

MASTER'S THESIS

**RITSUMEIKAN ASIA PACIFIC UNIVERSITY AND BEPPU CITY, OITA
PREFECTURE: EXPLORING MEANINGFUL PARTNERSHIP**

By

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Appendix 8

Location of Ritsumeikan Asia Pacific University

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Picture of Ritsumeikan Asia Pacific University

LIST OF ACRONYMS

APEC – Asia Pacific Economic Cooperation

APU - Ritsumeikan Asia Pacific University

COPC - Community Outreach Partnership Center

CCPH - Community-Campus Partnerships for Health

HUD - U. S. Department of Housing and Urban Development

MECS (Currently MEXT) - Ministry of Education, Science, and Culture

METI – Minister of Economy, Trade and Industry

MEXT - Ministry of Education, Culture, Sports, Science, and Technology

OUP - Office of University Partnerships

SEAMEO - South East Asian Ministers of Education Organization

SIH - Strategic Fund for Establishing International Headquarters in Universities

UMAP - University Mobility in Asia and the Pacific

UNESCO – United Nations Educational, Scientific and Cultural Organization

UNICEF - United Nations Children's Fund

Ritsumeikan Asia Pacific University and Beppu City, Oita Prefecture: Exploring Meaningful Partnership

Abstract

The "town (community) and gown (university)" relationship can either be one of trust or indifference, as each one impacts the other – positively or negatively. Fortunately, the last decade has witnessed a new era of a stronger, more purposeful and meaningful partnership as both realized that their development and futures are intricately woven. In the light of globalization, higher education institutions and their respective governments elsewhere including Japan took several initiatives and reforms to make their respective education systems responsive to the demands of an increasingly competitive and globalizing economy. In year 2000, the Ritsumeikan Trust in collaboration with the Oita prefectural and Beppu city governments established the Ritsumeikan Asia Pacific University (APU) in response to the growing global importance of the Asia Pacific Region in this era. This exploratory study involving respondents from both APU and the Beppu community, including officials and staff from both administration offices, sought to answer the question: "What is the nature of partnership between APU and Beppu Community?" Primary data were obtained through survey questionnaires and interviews with selected key informants, while secondary data consisted of official documents and records. Direct observations were also made to record the impacts resulting from the presence of the university. The nature of APU-Beppu Partnership was examined using the following critical elements of university-community partnership: (1) Shared Vision; (2) Formalization; (3) Structure; (4) Communication; (5) Resource-Sharing; and (6) Evaluation and Feedback. The study showed that both share a common vision to make Beppu City a pleasant place to live in. This vision is reflected in the formal agreement signed by officials of the university and the local city government in 2004. The organizational mechanism or structure still needs to be enhanced as there is no office or personnel exclusively dedicated for the purpose of partnership affairs. Communication, as well, needs improvement as it still remains irregular and inadequate at the moment. Sharing of resources is still limited to the use physical facilities and resources for joint activities. An effective evaluation and feedback system needs to be established. APU's presence contributed to changes in the socio-economic and physical landscape of Beppu. Both APU and Beppu community's contribution to each other are seen to be mutually beneficial. While more than

half of the respondents do not know of the partnership between APU and Beppu community, majority of them agree that partnership is beneficial to both the university and the community. Suggestions to make the partnership more meaningful were given and possible partnership activities were identified to include among others; service learning, faculty involvement, student volunteerism, community in the classroom, applied research and institutional change. Finally, recommendations for both APU and the community are given including areas for further study as well as concrete actions towards meaningful partnership.

CHAPTER I

INTRODUCTION

1.1 Introduction

Historically, relationships between the university and the community where it is situated have been a source of difficulty for both sides (Bruning, McGrew and Cooper, 2006). Both have failed to co-exist and work cooperatively to address common problems. As a result, the university has often, if not always, attempted to separate itself from the community (Martin, Smith, and Phillips, 2005; Kenyon 1997).

The past few decades have witnessed a significant development in partnership between universities and their surrounding communities. Both sides came into realizations that their futures were intimately linked and their growth and prosperity rely on effective and fruitful partnership and coexistence. In the 1990s, colleges and universities began to address the problems of universities being separated from the community by taking measures to develop strategies to strengthen town (municipality/city) and gown (university) relationships and engage the community (Bruning, et al. 2006). Generally, there are two strategies that have emerged during the process. The strategy adopted by most universities, focuses on increasing student access to community resources in the form of student teaching, internships and volunteer opportunities. The other strategy focuses on linking the two entities through efforts that create a unified vision and identity by maintaining the character of the community given the universities' drive to enhance their assets and resources (Steinkamp, 1998). Policies are jointly formulated by these two entities aimed at promoting effective and sustainable partnership.

There has been a shift from an old *government* paradigm to a new *governance* paradigm – which encourages the creation of innovative partnerships not only between the government sector and the private sector. In order to harness the collective energies and strengths of all partners, the non-profit sector is involved as well. (Martin, et. al. 2005). In recent years, "Community-university partnerships are gaining momentum across the country (U.S) as a powerful force for revitalizing communities, fostering civic engagement and strengthening the core missions of higher education" (Seiffer and Carriere, 2003, p.2).

The continuing influx of students into communities brought by universities has inevitable influences on the life of the communities and nearby vicinities where these universities are located. The "town (community) and gown (university)" relation can either be one of trust or indifference as each one impacts on each other. Holland (2003) cites that "as long as there have been campuses located in communities, there has been attention to the impact each has on the other – for good and for bad, constructive and destructive, accidental and intentional, real and imagined. Fortunately, the last decade has opened an era of new, more purposeful efforts to create constructive, mutually-beneficial and enduring interactions through formal partnerships between communities and their academic residents. The nature of economic, cultural, social and political conditions for both sectors evolved to a point where the need to learn to work together became so urgent and compelling it could no longer be ignored or denied."

In the light of globalization, as an effort to adapt to the changing demands emanating from this phenomenon, many universities are now undertaking reforms towards "internationalization" (Bartell, 2003). Universities world-wide are now engaged in deliberate efforts to attract and cater to students coming from different parts of the globe. Japan is one

of the countries that have been actively pursuing the promotion of policies for "internationalizing" its universities. The uniqueness of the "internationalization" process of Japanese universities is mainly due to the significant role of the Japanese government as the initiator of the process. The government takes the role of introducing various policies to promote the reform of the higher education system to attract more students from overseas, as well as provide financial support to these students through scholarships and tuition reductions. With the assistance of the government, new international programs, institutions and agencies both private and local, were established for the purpose of providing high-class educational services to foreign students.

The Ritsumeikan Asia Pacific University (APU) in Oita prefecture, Japan, the first full-fledged international university in the country, was established as a joint initiative by both private and public sectors. Even after its establishment, the university has retained a close relationship with the local government, as well as its community. Through the years, both sides have been actively working together in collaboration with several local educational institutions and non-profit sectors in organizing activities and events. This study is an attempt to describe and examine the nature of the partnership that exists between APU and Beppu Community, as well as identify the university's impacts on the local community, in order to formulate and recommend strategies for sustaining and further improving the relationship between the two.

1.2 Background of the Study

April 2000 marked the establishment of the Ritsumeikan Asia Pacific University (APU) in the suburban city of Beppu located in Oita prefecture. As a result, the city opened

its doors to several thousands of students, as well as professors and staffs coming from various nations and regions of the world. Although Beppu City has long been a popular tourist destination for foreign tourists because of its famous hot springs or "Onsens", this is a huge transformation for the city since this is its first time to have this many foreign residents. Currently there are 2,921 students from 98 countries and a good number of foreign staff and faculty members residing in the city. The foreign population of Beppu City increased from 1,143 in 1999 to 4,824 as of September 2010. Likewise foreign tourists, as well as local tourists, come to the City not only for the famous "Onsens" but to visit the APU campus. The presence of the University also attracted various international organizations to hold meetings and conferences in the City. It also led the city government to hold events making use of the multicultural influences and environment brought about by the university. Many international students from the university participate in such events. This provides good opportunity for the local people to be exposed to different cultures from other countries. The presence of foreigners in Beppu City also created a desire for local people to be able to communicate in English. As a result, learning English has become a popular trend for the locals. Schools and English Conversation classes or "Eikaiwa's" employ international students as part-time English teachers thus providing greater interaction of locals to foreigners.

