the hopes to get the really great work environment. They may not really get it because sometimes the buildings are not always as high-tech as they expect or the accommodation is not as more than or as cheap as they expect because again Japanese a developed country and the prices here are not really low. So I think that those kind of challenges, so logistical challenges and also these cultural challenges would be two main once. I think those challenges are the different for unskilled, skilled a highly skilled. Well, I think as a highly skilled worker you tend to have a salary as a skilled I get on really don't know the big difference between skilled and highly-skilled there could be some differences but I think skilled and highly-skilled depending on where you work if you work in Academia as you work in some private company, which gives you a good salary. I think you tend to have less challenges because. You can solve you can always ask. And also I think this is the third challenge is relationships. Okay first I said the culture the language and all the rest of it to this logistics and three relationships because to get to be to build a good relationship with the name of a Japanese person to become a friend takes rid of all the time you get this is a very unique culture to expect if you have to show that you can be trusted. So trust matters a lot you have to do your social capital in order to be accepted and it's also when it comes to work, okay, if you are an unskilled ask you a highly skilled. If you don't have enough social capital, you won't last long you have to be, you have to build that the important of a capital people can trust you before come to you can talk to you can cooperate and collaborate so, I think this is this is very important that the three factors are really important.

When it comes to difference is I think every situation is different every person situation is different. It's really not correct to build these categories and say that challenges are unique. I know highly-skilled foreigners who have challenges with no other people have so really have to be very calibrating like a personal level. But the bottom line, if you wanted me to answer generally your level of intensity of the challenges depends on the amount of money that you may think that your salary did you get and also how big and how strong is a social capital how strong of your relationships because even if you don't have money, but if you have good friends in Japan, you can find all this way and it's actually social capital that helps you to turn from skilled foreigner into her highly skilled because if you're just coming to Japan as a school teacher, you will always have a chance to get the highly-skilled status to get into the university which actually happened to me. This is my personal experience. I came here as a skilled migrant but the only way for me to get to the highly-skilled level which is like the hire faculty position etc. you need to build a social capital. Because a lot of people don't understand Japan that much and it takes a lot of time to understand Japan and the Japanese way of thinking they cannot easily build social capital talk to them. They're not friendly which is not the case. You just need to find the right keys and unlock the right doors. That's the main I think if you want to know that's the main the top issue when it comes to foreigners getting integrating to the Japanese work system and working environment.

Interviewer
I understand so, the question number 5: <u>What kind of barriers do you think the foreigners and their families need to handle in their social life in Japan?</u>

Interviewee

Somehow, I was answered this question in the previous answer. When it comes to barriers for foreigners technically in Japan. You don't really have that many barriers. Well some people of course complain about the red tape they say these are difficult everything goes back to language. Which is in Japan not to blame for your inability to speak the language and then if you didn't learn the language and you want to leave here for a long time, and then you complain for all the barriers, I think that's the wrong approach. I mean if you have committed to living here, so you basically have to be very fluent in the language and understand it because the moment you speak it all those berries are gone. You can find a better job. You can find a better accommodation. You can negotiate older leasing conditions renting conditions everything which you cannot really do yourself example the stereotypes.

Foreigners, I mean, if you are a black guy coming from Nigeria, for example, the first thing that place out is the Stereotype that people see you as a guy who works somewhere in Roppongi as a hitman in a night club. And there's really less chance for you to get a job in like a school to be an English teacher. And it takes really a lot of intensive work to prove that you are different. There is these stereotypes that you have to really overcome. Also if you for example, you should come from every country and your wife has her hijab and burqa and whatever you know that you are if you have a beard for example, right because I'm saying that you have to be very careful in the world but in Japan and it's uniquely.

Okay going back to your question. What you need to handle into social life? Well, I don't think there are major barriers. If you speak the language, if you know they culture if you have a strong social capital everything else like the app that it's just something that you can reconstruct and you can build the end of the day no one pushes you to live in Japan Japan to everything that you need to look as a foreigner. You got the visa you go to your school you go to your home yet how you make money have you should not forget that. It's not only foreigners who experienced these. There are millions of Japanese people who have same problems. They don't have to bureaucratic problems as I have in my home country, but they don't have any that those bureaucratic issues bureaucracy is really human-friendly. If you go to City Hall for example to apply for papers. I mean, it's all designed to help you. It's *omotenashi*. It's there. So it's it really depends on all four personal level.

Interviewer

I understand. So the question number 6 : "Do you think has the Japanese Society still had resistance towards immigration. If so why do you think?

Interviewee

I think any society will always have this resistance. We kind of tend to say to Japan is the least-friendly in terms of immigration, which is a myth. Because technically Japan in the last 10-15 years has been opening and the new statistics showing that in some parts of Tokyo, there are millions of foreign workers. And the Japan Times publishes regularly some articles about the number foreign workers and so on and so forth in terms of immigration I think they'll be always a nationalist oriented two groups who would use immigration in their own political games I mean you can't really get away of these. We know that there no way in Japan when everybody will be happy for accepting all the

foreigners for the immigration why because Japanese culture and Society is very conservative and an island nation has been an island nation for since its establishment. And again, if you go back to the geographic metaphysics, but in terms of the culture Japan is opening up to buy now that the majority of people cannot drive alone if they don't have highly-skilled foreigners coming and helping the economy when it comes to resistance. It's again those nationalistic or something really individual groups that the think they can use it as a very great tool to advanced their political agenda.

Interviewer
I understand. The question number 7: <u>Does of Tsukuba / Japan fulfill your expectations in the way of your carrier?</u>

Interviewee
I think so. I mean I used to complaint about everything. As I matured, I can see some other countries. I hear other stories from different other places and then some people are complaining about my own country. What are the challenges are you can always solve them here. There's no challenge that you can know them because you cannot resolve. Where is he some of the countries there are some things that you really have to struggle years that he always takes his resistance. So you don't have to give up just go and do it and then work very hard. So my answer is yes, I think both the University, my job and the luckily the country it is helping me a lot.

Interviewer
I understand. And the question number 8: <u>Do you think the environmental of the Tsukuba Science City is important for the researchers for their working and social networks when you compare with other parts of Japan?</u>

Interviewee
Here my answer will probably not really. Even the fact that I don't know much about it. Is that the interaction in between researches is very low you can really dig in and find so many questions and answers and people being busy people during focusing on being human. Just even focusing on their own work, but there is really the last interaction compared to clean out the West of the world the West in academia where everything so dynamic you meet people you connect you do collaborate things like that from the foreigners prospective you don't see that thing. If you're if you're Japanese, I think you tend to have that thing more but I personally don't think that the status of science city it kind of a science city but it is like a inner viewing its everything is goes on some inside but not so many people actually know. Every time when I go to the city hall to get some papers. And many time I see some stands in the show or posters of the robotics being develop some engineering projects. So, my suggestion before Japan before I put Tsukuba especially they need to really promote these this International image of the city. Tsukuba is very unique doesn't need to be just a science city has to be internationally designed. A lot of things have to be designed to really keep the world expression that this it is unique and its actually unique you see more English language speaking people local people and the attitudes are more friendly.

On the other hand, when it comes to research interaction and collaboration from foreigner point of view I don't see his dynamic if you don't work very hard and go and just get the people on board. No one actually will come to you and I've seen that I've seen so many offices where I used to work and everything is just they just focus on their own work.

Interviewer

I understand and which organization should be responsible in this case? I mean the University of Tsukuba, as a flagship university of the city, or the local government?

Interviewee

I think there is no one sided issue here. I think not the only the university they do also their work. There should be some new initiatives of connecting researches and creating kind of a new form new the offense. We're actually there's a focus highlight of the foreigners and the end episode to foreigner for example, and then make sure they're to connect this connection that people connect but that's the problem and, in this world, where everyone is connected everything is connected. everything is online and think like that you have to show that you have to be able to advance it and then results will come people will get more connections from abroad and you know, all the rankings university rankings and will be basically positively impacted.

Interviewer

I understand. So, thank you very much Professor for your time. This is the end of the interview. Are there any things that you want to add more?

Interviewee

So, I just wish you good look.

Interviewer

Okay. Thank you. Thank you very much.

Interviewee No. 4

Interviewer

Today 2019 February 7th. Interviewee number 4. Thank you very much professor for accepting me to do this interview. So may also ask the 1st question. <u>Could you please introduce yourself? And what do you do? How long have you lived in Japan?</u>

Interviewee

I am an asst. prof in the School of Humanities and Social Sciences. I've lived in Japan for 15 years. Since 2003.

Interviewer

Okay. So, the 2nd Question: <u>What kind of challenges did you experience in Japan as a foreigner highly skilled immigrant, or potential; because it is very technical term for Migration.</u>

Interviewee

This question refers to the. Since I started working here, right it doesn't refer of being here for student?

Interviewer

Yes, this particular question refers since you have started to work here.

Interviewee

Since I started, challenges. You mean in relation to the system in my interaction with the system. Ironically, I can not recollect any up to this moment except for certain that let say getting minimum language barriers, but again. They hardly exist there's been nothing that the system that I would say is due to the fact that I'm foreigner and I'm here and I feel so you know. I was kind of, I faced difficulty because I'm a foreigner so far it hasn't happened.

Interviewer

I understand. So, the question number 3. <u>What do you think about Japan's immigration system and the new developments on it?</u> -which includes recent international workers law as well-

Interviewee

No, I think it's wonderful, because I remember what's used to be like 5, 10, 15 years ago, and it's a different world and I can see the change on daily basis. I can see how it's changing in people's minds. You know what is normal now. The act that I have this position. It was impossible to imagine like ten years ago, and then it is still an exception to be in this role, as a foreigner. I think it's really opening up. How people think, behave, treat foreigners altogether different levels.

Interviewer

So, all of those new developments in the internationalization of Japan's sense it is going better do you think?

Interviewee

I can sense it. I see it in my life. I see it someone in different context and I do see how it some. Would you like me to describe it in terms of any better or worse? Then, can only see the positives on it. I am not aware of any negatives so far. People are much more open. Japan I'm talking about Japanese people. I might be liking some kind of information from foreigners who has been here recently. But as a someone, who has been here for long time, can clearly see it changed.

Interviewer

So, the question number 4: <u>What kind of challenges do you think foreigners have in the in their work life in Japan? And do you think those challenges are different for unskilled skilled or highly-skilled workers?</u>

Interviewee

Well, the main challenge I think is getting used to work place. The fact that Japanese people perceive work as big as one of the major kind of elements in life and it occupies a huge place. So, things like family and social connections. They become marginal. That job is what you live for basically. And you expect it to use most of your time for work. All the rest becomes less important, right? And this is what changed all mindsets. When you come with a foreign mindset and say Okay job is there is work. But there is family there. There is this my life. There's my hobbies everything. Here you really have to decide what is important to you. And which role how much of your life you're ready to stand for work. And, of course, in my position, I do get this certain kind of I wouldn't call it freedom. But there is this time it can get it can get super busy. And then I am being a multiple responsibilities some different level, but I'm the one who conduct of the show most of the time and when I can its totally up to me, you know, I can totally kind of condensed my I'm the one organizing my workings. So, if I know there's a huge amount of work about focus and I'll do it until all divided into chunks. So even though I do have a boss but it's up to me. So, in that sense, I think there's a huge difference between at least working in my position working, Academia and rather then let's say working in a company its all different worlds, for working with just a different world. So, it is busy here most of the time but it is up to me how I confronted how I deal with it. Again, the responsibilities is all mine. It I make mistake it's my mistake but have no problem on that.

Interviewer

So, do you think those are different for the different kind of level?

Interviewee

I think they are absolutely different in every single sphere. I see some foreigners whose function in different environments, and I see how different it is.

