

Comparative Study of International Branch Campuses and Offshore Programs in Japan: Temple University and the University of Massachusetts

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Abstract

International Branch Campuses and Offshore Programs have not developed much in Japan to date. However, at one point, US university schools in Japan were being established successively in Japan, and several foreign university branches and collaborative programs existed. Hence, it is a fact that there was a certain accumulation of such branches, even in Japan.

As such, the aim of this article was to elucidate the current status of International Branch Campuses and Offshore Programs in Japan, specifically, for International Branch Campuses, the Executive MBA program of the Japanese branch of Temple University and, for Offshore Programs, the MBA program based on cooperation between the University of Massachusetts Lowell and Abitus, a preparatory school for the certification exam. We performed a comparative study of both.

The study by the authors revealed notable differences, especially in the education/management system and teacher employment and evaluation aspects between the two programs. With respect to the education/management system, the teachers and curriculum etc., are exactly the same as the main school in the Executive MBA program of Temple University. However, with the MBA program of the University of Massachusetts Lowell School, an arrangement unique to Japan has been set up. With respect to teacher employment and evaluation, the Executive MBA program of Temple University places importance on research achievements of teachers, while the University of Massachusetts Lowell School MBA program places importance on the teaching results of teachers.

The reason for such a difference lies in the fact that the management of the Executive MBA program of Temple University is based on the logic of a research university, while the MBA program of the University of Massachusetts Lowell School reflects the intentions of the cooperating enterprises.

Key words: Higher education, Masters Programs, Business Administration Education, International Branch Campuses in Japan, Offshore Programs

1. Introduction

Takekoshi (2014)¹ classifies trans-border higher education in universities and programs into two groups: *international branch campuses*, that is, “separate schools established abroad by a university, whereby said university provides education,” and *offshore programs*, that is, “collaborative tie-ups by a university with a foreign institution, whereby said university provides

the program.”² Thus, based on its national-policy Global Schoolhouse concept, Singapore has attracted many international branch campuses. In addition, there are numerous private educational institutions in Singapore, “which, on their own initiative (unrelated to the government), are providing collaborative tie-ups with overseas universities”.³ China, too, has established schools in cooperation with foreign universities and institutions, including New York University Shanghai and the China Europe International Business School (CEIBS). Such efforts have led to the transformation of the traditional higher education structure in China.

Although Japan has lagged behind in the establishment of international branch campuses and offshore programs, it has recently launched American branch campuses and offshore programs. This paper aims to clarify the current status of international branch campuses, as well as offshore programs, in Japan. Specifically, it provides one example of each: international branch campuses in Japan are represented by the Executive Master of Business Administration Program of Temple University in Japan (hereinafter, the Temple University EMBA Program), and offshore programs uniting a foreign university and a Japanese education-related company are represented by the MBA program tie-up between Abitus, which runs preparatory schools for qualification exams, and the University of Massachusetts Lowell School (UMass Lowell) (hereinafter, the UMass MBA Program). This paper is thus a comparative case study of these two programs.

The abovementioned programs were selected for the following reasons. Both Temple University and UMass, which respectively run the programs, are American state universities. Furthermore, both the MBA and EMBA programs have obtained representative international accreditation from the Association to Advance Collegiate Schools of Business (AACSB). Thus, they share the same foundation, although one is an international campus and the other is an offshore program. Rather than conducting studies of two completely different programs, a comparative study of two highly similar programs was considered to be the most appropriate way to highlight the differences between an international branch campus and an offshore program.

It is worth noting that in the United States there is an apparent age difference between the MBA and EMBA students, with many MBA students in their late 20s, and the majority of EMBA students in their 40s. In Japan, however, the average age of MBA students can be higher, and there is little age difference between persons who take the two programs, as shown in table 1. The UMass MBA Program has tailored its education with enough consideration of its high-volume student age: 30s and 40s. A comparison of the two programs is thus deemed appropriate.

Against this background, this paper takes the following structure. First, a review of prior research is made in the next section, which describes in detail the abundance of prior studies made on US universities with international branch schools in Japan since the creation of a system for offshore universities to establish such institutions in Japan. In Section 3, we present an overview of international branch schools established in Japan, together with offshore programs. Then, in Sections 4 and 5, the case study presents the comparison between the Temple University EMBA Program and the UMass MBA Program.