Beppu City has also been slowly undergoing a face lift. Immediately before APU was built, new roads were constructed so buses and cars could go up to the University campus. More parks and recreational facilities have been put up. A big mall, several shops, restaurants serving foreign food, and other businesses were established. The Beppu City Station was renovated in 2005. There has been an increase in the number of public transportation vehicles, especially the buses that ply the Beppu Station and APU route. Since

the establishment of APU, more apartment houses have been built and are under construction to accommodate the growing number of students in APU.

Ten (10) years have passed since the establishment of APU in Beppu City. Its presence exposed the locals to foreigners and enabled them to experience living within a "multicultural" and "international" environment. This brought about changes on the city and its locals. This paper seeks to identify the impacts of APU on Beppu Community and to describe the partnership between APU and Beppu Community. It is hoped to provide insights on how to further improve the existing university-community partnership.

1.3 Research Problem and Objectives

This paper attempts to answer the question "What is the nature of partnership between APU and Beppu Community?"

1.4 Specific Objectives

1. To describe the nature of APU-Beppu Community partnership.
2. To describe the view/awareness of APU and Beppu Community on university-community partnership.
3. To identify the impacts of APU on the Beppu Community
4. To identify lessons/issues arising from APU-Beppu Community partnership
5. To describe Beppu community's perception about APU's presence
6. To recommend strategies for meaningful APU-Beppu partnership

1.5 Significance of the Study

Universities (Gown) and the local communities (Town) where they are located must ideally co-exist in a mutual and beneficial relationship. The growth and development of the communities is determined to a certain extent by the universities and vice-versa. Given these realizations, supportive policies and programs from both the communities and the universities must be formulated and promoted. The nature of policies and programs that would enhance the university-community relations must benefit from a thorough understanding of the impacts of the university on community as well as the responses and perceptions of the community on the university (and vice versa). This study is an initial yet significant input to the formulation of policies and programs from both the university and the community that will redound to a healthier, more progressive and sustained cooperation and partnership between these entities. Moreover, this study will serve as basis for a more in-depth and broader study towards understanding university impacts on the community and that of forging community-university partnerships for mutual benefits.

1.6 Scope and Limitations of the Research

This study focuses only on exploring the nature of partnership that exists between the Ritsumeikan APU and Beppu Community, and therefore, generalizations about the overall experiences of other universities and communities in Japan is not possible. Nevertheless, the study presents some pointers with policy and management implications for both universities and communities seeking to engage in meaningful partnership. Areas for further study are also identified.

The respondents of the study were limited to APU third year and fourth year students on the assumption that they have longer years of stay in the community compared to first and second year students of the university. A number of faculty members were also included as respondents. The study was conducted within a period of four months but was able to secure cooperation from the community despite cultural and language difficulties, the researcher being a foreigner. Interviews conducted were limited to selected top officials and staff of both the university and the City government. Securing appointments were extremely difficult due to conflicting and busy schedules of officials and staff.

Lack of relevant literature and studies in APU library on the subject of university-community partnership is one logistical problem encountered during the study. Thus, many of the literature used in the research were taken from materials available on online database sources.

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

Universities exist in a community. The life and activities of universities affect the community and in the same manner the community can limit or enhance the growth and direction of universities. Whenever universities get established in any community, changes and impacts are inevitable. It is desirable that university and community grow together and mutually achieve a common goal.

It is for this reason that the town-and-gown concept became popular as an area of growth as well as study. At the core of this concept is the term partnership. Partnership can be seen from different perspectives. Business views it as sharing of resources and information for effectiveness and efficiency of operations. Partnership is also becoming a very important concern in the area of development programs. Private-public partnership has been growing in infrastructure development projects, natural resources management and in social concerns such as health, welfare and education. The interest for public-private-community partnership has also been on the rise given the concern for localizing development efforts in the light of poverty and environmental destruction. Indeed, partnership is becoming more and more significant and relevant in development circle and has captured the interest of academics, professionals and policy-makers.

This chapter discusses the general perspective and significance of University-Community Partnership in the context of emerging internationalization of higher education brought about by globalization. The nature of partnership is examined from a conceptual and theoretical perspective as well as its various applications and uses. Lessons and experiences from previous studies are presented and analyzed as bases for formulating the framework of the study. Benchmarks and indicators for university-community partnerships are presented including innovative strategies in forming and maintaining university-community partnerships.

2.2 Globalization and Education

Globalization has generated phenomenal impacts on the world which has led to the rising unification and integration of the societies, languages, cultures, economies, industries and politics among nations world-wide. It has enabled the increasing flow of people, information, culture, commodity, capital and power all over the world thus creating tremendous impacts on different parts of the world (Croucher, 2004; Palmer, 2002)

Today, globalization is very often recognized as "economic globalization" (Chomsky, 2006), the process of international economic integration through the reduction of state-enforced barriers and regulations, promoting free trade, foreign direct investment and easier flow of capital, which is built on the idea of creating a "global market". This trend is described as the increase of economic prosperity and reduction of poverty among developing countries through their integration with more developed countries (Sachs, 2005). However, there is always no reassurance that all the countries involved will be benefiting from this.

Although globalization may have proved to be beneficial for some countries, it has also generated some serious problems and concerns in some nations and has been an object of serious debate, opposition and criticism for the past few years. For some developing countries, particularly, China and India, globalization has significantly aided in the rapid economic growth and poverty reduction in these countries. (The World Bank Group, 2001) While it has apparently helped in the development of these once poor countries, this was not the case for some. Other developing countries, especially the poorer ones, are suffering from the negative effects of globalization since these nations have to compete and adjust to the global standards that were imposed on by the process. It has increased inequality among nations, in which strong nations just became stronger and the weak just became weaker (Hurst, 2006).

Nations are now faced with a very significant challenge of maintaining their economic competitiveness in order to stay alive in the global arena. Some nations, especially the ones with limited natural resources, have realized the importance of the development of their human resource as an answer to the challenge. In the case of two East Asian Tigers, Hong Kong and Singapore, realizing the need to produce global competent citizens, the respective governments of these countries began to make comprehensive reviews and then implemented various reform initiatives for their education systems (Mok & Tan 2004). In these countries, higher education was made one of the top priorities, encouraging the respective governments to deliberately invest largely on higher education.

As the economies, societies, and politics world-wide gradually become integrated, nations started to become increasingly interdependent. Global economic interdependence also poses new challenges on education. Globalization encouraged the establishment of a distinct trend in the labor market, wherein the needed workforce should be based on

knowledge and science and technology, which gives higher education a more important role. In a global economy, the demand for specialists is growing considerably. To be able to stay ahead of the competition, organizations world-wide are engaged in deliberate efforts to improve higher education with the aim of producing skilled specialists who are able to understand and are able to adapt to the continuous change of economic and social structures in the global world. In developing countries, the development of higher education is determined by the following factors: (a) expansion of the quantity of higher education and access of population to higher education; (b) Improvement of the quality of higher education; and (c) promoting higher education as a top government development priority. (SEAMEO Report, 2005)

All these efforts show that globalization influences the goals and processes of educational reforms in almost all countries of the world. For instance, Torres (2002) suggests that globalization places limits on state autonomy and national sovereignty, affecting education in various ways. Those limits are expressed in tensions between global and local dynamics in virtually every policy domain. Globalization not only blurs national boundaries but also shifts solidarities within and outside the national state. He further opined that educational policy and its contributions to citizenship, democracy, and multiculturalism will face unprecedented challenges amidst globalization and other events.