Interviewer

Thank you very much. The question number 5: <u>What kind of barriers do you think before and there's and their families need to handle in their social life in Japan?</u>

Interviewee
And personally to me, this is, the one and the aspect are super relevant if there is one challenge this aspect of social life. Preserving and appreciating those valuable social connections that you have. Because I will give an example, first of all, how much of a socializing person you how much you love people or you don't love people how much you need people in your life in Japan you will need less relations than anywhere else. So, it becomes different scale you have less connections, because you are a foreigner in Japan right? So, you might have some you know, you have your family you have your friends, but that it will be smaller circles. That's one thing. And what I have been kind, I think you get your some close friends from PhD students. And they just leaved Japan this is so it's this kind of a system`s nature.

Things are constantly changing. So, there's no stability in social connection. And that is my over the years. I mean, that was my issue. it's not always easy to tell to say goodbye to your close friends. It take time to have qualified connections. So, this social life it is the barrier. Regarding what other kind of barriers, to begin with it's hard to get to meet you for and if you have to make an effort, you have to you have to be proactive to meet people to go look for and sometimes information is not always available. If you are you really need to know your environment in order to know where to look if you need to look. Barriers, I used to say that there's not enough know the reason from everything is there but you just have to be proactive.

Well, yeah. I mean I still don't have kind of an experience of educating children here, but I do know from other people. That is the biggest question is whether to send you get to International School or to Japanese school has the biggest decision whether you think the channel to International kindergarten or to Japanese kindergarten that's are the things started. And those are the crucial decisions, but of course I mean is bound to happen. Let say the quality of your social connections is the biggest criteria. For measuring the degree of your satisfaction with life in Japan.

Interviewer
I understand. And the question number 6. <u>Do you think Japanese Society has some resistance towards immigration? If so, what is the main reason?</u>

Interviewee
I think in intangible level it does exist in people's hearts. It takes time to open up but it's not because of a certain kind of it's just a fear of the unknown things to speak because Japanese Society has created so many sophisticated rules of how things are operated as a foreigner people and you know, it just takes time to learn those rules of re-spend them onto to the function here to become the head integral part of this Society have to respect the rules. Right. To re-spend them you need to know them and just know them because it's such a huge number of that it takes time. There's always something you said this kind of it. It works both ways though, but.. And I think it the way it seems as if he if a Japanese person if one person had some negativity feet had some negative experience with foreigners in the past it automatically it kind of changes his of her system. So, he's likely to be more negative. So, it's hard to change those preconceived ideas. But it's doable. I see that happening. Naturally yes there is some resistance. You don't see it. You don't see it if an invoice, but it comes across as something in the air. But it's not major. I think it's just a natural thing that.

Interviewer

Professor, do you also think that Japan needs immigration?

Interviewee

I believe it's necessary. I don't know to what extent but and I think it could be better for it would give us an extra layer of personal freedom in you know, in order to think on individual level for people just to open up in their hand to be open to the different patterns of doing things. And I'm not sure how much I mean the Japan has to open the doors. Like we need 1 million foreigners. I don't know the numbers, but they need some kind of foreigners whether the country used to be historical about there are different ways of dealing with the situation. So, it is just one means and I think it's very is it super marginal. It's definitely not the most important one, so let say they changed the rules and say all we need two million foreigners from tomorrow, please just bring them in but it's too many if people are not ready their minds. There's not much Point doing this and the elect still closed in their minds to vote for. I think it will do more harm than good.

Interviewer

So, the question number 7: <u>Does the University of Tsukuba/Japan fulfill your expectations in the way of your carrier?</u>

Interviewee

Absolutely, I love Tsukuba. And I know this University for many years because I graduated. I mean I studied here, with all different kinds with all aspects with the difficulties. That is a huge organ organization very hard to run this organization and still. The way things work smoothly. It amazes me every time. So, I think it's up to people. And I think I just see people on different levels and I look at people that I want to be like not too people that don't want to be like.

Interviewer

I understand. Have you ever worked in different places in Japan than Tsukuba?

Interviewee

I worked in Tokyo University and Meiji University. But, that was part-time though.

Interviewer

In general, how do you compare those experiences ?

Interviewee

I can see there is huge differences between private universities and national universities. Its like you compare hotel and *ryokan*. It is just two different worlds. Different people were there different students. And then let's say Tokyo University and Tsukuba University, even though two national universities, but again they have different Traditions different ethics. So different modes. The air is different, but it was a great experience for me. But I'm saying that because I know the background of school, but the more I learn about it the more I kind of understand the morals. What is important? And why is this? In Tsukuba style. To me it is good. In Meiji, I appreciated Meiji for its own back than my reasons. You know, I learned many things there. In Tokyo, again it's a wonderful institution. Absolutely incredible. But when I think about the whole spectrum of them. What is important my life in Tsukuba by that time that makes me happy that I think because all aspects that kind of give you around experiences with the research as a

person as an educator.

Interviewer
The question number 8 kind of follow-up question: <u>Do you think the environment of Tsukuba Science City is important for the researchers for their work and social networks?</u>

Interviewee
I believe so.

Interviewer
And what makes it Tsukuba University different than other national universities in the same segment?

Interviewee
It is the space. But also the fact that it's; there is a room for new ideas for new things, but You can be if you want to be proactive there you can you know. It is up to you. You can create a very closed environment. But if you want to do something there is freedom for you to do to start a project. So is that. And the general kind of viable moving forward and just improving. I think it is just a good combination of it between the city and then the university and that this kind of. I like this one because of another. Also, I have, experienced this place as a student. I am familiar all the problems that students might have. but, I am also aware of how things are changing to the better. And it's interesting to observe.

Interviewer
So those are all my questions if you would like to add something more.

Interviewee
Finally, I believe it is very good combination: Tsukuba Science City and Tsukuba University. I think this is a huge bonus.

Appendix 5: Full Transcript of Interview 5
(An International Professor of the University of Tsukuba)

Interviewee No.5

Interviewer
Today's February 7th, 2019. Professor thank you very much for this chance to have an interview with you. Let me start with my questions. So, the question number 1: <u>Could you please introduce yourself? What do you do? How long have you lived in Japan?</u>

Interviewee
Okay. Thank you very much this is a great job you are doing now. I am an Assistant Professor at the University of Tsukuba. Originally, I have a Ph.D. in Sport Sciences. And now I work for the Faculty of Humanities and Social Sciences. I am coordinator for program called bachelor program in the global issues. And I've been working in this University for 3 years now and in total have been living in Japan for accumulated it's a total of 7 years. Time of 10 years because I've been here for like the first time in 2009 for short internship as for my master degree. And then in 2011. I came here as a researcher PhD student and I did three years as a PhD students and then I came back for some research project over 3 months and back again 3 months and plus three years. So yeah, I would say it's an hour 7 years and as a professional it's going to be two years very soon.

Interviewer
I understand. So, the question number 2: <u>What kind of challenges did you experience in Japan as a foreigner highly-skilled immigrant</u>?

Interviewee
The thing is, it seems like Japan and the institution of the company who is hiring you as a professional here as you write. To use your words foreigner highly skilled immigrant. It seems that they need you as a foreigner you need to bring your way to work, which is not the Japanese way to work. And I think this is the. The main reason why they hire people that's because for highly-skilled people if it's people with Ph.D. I am talking about the University as an institution a public institution, if it's for highly skilled people that they can`t find in the country that's why they hire a foreigner I guess for the way to work as well as for the language when they want to settle some international programs like the program I work for and also to be able to write on their stuff listed they have foreigners. As the University of Tsukuba by they claim that they are very International University, which is somehow true, they need to just prove how international they are? For example, some international programs in English and stuff like that still have a lot of work to do and that and then they say that they have a lot of foreign students and this is also the part of the history of the University of Tsukuba. Originally it was the University of Education of Tokyo. And the time he was promoting many things including sports education. But, also like to welcome a lot of foreigners. Because I also work for not only for teaching in the program for international collaboration, and this is one more reason why University is hiring people is to use the Professors for international collaboration. But, so, I see it in they claim like how you need to have foreign students and foreign professors. But in the same time, a challenge here is that for whatever all the reason I just mentioned now why I supposedly is such highly skilled people is so that's even though, you know, they're still expecting you to work as a Japanese into fit in their rules the way to do and they don't fit in my case. It's not in my contract that I need to speak in in Japanese.

I'm a contract. It's written that I need to speak English. So I'm not supposed to speak officially in Japanese. I mean if I don't speak Japanese that would be impossible, maybe not impossible but extremely hard. So, I can speak English like for in front of my students. I did in English for some other meetings I also use English but like for most of the meetings and that we need to come for like dealing with some Administration stuff, as well as talking to the people and writing emails and stuff like that. It's like only Japanese. So, they hired me like it's not official that yes, they did know that I was able to communicate in Japanese whatever it's written or like talking, but still this is one thing they will come foreigners for many reasons. But, at the same time, it's not really adapted for foreigners. That's one main challenge as well as for the language and for the culture and they expect you to bring some methods of work, but I still don't leave you in that much freedom of expressing what you want to do and especially, you know, sometimes it's difficult to explain because it's something you can not very much receive but it is right here you know they want you to fit in to Japanese system very much that's it. So, you can not really bring your way to work. And you feel like if you were doing it, that would be something like you can go against everything here. So, of course you talked about breaking all the system, but you cannot really bring what you take from outside from abroad.

Interviewer
I understand. So, the question number 3: <u>What do you think about Japan's immigration system and newer developments on it?</u>

Interviewee
About the second part of the question I am not very sure that I know much about that. In general terms as for me. I have nothing much to say because it's kind of working not bad for me immigration system. I mean, I was a student before a research student. And so I had a student visa that was quite easy to get because the university is providing a certificate of eligibility, which is a very easy, then you get the Visa and the exactly the same for working and then I think it's going to be different from being highly skilled as you say immigrant because being hired by in the University, you know, I just got my first visit was already of 5 years long visa. 5 years. So, I know some others that were behaved like first one year, but I don't know much for other institutions of other professionals. But I would say it is good as far as I know. Though, if I am not considering that much, like to stay forever. So I'm not very much thinking about that. But I know for people who want to stay longer, unless you married with someone from here, even though you will never really have the status of a, you never get the Japanese passport. You will never be a Japanese. So, they keep the country close in that way. But as far as I know I would say in my case it is not bad. This is what I think.

Interviewer
I understand. So, the question number 4: What kind of challenges do you think foreigners have in their work life in Japan? Do you think those challenges are different for unskilled, skilled or highly-skilled people?

Interviewee
May I ask to start from the second part? I guess. So, in that case yes. I would say that do you think this change the different for unskilled skill of high-skilled workers? Yes, I think so, but I can just guess because I'm not very familiar with that.

When I see the highly skilled people at least for institutions such as universities or institutions or research institutions. We are not especially university, for example, the labs, research centers that are all in Tsukuba Science City. Yes, being a highly-skilled allowing you to have a position as a professor, researcher etc. In terms of immigration; it's easy to get a Visa in and maybe longer visa as myself just had five years visa. And once you enter the country working here, even though you have a contract which is 3 or 5 years sooner or later. They're they come to you and say, you know, your contract can be extended and then they work on the issue doing a good job proceeding you a tenure track you attract like a permanent work and then it gives you a permanent visa. In that terms of immigration that makes it easier and then in terms of working, you know, when you have a high skills status so being a professor here, you know, you are you have kind of a use the power of yes, because first you can decide your schedule. I'm afraid to decide I don't need to stick to the work. How are your schedule this morning from that time to the time at night and I'm very free to use my time. You can ask more things to all that you can go to Administration and ask stuff because you say in order to produce, knowledge, results of stuff like that that you need to use the for University or the institution. So, we have like more freedom and more power.