This introductory section ends with an argument for the academic significance of this paper. MBA/EMBA programs offered at international branch campuses or via offshore programs already have certain presence in the business school market in Japan at the graduate school level. These MBA/EMBA programs are not subject to the certified evaluation and accreditation processes by the Japan University Accreditation Association that university graduate management programs

generally undergo, and offshore programs have especially been overlooked in higher education research. In other words, although MBA/EMBA programs have contributed significantly to the society in general, the programs offered at international branch campuses in Japan or via offshore programs have not been sufficiently examined and considered in prior research, to the best of the authors' knowledge. Thus, this paper aims to fill this gap. It is hoped that it can provide greater depth for research on international branch campuses and offshore programs in Japan, thereby contributing to an increased vitality in our business schools.

2. Literature Review

Prior studies on international branch campuses in Japan have often focused on US universities in Japan. Chambers and Cummings (1990)⁴ offer the following concepts as a background for the establishment of American branch campuses in Japan: Japanese economic development ("Japan as number one"), globalization, Japan's interest in investment opportunities, the strength of the yen, the depopulation of regional areas, the US economic shift to regions, trade imbalances, trade friction, and the influence of key persons (e.g., Susumu Nikaido, member of the Japanese House of Representatives, and Dick Gephardt, member of the US House of Representatives). Sukigara (1991)⁵ indicates that the "establishment of branches in Japan of US universities was not due to proposals from the U.S. side as part of their strategic development plans, but was in all cases due to requests and enticements presented from the Japan side." Thus, Shinohara (1992)⁶ describes the efforts by Nakajomachi, Kitakanbara-gun (now Tainai City), Niigata Prefecture, to entice Southern Illinois University Carbondale to establish a Niigata school, and Tanaka (1991)⁷ presents a fact-finding survey of students enrolled at Temple University Japan, Southern Illinois University Carbondale Niigata, Minnesota State Colleges and Universities system in Akita, and Tokyo American Community College. Similarly, Watabe (1991⁸, 1994⁹) discusses the results of a questionnaire survey of students enrolled at US university schools in Japan. According to Hayata (1992)¹⁰, the establishment of the Association of American Universities in Japan was to help to maintain and improve the quality of American branch campuses in Japan. Nevertheless, several doubts arose, as lawsuits were filed concerning the educational contents at such schools.¹¹ Torii (2003)¹² lists the following as factors leading to the closure of such schools: low student numbers, high tuition fees, low reputation, students' English proficiency, differences in university-related thoughts and concepts between Japan and the United States, and notifications of contract termination from the US side.

In 2004, after the majority of US universities had abandoned their branch campuses in Japan, a system was created for establishing international branch campuses. Omori (2005)¹³ discusses the creation of a system for international branch campuses in Japan, indicating the looseness of the controls imposed by the Japan Ministry of Education, Culture, Sports, Science and Technology (MEXT). Torii (2006)¹⁴ describes the issues directly faced by Temple University Japan and the details of the proposal for its incorporation in a Structural Reform Special Zone (International Higher Education Special Zone) in response to those issues. Omori (2012)¹⁵ presents the background of the creation of the system for international branch campuses in Japan.

As described above, prior research on international branch campuses in Japan has been

entirely focused on American branch campuses, the background for the establishment of international branch campuses, and the design of such systems. At present, to the best of the authors' knowledge, no prior studies have been conducted on the Temple Japan EMBA Program or on offshore programs in Japan such as the UMass MBA Program. Thus, this paper has a certain novelty as it focuses on international branch campuses and offshore programs in Japan after the creation of the system and the establishment of such campuses.

3. Development of the System for International Branch Campuses in Japan

For a long time, MEXT was hesitant about providing an official recognition of international branch campuses. However, "MEXT had performed policy changes for approval of overseas branches of Japanese universities and to authorize overseas university Japan-branch schools¹⁶." Here, MEXT's "authorization" refers to the fact that the Minister of MEXT, "via such a school having received this designation, permits to persons who have been certified as completing education in such a school the use thereof as qualification for university entrance examinations to Japanese graduate schools, etc., and the use of credits earned at such a school for exchange of credits at Japanese universities, etc."^{17 18} Table 2 shows a list of international branch campuses in Japan that are currently designated by the Minister of MEXT.

The establishment of the system of international branch campuses in Japan did have certain positive effects. While once there were almost no cases of collaboration between American branch campuses in Japan and Japanese universities,¹⁹ the establishment of this system enabled collaborations between international branch campuses and Japanese universities in the form of academic credit exchanges.

