

Book Review

Richard Joslyn and Bruce Stronach. *The History of Temple University Japan: An Experiment in International Education*. Philadelphia: Temple University Press, 2023. 292 pp. \$30 (paperback). ISBN 9781439919507.

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Purpose and Central Argument

Japanese universities have consistently and extensively documented their histories; however, *The History of Temple University Japan: An Experiment in International Education* stands out as a first account of a foreign university's branch campus in Japan. In this work, former Temple University, Japan Campus (TUJ) deans Richard Joslyn and Bruce Stronach explore why TUJ was founded and how it has survived and thrived. Prior to accepting the dean's role at TUJ in 1996, Joslyn had been involved at Temple University (Temple) in the U.S. since 1986, serving as a political science professor and later as a vice provost for academic administration and planning. Stronach had a background as a scholar of international relations; before joining TUJ as the dean in 2008, he served as president of Yokohama City University, Japan, from 2005 to 2008. Given their backgrounds in higher education administration, the authors bring a wealth of experience to their exploration. In analyzing the history of TUJ, they contextualize the institution within the broader U.S.–Japan relationship and the realms of cultural and economic globalization. The authors posit that the key to TUJ's success lies in the unwavering commitment of individuals at Temple and in Japan to international higher education. They view the symbiotic relationship between TUJ and its Japanese stakeholders as a microcosm of the U.S.–Japan relationship and propose that TUJ could serve as a prototype for institutions in Japan and worldwide, exemplifying successful cross-cultural collaboration.

Overview of the Book

The first eight chapters detail the establishment of TUJ from 1980 to the mid-1990s and provide insights into intricate partnerships with Japanese businessmen and politicians involved in the early years. In Chapter 1, the authors delve into TUJ's financial difficulties and their efforts to protect faculty positions. The authors describe the university's reputation for teaching English and President Wachman's keen interest in international education. This convergence of interests, combined with the Japanese businessman Hiroyasu Yamamoto's desire to establish an English language program in Japan, laid the foundation for TUJ. In Chapter 2, the book delves into TUJ's first financial crisis triggered by Yamamoto's

“problematic behavior” (p. 19). The authors employ a wealth of primary sources, including letters and memoranda, to narrate conflicts and provide nuanced insights from both Temple and TUJ personnel.

The next three chapters describe the development and disintegration of the relationship between Chikara Higashi, a politician, and Temple. Chapter 3 navigates TUJ’s evolving partnership with Higashi, characterizing the period 1984–1986 as one of stability and growth. The authors discern a shift away from the initial assumption that students would enroll in an intensive English language program at TUJ and transfer to a U.S. university. Instead, TUJ began offering curricula that led to associate and baccalaureate degrees. Challenges in managing TUJ culminated in conflicting views between Temple and Higashi regarding growth and academic quality at TUJ. Chapter 4 outlines the negotiations as the contract between Temple and the Higashi side approached expiration in April 1989. Chapter 5 details the irreversible breakdown of their relationship. The authors illuminate the cultural differences between U.S. and Japanese universities accompanying globalization, leading to divergent expectations, notably Higashi’s desire for more control over TUJ’s academic program than is typical in American universities.

Chapter 6 expands the lens to the broader context surrounding American branch campuses in Japan from the early to the mid-1990s. The Japanese news media’s critical stance toward U.S. programs affected TUJ’s relationship with the Japanese Ministry of Education. The authors commend Temple’s successful efforts despite this criticism, supported by the U.S. Embassy and Congress, in transforming the treatment of U.S. academic programs in Japan and securing enhanced cultural activity visas. They evaluate this visa as “a qualitative improvement over tourist visas,” which were valid for only 90 days (p. 89), although TUJ’s struggles for legitimacy in Japan continued.

Subsequent chapters detail TUJ’s transformation into a subsidiary of Temple. Chapter 7 exposes the heightened tensions between Temple and Yasuyuki Nambu, a Japanese businessman and TUJ’s third partner, mirroring past issues with Higashi. TUJ was facing operational losses and accumulating debt during Japan’s economic downturn in the early 1990s. While Temple and the Nambu side were both working to ensure TUJ’s survival, they were approaching it from different management perspectives. Chapter 8 marks a pivotal decision point at Temple in which the university’s stakeholders overcome significant caution and opt for TUJ to operate independently. Joslyn and Stronach consider this decision in 1995 as “the single most important event in TUJ’s history” (p. 236).