For me there are two categories of immigrants like me. I just moved alone because I had a PhD in here, and I am hired here in an academic position. And so this kind of individual people with high degree coming to work as a highly-skilled. The other one roughly is like people who move with all the family. They are not necessarily highly-skilled they move to Japan.. May I say like countries like from Middle East or Southeast Asia, and like I said just for example like a Vietnam, Nepal or India, , they come in the country because the country is more wealthy and they move all the family and they get the job and more. Just for immigration that we see in many countries. They don't not move just individually because of having a high skilled degree, but for that reason for them it is maybe little more difficult to move as a whole family. So I mean, I think challenges are much more. This is what I guess. For the first part of the question, they want you as a foreigner. So you will be a foreigner forever. You can not tell to Japanese, but still they expect you to fit in the Japanese system. I'm still not talking about the language in terms of culture, way to work. Sometimes, you know, they want you to express yourself in that way. But at a certain extent you just stop using all we cannot do that. Yeah. And then it comes to language. So this is a big challenge in the work-life

Interviewer
I understand. The question number 5: <u>What kind of barriers do foreigners and their families need to handle in their social life in Japan?</u>

Interviewee
That's again big topic. Let me divide to two parts: an individual or coming with families. As my self, I came alone. So, I think the social life in Japan, Japan is kind of a closed country I think he's going to say it because Japan is such an enclosed country. Talking with many people live mostly all agree to say it's kind of enclosed country. They're not in historically not much open to foreigners, even though they are curious but a certain extent. Let me stop at a moment. So when it comes like social inclusion it is very difficult in Japan. If you learn language, you can speak the language, it's going to be much easier. If you don't than it is very very tough. I guess to be included in Japanese society and even between Japanese they are not very much like the social life is kind of all you don't go very intimate while other countries much more intimate. As for me coming from I want

to say the Latin culture and working with other people it's difficult to really have a social life. Barriers: language, and culture. It's very difficult to go intimate. It takes years and years. We really need to be part of making effort, go and adapt ourselves to Japanese culture. Trying to speak the language, even though; it is going to take years. If you're not part of a circle, association or group, or sports group or something if so, then it helps a lot. For me, I was part of Karate. I had Japanese friends whom I learned the culture or the language and stuff like that in the Japanese practice. So that helped me a lot to go into to be integrated in the culture but even now, I'm not doing that anymore. I know being an individual. You don't you don't really go in that social life in Japan. Also, in Tsukuba its very very hard, you know, it's a big big university. A lot of people, people but people just stay apart. They just stay in their office. It takes forever. They can not just talk informally just a friendly just saying they don't really go to conversation which seems useless. But, it is not useless actually. Maybe the topic itself might be useless. But, it's not very important. The important thing is just to talk to talk. Just to create a human links, but they are not good at that.

Interviewer
Okay. I understand. The question number 6 Professor: <u>Do you think Japanese Society has some resistance towards immigration? If so, why do you think?</u>

Interviewee
I have my own opinion and the two just really straight that I would like to take some you know, sometimes we see on YouTube, for example, it has its value in terms of its difficult to evaluate the value as scientific point because some guys randomly go in the street and ask randomly to people what do you think about her having more immigration? I mean for legal immigration in the country and that was one interesting answer from the most of the people, they say: They are not against somehow even for having more immigration, but they want foreigners to adapt to Japanese customs Japanese manners. They are OK to welcome foreigners, but they really have to fit inside a Japanese society, which is kind of difficult.

Somehow, we might say it's natural right? So you will you okay, you welcome people in your country, but at least you are expecting them to adapt to the manners and culture but the thing is a yes, this is possible in this is normal so somehow I think this is their right to say. In the same time, you can not just welcomed foreigners, especially if you need to have more foreigners, may I make into brackets like the economic problem of the demographic crash of Japanese people than they are going to face the problem of being the pension for retired people and then one way is to welcome foreigners.

Another way is just to produce robots. What is the best solution to choose? Instead of dealing with humans, they seems to prefer to go for robots. It is kind of explains a lot of things in Japanese culture. As a result, they are not against, but they want foreigners to fit the system, which is not 100% possible. They need to be ready to accept that. This is not very easy. They need to open more their heart.

Interviewer
So the question number 7: <u>Does the University of Tsukuba Japan fulfill your expectations in the way of your carrier?</u>

Interviewee

Somehow, I would say yes, and there is a but the yes is being a foreigner and having an academic degree a PhD. On my CV that's very good. Especially having on the CV Universal Tsukuba. Because, still the University with the name. So, it is very good for my CV to have this line here.

For fulfilling my carrier, I would say not a yes. Because it seems that for my case personally if I wanted to stay here for a long time if I were producing the efforts to stay here, which means enough publications, and the research and scientific production, then I think at a moment I could have a tenure track and having a full carrier here. Even though I know it's not always the case and this is risky because sometimes you think this is possible they let you know this might be possible but at a moment some professors. I'm only having my third year of experience here, but I heard from other professors they were here for 10 years.But the university after 10 years they just don't give them a tenure track, so they extended the contract and then it can be after 10 years they say: Thank you. Bye. Bye. That's also one case, so some Professor they just pissed because they were working here. They were investing on themselves a lot here for used a lot of a scientific works, publications here with the name of Tsukuba. And then, after 10 years they say: we cannot keep you here or we can keep you but it's always like an extension of contract. They never give you a really a tenure track. They don't want to wait forever to be able to stabilize. Because after 10 years here you might have a family do and get you some issues engaging health or with your personal life as well. That's the risk.

Interviewer

I understand. So, the question number 8: <u>Do you think the environment of Tsukuba Science City is important for the researchers for their work and social networks?</u> Because it's considered itself is the one of the biggest science city in Japan and they had many in research institutions with the many international skilled people. So, do you think that the City can use this potential?

Interviewee

Again, I would say yes at first and I need to add a but afterward because it could be more. Yes, because as you said I didn't know this is one of the biggest science city in Japan. According to what I could see 10% of people living in the city being involved in research 10%. 1 out of 10 I had recently heard that -someone say- like if you throw a stone in a street, you have a big chance to hit the head of a doctor. So yes being here, you have more chance, of course to meet all the people from the same situation and you being an academic or being like a highly-skilled like a doctoral researcher in an institution, even though it's not the same institution where you work, so if I work at the University of Tsukuba. I can meet people for my AST, or I can make people from other organizations like JICA, something like that. Still the changes to meet are not a lot.

Interviewer

Do you think who should be responsible in this collaboration? The university or the city hall? Which one should encourage the people to have more international collaboration each others?

Interviewee

I think both in terms of work networks and social network. As a work network, I would say. The University of Tsukuba, other research institutions and research centers are more

responsible for that. They need to not only encourage, but also make it possible to actually make a collaboration with the system itself even inside the university even inside one program.

The people working for one specific program, one faculty, internal communication is not good is not good. So, everyone is very isolated. The thing is like the country or the university wants to be more international and to be more trans-disciplinary. They say just Imagine the future. Just imagine what they just they want it. But it doesn't make it really possible. They still need to do a lot of work on that. And yes, they would need International people because they have this with him to communicate more with people just in terms of human communication is not just like because it should be easier to communicate with the Japanese who is just stay in the office and isolated himself from other faculty members and they don't really go to seek a lot of communication. It is same on social life, the social life network I think the City also has a role to do also in social life here. We don't really have places to hang out even talking about bars because this is a place to go having a drink.

The system ended the way they make it is even inside in one place in one restaurant and it's not really do for people to interact and meet. You have just couple of places in Tsukuba, maybe one or two bars where you have foreigners to meet. One is there is more the students to meet. Another one on the opposite side of the City it is for more people who work.

Because is the Westside it's more people working for IST or this such a scientific institutions, there are JAXA. So they're yes because we do know that sometimes a professional network might born in a bar. Recently the city hall organized a meeting with all the French people living in the prefecture of Ibaraki. That was good and the mayor of Tsukuba came. They invited the extension of the embassy. And then I could meet all the people they have nothing to do with the university, but they were researchers. And then with this kind of events you make the work network and also social network and then they may be creating more events like that. Because the Tsukuba Science City is not like other cities. There are some cities in Japan that have a lot of foreigners and I'm not talking about big cities like Tokyo, or Osaka. Of course, they have but mostly tourists. I mean foreigners, highly-skilled, immigrants. Working as professional in Tsukuba. The city can take that opportunity. It is not enough to have just Tsukuba International Festival where you have all the foreign restaurants in the city. Mostly it is for Japanese who come and eat foods, you know, maybe the people from the restaurants they can make money. But that's all. I am not talking about them. I'm talking about the proper events. I do not think that is that difficult to organize. I mean both the University and the city can work more on it. There is a potential.

Interviewer

Those are all my questions Professor. Thank you very much for your time.

Appendix 6: Full Transcript of Interview 6
(An International Professor of the University of Tsukuba)

Interviewee No.6

Interviewer
Today 2019 February 7th. We have another interview; the interviewee number 6.
So, the first question: Could you please introduce yourself? What do you do? And how long have you lived in Japan?

Interviewee
OK. I am the French language teacher at the University of Tsukuba in this special section called the center for Education of Global Communication and I've been in Japan actually three times. So, all together 17 years. I was 2 years Nagasaki 10 years in Kumamoto two years in Matsumoto, and now three years in Tsukuba. My account must be about 7 years professional.

I came here when I was 23 years old. I left my studies in France, to take on a position as a lecture at the University. It was actually the College of foreign languages of Nagasaki a long time ago 1991. I was preparing my national exam the French national government exam in France to become an English teacher, but before passing the exam I had an opportunity to be a lecture for two years in Japan and I thought that was more important than passing my exam. So, I stopped my studies and I came to Japan for two years and it changed my life. I decided I wanted to stay longer. So, I went back to France and for year-and-a-half and then I came back later for 10 years to come on.

Interviewer
The question number two. What kind of challenges did you experience in Japan as a foreigner highly skilled immigrant?

Interviewee
I think the major challenge was… There was a number of things understanding how to communicate in a correct way. It's not that the language is so difficult. Japanese language is not so difficult to speak but it's the assumed way of speaking the communication style that took a long time to learn you do not communicate the same way here with people at with colleagues as you do with people on the street as you do with close friends and that was a challenge because sometimes I might have said things are done things that did not fit with what was expected but I was often forgiven because I'm a foreigner.

Interviewer
I understand. The 2ⁿᵈ question: What do you think about Japan's immigration system and new developments on it?

Interviewee
I think that it's a very good system for people like me who want to work in higher education. There is it's quite easy for us to get a Visa if we have a university for example, who supports us, but for somebody who would be interested in coming in Japan without any help here. It's the most difficult and delicate kind of experience. A lot of people have tried and have failed and have had to go back to their own country after searching for a job here. And the newer developments; I don't think the immigration system is changing

that much except for the last law that was passed like a month ago, and I think that once again it's out of necessity that. Because they need people to work. They don't have enough people that finally they had to try and make the immigration application a little bit easier for people to work, especially in the industry in the industrial world. But there again, it's limited. I think two three or five years, right so and but it's going in the right direction for that except that the cultural integration here is not a very well. Let's say organized and I fear that a lot of these people coming from less rich countries might end up working for what we call "Black companies", or you know and have some difficult experiences in Japan, so, I don't know. How the immigration system will assure that basic human rights are given to the to these people that come abroad and don't know how to even speak Japanese actually.

Interviewer
I understand. So, the question number 4: <u>What kind of challenges do you think the foreigners have the year have in their work-life in Japan? Do you think those challenges are different for unskilled, skilled and highly-skilled people?</u>

Interviewee
I think yes or no first I'll say no. There's some challenges that are the same. And the first one is that we'll always be a foreigner when we come to Japan. We will never become Japanese. That's the same. But, as I said before, I think there are differences for unskilled and skilled than highly skilled workers for example I work in the University. So, things are made easier for somebody like me who wants to do research or who wants to work in the faculty. So, it's easier but for unskilled people. As I said before, there are a danger of being employed by people who don't have much scruples are much They don't really care what these people become are. We've heard a lot of stories of their passports being taken and etc. So, some unskilled people are not prepared to these problems. So I think these are some of the greatest challenges although today because there are a lot more foreigners were seeing a new development which is even some highly skilled workers now only work part-time and they're having financial difficulties and for different reasons, they can go back to their country whether it's for political economical or other philosophical or psychological reasons, so. We're seeing that the challenges that foreigners are experiencing in Japan are becoming very variegated and very diverse.