Thus, there have been few international branch campuses established in Japan. A number of foreign universities, including research-based universities, have pulled out of Japan, such as Columbia University Teachers College (English language teaching methods) and Carnegie Mellon University Japan School (information security).

Different from many countries with advanced transnational higher education, in Japan there is no obligation for international branch campuses to engage with Japanese universities. Also, "there is no demand for said schools to have the equivalent quality and levels of higher education" as those that already exist in Japan.²⁰ There is thus some flexibility in the system. Several potential reasons for the relative inactivity of international branch campuses in Japan are presented below.

The first reason is Japan's traditional perspective on acquiring an overseas study, namely, "the image of study abroad includes elements linked with experience of foreign cultures, language acquisition, and human relationships (friendships)".²¹

The second reason is that there is little incentive for foreign universities to enter the Japanese market. Foreign universities are more attracted to Singapore, which serves as a higher education hub in which numerous foreign students are already gathered, and China, with its huge domestic market in terms of numbers of potential students.

The third reason is the fact that a certain degree of competition still exists among domestic Japanese institutions, especially among the "branded" universities. Additionally, since the 2000s, international departments have begun to be established at Japanese universities, including those

of the elite universities. These developments are still a recent phenomenon, thus, it may be difficult for foreign universities to secure a strong presence in Japan.

Fourth, English is often not widely used in Japanese cities and towns. University professors still tend to have relatively low salaries in Japan. Thus, it would be difficult to manage an international branch campus in Japan due to the difficulties involved in attracting excellent foreign professors.

The above factors have mutual influence, meaning that the establishment of branches of international campuses has been limited thus far in Japan. As discussed above, there is also a limited demand for offshore programs in Japan due to the preference for acquiring an overseas study, which is seen as having the “collateral elements of experience of a different country’s culture, language learning, interpersonal exchanges, etc.”²²

However, part-time MBA and EMBA programs for working persons have begun to emerge. In addition to the Japanese branches of Temple University and McGill University, other universities engaging in offshore programs include UMass Lowell from the United States, the University of Wales (Trinity Saint David), Anglia Ruskin University, and The Open University from the United Kingdom, Bond University from Australia, and the EU Business School from Switzerland. All these institutions have provided degree programs in Japan in the field of business study. As stated before, the remaining portion of this paper shall present a comparative study of the Temple University EMBA Program and the UMass MBA Program.

4. Temple University EMBA Program

Temple University was founded in 1884 in Philadelphia, the largest city in the state of Pennsylvania in US. Temple University is a state university, and while Pennsylvania State University (Penn State) might first come to mind as the state university of Pennsylvania, it has its main campus in State College, with other campuses established in the suburbs and in regional cities throughout the state. Geographically, Penn State also shares roles with Temple University. Penn State itself has a global strategy centered around the multiple programs offered online (Penn State World Campus), which has attracted much attention. In distinct contrast, Temple has established overseas campuses in Tokyo and Rome. It also has high name-recognition rates in Japan due to the existence of the Temple Japan campus.

Temple University was the first American university to establish a branch in Japan in 1982. In a collaboration with its Japanese business partner, “the school was first operated by a Japanese stockholding firm, Temple Nihon Inc., from 1996 onward the management entity was transferred to Temple University (the home school) itself”.²³ When Kirk R. Patterson, who had been the head of publicity at the global insurance giant AIG, or American International Group, served as the president of Temple University,²⁴ it was proposed to transform the school into a business-run university under the structural reform special-zone system.²⁵ Temple has been officially recognized as an accredited US university by the Middle States Commission on Higher Education. Based on the American university system, the Japan campus is operated by Temple Educational Support Services Ltd,²⁶ which is directly in charge of the school.

With the transfer of the main operating entity from a stockholding firm to Temple University

itself, Temple University Japan developed an operating system closer to that of the general Japanese universities. The current president, Dr. Bruce Stronach, has a long history in university education and research, and he also once served as the president of Yokohama City University. After its designation under the international branch campus system in Japan, Temple strengthened its inter-university collaboration with Japanese universities, and its academic credits can now be shared with Musashi University, Toyo University, Meiji University, and Showa Women's University. In preparation for its move to the Showa Women's University campus, which was implemented in 2019, Temple and Showa established closer collaborations, including joint faculty development (FD) and staff development workshops and research projects.²⁷

Today, Temple Japan has campuses in Tokyo and Osaka (the Fukuoka school was closed), and in 2017, Temple Japan had 1,535 students enrolled in its degree programs.²⁸ Torii (2003)²⁹ believes that the following factors have enabled the continued presence of Temple University Japan, in contrast with other American branch campuses: the development of programs that meet a broad variety of needs, including those at university graduate schools, the fact that a degree can be obtained in most degree programs without ever leaving Japan, the presence of numerous foreign students enrolled at the school, and the know-how the university gained in opening offshore schools, such as the Rome school, which was established before the Japan school.