The following chapters detail TUJ’s development under the new management structure and depict how the university has achieved stability in cooperation with various stakeholders. Chapters 9 and 10 cover the period of 1996–2007, emphasizing program development, student recruitment, and TUJ’s official recognition as a “Foreign University, Japan Campus” by the government of Japan in 2005. The authors note that, although achieving the status of a “Foreign University, Japan Campus” secured enhanced cultural activity visas and enabled TUJ to attract more non-Japanese students from abroad. However, this designation did not solve the university’s tax issue; TUJ remained a for-profit institution under Japanese law, resulting in tuition being subject to consumption tax. Chapter 11 details Stronach’s efforts to identify a new location for TUJ. Although attempts to secure a new campus in Minato-ku Ward failed owing to the lack of support from the Minato-ku bureaucracy, TUJ eventually established a permanent home at Showa Women’s University (SWU) in Setagaya-ku Ward, Tokyo. Chapter 12 highlights the development of TUJ’s academic quality during the 2000s and the 2010s. This chapter vividly illustrates that TUJ has moved away from modeling itself on Temple and has taken new strides in creating degree programs unique to TUJ. Chapter 13 scrutinizes TUJ’s response to crises, specifically the Great East Japan Earthquake of 2011 and the COVID-19 pandemic. TUJ and Temple maintained close coordination and communication during these crises despite the time difference, which, according to the authors, shows Temple’s dedication to TUJ. Chapter 14 is significant in that it explains how TUJ dealt with cultural differences in collaborating with other educational institutions in Japan, drawing parallels to the U.S.–Japan relationship. In discussing the cultural and educational collaboration between TUJ and SWU in the 2010s, the authors provide examples of tattoos and public displays of affection. TUJ taught its students that these are taken for granted in the U.S. but may be inappropriate at other universities in Japan, including SWU. The TUJ–SWU relationship is based on bidirectional efforts in maintaining their base cultures while learning from the other, and the authors believe it could become a model for cross-cultural collaboration. Chapter 15 analyzes the evolving relationship between TUJ and Temple in recent years, emphasizing TUJ’s increasing autonomy,

particularly academically. The authors conclude with a strong expectation that TUJ will continue to lead the internationalization of higher education in Japan and worldwide.

Strengths, Weaknesses and Contributions

Studies investigating the survival of TUJ, in contrast to the closures of other U.S. university branch campuses in Japan, such as the work of educational sociologist Yasuteru Torii (2003, 2006), offer a valuable context for the reader. Torii (2003) categorized the reasons for the closure of other branch campuses into seven areas, encompassing factors such as a decline in student numbers, high tuition fees, poor reputation, English proficiency issues, legal status problems, differences in attitudes toward universities in Japan and the U.S., and main campus contract terminations. Notably, TUJ's distinctive features, including diverse program offerings and substantial enrollment of non-Japanese students, have emerged as significant factors contributing to its sustained existence (Torii, 2003). He underscores that, while TUJ's designation as a "Foreign University, Japan Campus" in 2005 addressed longstanding concerns, financial stability hinges on devising a new framework to tackle taxation challenges arising from its for-profit status, distinct from Japanese universities (Torii, 2006).

The History of Temple University Japan enhances our understanding of TUJ's success by incorporating voices from its founding and operational phases and tapping into rich archival sources in English. The authors emphasize a pivotal decision in 1995 when the university assumed direct control of TUJ, deeming it as the most crucial event shaping TUJ's stability and integration within the Temple. This book reveals that the relationships between Temple and its Japanese partners were marred in similar ways. That is, the goals of the Japanese partners and Temple gradually became less aligned; Temple eventually decided to make TUJ a wholly owned subsidiary. This decision, fostering increased trust from Temple, enabled TUJ's greater academic autonomy, facilitating the establishment of distinct programs aligned with student needs and contributing to its resilience against closure, as outlined by Torii (2003). Joslyn and Stronach show that TUJ has become financially stable without legal recognition as a Japanese educational institution, in contrast to Torii's (2006) assertion. These findings may also have implications for other branch campuses.

Although the book excels at elucidating the administrative aspects of TUJ's history, it is important for readers to acknowledge its limitations. Notably, it does not offer a comprehensive exploration of TUJ history, with aspects such as student life beyond its scope. The first half of the book, centered on TUJ's period with Japanese partners, seemingly reflects the perspective of the U.S. campus more than that of TUJ. A more inclusive approach involving insights from former Japanese partners such as Hiroyasu Yamamoto, Chikara Higashi, Yasuyuki Nambu, and other locally hired staff members during that period could have enriched the narrative, providing a more multidimensional perspective. Furthermore, reliance primarily on English language sources, while valuable, creates potential limitations by neglecting the perspectives of Japanese stakeholders, potentially limiting the depth of the narrative. In future work, a more inclusive approach that considers diverse perspectives and utilizes sources in both English and Japanese could offer a more comprehensive and nuanced understanding of TUJ's history.

While *The History of Temple University Japan* focuses on a branch campus of an American university in Japan, the perspectives it offers are rich with universal implications. First, this book can provide practical insights as higher education institutions have become more aware of the risks of creating a campus abroad in response to the closing of branch campuses (Becker, 2010). Second, understanding of the motivation for establishing and sustaining branch campuses is still limited (Altbach, 2013; Wilkins & Huisman, 2012), and this book can contribute to the literature in this area. By integrating voices from various stakeholders, including the authors, the book unveils many administrative aspects of TUJ that facilitated its survival in Japan, a context in which numerous U.S. branch campuses have opted to exit. This comprehensive narrative, fortified by rich primary sources, is a valuable resource for scholars and practitioners interested in the internationalization of higher education.

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