Interviewer
I understand. The question number 5: <u>What kind of challenges do you think foreigners and their families need to handle in their social life?</u>

Interviewee
Well the biggest barrier is going to be language. The second one because of that it's going to be all the administrative red tape. They need to go through whether it's for their job whether it's for getting a permanent visa or working visa or whether it's to get the same rights for their children. I think so for some of these people these are there's many barriers there. And when I say language, I really mean also culture because things are done so much differently from many of our own countries. We cannot start even imagining what's really expected in some cases. So, for some people it's difficult and if we think about like refugees part of the because there's many refugees asking for Refugee status here in Japan. We know how difficult it is. I think two years ago, there were only like 46 that works at it or something or very very little but there's thousands of people asking so another thing or another barrier is a racial barrier. I know that word is maybe not really good but there

are families who are Korean or Chinese who have been here for two three four generations and who still cannot get Japanese citizenship. They're born in Japan. They speak Japanese. They don't speak Chinese or Korean anymore, but they're not considered Japanese. So, there's really a problem there and they are so I think it's many many things.

Interviewer
I understand. The question number 6: <u>Do you think Japanese Society has some resistance towards the immigration? If so, why do you think?</u>

Interviewee
Definitely there is a large part of Japanese society who is even against immigration of its I think Japanese people don't not like completely against immigration on the whole scale. It seems to me that some of them are quite open to Westerners. But on the other hand people who come from let's say the Middle East or other Asian countries or Africa, there seems to be some kind of pervasive discrimination or the kind of see these people in a in a different light and I think this may be comes from historical reasons basically because when Japan opened in the end of the Edo period; they were mostly in contact with Westerners Americans and Europeans and most of the technology of the time in the culture of the time they came from there, was imported from there. So I think there's a bias that comes from historical grounds that they learned how to become an advanced country in highly technological country through Europe and through North America and not through these other countries and I think this is staying even in the literature at the time in the Meiji period especially, they were translating everything from they could get their hands on mostly from English from French and from German basically and Dutch and other languages so I think this image has remained in their head somewhere in the psyche Japanese still today. I feel there's something there. That's basically my French view about it.

Interviewer
I understand. The question number 7: <u>Does Japan/Tsukuba fulfill your expectations in the way of your carrier?</u>

Interviewee
Yes, and no. I didn't say this at the beginning but I'm not a tenured position. I'm a assistant professor here on a five-year contract. Although I do the job of an associate professor here. I don't get that title. There is also no way for me to get an extended contract after my five years. Although I invest my time a lot here because I'm very active here yet. So the University of Tsukuba and this is different from other universities in Japan. At the University of scuba because it is part of the 11 top universities of Japan considers that to hire people full time in tenured-track. There's a certain number of conditions that need to be met that's one thing, which is not ask why other universities higher because they are moving towards wanting to be wrapped World while and in the top 100 universities if it is possible, but they're pretty far from it.

The second reason is there is a kind of attitude towards life part-time and these contract based people. It's kind of like we're kept here in case they need less people. It's so much easier to cut down on part-time people are on contract base people, but it's much more difficult or even impossible to get rid of tenured people. So I think it's part of a system that is specific to the University of Tsukuba and a few universities in Japan, but it's not it's not the same thing for the majority. There's more than 700 universities in Japan. So

it's not the same way for all the universities we can say, this is more specific. And in other ways does it fulfill my expectations in my way of career? I'd say it's very positive for me to work at the University of Tsukuba because it's a very. It is kind of elite University. So it might be easier for me to find another job moving from a here. And so, there is an aura on my pedigree and everything. So in certain ways there might be some collateral positive.

Interviewer
I understand the question number 8: <u>Do you think the environment of Tsukuba Science City is important for the researchers for their work and social networks?</u>

Interviewee
I think for certain researchers, yes, because they have Labs here that can connect to some of the national institutions that are outside of the University campus. And so there's also constantly people coming from abroad there is many events. So, I think it's quite positive this kind of environment. It's close to Tokyo. So that's very positive but given were in the 21st century that there are many means to contact to connect and create networks. It's maybe not as important as it might have been 20 or 30 years ago. Today there is many more ways to the video conferences and then contact people. So, I think the networks today are very International and so. It doesn't bear that strength as much as maybe it had like 20 years ago. We're being here. So close to Tokyo and with his reputation and with all the big institutions being around but it was easier probably to work and took it around.

Interviewer
So those are all my questions Professor. Would you like to add something more?

Interviewee
I don't know. It's a pretty well-rounded for me. I think I may be spoke too much. If you don't have any other questions, I think I'm fine. Thank you very much.

Appendix 7: Full Transcript of Interview 7
(An International Professor of the University of Tsukuba)

Interviewee No.7

Interviewer
Today February 20th, 2019. We have another interview. Interviewee number is 7. Professor thank you very much for accepting me. Let me start with my questions question the number 1: <u>Could you please introduce yourself? What you do and how long have you lived in Japan?</u>

Interviewee
So, I'm from America and now I teach Japanese to foreign students at the University. And, also, I teach classes in the graduate program to both Japanese and foreign students. And I have left here in Japan for a total of maybe about 14 or 15 years. Most recently. I move to Japan in 2008 and I've been here since then so about 11 years straight. I've been her and I've been here at the University. About a year after I came to Japan. So I while I came to the university in 2010. I was an adjunct lecturer, part-time lecturer. For another one year and half before I started working at this University in Japan. When I was in America. I thought Japanese also in a University to undergraduate students.

Interviewer
I understand. The question number 2: <u>What kind of challenges did you experience in Japan as a foreigner in highly skilled immigrant?</u>

Interviewee
There are a lot of different challenges and I think that many challenges will be different according to the person. In my case, because of my job teaching Japanese to foreign students. I often feel as if there's kind of pressure on me that you know that I am me to speak Japanese very well and be able to perform may be at a higher level than some of the other foreign faculty members of the University that don't that don't teach Japanese that maybe can use Japanese to do parts of their job, but it seems to me like. Maybe they get more help from the office people that help. I don't think like the office people kind of look at me. Like they expect me to be able to do everything with myself. Yeah, so that that has been kind of a challenge especially when I first came to the university and although I could speak Japanese. I really didn't know about how the university worked, you know about all of the different meetings and things that they talked about at the meeting. So, although I could understand the words that they were saying it didn't make any sense to me. As far as immigration things are concerned. I haven't really had much of a challenge there. It's been I think much easier than it would be for somebody to come into the United States. Yeah, because my wife is also a foreigner. She's not from the United States and when we were living in the United States, and we had to get her a permanent residency to live in the United States. It was very complicated and difficult but. In Japan it was very easy for me to get. I had permanent residence from I think about 2011.

Interviewer
So, the question number 3: <u>What do you think about Japan's immigration system and newer developments on it?</u>

Interviewee

So yeah, this is kind of related to what we were just talking about. I think, that the immigration system compared to the one that I know in the United States is much more easy to deal with like living in the United States. If you go to the immigration office, there are people there with guns and there's a metal detector. And yeah, it's almost like you're going into a prison or something but I in Japan everybody is very relaxed and not helpful. What do you mean by the newer developments?

Interviewer

I mean very recent law about immigration which has been passed with intensive work of Prime Minister Abe.

Interviewee

I think it would be a good thing for Japan to be more open to that more unskilled people in but they really don't have the infrastructure are the base to support many people that are unskilled that maybe can't speak Japanese if these people come flooding into Japan then I think that we will see the creation of maybe like ghettos or you know, where we have this communities of isolated people that are isolated from Japan and I think that will be two very serious problems in in Japanese Society. So I think they need to somehow prepare much better than then they have to provide services maybe language teaching services and also to have more education in the Japanese side to prepare to deal with foreigners because I think that will be a very a very big problem for them. I also think this is maybe a little bit off topic, but I think they so worried about the declining population has children in Japan. And so they want to bring in for interested to keep the economy high, but I think that they have a very good workforce in retired people older people that they don't make yourself because people retire, you know, when they're in their mid-sixties and then they're kind of shut out from society in and sometimes and like in the United States people work until there until they can't work anymore and work be at their jobs until they're 70 or 80 if they're still so healthy, but that's not the case in Japan. Like there's usually at least at this University and I think it many universities and Companies like a mandatory forced retirement age if you want you turn 65 then your job is over and you don't have any choice to do that. And so, I didn't that that's very. I think it's a waste for them. I think there's if they were to use some of the some of that skilled labor from their older people. Then they wouldn't have to worry so much about trying to you know to have foreigners come to do jobs.

Interviewer

I understand. So the question number 4: What kind of challenges do you think the foreigners have in their work-life in Japan? And do you think those challenges are different for unskilled, skilled or highly-skilled workers?

Interviewee

I think probably one of the biggest challenges that people have is integrating into Japanese Society because I think in a lot of ways this Japanese Society is still very closed. It will be difficult for foreign people to make real friends with Japanese people. Maybe they can have pleasant relationships on an acquaintance level with people at work, but it's still I think it's very difficult to kind of penetrate into the like the deeper part of Japanese society. And so I think that's maybe one of the biggest problems and that's that relates back to what I was talking about, if they have a lot of unskilled labor come in and then maybe we will see the creation of the ghettos or these communities nuts because there's a separation.

I think that happens.As far as the challenges being different for unskilled skilled and highly skilled? I think that the challenges will be especially difficult for unskilled workers because not only are they foreign but also the Japanese maybe things are improving but still it's a very. The society as a whole is still very focused on like education and skills and in this kind of thing. So, people that have higher education and there are skilled at doing something may be more respected than unskilled worker. So if we have foreigners that are unskilled then immediately automatically they will be come like the bottom of the society I think and so that will be a challenge. I think if they have skills or high skills, then it's much more likely that the Japanese will at least pay respect to that skill and the end so I think it will be easier for them to be a more fluid in society like that. They will have a chance maybe to it will be easier for them to get loans maybe for me to operate to function in Japanese Society.

Interviewer
The question number 5: <u>What kind of barriers do you think immigrants and their families need to handle in their social life in Japan?</u>

Interviewee
I think the first thing is that they need to learn Japanese. I think that's a very important one and sometimes foreigners don't learn Japanese and they already we kind of have some communities were foreign families kind of associate maybe a few families together and they don't, you know, really have that much to do at the Japanese outside but it will be very much easier for applying people to participate and integrate into Japanese Society if they learn Japanese and not just to a level of being able to you know, greet people or have some kind of simple conversation bit to be to really be able to function in the language. So that's a big investment in time because as you know, Japanese is not an easy language, especially with the writing system.

So, I think that's one of the biggest things that will have to do and then another thing that you'll have to understand is that Japanese culture is can be very different. I think from foreign cultures the way that Japanese people think and sometimes it can be confusing or even irritating to foreigners the way that Japanese people want to confirm everything and want to beat like work have everybody the same and working groups and then it's kind of thing because a lot of foreign people we want to be more individualistic but that will only serve to alienate the foreign people in so that can be a challenge. Also depending on some cultures are more. I think closer to Japanese the way Japanese people think at some cultures are very different very independent and I individualistic and so people may at first it may seem like it's easy because the Japanese people will concede to.

That person like if a foreign person is very strong and once their own way, then the Japanese people will usually first will say oh, okay, and then let that person have their own way. But then what goes on behind-the-scenes there's kind of this blocking that happens where maybe to the foreign persons face the Japanese people are very nice and very polite and all those out, but then behind the scenes then they will not be so helpful. Like when a foreign person is not there very few problems. I think.