Temple University Japan currently offers bachelor's degree programs, EMBA, MEd in Teaching English as a Second Language, PhD in applied linguistics, Master of Laws, and a study abroad in Japan degree program for Juris Doctor students at the Philadelphia campus. It also offers non-degree programs in academic English, lifelong learning, in-company education, and English language training.³⁰

The EMBA program offered by Temple Japan is also directly operated by the home university, and it is the exact same program offered at the home campus and at Temple campuses around the world. For this reason, the entire program is taught in English. The degree presented to EMBA graduates is the same as that presented to graduates at the home university's Fox School of Business and Management. Starting in academic year 2015, the university allows students to attend courses in places other than Tokyo³¹; currently, attendance is possible at the home university in Philadelphia, in Bogota, Columbia, and in Casablanca, Morocco.³²

The Fox School of Business has a long history. Established in 1918, it has developed multiple degree programs: Bachelor of Business Administration, MBA, EMBA, Specialized Masters, Executive Doctorate in Business Administration, and PhD programs. Currently, more than 9,000 full-time students study under 200 full-time professors, making this a large-scale program.³³

The Fox School of Business at Temple University makes public solicitations when hiring its professors. Fundamentally, assistant professors are also publicly solicited, but the candidates may become professors or associate professors when hired according to the circumstances.³⁴ To be hired as a professor at the Fox School of Business, candidates must either (1) hold a PhD; (2) hold an ABD, or "all but dissertation" (i.e., a person who has completed all course and experimental work for a PhD but has not yet passed the dissertation examination); or (3) have an equivalent to (1) or (2) via education outside the United States. In addition, the person must have published a high-quality paper in a leading journal or must have superior education-related attributes.³⁵ As can be seen, Fox places emphasis on research in its employment standards. Professors with a great deal of prior success in research who have passed this selection process are sent from the

Philadelphia school to the Japan school, where they teach the EMBA program.

5. UMass MBA Program

The history of UMass Lowell traces back to 1894, when the Lowell Normal School was established, and with the founding of the Lowell Textile Institute in 1895. The Normal School later became Massachusetts State College at Lowell, while the Textile Institute became the Lowell Technological Institute. The two schools merged in 1975 to become Lowell University. In 1991, the school became part of the Massachusetts state university system and the name was changed to University of Massachusetts Lowell School. The state university system started with the Massachusetts Agricultural College, and there are now schools in Amherst, Boston, Dartmouth, Lowell, as well as the Medical School. Each school, including the Lowell School, is operated independently.

In contrast with Temple University, UMass Lowell has no overseas branches, and the school had deep local roots, with approximately 60% of living graduates residing in the state of Massachusetts.³⁶

The Robert J. Manning School of Business at UMass Lowell has around 2,800 students and 76 professors. It offers a Bachelor of Science in Business Administration, and it has MBA and PhD programs. It also offers specialized master's degrees in accounting, business data analysis, business start-ups (with an optional program focusing on health care innovation), and finance.³⁷

The UMass MBA Program, which is operated through a collaboration between UMass Lowell and Abitus, is divided into a basic course (6 subjects) operated by Abitus and an upper-class course (10 subjects) run by UMass Lowell professors. To enter the UMass MBA Program, students are not asked about their English proficiency, while a TOEIC score of 700 points is required to join the upper-class course. As such, the English language abilities of new students are uneven, and in fact emphasis is placed on understanding basic concepts in the student's native language. Japanese language classes are held for the basic course when necessary, while supplementary lectures outside the core course are all presented in English.

Classes in the basic course are taught by a Japanese instructor with experience in business, and they are based in principle on contents provided by UMass Lowell. When necessary, however, an instructor may provide his or her own materials in a basic course. While all classes in the basic course are offered online, it is also possible to attend classes with the instructor at the Abitus Shinjuku School in Tokyo. In each course, there are between 40 and 50 online students, with approximately 20 to 30 students physically present at the lectures. Workshops are also provided for the students attending in-person classes. This makes it difficult to ensure that the online classes have the same content, and resolving existing differences is an issue that will surely have to be addressed.