2.3 Internationalization of Higher Education

Globalization and the evolution of the knowledge-based economy have brought about dramatic changes to the function and structure of higher education in most countries worldwide (Mok 2006). In this increasingly globalizing world, universities around the world

are being challenged to initiate reforms to adapt to the pervasive changes in the global economy. Bartell (2003) states that during the last two decades, there has been an increasing pressure on universities worldwide to require them to initiate extensive institutional adaptations. This is in response to the rapidly changing social, technological, economic and political forces emanating from the unprecedented development, complexity and competitiveness of the global economy. The adaptations carried out by higher education institutions involve significant reforms in the "... organization of research, training, and administration in higher education" (Cohen 1997, p. 549). UNESCO (2003) described globalization as "a phenomenon in which the concepts of space and location are no longer constraining factors to either the process of production or the process of exchange. Thus, it can apply quite easily to many areas of human endeavor, including knowledge production and dissemination, in other words research and higher education."

"Internationalization" of higher education, although recognized in many studies as a broad, fairly comprehensive concept which can involve cooperation among nations worldwide, may also refer to changes occurring within a given institution through policies and initiatives. In this context, internationalization is "an objective pursued in its own right" (UNESCO, 2003). In fact, others have argued that "the predominant thrust is not so much the extension of activity but the internal transformation of the institution itself" (Bond and Lemasson, 1999). Knight and de Wit (1997) described "internationalization" of higher education as a process of integrating an international/ intercultural dimension into all areas of research and education. The internationalization of higher education is mostly internally directed and driven, and is perceived as a deliberate rather than a reactive process. It is undeniable that the process is powered by an increasing globalization that requires new international competencies and intercultural understanding which create new demands for

higher education institutions. However, this process of "internationalization" of higher education is mainly aimed towards but not exclusively linked to academic purposes. It is an ever-changing and evolving process and is not limited within one institution but also in other sectors and in different nations worldwide (UNESCO, 2003).

UNESCO (2003) cited that perhaps the three most significant developments of the past five years in the areas of internationalization and international cooperation in higher education are: (a) The increased complexity of the strategies and growth in variety of initiatives to achieve or strengthen internationalization, mainly due to accelerated globalization; (b) The blending of academically and economically driven rationales driving the process; and (c) The overall importance of internationalization and of the global context in the policy discussion at the institutional, systemic and international level in higher education.

The "internationalization" of higher education is one major transformation carried out by universities in most countries all over the world with the aim of developing their respective systems of higher education to become more globally/internationally oriented.(Mok 2006) One important factor that should be considered when dealing with the concept of "internationalization" in/of higher education is that, as stated by Wihlborg (2005), even though the phenomenon has been frequently investigated during the last three decades, it has been described as unclear, vague, ambiguous, and obscure, and has not become clearly conceptualized in an educational practice. How Internationalization of Education is viewed and discussed may vary depending on the background or setting in which it occurs.

Bartell (2003) argues that the understandings, interpretations, and applications of "internationalization" of higher education are diverse. The concept can be viewed as a minimalist, instrumental and static process, such as securing external funding for study abroad programs, by the international exchange of students, and conducting research internationally. This could also be a far more complex, all-encompassing and policy-driven process which includes and permeates the life, culture, curriculum and instruction as well as research activities of the institution and its members.

2.3.1 *Internationalization of Higher Education: Japanese Perspectives*

The "internationalization" of higher education in Japan has been discussed by various scholars. Ebuchi (1989) focused on the Japanese concept of internationalization or "Kokusai-ka" in the Japanese language, which is defined in Japanese dictionaries as a process of change to be accepted by the rest of the world. Japanese people view "internationalization" as a process of *becoming* international. In other words, his concept of "internationalization" of higher education was a process of assimilation and attainment of international standards into the higher educational system.

Umakoshi (1997) described the "internationalization" of Japanese universities as a response to the growing number of international students and faculty coming into Japan. The increasing numbers of international students and faculty revealed the inadequacies in the Japanese education system to accept them which led the government to encourage reforms and restructures in the higher education system.

Doyon (2001) links "internationalization" of universities with the changes in demography in Japan. He argued that with the recent decrease in the 18 year old population, universities, especially third-tier universities, are now starting to have trouble recruiting students and have come under increasing pressure to make reforms. He further added that "...the industry is demanding a new breed of employee – one much different than the Japanese educational system has been known to produce".

Kitamura (1984) emphasized "internationalization" of higher education as a reform which could be pursued by making education more generally significant in a global perspective, interchangeable, and accessible.

Horie (2002) paid attention to another key concept of "internationalization" of higher education which is openness to students from any background. He pointed out another trend in internationalization which is the process of securing equal opportunity for ethnic minority students who live in Japan, which he believes is an issue that has been often left behind in discussions of internationalization. He mentioned that ethnic minorities are not getting equal treatment and educational opportunities similar to international students. He insisted that internationalization should now be considered from a broader perspective. Furthermore he emphasized two main factors: the improvement of quality and efficiency of university education including instruction and administration in global perspective, and the openness to students of any background or country.

2.3.2 *Internationalization of Universities: The Japanese Initiatives*

Japan's initiative for internationalization of its universities started in the 1980's when the country came into realization that with its economic achievements it needed to make significant contributions to the international community. During that time, Japan did not have sufficient human resources capable of engaging in international activities. Concurrently, the country had an increasing number of students and faculty coming in from overseas which revealed that Japanese universities lacked the capacity to accommodate them. These, along with several other factors showed inadequacies in Japan's educational systems (Umakoshi, 1997).

In response, the Japanese government initiated various policies to promote reforms with the purpose of improving the quality of its higher education through greater "internationalization". Since 1983, the government has been actively promoting "internationalization" in higher education at both institutional and national levels in order to attract more students from overseas. One of the first was the "100,000 by 2000 plan", a policy released by the Ministry of Education, Science and Culture (MECS) now known as Ministry of Education, Culture, Sports, Science and Technology (MEXT), which proposed to admit 100,000 foreign students in Japanese universities by the year 2000. Furthermore, the government has also been engaged in activities such as allocation of funding to secure human resources, establishment of new international programs, and assisting private and local agencies in providing educational services to foreign students (Umakoshi, 1997; Horie, 2002).

Another policy is Japan's participation in University Mobility in Asia and the Pacific. This "aims to enhance international understanding through increased mobility of university

students and staff." The policy involves securing systematic exchanges of students and transfers of credits among institutions in member countries. The UMAP has been influential in institutional policy making in the field of international education by virtue of Japan's role in its initiation. Moreover, the secretariat is located in Japan. This policy intends to promote more essential reforms in higher education compared to the early stages of the "100,000 by 2000" plan. The policy is trying to change the system and its regulation which led to drastic changes in university programs, systems and resource allocations. Such changes include: (a) development of English-based short-term programs for international students; (b) establishment of English based graduate degree programs; and (c) maintenance of international student enrollment quotas for newly established schools. In addition to changes in Japan's universities, there have also been drastic changes to Japan's immigration law. For instance, the issuance for college visas to international students was simplified in 2000. Also, the regulation for international students' part time job employment was altered to allow more flexibility in scheduling work hours (Horie, 2002).