Interviewer
I understand. So, the question number 6: <u>Do you think Japanese Society has still some resistance towards immigration. If so, why do you think?</u>

Interviewee

Yes, I think this depends also on that area and if like in the city that we live in people are more accustomed to dealing with foreign people maybe because of the university and there are a lot of researchers and so it's a little bit more forward-thinking but I think overall for Japanese people that are not so used to dealing with foreigners there still is a great deal of resistance and maybe they want to have foreigners come to do job so that the economy was will stay good but they don't want the foreigners to come to some place near them before nurse can come as long as they don't, you know, come to where they are. They don't want to deal with the definers and I don't think it's because not necessarily because they don't like foreigners but I think that it has a lot to do with they feel self-conscious around foreigners like they have to like the foreigners so gassed and they have to have you know do something for the Foreigner that puts a burden on that. And so, I think that there is there certainly is still resistance to towards immigration in and also depends on unfortunately. I think the country that the foreign person is from like the Japanese kind of have this ranking of countries where some people are very welcome and from other countries, like they don't they don't want those people to come in.

Interviewer

I understand. The question number 7: Does the University of Tsukuba/Japan fulfill your expectations in the way of your carrier?

Interviewee

It does much more than I expected when I opened when I first came, I thought that because. When I was here as a student and the professors that were here at that time, you know, maybe 20 years 20-plus years ago. I heard a lot of stories from those professors about how difficult it was and how there were so many barriers to them being able to for instance to get tenure at the University. And so, when I came to the university, I was expecting that I would have to really put up a fight and try to get my rights but it has been not like that has been very much more open. And so, I think that in the last 15 years or so, I think that there has been a lot of change. Yeah it at least at this University and it has been pretty good. I think I understand and I think it has to do with the fact that the country that I'm from I think is high on their ranking list and also that I am a skilled are highly skilled foreigner and so I think that they are much more accommodating to me and it may be very different for somebody that comes to maybe from a less developed country and that is not scalp and it'll be very different.

Interviewer

Do you think the environment of Tsukuba Science City is important for researchers for their work and social networks?

Interviewee

Yes. I think that it's important and it has improved a lot from when I was here as a student because when I was here we didn't have a train that goes to Tokyo. We didn't have Tsukuba Express. That really has opened up. I think a lot of possibilities and I think also the bus system like the buses that go to that airport sent to Tokyo is very beneficial for researchers because it's easy for them to you know to go make presentations that can go to the airport and fly out of work. They can meet people on some kind of meeting or something like that. So that. Really has been an improvement but it's still even then it still is kind of secluded. Is it still kind of a rural area. TX I mean, you know, it's where it's

been in operation for maybe fifteen or what. I don't know how long maybe 15 years or so. It still is relatively new and expensive. So it's still there. There still is work to be done in making Tsukuba more accessible I think but it's much better than then when I was here because you have to take the bus to Tokyo key and then if you wanted to go on the train when you have to go that way and it was just the bus is all so expensive.

Interviewer
Do you have anything to add about this interview? My questions are done.

Interviewee
But I would say except again. I would just. Emphasize that I think that the things are changing rapidly in a positive way. But still there are a lot of a lot of issues. There are still a lot of issues that the Japanese face and making Japan more open for foreigners to come but I think that is the things are headed in a good direction. You're probably aware of when the Japanese had workers come from Brazil jobs started to be scarce than they wanted those people to go back to Brazil. They were like, okay, we'll go back home now because we don't have any more jobs for you. And so that that was you know back I think in the 1990s that happened and I hope that this time if they have a lot of foreigners come that they won't do that again, if you know the economy changes or if people Japanese people have start to have more children and then so they're like, well, we don't need you anymore. So, go back home. I hope that that won't happen again.

Interviewer
Why do you think the government does not allow unskilled people to bring their families with them to Japan?

Interviewee
Probably the reason that they are doing that is so that it will be easy to have those people go back if you know if they don't have their families here. It's much easier than to try to approve family sent and make them moved back. So I think that probably is what they're looking at. But I think that is a good point that you raised that if the people come here then probably they will get married to people in this will make it much more difficult to send them back from my perspective. I think that's a very good thing because like I said, no right now still it is kind of like an us and them thing. And even though there is some integration it still is like, you know, the Japanese and then the foreign people in and it still is very divided. So if we can get things changed from.

Genetic level where we have foreigners that aren't foreigners - Japanese and foreigners of the same time and there are many people like this then it will be a good thing because still maybe you're aware of the problems that have people have like when you know when they have one parent that is a foreigner in one parent that is Japanese and, for instance, if they are very good at sports and maybe they go to the Olympics or something. Then the Japanese people call them Japanese all these are Japanese people then they're foreigners. If we have many people like that and even they outnumber the people that are pure Japanese then things will change if you know if these people start having family members, that's not just somebody else's far away, you know, if somebody has a half-child or something, but if half child is your niece or something like that and the things change then I think.

Appendix 8: Full Transcript of Interview 8
(An International Professor of the University of Tsukuba)

Interviewee No.8

Interviewer
Today February 20th, 2019. We have another interview. The interviewee number is 8. Thank you very much Professor for accepting me. Let start with my questions: <u>Could you please introduce yourself? What do you do? And how long have you lived in Japan?</u>

Interviewee
 I am an assistant professor in the Global Communication in the center for education of Global Communication Center University of Tsukuba. I also teach another university in Shibuya, Tokyo. I lived in Japan for this for the question right? In total it is 5 or 6 years. First came to Japan as an exchanged a long time ago in 2005. That was just for like a couple months. I interned with Japanese NGO while still in college for another 3 months after I graduated from University. I came to Japan on the JET program and for two years. I taught Middle School in Aomori Prefecture. And then I went back to the United States for graduate school. And while I was doing that buy the great Tohoku earthquake and tsunami happened and I came back as a volunteer with that I did about I was in Japan for about two months in the summer 2011 and then another couple weeks here in there over 2012 and in 2013 and came back for one year and I did I got a research grant from the US government and one year. I live in Sendai and then my wife and I had been we've been dating like I met her in Aomori and I'm worried prefecture back when I was teaching there and we got engaged and then in January 2017. It's about five or six years to Japan for the my current job at University of Tsukuba. I was already in Japan and I began this job. And yeah, I'm also a writer and I've been a lot about like the great Tohoku earthquake and tsunami I do a lot of work with that where I interviewed and published in magazines. Currently trying to finish a book on that in the US.

Interviewer
I understand. The question number 2: <u>What kind of challenges did you experience in Japan as a foreigner highly skilled immigrant?</u>

Interviewee
Well, you know, I teach English in various forms of almost always been a pretty good match for like my skills because my degree is in English. I spend most of my time writing so I teach a lot of so I wouldn't say face a lot of challenges, but. Probably my biggest challenge was getting a Visa at first. I was first working here and other than that, my main challenges usually explaining to my Japanese colleagues. Like how my degree is going to be applicable in their field because I got that I got that in the United States are a little bit different than so. I first got my MFA my masters of Fine Arts in Creative Writing which is not really a field in Japan. So when I got my first University jobs it took a little bit of convincing like during the interview. I had to serve convince the people who are going to hire me that like I could teach English and I could teach writing in that. Yeah, because the degree is a little different and then. Now I'm doing my PhD at American University. But it still like it's a little bit different from Japanese system because I'm writing my dissertation but in the American system, you have your coursework and you have your dissertation. You don't really need to be on campus while writing your dissertation. When I first got this job at the University of Tsukuba they were like a little

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bit like you're really in a PhD program and I had to explain yeah, well, you know in the United States the way it works is that right now you finish your course work and then you go off in your registration. And when you're when you're saying you're kind of on your own so you don't need you don't have to necessarily hang around the area where your University is. So that's quite the main challenge other than that I was quite be fortunate.

Interviewer
I understand. The question number 3: <u>What do you think about Japan's immigration system and newer developments on it?</u>

Interviewee
I think Japan's immigration system has been pretty restricted in the past and I lived in Aomori which is sort of rural area. So, I really see how it is. If you live in Tokyo, you might not notice that the population decline. But if you go back to Tohoku you can really tell how much the cities are great like even the city where my wife is from is a fairly medium sized city, and I'm worried but it's just like the number of young people there is so small. I think it's Japan was a little bit more. Was a little bit more adaptive in the way used its immigration system. It can use its immigration system to bring in workers because there is a labor shortage in Japan and it seems almost your senses to me that like there's quite a few people who probably would want to work in Japan and you have this restricted system. I know Japan sort of opened up a higher number of low-skilled workers that are to be allowed in but I think it's still not enough. I mean they like, you know you if you just go down like an average like shopping street in Ginza or anywhere you every store you will see staff wanted people looking for new workers. Applicants to fill the positions they need to teach the number of English classes they need and I know one of the goal here at said log and one of the goals in the general is to decrease the class sizes, but it's hard for them to do that if they can't get enough people and you know, I don't know if you could point directly to the immigration. I think that's probably one of the causes. So, energy has been very restrictive in the past with immigration system things are beginning to open up a little bit now, but I think it's still too slow and you know, they need to move a little bit faster. I also understand there is none of those. Those are like politicians who are responding to Japanese voters in Japanese voters the past were very worried about allowing immigrants. I think the general if you poll people on whether they want more immigrants are not like average, most people say they don't. Which is a problem, but I think at some point like.

You know, there's just the economic pains going to be felt in this country because of labor shortage is going to be enough to where I think people will would probably take they probably sacrifice a little a little more immigration for a little bit better economy, but we'll see. I would also say that Japan's immigration system seems a little like unkind to immigrants even compared to the United States like I mean, there's been a lot of like rhetoric about immigrants United States, but if you look at like you know, how hard is it to get a green card or how many refugees are offered asylum in the United States every year or how many new immigrants are allowed into the US every year compared in a population is way more than Japan. In Japan, even if you are allowed in as a most of the easier to get your permission that might last for 5 Years or if you get a green card, you can essentially stay forever. But, in Japan, getting permit residency is very difficult. They haven't the new system that the point system that allows you to get your. You can read see a little bit easier, but you still have to be able to sort of navigate a lot of paperwork in

Japanese. I think the little bit easier for us to stay for longer periods in some of the countries and I would think that Japan would be a little bit more eager to accept more impressive considering how severe the labor shortages are getting.

Interviewer
So the question number 4: <u>What kind of challenges do you think foreigners have their work-life in Japan? And also do you think those challenges are different for unskilled, skilled, or highly-skilled people?</u>

Interviewee
I think the challanges are different for unskilled skilled workers. I don't really know. My guess would be the lot of unskilled workers are also supporting family back home. And so that's probably a challenge can also just enough to make it worthwhile to send money back. You know, you might like I feel like if you're working like unskilled workers might face more like direct workplace discrimination And then I think you know, I think a lot of foreign languages teachers are hired because they are foreigners. Right and if they are new speaker, so in a way that works as an advantage them probably skilled and highly skilled workers have to deal more with like if they're working in an office setting in office communication or if they're working in like Services, right like communicating with customers or clients like in my position here in Japanese, and I have to be able to understand something is important and there's a deadline and so that's also a challenge and then there's probably also things like probably a lot workers face challenges with like knowing how to advocate for put a limits overtime making sure that over work is not as bad as it has been the past probably don't know who to go to if you're being if you're if you're not being treated right in terms of bike, you know the mountain to work in your overtime to stuff. Those resources are clear enough Japanese Labor Relations Board in. But I think a lot of foreigners probably would know how to do that because lots of is in Japanese.