The upper-class course is taught online by UMass Lowell professors, with English used as the teaching medium in all courses. Japanese-language support materials are also available.³⁸ Thus, there is a division of responsibilities in educational aspects as described above. Meanwhile, Abitus is responsible for marketing based on the analysis of the student group and all other business operations in Japan.

This kind of collaboration has benefits for both Abitus and UMass Lowell. Merits for UMass Lowell include increased income from licensing fees paid by Abitus, in addition to greater class diversity with the online participation of Japanese students. As the MBA program at UMass Lowell has traditionally been attended mostly by young American students, the collaboration with Abitus makes it possible to have classes that include Japanese students, who usually have relatively more experience in actual business.

Merits for Abitus are the expansion of its customer base, and the expansion and strengthening of its recurrent education contents. This is important for the company, which was originally a preparatory school for US-certified public accountants, certified information systems auditors, and the agent for Bookkeeping and Accounting Test for International Communication.

Many of the professors from UMass Lowell who teach in the upper-class course of the UMass MBA Program are research professors. Whereas, teachers of the basic course are mostly Japanese businesspeople.

Business schools in many foreign countries have many research professors with abundant practical business experience through serving as nonexecutive directors or via consulting and other activities.³⁹ In contrast, 30% or more of the full-time professors at Japanese business schools that are specialized graduate schools must have actual business experience. These professors are often treated differently from research professors amidst strong demand for practical businessperson-type professors who have rich experience in actual business.⁴⁰ Considering this state of affairs in Japan, using practical businesspeople to teach basic courses in the UMass MBA Program appears to be highly suited to the current market.

The UMass MBA Program is completely outside MEXT jurisdiction. Thus, teachers teaching the basic course in Japan do not have to pass through the public solicitation process to be hired. In fact, public solicitation has not been made thus far for those teaching the basic course. Instead, they are existing teachers or businesspeople who have offered to teach on the basis of what they have heard about the UMass MBA Program. While Abitus is responsible for hiring basic course teachers, it does so based on a clearly delineated hiring standard provided by UMass Lowell. Teachers are then hired after being interviewed via Skype. Teachers hired thus far for the basic course have not only been persons with abundant business experience, many of them also have an MBA degree from a foreign university.

Teachers of the basic course must achieve a certain level in a five-stage teacher evaluation process performed by students, otherwise their teaching contract will be terminated. In Japan, this teacher-evaluation method, in general, is almost never performed at the national or private universities, including business schools, but is instead used in business schools that have roots in private companies, such as IMD or International Institute for Management Development and Globis University Graduate School of Management. Therefore, the basic course of the UMass MBA Program is operated according to the logic of private business (here meaning those running preparatory schools for qualification examinations).

Since the UMass MBA Program is not under MEXT jurisdiction, FD, or faculty development, is not obligatory. Nevertheless, teachers in the basic course who fail to obtain high evaluations from their students will not have their teaching contracts renewed. Thus, constant efforts are made to meet the needs of students, with the continuous refinement of teaching contents and methods in accordance with those needs. In this sense, in regard to the belief that “a class will never be

repeated,” it can be said that endless FD is being performed within the UMass MBA Program.

6. Conclusion

As has been argued thus far in this paper, the Temple University EMBA Program and the UMass MBA Program differ in several points.

Temple University Japan is operated directly by its US home school, and the professors and curriculum are the same as those offered by the home school. Temple’s selling point is the “realization of the same environment as at Temple University in America”.⁴¹ Further, the Japan School has obtained international accreditation. English is used as the language for its courses, and the ratio of offshore students is as high as 53%.⁴²

In contrast, Abitus itself operates UMass’ MBA Program’s basic course, with the program arranged to uniquely suit Japan, including the provision of Japanese language support and the employment of Japanese businesspeople as teachers. This unique Japanese arrangement has also drawn in offshore students, who comprise a certain percentage of the student body. The proportion of foreign students attending the UMass MBA Program is 3.6% (around 10 students),⁴³ with students from the United States, China, Taiwan, Indonesia, and elsewhere. Motives driving foreign students’ attendance include the ability to obtain an internationally certified MBA degree and the fact that learning about business in the Japanese language gives them some unique skills different from other foreign students.