One program that the Japanese government has recently launched was the "Strategic Fund for Establishing International Headquarters in Universities" or SIH. The goal of SIH is to change the culture of Japanese universities by developing institutional strategies for internationalization. (Shinohara, 2008) What makes "internationalization" of higher education in Japan unique is the government's significant role as the initiator, supporter and promoter of the process (Umakoshi, 1997).

In 2008, then Prime Minister Fukuda proposed the "300,000 international students plan", a policy that aims to host 300,000 foreign students to Japan by 2020. This plan was launched through the collaboration of six ministries (Ministry of Education, Culture, Sports,

Science and Technology, Ministry of Justice, Ministry of Health, Labor and Welfare, Ministry of Economy, Trade and Industry, Ministry of Land, Infrastructure, Transport and Tourism, and Ministry of Foreign Affairs). The Japanese government intends to "internationalize" or "globalize" higher education by investing on 30 premiere universities, selected from over 700 universities nationwide. This project was dubbed the "Global 30" or the "30 Global Universities." This initiative targets to make 30% of the selected universities' faculty foreign, all of whom ideally would teach courses in English. Furthermore, at least 20% of the enrollments at these universities are to be foreign students (UNESCO, 2008).

Hence, it can be said that "internationalization" of higher education in Japan generally implies a process of change and enhancement of education in order to meet the challenges and dynamic demands in the international environment.

The 20 universities with the highest ratio of foreign students and 20 universities with the highest ratio of graduate students are listed in *Tables 2.1* and *2.2* respectively.

Table 2.1 Ratio of Foreign Undergraduate Students, 2004

	Universities	Types	Ratio of Foreign Students
1	Aichi Bunkyo University	B	52.0%
2	Ritsumeikan Asia Pacific University	B	40.5%
3	Jobu University	A	38.1%
4	Kyoto Sosei University	B	31.1%
5	Hokkai-Gakuen University of Kitami	B	30.4%
6	Hagoromo University of International Studies	C	27.5%

7	Niigata Sangyo University	B	23.5%
8	International Christian University	B	21.7%
9	Josai International University	A	20.5%
10	Takamatsu University	B	19.5%
11	Sonoda Women's University	B	17.9%
12	Ryutsu Keizai University	B	17.8%
13	Shizuoka Sangyo University	B	17.6%
14	Bunri University of Hospitality	B	17.5%
15	Nagasaki International University	B	17.3%
16	Yamanashi Eiwa College	C	15.6%
17	Kanazawa Seiryō University	B	15.4%
18	Asahi University	A	15.2%
19	Ube Frontier University	C	14.5%
20	Hamamatsu University	B	13.9%

Table 2.2 Ratio of Foreign Graduate Students

	Universities	Types	Ratio of Foreign Students
1	Ritsumeikan Asia Pacific University	B	90.2%
2	Niigata Sangyo University	B	83.3%
3	Ryutsu Keizai University	B	81.4%
4	The University of Marketing and Distribution Sciences	B	81.0%
5	Asia University	B	79.1%
6	Hokkaido Bunkyo University	B	73.3%

7	Nagasaki Prefectural University	B	68.8%
8	Hiroshima University of Economics	B	65.2%
9	Josai International University	A	65.1%
10	The University of Shimane	B	63.6%
11	Osaka University of Commerce	B	63.0%
12	Kanazawa Seiryo University	B	60.7%
13	Tokyo University of Marine Science and Technology	B	60.6%
14	Hannan University	B	60.6%
15	Bunka Women's University	B	60.0%
16	Aomori Chuo Gakuin University	B	57.1%
17	Reitaku University	B	55.9%
18	Okayama Shoka University	B	54.9%
19	Jobu University	A	51.7%
20	Hamamatsu University	B	51.2%

Based on the data from Daigaku Ranking 2006; Source: (Yamauchi, 2006)

2.4 University and Community Partnership

Historically, the university has often alienated itself from the community as the relationship between the two has always been a source of conflicts and frustrations. Early institutions, originally developed as a training ground for members of the ministry – being religious in nature, have often perceived the (town/city) community as being morally corrupt and believed that education should take place in rural areas – far away from the "evil ways" of the city (Brockliss, 2000). This serious concern initiated the creation of policies that would insure the safety and protection of students from the community thus resulting to the

complete separation of the university from its nearby/surrounding neighborhood. However, the past few decades have witnessed a dramatic change in the historically strenuous relationship between the university and the community as universities began to recognize the even greater problems resulting from their separation. Many universities and colleges took the initiative of finding common ground with the communities and began to develop policies that would engage and strengthen their relationship with their surrounding communities (Bruning, et. al., 2006).

University-community relationships, as perceived by many, signify a potentially untapped resource in the revitalization of communities and in the development of university's institutional and community leadership. Higher education institutions in cities are often in a position to engage the neighborhood in which they are situated (Bierbaum, 2005). "Universities and colleges are equipped to contribute effectively to their local neighborhoods in many ways, academically, economically, and beyond. For the most part, however, they are underutilized local assets" (Maurrasse, 2001). According to Andrew Cuomo, former Secretary of the U.S. Department of Housing and Urban Development, "Universities are the creators, preservers, and transmitters of knowledge and culture; they are also economic engines, applied technology centers, major employers, investors, real estate developers, and reservoirs of creative and energetic people" (Cuomo, 1998).

2.5 Nature of Partnership: Theoretical and Conceptual Understanding

2.5.1 *What is Partnership?*

To better aid the understanding of the nature of partnership between the university and the community, one must look at the concept of partnership not only from a conceptual, but also from a theoretical stand point as well.

An earlier definition of "partnership" was one given by White (1909) as "a contract of two or more competent persons to place their money, efforts, labor and skill, or some or all of them, in lawful commerce or business, and to divide the profit and bear the loss in certain proportions". The Encyclopedia Britannica defines partnership as a voluntary association of two or more persons for the purpose of managing a business enterprise and sharing its profits and losses.

The World Bank (1998) offers its working definition of partnership as "a collaborative relationship between entities to work toward shared objectives through a mutually agreed division of labor." It also offers several key components of partnership to include: shared leadership, common purpose, common understanding, culture and values, learning and development, communication and performance management.

Uhlik (2007) sees partnership as a "transforming relationship oriented toward the mutual achieving of meaningful goals" and earlier put forward what is called partnership continuum as shown in the following diagram. The diagram (*Figure 2.1*) shows that partnership in society ranges from predation to meaningful partnership. Under authoritarian

regime (Iron rule), predation and domination prevail, whereas under democracy (Golden rule), coordination and cooperation exist. Real partnership and collaboration is possible whenever there is consensus (Platinum rule) in society about mutual concerns. (Uhlick, 2006)

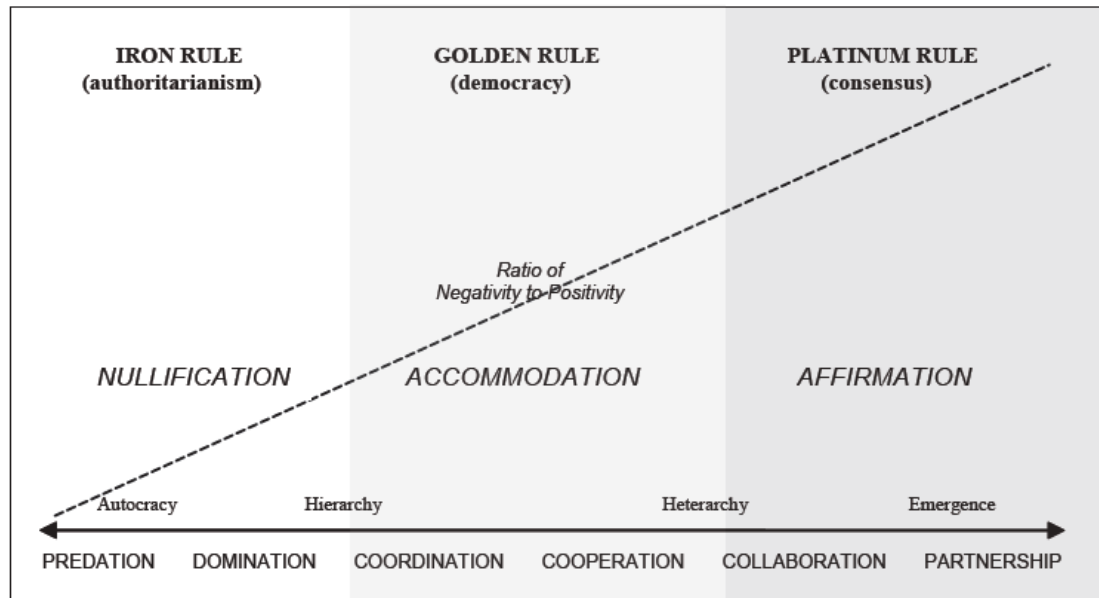


Figure 2.1 Partnership Continuum, (Uhlick 2006)