Interviewer
The question number 5: <u>What kind of barriers do you think Professor foreigners and their families need to handle in their social life?</u>

Interviewee
You know a big city like Tokyo is going to be more diverse the barriers there,- Tsukuba is very international too- but if you lived in more rural areas than Tsukuba obviously discrimination, in small acts of racism, but you know, you will be treated differently is a foreigner sometimes but you know, also if you don't speak Japanese it's difficult for you if you don't live in a big city, but probably more pertinent things would be things like the way your kids are treated in school. So, you're ordering your kids that are you know, they're happy. They might get some sort of their teachers.

In Japanese school, I think Japanese education is very specific to Japan. and if you're foreign person you might want to give you or your child the chance to go abroad for University, but that might be something they won't be able to do if they if they stay in Japanese school. So, you have the option of sending them to private school was very expensive or trying to teach them are probably education in seven kids at schools is going to be difficult as well.

Interviewer

I understand. So, the question number 6: <u>Do you think Professor the Japanese Society has still some resistance towards immigration? If so why do you think?</u>

Interviewee

Absolutely. I think every society has resistance to immigration. Even the most liberal Progressive, you know, whatever a Canadian there is some resistance to immigration. You know, so I don't think that you know, why is that it's a very complicated there's lots of lots of factors race obviously plays a role. The sort of ideas of race. It's just across our society's culture also plays a role. Different economic statuses and Labor Relations, like, you know, that's what you always here with like that. The rhetoric in the US right now is like taking our jobs that although it is not really clear to me that a lot of people want those jobs that immigrants are taking so there's a lot of issues. I think those issues are probably pretty Universal across countries has issues that exist in Japan.

I think one reason why it is crucial in Japan has just because the Japan has gone through various periods of isolation and was pretty much closed off to the world until like the 1860s. But even then, you know, there's been relatively little exposure. It's not like a European country where lots of several other quite different countries. You know, and I also think probably the. The rhetoric that Japan produced during the second world war like the racial Superior rhetoric of like this is what it means to be Japanese in like a real strong sense of nationalism like those ideas still persist a lot. A lot of people will tell you that they are they are Japanese, but I don't think a lot of people could say what is what does it mean to be a Japanese in that sort of holding very closely to a racial and nationalistic identity is prevents you from making connections outside of outside of yourself a little bit I think of to essentialist and can hold a lot of people back.

Interviewer

I understand. The number 7: <u>Does the University of Tsukuba /Japan fulfil your expectations in the way of your carrier?</u>

Interviewee

I should say that I am only being here only in 3 months now so far. Yes. You know, so will you in Academia so you know that like, you know, you have different stages of your career and you have like your time in graduate school your first job after graduate school, and then hopefully eventually if you stay in Academia, you probably want to move into some sort of a tenure-track position. So, for me right now, I do like in this is like one my first job. You know this little there's a little more research funding but there's lots of opportunities to apply for national research funding and we're definitely yes. Yeah, so, you know when I went to go get my PhD in the United States I had serve done it planning to eventually come to Japan and hopefully work in Academia here. And part of that is because the chick the economics job market in America right now is really flooded. So, it's very hard to, I mean its certain fields like so my field is Humanities Social Sciences manatees in America right now really flooded. There's more people with PhDs there are positions available easy to get a job. But because I knew the situation of the American academic job market right now. My plan was always come back Japan in and get a job here.

Interviewer

How do you think for the Japanese economy job market for the foreigners?

Interviewee

I'm still has a lot of positions for English teachers, especially highly-qualified English teachers, because there's a lot of foreigners who can serve teach English, but don't have any advanced degree.

If anything I see more and more Japanese universities new kinds of English program some Japanese universities or even creating like entire departments where everything is supposed to be taught in English, you know you have like Waseda and Keio have programs at Todai has of the peak program. There is a lot of universities that they have English language program Ritsumeikan Asia-Pacific University. They're only growing. Those are those are the parts of the universities that are getting bigger because those Japanese universities are trying to recruit more International students from other places in Asia, and you know it. Yeah, I think so. I think Japanese universities in general maybe the number of students shrinking, but those specific English programs are growing. It seems like the market for English language education system is doing pretty well.

Interviewer

I understand. The last (8) question: <u>Do you think the environment of Tsukuba Science City is important for researchers for their work and social networks? Do you think are there enough collaboration between different kind of institutions or centers?</u>

Interviewee

I am here only for 3 months. So, I am not sure that I can answer yet. I am still like the applying for my the first round of the starting this year my research funding its I think once I do that, I have a better sense of like the possibilities for collaboration stuff like that. But you know so far like, you know, I've had some chances to interact with other researchers and a little bit like you I don't live in Tsukuba. So, I commute from Tokyo. I'm trying to my wife and I are trying to move somewhere. Because she works in central Tokyo.

Interviewer

Professor you have also a living experience rural areas than Tsukuba in Japan, so how do you compare those things?

Interviewee

Tsukuba is way better in case of research opportunities, but not in case of social life. In Kanto, in general you have like the end of the major the major societies that to my field, is like English literature. So, you have like the English literature Society of Japan you the American Studies Society of Japan. All of their headquartered are in Tokyo. And it's much easier do research or fine in a fine talks that I want to go to or find people who might be interested interesting to collaborate with in the Kanto region.

Interviewer

So basically, all those are my questions. Thank you very much.

Interviewee

Okay no problem.

Interviewee 9 (This interview's answers have been received in written format)

Research Title : "**Role of Research Parks in Highly-Skilled Migration Flows for Japan: A Case Study of the University of Tsukuba**"

Researcher : **DURMAZ Gokberk**

A Ph.D Student in International and Advanced Japanese Studies, Graduate School of Humanities and Social Sciences, University of Tsukuba

The Interview Questions to Officials of the University of Tsukuba

1- As the University of Tsukuba, how do you support research activities and research-oriented collaboration of international researchers / professors, especially; researchers / professors who can not fully communicate in Japanese?

Firstly, I note that I answer these questions as a research administrator belonging to the Arts and Humanities(A&H) Department. My answers do not represent university's one.

・English Kakenhi Helpdesk for non-Japanese researchers: research administrators receive drafts for Kakenhi and put comments and send it back to researchers.

・English Seminar for non-Japanese researchers: research administrators and regarding department faculties hold an seminar to help non-Japanese researchers who intend to apply for the Grants-in-Aid (Kakenhi) every year. Three speakers talk what Kakenhi is and how to write successful application forms. This year 2019, around 30 foreign researchers attended the seminar.

http://ura.sec.tsukuba.ac.jp/archives/18433

・English Seminar for non-Japanese researchers belonging to the A&H department: Research Promotion Team and research administrator hold an seminar to help non-Japanese researchers who intend to apply for the Grants-in-Aid (Kakenhi). The seminar has two parts, one is a short lecture about basic information of Kakenhi, and the second is an one-on-one consultation to applicants by advisers, who succeeded to get Kakenhi before.

・Set a room for research promotion: the A&H department set a room for supporting researchers to promote their research activities. The room has files of accepted application forms in the past years, the applicants can visit the room and read the files to learn how to write a successful application form. This service is open for all,

including non-Japanese researcher.

2- How do you evaluate performances of international researchers / professors? Do you have any statistics that can show number of research activities of international researchers / professors? Do you think that the university is satisfied about it's international researchers/ professors?

Sorry, I am not in the position to evaluate performances of researchers.

3-According to interviews that I have conducted with international researchers / professors, they see the University responsible to support promotion of research collaboration inside the University as well as inside the Tsukuba Science City.
Thus, I would like to ask you:

3-1- How do you promote research collaboration inside the University?

・ *Researcher Blind Date Project - Meet your potential collaborator! : To promote collaborative researches, Research Administrators at University of Tsukuba organize a poster exhibition in which registants anonymously post their own research skills, research topics, and/or hurdles to overcome in a three questions format. This project is open for all researchers not only in the Univ. of Tsukuba, but also other science institutes.* http://ura.sec.tsukuba.ac.jp/archives/18100#englishank

3-2- How do you promote research collaboration inside the Tsukuba Science City?
 ・*It is difficult to find similar departments (Arts and Humanities) in Tsukuba "Science" City, so I have not find such a project to promote research collaboration inside Tsukuba in our filed. However, because my previous job was in AIST, I am sharing information such as the open facility days with former colleagues personally.*

3-3- Do you also agree that the University should take an initiative to promote research collaboration inside the Tsukuba Science City?
Yes. There are many Ph.D. holders in this city, but they seem not know each other enough to make a collaborative research. This problem has been discussed for long time.

(A Japanese Professor of the University of Tsukuba)

<u>Interviewee 10</u>

<u>Research Title :</u> "**Role of Research Parks in Highly-Skilled Migration Flows for Japan: A Case Study of the University of Tsukuba**"

<u>Researcher :</u> **DURMAZ Gokberk**
A Ph.D Student in International and Advanced Japanese Studies, Graduate School of Humanities and Social Sciences, University of Tsukuba

Interviewer
<u>As a Japanese Professor at the University of Tsukuba, what do you think about International Professors' research activities and research-oriented collaboration, especially; researchers / professors who can not fully communicate in Japanese? Do you think do they have enough effort to be a part of Japanese Academia? Or do you think the higher education system in Japan is too complicated for them for truly be a part of it?</u>

Interviewee
Okay, so what do I think about the it's not possible for me to really talk in general about it, but I presume that their research activities for sake there is nothing in shortage or anything. They respectively do their research. I mean in different degrees of course in different field. If we're talking about the collaboration. Collaboration with the Japanese and other international faculty members. One thing that we can see is -well it's common with the second question as well.- Especially, if the foreign faculty do not speak or understand Japanese; of course, That limits the opportunities. So, I think it's more to do with the receiving side and they come here not necessarily being demanded to speak Japanese. So if they can not collaborate very well with other professors in the University, that's passion at least the halfway, maybe more than that because we – Japanese faculty side- are not capable of collaborating with them because of our language limitations. That's one thing I think. So not to blame them necessarily, but that's the reality. Reality of a Japanese faculty who haven't been exposed, who haven't studied in foreign countries etc. and there is no reason for them to be able to communicate really. I think that limits the opportunity of collaboration. I am an Economist and of course, I studied in the US. My colleagues at the Economics; most of them studied in English speaking countries. So of course, they are quite comfortable in maybe talking with a foreign researcher. Maybe some of them collaborate with other faculty members of the university that they study etc. and they go to international conferences. So if some Economists hire here, of course, they could discuss them about researches. I don't know if they publish together, I am not sure, but still.

Being a part of Academia, if that means speaking Japanese, then I don't think it is even possible for them. Because, if they come here without speaking Japanese how can they be part of Japanese Academia. Because, they do their own research -unless it is specifically related with Japanese Culture etc.-, it is not even in their agenda to speak Japanese. I don't think it's lack of effort, but it just doesn't make sense for them to even consider being part of Japanese Academia, I am not sure. For receiving side it is open. Some of the academic associations of course, they can publish in English so they can send their research to this journal. That's fine. But to attend the conferences if they allow

us to present in English, maybe they could do so, but how much of incentive is there for them, if all of the attending people will not really understand presenting in English.

Interviewer
I understand. Professor do you think Japanese Academia is really open to them to be part of it. Or it is too complicated for them to be really inside?

Interviewee
So, for the research maybe they can be said to be open more or less. Depends on the association some have foreign language in the home page in an application to be a member know that information other than Japanese language, but then maybe you can find a foreign language English version of if you're interested as a foreign faculty with their own effort. They don't come to recruit them. If they know some colleagues inside who can encourage and introduce them to be a member of this Association.

Interviewer
The question number 2: How do you evaluate performances of international researchers / professors regarding taking initiative of necessary administrative works or non-academic responsibilities? Do they do well enough, or less than Japanese Professors? If so, what sort of reasons might be effective on their deficiencies about administrative works?