Management and operation are not the only differences between the two programs, in fact, teacher employment and evaluation are also quite different. Professors of the Temple University EMBA Program are mostly research professors from the home school, employed via public solicitation, with their evaluations as professors focused on research-related aspects. As indicated by Asonuma (2014)⁴⁴ and Iriyama (2015)⁴⁵, these aspects are broadly shared by US business schools. It can thus be said that the Temple University EMBA Program is run according to the logic of US research universities.⁴⁶ Meanwhile, in the case of the UMass MBA Program, the hiring of teachers teaching the basic course is largely influenced by the personal networks of practical businesspersons, and the orientations of Abitus, the private company in the collaboration. Thus, the above-described differences between the two programs originate from the differences in organizational types involved respectively in the international branch campuses and in the offshore programs.

On the other hand, there are points of similarity between the two programs, including the founding background. While this phenomenon is not limited to Temple University and UMass, in tandem with the intensification of competition among business schools in the United States, the traditional two-year full-time MBA program is no longer enough to gather sufficient numbers of students. Universities are now making efforts to secure students via part-time, executive, and online MBA programs, and sometimes by offering one-year master’s degree programs in specialized subjects.⁴⁷ Both programs are thus run amid these global trends. The Temple University EMBA Program has been able to stably secure students since it started in 1996, and it can be said to have enjoyed a certain success in the Japanese market.

That said, even in the part-time MBA and EMBA program markets, with the subsequent

participation of other universities, competition has intensified, and both programs now face severe competition.

Looking at the Temple University EMBA Program on the whole, including analyzing the factors from outside of Japan, one can see that increased competition in the business school market in Singapore has forced the withdrawal of this program, meaning that a part of the global strategy/Asian strategy for the EMBA program had failed. Thus, if Temple University aims to maintain diversity in its EMBA program, Temple University Japan will have to play a larger role.

Although the UMass MBA Program is not isolated from this wave of increased competition, there has been steady progress in student enrolment, with the number of students wishing to apply surpassing the admissible quota of students in recent years. For this reason, students are now accepted at the school three times yearly (April, August, and December, instead of the former two, i.e., April and October). If the number of students continues to increase in the future (especially students who can attend lectures), then there will be a need to increase the number of teachers. As stated above, while the personal network has hitherto served as the basis for gathering teachers teaching the basic course in Japan, and not public solicitation, attention must be paid in the future as to whether such a method will be sufficient for securing and ensuring quality education.

Finally, there are several relevant issues that are not covered by this paper. Namely, this paper presents considerations on the Temple University Japan EMBA Program, which has achieved international accreditation by the AACSB, and the UMass MBA Program. The international accreditation can itself be considered a distinctive form of guaranteeing education quality. Meanwhile, some overseas collaborative MBA programs have not obtained international accreditation from, for example, the AACSB, the European Foundation for Management Development Quality Improvement System (EQUIS), or the Association of MBAs (AMBA). While these MBA programs have gathered a certain number of students, they have not received designations as international branch campuses in Japan, and they remain outside the jurisdiction of MEXT. A future topic for research could be on how the said MBA programs strive to guarantee educational quality, and what kind of educational and operational systems have been adopted for them.

Table 1. Overview of the two programs

	Temple University EMBA Program	University of Massachusetts MBA Program
Established (Year)	1996	2012
Enrollment	Approx. 40 persons	280 persons
Average age	42.4 years	36.9 years
Ratio of offshore students	53%	3.6%

Created based on Nikkei HR (2016, data as of May 31, 2016).⁴⁸

Table 2. Japanese branches of foreign universities designated by the Ministry of Education, Culture, Sports, Science and Technology (MEXT)

		Associate courses	Undergraduate courses	Graduate school courses
Temple University Japan	USA	○	○	○
Lakeland University Japan Campus	USA	○	○	—
Alliant International University / California School of Professional Psychology, Japan School	USA	—	—	○
McGill University Japan	Canada	—	—	○
Far Eastern Federal University Hakodate School	Russia	○	○	—
Tianjin University of Traditional Chinese Medicine, Japan School	China	—	○	—
Beijing Language and Culture University, Tokyo School	China	—	○	—
Shanghai University, Tokyo School	China	—	○	—
Jinan University Japan Campus	China	—	○	○

Created using data from the MEXT website (n.d., data as of October 27, 2021).⁴⁹

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NOTES

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2. According to Takekoshi (2014), in offshore programs the local educational institution has no

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15. See above note 3.
16. See above note 3.
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18. Although it has not been designated as an international branch campus in Japan, by the Ministry of Education, Culture, Sports, Science and Technology, United Nations University (Tokyo), which offers graduate school courses in addition to its research activities as a UN think tank, has also taken similar measures.
19. See above note 5.
20. See above note 13.

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