It must be noted, however, that the term 'partnership' is often used generically, lacks a definition and model, and has a wide variety of interpretations. (Linder, Quill, Aday, 2001). According to McQuaid (2000, p.3), the term "...covers greatly differing concepts and practices and is used to describe a wide variety of types of relationship in a myriad of circumstances and locations." Although numerous case studies of partnerships exist, the more theoretical basis for understanding and analyzing them remain underdeveloped. Thus, examining or evaluating 'partnership' as a theory often becomes a challenging task. (Eilbert, 2003; McQuaid, 2000; Linder, et al, 2001; Wannop, 1990)

'Partnership', as defined by the American Heritage Dictionary (1992), is "a relationship between individuals or groups that is characterized by mutual cooperation and responsibility, as for the achievement of a specified goal." The term "partnership" was first used in business law where it was used to describe a contract for a fair division of the profit and loss of a joint business and later on applied to organization and management areas (Linder, et. al., 2001). The Merriam-Webster Dictionary (2010) also shares a similar notion of partnership. It defines the concept as "a legal relation existing between two or more persons contractually associated as joint principals in a business" ;and/or as "a relationship resembling a legal partnership and usually involving close cooperation between parties having specified and joint rights and responsibilities".

Underlying the definition of partnership are three fundamental assumptions according to McQuaid (2000), such as: a) potential for synergy; b) generation and implementation of strategies and projects; and, c) private-public partnership is also social where the public sector does not necessarily pursue commercial goals.

Partnership, simply, involves cooperation – working or acting together for common benefit. In public policy, partnership can be defined as cooperation between individuals or organizations in the public or private sector for mutual benefit (Holland, 1984).

Partnership in this study is used generically to cover organizational relations and affiliation between university and community. Partnership in this manner is one "based around a common goal, where participating organizations (groups) share benefits and risks, as well as resources and power. The partnership agreement may be formal and in writing or verbal."(Eilbert 2003).

Generally organizations join together in pursuit of self-interest which may be shared with others. Partnership must have a shared purpose, a common understanding of problems to deal with and an understanding of organizational roles in dealing with an identified problem or concern (Wood and Gray 1991) Motivations for engaging in partnership must be clear for both parties and doors are open for understanding differences and the means available for settling them.

2.5.2 *Related Concepts*

2.5.2.a *Participation and partnership*

There are a number of concepts and terms associated with partnership such as collaboration and participation, among others. The Oxford Dictionary defines participation as the act of taking part or sharing in something. Viera (1991) refers to it as a process based on the citizens physical involvement in shaping society's development and projects and benefiting from its results. The World Bank (1994) offers a similar definition to that by Viera (1991) describing participation as a process, through which stakeholders' influence and share control over development initiatives, decisions and resources that affect them. It regards participation as a vehicle that allows stakeholders to have a direct effect on policy formulation, alternative designs, investment choices and management decisions concerning their respective communities. In the ladder of participation Arnstein (1969) included partnership as one involving shared planning and decision-making by parties through such mechanism as joint committees among others.

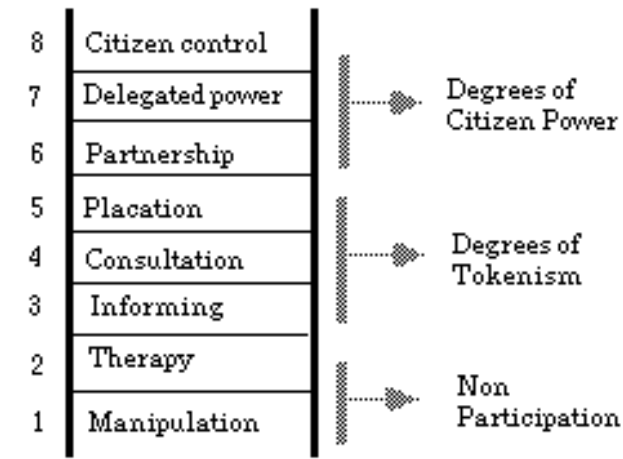


Figure 2.2 Arnstein's Ladder of Participation (1969)

2.5.2.b Private-Public-Community Partnership

Recently partnership has been gaining ground due to the realization of the contributions of different sectors of society in formulating and implementing projects that would benefit the community as well as parties involved. More specifically, public-private and community partnerships refers to the combination of public, business and civil constituencies who engage in voluntary, mutually beneficial, innovative relationships to address common societal aims through combining their resources and competencies (Copenhagen Center, 2000). In essence they are collaborative efforts among the three sectors to achieve shared and compatible objectives that would contribute to the common good of society. These partnerships according to Tremolet and Browning (2002) may take on different forms but can essentially be grouped into three main categories, consultative, collaborative and strategic. Consultative efforts can include but are not limited to ad hoc seminars, workshops and conferences. Collaborative efforts can be specific one-off events, campaigns and other issue-specific projects. Strategic partnerships can include consultative processes as well as the formation of statutory and non-statutory advisory bodies.

2.5.3 Related Theories

2.5.3.a Enforced Cooperation

The concept of cooperation is central to partnership. One of the theories that provide insight into the nature of partnership is that of enforced cooperation. This theory proposes that cooperation is possible only when there is effective central control or common compelling reason or motive to achieve mutual benefits among parties involved in such partnership. Cooperation is possible whenever there is threat of coercion or negative consequences. It was Hobbes (1651) who maintained that developing cooperation is not possible without defined and enforcing central authority. This argument is supported by the Darwinian perspective of competition and survival of the fittest. Ridley (1997) a biologist, says that humans are selfish by nature but likewise have the potential to be trusted, to cooperate and to associate with others especially if such would benefit them. So that partnership is possible if the instinct to cooperate can be awakened or harnessed by various means including threats of control or authority and by making them aware of the benefits of such cooperation. For instance, cooperation for community welfare can be enhanced through regulations or ordinances and such other means as financial controls.

When the people and the government share common vision and objectives for the welfare of the community, there is a motivation to cooperate. In reality however, differences in priorities, knowledge, resources, personal factors and the competition for power and recognition may blur the prospects for meaningful partnership. This situation calls for more authoritative direction and positive enticements from the part of organizations or individuals seeking partnership.

Recognizing selfish interests and conflicting priorities is needed to design authoritative controls or regulations to engender cooperation. Likewise, the community and relevant actors must be made aware of the reasons and tangible benefits from cooperation and partnership.

This study therefore, will determine the compelling motivation of the university and the local community to cooperate as well as identifying possible areas of control or authority.