For the administrative works and positions, if they don't speak Japanese it will be very difficult to be any part. Many of the foreign faculty members, even though they don't speak Japanese and I know that some of them are open to trying to help or contribute and for example: making the entrance exam questions. In there, you have to create and write questions in English. Then they are making sure that English is correct etc. Like editing. Also, sometimes proctoring where Japanese is not very necessary; well even in the proctoring – especially in undergraduate level- entrance exam; it is very very important thing for their life for the young people. and then we have to be very very sensitive if they don't either professors do not understand what they are expected to do. It is really kind of risky, too much risk to ask them to be propped up. So in many sense, it is difficult for us, for Japanese professors, to ask foreign professors' help. They have to be able to read everything in Japanese, communicate freely only in Japanese with administrative offices etc.

So, it will be very difficult to do the same kind of administration work as a Japanese professor. And I know that that's part of the reason sometimes when we are recruiting professors, you know, some people are kind of because we don't discriminate against them, but you know, sometimes if two candidates are equally suitable for the position. Then, that might be even one of the considerations that whether that person would be able to take the administrative work. Because, if let say all of the faculty members are foreign Professors and non-of them can take administration work. That means remaining few Japanese faculty members have to take all the responsibilities. So that's I know that that's kind of exist in the mentality of that. In that sense also, taking the higher position will be also difficult, because the meetings will have to be conducted in Japanese. You can not conduct meetings in English. Because some Japanese professors may understand in English, but not everyone and then this is a Japanese university, so of course; it is expected to be able to speak in Japanese, if they are in a responsible position to manage;

so yes main reason is the language. Other than that what should stop them, not knowing the Japanese culture?

Interviewer

Some of the interviewees they mentioned in Japanese work ethics/business ethics are different than other countries. Do you think does it apply to the University?

Interviewee

Compare with private businesses, of course, Professors have more control, you know, they themselves control to some extend their own working hours. Do they mean that work ethics likes we work too many hours that kind of thing? What specifically?

Interviewer

Specifically, they are talking about challenging in non-verbal communication inside an organization.

Interviewee

Yeah I see. As a Japanese person it is difficult to step aside, but the non-verbal Communication. It is hard to say. Well yes there are a lot of non-verbal aspect of. I think it is not even limited to Japanese culture. I mean even in America, where I live in for 15 years, but you know even in the US culture; yeah they speak out a lot but still, you know people behave in certain ways in the observe the way their facial expressions and then you know, like the way that they treat you. There are like a lot of messages that you get. In that sense, I think it is not that different, I think this is a Japan. But the culture like, before the meetings, you know, you informally talk with the people expected members and then you get like an informal consensus then was the meeting happens, you know, there is not much of arguments.

So, what is expected out of the meeting. especially in this University, may be in different cultures as well, the meetings you discuss about some important issues and then make decisions. Yes, a lot of meetings are just a formality. Still decisions are made in the meetings, but may be lack of hardly discussions with each person's opinions etc. -though some professors they express their opinions-. But, often times in meetings are quiet, partially because of before-hand consensus. And also not many objections and critics. I don't know if it is a something that a foreign faculty to accept. But, first of all, they don't even truly understand what has been discussed during the meetings. That's why it is really difficult for them even express themselves.

Interviewer

I understand. The question number 3 is: According to the interviews, some International Professors complained about lack of collaboration. Then, the University shared some retreatments and helps to International Professors on this issue. The question is as a Japanese Professor, who have worked with international professors at the University of Tsukuba for years, what kind of reforms have been done by the University for their adaptation to the Japanese higher education system truly, during the time?

Interviewee

Recent years they are conducting some seminars and some orientations for them. Aside of it.

Interviewer

How about the title matter of foreign professor and professor?

Interviewee

So, this is has to do it with the history of Japanese universities. I think it's after the second world war 1950s 1940s system goes back to the country when we start the modern education system. Oh! It was even before that it goes back to Meiji period. Long time ago, when we were trying to modernize country. So, we needed to learn about from foreign countries. So, we hired foreign professors, in Japanese called *gaikokujin kyouin*. So, there's a category in Japanese universities created to invite the foreign professors to teach us their advanced knowledge. So, it was a special category. So, a Japanese University, especially national university like Tsukuba has very very clear and strict regulations of different categories of professors. So, in each category has fixed amount of salaries and based on age and all the background. So, there is a system of remunerations and promotion.

A separate from that it was a separate category : foreign professor. So those foreign faculty members are not going to be part of this standard faculty positioning system. And actually, their salaries were higher than Japanese professors. But they're not permanent positions. It was a fixed term contract for them. Because, after some years they were expected to go back their countries.

Then, I think some years ago, that foreign faculty category was abandoned. And then the foreign faculty will compete equally to the regular standard opening of the positions according to each position certain requirements. We may be still something remaining from the past history. Maybe some certain people still didn't finish their contracts in foreign professor category.

Right now, if a foreigner applies a faculty position he/she will be evaluated in same standards with any other Japanese professors. In this sense, publications, and education history are important. Also, capability to do administrative works might be a reason but it is not a big weight that he/she will get the position or not. It is basically based on researches.

Interviewer

Currently, does Japanese education system treats equally to Japanese and foreigner competition? And their responsibilities are same?

Interviewee

Yes, but it depends on a certain position. Sometimes, it is more research position while others more focusing on teaching. Responsibilities might be slightly different if we accept at the beginning that a certain person is not capable to help administrative works, while we expect administrative works for some other positions.

Interviewer

Thank you very much Professor, those are all my question. Would you like to add something more?

Interviewee

We have a lot of challenges as Japanese faculty members itself. The university telling us internationalizing and publishing in English. You have to publish in English, not only in Japanese. And then be able to teach in English. All these demands are placed on us on Japanese professors as well. If that is successful eventually, foreign faculty members freely can come and go and collaborate and be accepted by our University. But, it is a general challenge in Japanese universities because of mainly language barriers. So, we can not freely internationalize or globalize. We try to accept a lot of foreign students with high qualities. But who will educate them, provide classes and teach? Only certain professors who are able to communicate in English, very limited people. So, others just categorically refuse, or some of them just try with very much difficulties. Well, I can not blame them too. Because I know how difficult to communicate and teach in another language. It is evaluation of Japanese Professors as well. We are under a lot of pressure to welcome to globalize our work.

Appendix 11: The Interview Questions for Highly-Skilled Immigrants

<u>Research Title</u> : **"Role of Research Parks in Highly-Skilled Migration Flows for Japan: A Case Study of the University of Tsukuba "**

<u>Researcher</u> : **DURMAZ Gokberk**

A Ph.D Student in International and Advanced Japanese Studies, Graduate School of Humanities and Social Sciences, University of Tsukuba

<u>The Interview Questions:</u>

1- Could you please you introduce yourself? What do you do? How long have you lived in Japan?

2-What kind of challenges did you experience in Japan as a foreigner highly-skilled immigrant?

3-What do you think about Japan's Immigration system, and newer developments on it?

4-What kind of challenges do you think foreigners have in their work life in Japan? Do you think those challenges are different for unskilled, skilled or highly-skilled workers?

5-What kind of barriers do think foreigners and their families need to handle in their social life in Japan?

6-Do you think the Japanese society has some resistance towards immigration? If so, why do you think?

7-Does the University of Tsukuba/Japan fulfil your expectations in the way of your career?

8-Do you think the environment of Tsukuba Science City is important for the researchers for their work/social networks?

Appendix 12: Consent Form for Highly-Skilled Immigrants

Research Title: **"Role of Research Parks in Highly-Skilled Migration Flows for Japan: A Case Study of the University of Tsukuba "**

<u>Dear Research Participant,</u>
You are kindly invited to participate in a research interview conducted by Gokberk DURMAZ, a PhD Student at the University of Tsukuba. I am currently undertaking my Ph.D. degree in International and Advanced Japanese Studies, Graduate School of Humanities and Social Sciences, University of Tsukuba, Japan. As part of this degree, I am conducting research on *"**Role of Research Parks in Highly-Skilled Migration Flows for Japan: A Case Study of the University of Tsukuba "***

You are being asked to take part in this research study. Please share your ideas in the interview that include your personal experience during your study in Japan. I am asking you to take part in this research because you are a foreigner highly-skilled immigrant - according to Japanese Immigration System- I believe your experience and knowledge can contribute to understand perspectives and expectations highly-skilled immigrants who live in Japan.

If you agree to take part in this research, I will conduct an interview with you. The interview will include questions about your personal and professional experience in Japan and it will look at how your experience in the new context impacted your personal and professional experience. With your permission, I would also like to voice-record the interview.

Please read this form and before you decide, feel free to ask any question you may have before taking part in this research study.

Confidential Part

For ethical reasons, I assure that your name will be kept completely confidential. Your anonymity will be respected, and your name will be anonymized during the interview, when analyzing the data from the interview, and making any references to your comments in my Ph.D. Dissertation and further researches. The recording will be kept privately.

You might find some questions sensitive about your everyday experience in the new context. In the opinion of this research, there are not any risks anticipated for you participating in this research. Your participation is volunteer based and you can decide whether to participate or not. You have the right not to answer interview questions and you have the right to ask questions as well.

(1/2 pages)

You will receive the copy of this consent.
If you have read and agree with information on the first page, and you think that your ideas could be used for my researches in future, please kindly sign below.

I consent to take part in this research:

Full Name:

Signature:

Date:

Contact Information:

e-mail:

Interviewee No:

Department:

Researcher Contact information:

Gökberk DURMAZ   Signature:

I hereby declare that I will respect your privacy and keep your information confidentially,

as I mentioned on the first page of this paper.

University of Tsukuba ,

Graduate School of Humanities and Social Sciences

Special Program in Japanese and Eurasian Studies

Ph.D. in International and Advanced Japanese Studies

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Tel: +81-70-3844-1991

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Facebook : www.facebook.com/gokberk.durmaz.3

Skype: gokberk.durmaz   (2/2 pages)

Appendix 13: The Interview Questions for the University Officials

<u>Research Title :</u> **"Role of Research Parks in Highly-Skilled Migration Flows for Japan: A Case Study of the University of Tsukuba "**

<u>Researcher :</u> **DURMAZ Gokberk**

A Ph.D Student in International and Advanced Japanese Studies, Graduate School of Humanities and Social Sciences, University of Tsukuba

<u>The Interview Questions to Officials of the University of Tsukuba:</u>

1-As the University of Tsukuba, how do you support research activities and research-oriented collaboration of international researchers / professors, especially; researchers / professors who can not fully communicate in Japanese?

2- How do you evaluate performances of international researchers / professors? Do you have any statistics that can show number of research activities of international researchers / professors? Do you think that the university is satisfied about it's international researchers/ professors?

3-According to interviews that I have conducted with international researchers / professors, they see the University responsible to support promotion of research collaboration inside the University as well as inside the Tsukuba Science City.

Thus, I would like to ask you:

      3-1- How do you promote research collaboration inside the University?

      3-2- How do you promote research collaboration inside the Tsukuba Science City?

      3-3- Do you also agree that the University should take an initiative to promote research collaboration inside the Tsukuba Science City?

Appendix 14: Consent Form for the University Officials

Research Title: **"Role of Research Parks in Highly-Skilled Migration Flows for Japan: A Case Study of the University of Tsukuba "**

<u>Dear Research Participant,</u>
You are kindly invited to participate in a research interview conducted by Gokberk DURMAZ, a PhD Student at the University of Tsukuba. I am currently undertaking my Ph.D. degree in International and Advanced Japanese Studies, Graduate School of Humanities and Social Sciences, University of Tsukuba, Japan. As part of this degree, I am conducting research on *"Role of Research Parks in Highly-Skilled Migration Flows for Japan: A Case Study of the University of Tsukuba "*

You are being asked to take part in this research study. Please share your ideas in the interview that include your personal experience during your study in Japan. I am asking you to take part in this research because you are an official of the University of Tsukuba who works in the University Research Administration Office. I believe your experience and knowledge can contribute to understand perspectives and expectations of the University.

