CULTURE-ORIENTATION INTERNATIONALIZATION TYPOLOGY OF TOKYO CITY UNIVERSITY: A DIVERSIFIED EDUCATION IN ENGLISH VIGNETTE

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Abstract - In the past five years, Tokyo City University has embarked on an internationalization program as a way to foster globalization among their students to prepare them for life and work in an increasingly global society. It has been a gradual and progressive process whose development and performance can be viewed holistically through the lens of university culture and orientation. Using the Typology of University Culture by Sporn (1996), the aspect of diversified education in English through business courses taught by academic exchange faculty is analyzed and assessed by way of the explanation building case method to identify the culture-orientation typology of Tokyo City University. It was concluded that Tokyo City University is exhibiting a strong culture-external orientation internationalization typology, specifically in proactive participation of stakeholders in aspects of curriculum enhancements, resource mobilization and sharing of international interest and expertise.

Keywords - University Culture, University Internationalization, Diversified Education, Academic Exchange, Career Preparation

I. INTRODUCTION

Despite its isolation from the rest of the world in the early 17th to the mid 19th century, Japan was successful in keeping pace with the demands of development, growth and progress. It has become one of the biggest economies in the world throughout the years and is known to be a leader in several important industries. To sustain their economic status, there is a need to do more business across borders, which can provide them access to resources and markets.

Globalization of business expanded the sales market all over the world of Japanese companies, especially manufacturing. They also moved their research and development and factories outside Japan. As globalization continues, the rate at which Japanese companies would need to employ workers, including executives, outside Japan, is significantly increasing. There are also more opportunities for the Japanese to work outside the country. On the other hand, globalization also means many foreign companies entering the Japanese market. Thus, whether in and out of Japan, their youth have to be prepared to seize global opportunities, by being trained and equipped with knowledge and skills needed to work internationally.

In 2010, the Ministry of Economy, Trade and Industry and the Ministry of Education, Culture, Sports, Science and Technology, released a Global Human Resource Development Committee of the Industry-Academia Partnership for Human Resource Development Report that highlighted the knowledge and skills deemed necessary for human resources, especially among the Japanese, to be considered "global". These include: linguistic and communication skills, with English becoming foremost; cultural understanding and sense of identity as Japanese and a sense of responsibility, optimism, collaboration, flexibility and purpose (Yonezawa, 2014). In this regard, the role of universities or institutions in tertiary education in fostering globally competitive human resources through national education and training has become more apparent.

II. UNIVERSITY CULTURE AND ORIENTATION

Universities help in meeting the challenges of globalization by educating the youth to be globally competent and engaged so as to contribute to local and national competitiveness (Morris, 2010). They embark on the process of internationalization to accomplish this task.

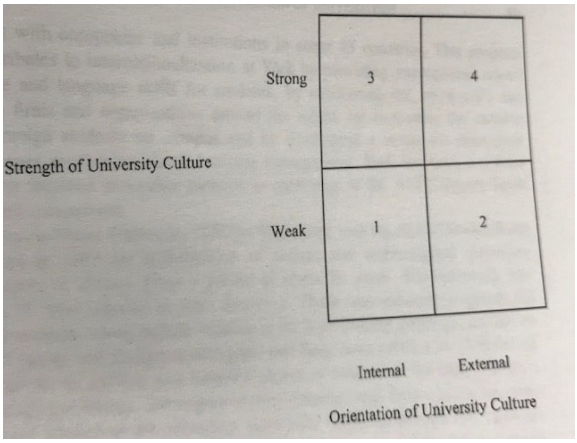
For Ellinghoe (1998), as cited in Bartell (2003), internationalization consists of activities that allow the University to integrate a global perspective into its system by internal changes and external adaptation to a volatile, global and diverse environment, largely driven by leadership in collaboration with various stakeholders to bring about the realization of a current yet future need that is multidimensional and interdisciplinary. Knight (2003), as cited in Bartell (2003), explains that the process involves the integration of international and intercultural elements into the purpose, functions or delivery of education. As a form of organizational adaptation, leadership is vital to the process, which utilizes the power of culture with its orientation and strength, to facilitate its advancement.

III. UNIVERSITY CULTURE AND ORIENTATION

Culture consists of the University's values and beliefs, shared assumptions and understandings, through stories, unique language and norms, manifested in the behavior of individuals in the organization or the organization as a whole (Bartell, 2003). Sporn (1996), in his study of university culture, as cited in Bartell (2003), distinguished among four (4) types of culture based on strength and orientation. A university culture, can either be weak or strong, depending on the match among its values, organizational structure and strategic plans as a university. A strong culture encourages debate and discussion for proactive change and improvement of the quality of decisions and solutions (Bartell, 2003).