2.5.3.b Game Theory

This is one theory that provides the foundation for understanding cooperation. The theory is based on the "Prisoner's Dilemma" as detailed by Wiebull (1995). Using this Dilemma, Axelrod, (1984) proposed that notwithstanding self-interest, individuals are more likely to cooperate under any given conditions even if hostilities among parties exist. It is because cooperation will yield more positive outcomes than when selfish interests are pursued.

The story of two accomplices who committed a crime and who are interrogated separately illustrates the essence and significance of the Prisoner's Dilemma. Each prisoner is faced with a choice – to confess or to defect. There are three possibilities in this story: a) one of the prisoners confesses, in that case he/she is set free (high pay-off) while the others stay in prison (zero pay-off); b) both confess resulting to a medium sentence for both (low pay-off); and c) no one confesses then both get low sentence (medium pay-off). The third option is preferable since it is beneficial to both in the long term. In this story, the decision of one prisoner is dependent on the other. Success depends on the decision or action of the other. Considering further that the accomplices are part of the gang that punishes anyone who confesses, all the more cooperation becomes the only choice. This game theory shows that

reciprocity will yield the most favorable outcome for both parties in the long term even if there will be some costs in the short-term.

Opportunities for maximizing the combined welfare of the university and the community will be explored in this study.

2.5.3.c Open Systems Theory

Partnership can be seen as societal response to changes in and needs of society through time. One relevant theory that would help clarify the concept of partnership is the open systems theory. The open systems theory originated from biological sciences but later on was adapted to the study of social organizations, since systems thrive in interaction with the environment. Based on this theory, organizations are social systems with structure and functions shaped by values and attitudes, motivations and objectives of humans as they seek determined objectives that promote organizational stability through time (Katz and Khan 1978). The open systems have three properties, namely; inputs, transformation process and outputs (Katz and Khan 1978). Inputs can represent resources, information and influences from the environment flowing into the system. These inputs are converted into outputs that affect or influence the environment of the system, positively or negatively. Feedbacks are provided the system to ensure its functioning and stability. Positive feedback for instance allows the organization to maintain its contribution to changes in the environment, while negative feedback allows organization to self-correct or adjust its strategies to maintain its course, leading to more stability.

Organization, according to this theory reacts and responds to changes in the environment, including rules, norms and regulations that affect its existence. Thus,

organizations are to be seen as sub-systems of a larger system, for which reason their functions and contributions can only be appreciated in the context of the larger environment where they operate and which they seek to influence. Open systems analysis requires defining the boundaries of the system, the component parts or elements, the relationships and the interactions of these elements.

Katz and Khan (1978) provide a framework for understanding partnership based on the systems theory. Accordingly, organizations must transform inputs into outputs and therefore must have the following: a) technical subsystem; b) boundary structure to promote exchanges with the environment; c) maintenance subsystem to minimize deviations; d) adaptive mechanisms and strategies to adapt to changing times and demands; and, e) managerial subsystem for ensuring control, coordination, authority and leadership. A feedback subsystem is also forwarded as essential to organizational effectiveness and survival. The open systems theory is useful in understanding the component subsystems of partnership as well as in identifying interactions and interdependencies of organizations and institutions involved in partnership. Partnership therefore can be viewed as a subsystem of the bigger societal system influencing and being affected by changes and interactions within the system. The universities and communities can be seen as subsystems of a larger system of interactions and interrelationships. The nature and stability of partnership between these entities is determined and influenced by the demands and changes in the bigger environment where they exist.

2.5.3.d Institutional Theory

Institutional theory shares much of its perspectives from the open system theory and more. It sees the environment not as merely a source of resources and information but is

likewise a provider of meaning and legitimacy (Thompson 1967). Early theorists argued that organizations reflect the roles and structure of their environment. Organizations are shaped and influenced by other organizations in their external environment. Organizations derive their meaning and purpose as well as functions and behavior from influences and pressures being exerted by other organizations. As the environment becomes complex and uncertain, organizations become more complex structurally and functionally. With increasing uncertainty in the environment, organizations tend to become more formalized, emphasizing more control processes and strategies. The theory provides understanding why organizations seek collaboration to function efficiently and effectively in the face of complexity and uncertainty (Hatch 1977). Environmental complexities and uncertainty drive organizations to become more interdependent and to seek more coordination (Scott 1981).

Institutional model has four (4) distinct elements, namely: a) social and power structures and their influences on organization; b) organizations comprising the institutional environment with peculiar and distinct functions, structures and objectives; c) the connections and interactions between institutional elements and organizational purpose, structure and functions; and d) factors and their influences on organization such as laws, scientific knowledge and professional norms among others. According to the institutional theory, there are two types of organizations. One is the technical organization defined by profits and outputs, and the other is the institutional which derives its growth and success based on adherence to societal values and preferences (Powell and DiMaggio 1991).

Understanding how the university and the community as social organizations participate in common activities is an important aspect of this study.

2.5.3.e Social Impact Theory

Social impact, as defined by Bibb Latané (1981), is any of the diverse physiological, cognitive, emotional, or behavioral changes that might occur within an individual as a result of the presence or actions of other individuals, be it real, imagined or implied. Social Impact Theory suggests that the impact of any influential source is a function of the following:

- Number - describes the number of influencing individuals who make up the source.
- Strength - represents the importance of the influencing individual(s) to the influenced individual.
- Immediacy - represents the proximity (spatial/chronological) of the influencing individuals from the influenced individual.

The theory also states that the likelihood that an individual will respond to social influence may increase with these three factors. (Latané, 1981; Macaš and Lhotská, 2008)

These ideas regarding social impact are applied by Latané's *Dynamic social impact theory* in an attempt to describe and predict the diffusion of beliefs through social systems. In this context, social structure is viewed as the result of individuals interacting and influencing each other in a dynamic and iterative way. The likelihood of being influenced by a nearby individual, rather than a distant one, creates localized cultures of beliefs within communication networks. This process can lead initially randomly distributed attitudes and beliefs to become clustered or correlated; less popular beliefs become consolidated into minority subcultures. Dynamic social impact theory views society as a self-organizing complex system in which individuals interact and impact each other's beliefs.

2.5.3.f Social Exchange Theory

Zafirovski (2005) described social exchange theory as one of the most ambitious social, especially socio-psychological, theories. The theory's fundamental idea is that "human behavior is an exchange of rewards between actors". This is the rationale for the argument that social exchange can act as a general paradigm for sociology, anthropology and social psychology

According to Homans (1961) exchange theory is based on the idea that human behavior or social interaction is an exchange of activity, tangible and intangible, and particularly dealing with costs and rewards. The theory views the exchange of benefits, notably giving others something more valuable to them than is costly to the giver, and vice versa as the underlying basis or open secret of human behavior and so "a phenomenon permeating all social life" (Coleman, 1990, p. 37). Likewise, Thibaut & Kelly (1959) discussed that social relations are evaluated through the rewards received (money, friendship, relationship, recognition, and etc.) versus the costs (lack of money, inequality, violent relationship, and etc.). Similar ideas also apply in the "minimax" theory of human behavior, since the theory claims that during the process of social exchange, individuals seek to maximize their benefits and minimize their costs.

Social Exchange involves the assumed reciprocal relations of individuals in their respective areas of interest and resources that form a complex of interdependent exchange processes that are part of a definite social and institutional structure. If one party does not reciprocate, there is no continuance of the exchange. The concept of exchange ratio or balance-imbalance, leading to the concepts of power, dependence, and cohesion, is implied in the attribute of reciprocal reinforcements (Emerson, 1969). The exchange theory assumes that

relations between individuals are established and are carried on with the end result of both individuals benefitting from the relationship. This exchange of benefits both intrinsic and extrinsic are independent of normative obligations (Blau,1994).