If you agree to take part in this research, I will conduct an interview with you via e-mail. The interview will include written open-ended questions about your personal and professional view in the University. With your permission, I would also like to use the information (answers and additional data)- which will be given by you- in my current Ph.D. dissertation and further studies.

Please read this form and before you decide, feel free to ask any question you may have before taking part in this research study.

Confidential Part

For ethical reasons, I assure that your name will be kept completely confidential. Your anonymity will be respected, and your name will be anonymized during the interview, when analyzing the data from the interview, and making any references to your comments in my Ph.D. Dissertation and further researches. The information will be kept privately.

Your participation is volunteer based and you can decide whether to participate or not. You have the right not to answer interview questions and you have the right to ask questions as well.

(1/2 pages)

You will receive the copy of this consent.
If you have read and agree with information on the first page, and you think that your ideas could be used for my researches in future, please kindly sign below.

I consent to take part in this research:

Full Name:

Signature:

Date:

Contact Information:

e-mail:

Interviewee No: 9

Department: University of Tsukuba- Office of University Research Administration

Researcher Contact information:

Gökberk DURMAZ   Signature:

I hereby declare that I will respect your privacy and keep your information confidentially,

as I mentioned on the first page of this paper.

University of Tsukuba ,

Graduate School of Humanities and Social Sciences

Special Program in Japanese and Eurasian Studies

Ph.D. in International and Advanced Japanese Studies

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Skype: gokberk.durmaz   (2/2 pages)

Appendix 15: The Interview Questions for Japanese Professors

<u>Research Title</u> : **"Role of Research Parks in Highly-Skilled Migration Flows for Japan: A Case Study of the University of Tsukuba"**

<u>Researcher</u> : **DURMAZ Gokberk**

A Ph.D. Student in International and Advanced Japanese Studies, Graduate School of Humanities and Social Sciences, University of Tsukuba

<u>The Interview Questions to the Academics / Officials of the University of Tsukuba:</u>

1-As a Japanese Professor at the University of Tsukuba, what do you think about International Professors' research activities and research-oriented collaboration, especially; researchers / professors who can not fully communicate in Japanese? Do you think do they have enough effort to be a part of Japanese Academia? Or do you think the higher education system in Japan is too complicated for them for truly be a part of it?

2- How do you evaluate performances of international researchers / professors regarding taking initiative of necessary administrative works or non-academic responsibilities? Do they do well enough, or less than Japanese Professors? If so, what sort of reasons might be effective on their deficiencies about administrative works?

3-According to the interviews, some International Professors complained about lack of collaboration. Then, the University shared some retreatments and helps to International Professors on this issue. The question is as a Japanese Professor, who have worked with international professors at the University of Tsukuba for years, what kind of reforms have been done by the University for their adaptation to the Japanese higher education system truly, during the time?

Appendix 16: Consent Form for Japanese Professors

Consent Form for Interviewees

Research Title: **"Role of Research Parks in Highly-Skilled Migration Flows for Japan: A Case Study of the University of Tsukuba"**

Dear Research Participant,
You are kindly invited to participate in a research interview conducted by Gokberk DURMAZ, a PhD Student at the University of Tsukuba. I am currently undertaking my Ph.D. degree in International and Advanced Japanese Studies, Graduate School of Humanities and Social Sciences, University of Tsukuba, Japan. As part of this degree, I am conducting research on *"Role of Research Parks in Highly-Skilled Migration Flows for Japan: A Case Study of the University of Tsukuba "*

You are being asked to take part in this research/study. Please share your ideas in the interview that include your personal experience during your work-life in Japan's Academia. I am asking you to take a part in this research because you are a Japanese Professor -who might know and a part of Japanese Higher Education System from an inside view. I believe your experience and knowledge can contribute to understand perspectives and expectations Japanese highly-skilled workers from international highly-skilled immigrants.

If you agree to take part in this research, I will conduct an interview with you. The interview will include questions about your personal and professional experience in Japan's Higher Education System and it will look at how your experience in the new context impacted your personal and professional experience. With your permission, I would also like to voice-record the interview.

Please read this form and before you decide, feel free to ask any question you may have before taking part in this research study.

Confidential Part

For ethical reasons, I assure that your name will be kept completely confidential. Your anonymity will be respected, and your name will be anonymized during the interview, when analyzing the data from the interview, and making any references to your comments in my Ph.D. Dissertation and further researches. The recording will be kept privately.

You might find some questions sensitive about your everyday experience in the new context. In the opinion of this research, there are not any risks anticipated for you participating in this research. Your participation is volunteer based and you can decide whether to participate or not. You have the right not to answer interview questions and you have the right to ask questions as well.

(1/2   pages)

You will receive the copy of this consent.
If you have read and agree with information on the first page, and you think that your ideas could be used for my researches in future, please kindly sign below.

I consent to take part in this research:

Full Name:

Signature:

Date:

Contact Information:

e-mail:

Interviewee No:

Department:

Researcher Contact information:

Gökberk DURMAZ   Signature:

I hereby declare that I will respect your privacy and keep your information confidentially,

as I mentioned on the first page of this paper.

University of Tsukuba ,

Graduate School of Humanities and Social Sciences

Special Program in Japanese and Eurasian Studies

Ph.D. in International and Advanced Japanese Studies

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Facebook : www.facebook.com/gokberk.durmaz.3

Skype: gokberk.durmaz

(2/2 pages)

Appendix 17: "Meet Your Potential Collaborator"
(A Document Given by the University)

Researcher Blind Date Project
MEET YOUR POTENTIAL COLLABORATOR!

参加方法

Step1: 学内申請システム「u-rad」に設置された登録フォームサイトにアクセスし
サイト上で「3つの設問」に答える（日/英 可）（先着 100名）

> **3つの設問**
>
> **私の研究はこんな感じです**
>   - 他分野の研究者でも分かるようご自分の研究について簡単に説明してください
>
> **こんなコラボレーションができたら嬉しい**
>   - こんなコラボレーションができたら嬉しいという目標や希望、困っていること等を教えてください
>
> **私、こんなことができます**
>   - 提供可能なスキル、ノウハウについて教えてください
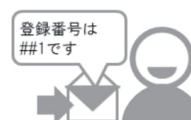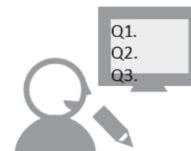
Step2: 事務局から「登録番号」を受け取る
（「登録番号」は会場内での掲示やコメント記入等に使用します）

Step3: （イベント当日）コメントをつうじ、共同研究者と出会う

※終日会場にいる必要はありません。隙間時間に会場にお立ち寄りください。
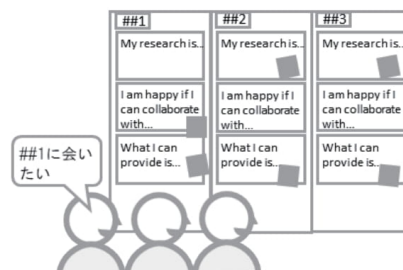
How to join

Step1: Answer three-questions through the UT internal application system "u-rad"

> **Three questions format**
>
> **Q1. Please describe your research topics.**
>
> **Q2. Please describe your research goals, aims, hurdles, etc.**
>
> **Q3. Please describe your unique know-how and skills that you can provide for other researchers**
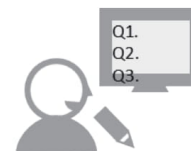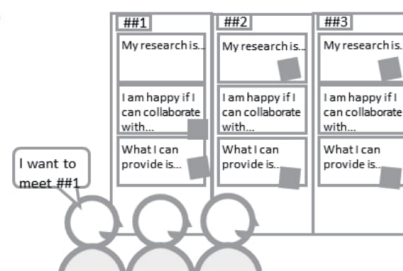
Step2: . Get Registration Number
Research Administration office will send an e-mail which includes "Registration Number" after registering. "Registration Number" will be used for your poster and comments during this project.

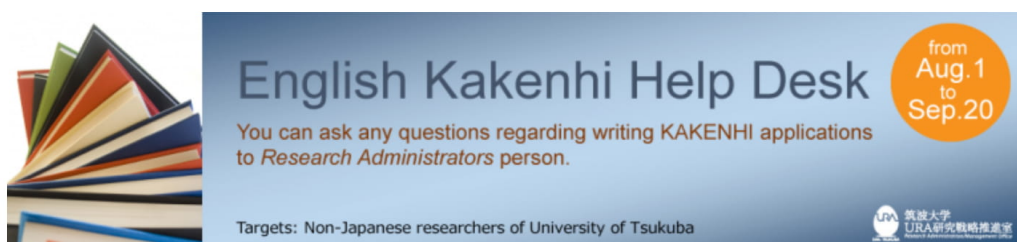Step 3. Post comments and meet collaborators
Please visit at locations listed below and post comments to meet potential collaborators.

英語による科研費獲得支援2019 – KAKENHI Support for Non-Japanese Researchers July 22nd, 2019 KAKENHI Support for non-Japanese Researchers in FY2019

[New!] KAKENHI Help-Desk for Non-Japanese Researchers August 1st -September 20th

　＜We noticed that the email address shown below was incorrect, which is now corrected. Since our mistake must have caused inconvenience to those who apply for Kakenhi, we decided to extend our service period to Oct. 10th. ＞

We would sincerely hold an English Kakenhi Help-Desk from August 1st to Oct 10th. Researchers who wish to apply for Kakenhi in this year please refer to the following instruction.

- **How**: Please send your questions about Kakenhi application to **uketsuke2[at]un.tsukuba.ac.jp** (Please replace [at] with @) with possible time frames for you to visit us.
- **Place**: 6th floor of the main administration building(Honbu-to) or your request places.

KAKENHI Seminar for Non-Japanese Researchers July 22nd, 2019

Kakenhi Seminar for Non-Japanese Researchers

July 22nd Mon 9:30 - 11:40
University Hall 3F
Special Conference Room

We are pleased to be announced that KAKENHI Seminar for Non-Japanese Researchers will be held in July 22nd, Monday. The seminar will be organized by URA and the CEGLOC FD Committee, in co-organization with the Faculty of Humanities and Social Sciences, and ICR. We will update this page as more information come up.

■ Date: Monday, July 22nd, 2019
■ Time: 9:30-11:40 am
■ Venue: Special Conference Room, University Hall, 3rd floor

■ Program

9:30-10:00 "KAKENHI 101"
            Ai Saito, URA, Research Administration/Management Office

10:10-10:50 "Perusal of a Successful Kakenhi Application"
            Bruno Jactat, Assistant Professor, Faculty of Humanities and Social Sciences

11:00-11:40 "Let's Secure that Grant"
            Hai-Tao Yu, Assistant Professor, Faculty of Library, Information and Media Science

A networking lunch will be held after the seminar. Participants are welcome to join (at their own expense, +/- JPY 1.000) but should register via the seminar registration form below.

The pre-registration site is closed, so please come to Special Conference Room directly.

Presentation slides (PDF)

The presentation slides will be uploaded soon after the seminar finished.

1. ["KAKENHI 101"](#) presented by Ai Saito

2. ["Perusal of a Successful Kakenhi Application"](#) presented by Bruno Jactat

3. ["Let's Secure that Grant"](#) presented by Hai-Tao Yu,

Last year's videos of the seminar

You can watch the videos of the seminar at COTRE Channel in manaba.

- [namaba > COTRE Channel > KAKENHI Seminar for Non-Japanese Researchers 2018 (Sep 7)](#)
- [How to watch COTRE Channel](#)

Last year's presentation slides (PDF)

Please do not share the following materials with people outside of University of Tsukuba

1. [Basics of KAKENHI and What's New in FY2019 (Gakuta Toba)](#)
2. [Bottom Up – My Experience in the KAKENHI System (Michael Lazarus)](#)