Orientation, on the other hand, can be internal or external. Externally oriented universities, emphasizes shared commitment throughout the organization to innovations and associated risks. It is responsive to the external environment, open and participation-driven. Internally oriented universities, on the other hand, emphasizes control, stability and regulation. It is focused on resource allocation and hierarchy (Bartell, 2003).

Figure 1 depicts the typology of university culture cited in Bartell (2003), characterized by strength and orientation, as conceptualized by Sporn (1996):



IV. THE CASE OF TOKYO CITY UNIVERSITY

To study the process of internationalization in Japanese universities, a case will be used. A case is a contemporary phenomenon within a real life context Yin (1989), as cited in Chetty (1996). A single case explaining events will be used through the "explanation building" analytic approach by bulding an explanation about the case as to the "how and why" of university culture. Evidence from sources of data such as documents, archives and direct observation will be examined to develop an explanation around data and theory (Chang, 2011) as embodied in the Typology of University Culture conceptualized by Sporn (1996).

The case for this study on University Culture Typology and Internationalization is Tokyo City University. It is a university in Tokyo with three campuses in Setagaya, Todoroki and Yokohama composed of 6 Faculties offering various undergraduate and graduate courses. It has a long history of hands-on technical education dating back in 1929 when it was still known as Musashi Senior Engineering School.

In the past five years, it has embarked on an internationalization program as a way to foster globalization among their students to prepare them for life and work in an increasingly global society. The overall goal is to develop the students as human resources who can play an active role globally.

The internationalization program of Tokyo City University has grown to have several programs that includes (1) Study Abroad Programs in Australia and New Zealand as well as through a newly-formed alliance that has partner universities in the Philippines, Malaysia and Thailand; (2) Short-term English training in Manila, Philippines in partnership with a leading Philippine university (3) Overseas internships and (4) Extra-curricular activities that promote the use of English.

These programs are administered by Tokyo City University's International Center, led by an International Center Director, in close collaboration with the University President. Relationships with partner universities are governed by a Joint Management Committee, whose members are the Presidents and the International Relations top officials of the respective universities.

In Tokyo City University itself, there is a well represented International Committee, whose members can give valuable inputs to the conceptualization, strategy design and implementation of the internationalization program of the University. Since they come from major operating units of the University, participation and input from those whose interests are important to internationalization is ensured.

V. DIVERSIFIED EDUCATION IN ENGLISH

Most of the programs provide diversified education in English. It is not only meant to develop English language proficiency. The programs also provide the students with the knowledge of cultures which could be useful in their future work settings. They provide a wider perspective on their lives and potential careers, making them more educated and prepared for the global workplace.

The focus of this research is the experience of the researchers on business courses in English delivered by a foreign professor. Through the alliance forged among five universities including Tokyo City University of Japan and four other universities from Malaysia, Philippines, Australia and Thailand, foreign professors from these universities teach courses to students of Tokyo City University, mostly specializing in technical courses like Engineering.

Study abroad programs in the United States began in the 1960s in the wake of a interdependent global economic community experiencing advances in technology, volatile political developments and ethical challenges (DeWinter and Rumbley, 1965). These are still prevalent today though unique in particular circumstances. Japan may well be a late player in university internationalization. However, realizing these similar signs of the times, Tokyo City University, deemed it timely and appropriate to diversify their education through curriculum enhancements by way of introducing business courses to their students across all three campuses.

A foreign professor from the Philippines prepared and designed business courses on Global Business and International Management. They cover the nature of the business and career preparation, in terms of knowledge and skills needed to thrive in the global workplace. Tokyo City University ensured its alignment and integration to departmental curriculum through review, approval, monitoring of implementation and evaluation. Quality control through supervision, inspection and continuous assessment were carried out. Teaching resources were provided by the University to support the foreign professor through provision of logistical support.
Over one hundred students experienced and gained from this learning experience.

VI. CULTURE AND ORIENTATION OF TOKYO CITY UNIVERSITY

Evidence of proactive participation of stakeholders in aspects of curriculum enhancements, resource mobilization and sharing of international interest and expertise point to a strong culture-external orientation internationalization typology for Tokyo City University.
Improvements in the design and implementation of the programs were made and are continuously made with the active participation of stakeholders within Tokyo City University and among its partner universities abroad. There is shared commitment to the realization of the goals of the internationalization program, that is, to prepare students for life and work in an increasingly global society.

V. CONCLUSION

Technical training and global learning converge in internationalization programs of universities, particularly seen in the case of Tokyo City University in Japan. Its progress and continuous development can be attributed to its culture and orientation.

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