2.5.4 Elements of Successful Partnerships

There are no universal ingredients for the formation of successful partnership. Different people have varying opinions as to the essential factors for meaningful partnership. What may work for one may not necessarily be true to another. This is because the nature and scope of involvement depends largely on the purpose for partnership and the parties' perceived risks and rewards.

In a survey done by the World Economic Forum in 2005 among thirty business companies involved in partnership with the public sector, fundamental factors to forging partnership is shown in *Figure 2.3* below.

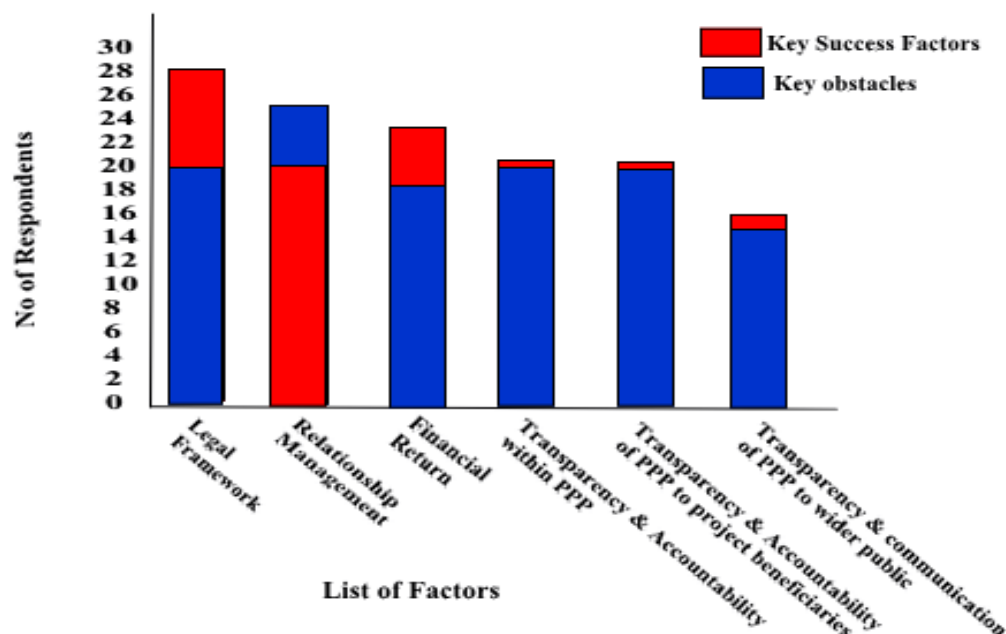


Figure 2.3 Fundamental Factors in Partnership

Each feature of partnership are one and the same, or simply two sides of the same coin. If absent or inadequate ,each key factor can become serious obstacles. For instance, without government support the private sector will not easily win public projects. On the other hand an indifferent public sector will not attract private sector to invest in public projects. Without equitable management, accountability and transparency, partnership is most likely to cease or fail.

Just like any other relationships partnership involves trust, sharing of responsibilities and commitment. Real partnership practices genuine reciprocity, displays openness in all transactions and a willingness to cooperate (Erikson 2001). The elements of a successful partnership forwarded by Spinks and Merrill (1999) are shown in the following diagram (*Figure 2.4*).

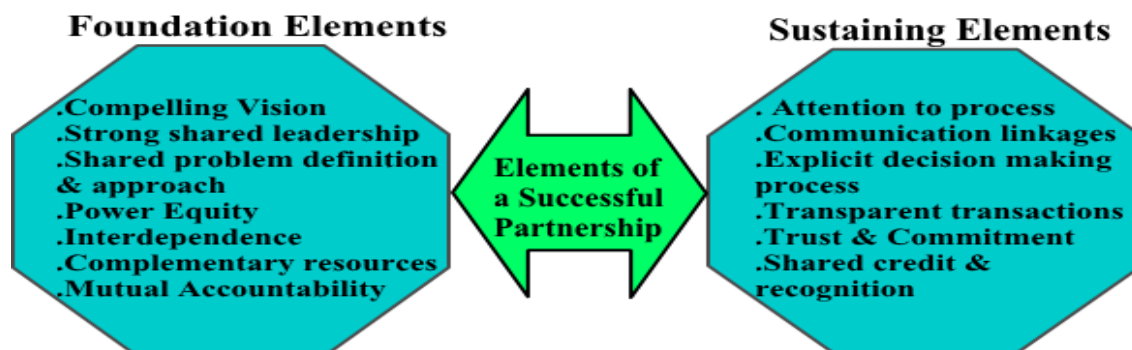


Figure 2.4 Elements of Successful Partnership (Spink & Merrill-Sands.1999. p 5)

Foundation and sustaining elements are needed for successful partnership. Foundation elements or factors are needed at the formative or initial stages of partnership development. There must be a shared vision, strong leadership, common understanding of the problem to deal with and how to deal with them, power-sharing, inter-dependence, sharing of resources and joint accountability as starting points for partnership. Sustaining elements are

indispensable for the continuity and stability of partnership in the long term. Keeping the commitment high, paying keen attention to process and proper decision-making, maintaining trust, open communication and giving due recognition to whom it is due are the elements that will cement stronger and lasting partnership resulting to the achievement of desired goals of mutual and lasting significance.

2.6 University-Community Relations/Partnerships: Historical Perspective

2.6.1 *University and Community Partnership*

University-community relationships, as perceived by many, signify a potentially untouched resource in the revitalization of communities and in the development of university's institutional and community leadership. Higher education institutions in cities are often in a position to engage the neighborhood in which they are situated (Bierbaum, 2005).

"Universities and colleges are equipped to contribute effectively to their local neighborhoods in many ways, academically, economically, and beyond. For the most part, however, they are underutilized local assets" (Maurrasse, 2001). According to Andrew Cuomo, former Secretary of the U.S. Department of Housing and Urban Development, "Universities are the creators, preservers, and transmitters of knowledge and culture; they are also economic engines, applied technology centers, major employers, investors, real estate developers, and reservoirs of creative and energetic people" (Cuomo, 1998).

As long as there have been universities within communities, the impact each has on the other has been taken into consideration. Impacts that are "...good and bad, constructive and destructive, accidental and intentional, real and imagined" (Holland et. al., 2003).

2.6.2 "Town and Gown"

The road to university-community partnership was one that was fraught with conflict, differences and hostilities. As in the case of American universities, these stemmed from their geographical isolation and the nature of their culture. Universities were initially established in remote rural areas away from social and economic problems of the more developed urban centers. Culturally, Universities were concerned with research and publication and other academic pursuits with utter disregard for the life and concerns of the nearby communities. Professors and students wore gowns to distinguish themselves from the ordinary townspeople, hence the term "town and gown." Soon however, the inevitable expansion of urbanization swallowed up the once isolated university campuses despite the deliberate attempt to separate from surrounding communities by building higher and stronger walls and fences. (Martin, et al., 2005)

The years between 1914 and the late 1980's is often referred to as the "Ivory Tower" period of American higher education. During this period, most academic efforts were predominantly geared towards research and publication (Maurana et. al., 2000). Martin, et al, 2005 in quoting Harkavy (1998) cites, "in the decades after World Wars I and II, American higher education increasingly competed, ferociously, egocentrically, narcissistically, for institutional prestige and material resources. Almost single-mindedly, pursuing their self-centered goals, they increasingly concentrated on essentially scholastic, inside-the-academy problems and conflicts rather than on the very hard, very complex problems involved in helping American society realize the democratic promise of American life for all Americans."

Soon however, the inevitable expansion of urbanization swallowed up the once isolated university campuses despite their desperate attempt to separate themselves from surrounding communities. As a result, relationships between universities and their communities further deteriorated. In the mid-1980's, Kysiak (1986) addressing the case of Yale University and Northwestern University regarding their relationship with their communities, commented that "although universities bring great prestige to a community, many citizens perceive them solely as large, powerful, non-taxpaying entities that soak up city services and provide little in return. This perception, combined with the universities' penchant for making unilateral decisions without city consultation, made the relationship between the two entities more and more acerbic as time went on".

Such incidents ushered new partnerships between the community and the university characterized by "...constructive, mutually-beneficial and enduring interactions" (Holland, 2003). Today, colleges and universities all over the United States are playing active roles in the development of their local communities, states and regions. "Many have even internationalized their mission as extending far beyond local communities; they see the world as their campuses and communities" (Wilson, N.A).

2.7 University-Community Partnerships: Benchmarks and Indicators

There are numerous literatures available that suggest factors that determine effective university-community partnerships. These literatures serve as guidelines for achieving as well as benchmarks or indicators for reviewing whether universities have/are practicing "good, authentic, vibrant, sustainable, fruitful, innovative, and or mutually beneficial" collaborations with their surrounding communities and vice versa. The Community-Campus Partnerships

for Health (CCPH, 2005) have provided a table that summarizes several of the available literature (See *Table 2.3*).

Table 2.3 Core Characteristics of Authentic University-Community Partnerships (CCPH, 2005)

<i>Title and Source</i>	<i>Characteristics</i>
WK Kellogg Foundation. (2001) Characteristics of Vibrant Partnerships Between Communities and Institutions of Higher Education. Available at www.wkkf.org . Accessed 6/20/2005.	Engaged higher education institutions and communities: <ol style="list-style-type: none"> 1. See their present and future well-being as inextricably linked. 2. Collaboratively plan and design mutually beneficial programs and outcomes. 3. Engage in reciprocal learning. 4. Respect the history, culture, knowledge, and wisdom of the other. 5. Create structures that promote open communication and equity with one another. 6. Have high expectations for their performance and involvement with each other; 7. Value and promote diversity. 8. Regularly conduct a joint assessment of their partnership and report results.
Community-Campus Partnerships for Health (1998) Principles of Good Community-Campus Partnerships. Available at: www.ccph.info . Accessed 5/22/2005	<ol style="list-style-type: none"> 1. Partners have agreed upon mission, values, goals and measurable outcomes for partnership. 2. Relationships characterized by mutual trust, respect, genuineness commitment. 3. Partnership builds upon identified strengths and assets, addresses areas needing improvement. 4. Partnership balances power among partners and enables resources to be

	<p>shared.</p> <p>5. Clear, open and accessible communication between partners, on-going priority to listen to each need, develop a common language, and validate/clarify the meaning of terms.</p> <p>6. Roles, norms, and processes are established with input & agreement of all partners.</p> <p>7. There is feedback to, among and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.</p> <p>8. Partners share the credit for the partnership's accomplishments.</p> <p>9. Partnerships take time to develop and evolve over time.</p>
<p>Benchmarks for Campus/Community Partnerships (1998). Findings of the Campus Compact Wingspread Conference on Campus/Community Partnerships.</p> <p>Available at http://www.compact.org/ccpartnerships/benchmarks-overview.html. Accessed 5/22/2005</p>	<p><i>Stage I: Designing Partnerships</i></p> <p>Genuine democratic partnerships are:</p> <ul style="list-style-type: none"> • Founded on a shared vision and clearly articulated values • Beneficial to partnering institutions <p><i>Stage II: Building Collaborative Relationships</i></p> <ul style="list-style-type: none"> • Genuine democratic partnerships that build strong collaborative relationships are: • Composed of interpersonal relationships based on trust and mutual respect • Multi-dimensional- they involve the participation/collaboration of multiple/several sectors that act in service of a complex problem • Clearly organized and led with dynamism <p><i>Stage III: Sustaining Your</i></p>

	<p><i>Partnership Over Time</i></p> <p>Genuine democratic partnerships that will be sustained over time are:</p> <ul style="list-style-type: none"> • Integrated into the mission and support systems of the partnering institutions • Sustained by a "partnership process" for communication, decision-making, and the initiation of change • Evaluated regularly with a focus on both methods and outcomes
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Source: *The Community-Campus Partnerships for Health, 2005*

2.8 University-Community Partnerships: Innovative Strategies

Due to opposing philosophies and practices, partnerships between universities and community throughout history have been either "non-existent or unconstructive" (Martin, et. al., 2005). However, the last decade has paved the way for an age of new, more purposeful and innovative efforts to develop constructive, mutually-beneficial and enduring interactions through formal partnerships between universities and their neighboring communities. "The nature of economic, cultural, social and political conditions for both sectors evolved to a point where the need to learn to work together became so urgent and compelling it could no longer be ignored or denied" (Holland, et. al., 2003). Such discussions encouraged public and private funders and policymakers to initiate various funding and policy strategies with the purpose of creating partnership incentives. For instance, in 1994, the U. S. Department of Housing and Urban Development (HUD) created the Office of University Partnerships (OUP) which deals with providing funding and support for higher education institutions engaged in community outreach and community development initiatives. OUP subsidizes the Community Outreach Partnership Center (COPC) program which awards grants to colleges

and universities engaging in outreach and research activities done in collaboration with community-based organizations specifically focusing at urban problems (Bierbaum, 2005).

"The program also seeks to encourage structural changes, both within an institution and in the way the institution relates to its neighborhood." Some of the successful COPC initiatives include:

- Job training and counseling to reduce unemployment.
- Local initiatives to combat housing discrimination and homelessness, encourage the development of affordable housing, and help consumers navigate the process of buying and maintaining that housing.
- Mentoring and educational programs for neighborhood youth.
- Financial and technical assistance for new businesses.
- Training or technical assistance that builds the capacity of community groups and increases the leadership skills of neighborhood residents.
- Planning activities that help local residents develop a vision for their community and a plan for implementing that vision.
- Projects to fight disease, crime, and environmental degradation.
- Activities that increase a community's access to information and applied research.
- University coursework that encourages students to engage in activities relating to the community. (Office of University Partnerships Website, Retrieved on November 1, 2008, from <http://www.oup.org/programs/aboutCOPC.asp>)

This decade of renaissance in university-community partnerships, as Martin, et al. (2003) mention, is partly due to a shift from the old *government* paradigm to the new *governance* paradigm. The governance paradigm stresses the significance of creating an effective and innovative partnership among public, private and non-profit sectors to harness

the collective energy/strengths of each of these partners to address social issues. This encourages the formation of a partnership where each of the stakeholders mutually benefits from each other, while at the same time, complex social issues and problems are being tackled as well. Bombarded by increasingly complex social problems, universities and communities are establishing innovative collaborations at an exponential rate.

Cuomo (2003) describes university-community partnerships as "a powerful force for community revitalization that is gaining momentum across the country (America)." An increasing number of higher education institutions are working together with their communities to apply research, scholarship, and service to socio-economic problems. Universities and colleges are incorporating such collaborations into their curriculum, academic coursework, and student activities. He also mentions that "America's colleges and universities have more intellectual talent than any other institutions in our(the American) society, and many of them are using these partnerships to tackle the complex socioeconomic issues facing the neighborhoods that surround them, such as poverty, joblessness, crime, and homelessness."

According to Seiffer and Carriere (2003), service-learning, community-based participatory research and partnerships focused on solving a particular problem or achieving a particular goal (i.e., neighborhood economic development, workforce development) are among other approaches that comprise the framework of university-community partnerships. That the knowledge base regarding these partnerships - factors and issues concerning and contributing to their success and failure, and their impact on the students, communities and campuses involved, is evolving. They added that, in the past five years, the growing number

of multi-site evaluation studies, peer-reviewed empirical journal articles, and meta-analyses proved all of these.

Bierbaum (2005) in citing Nichols (1990) expressed that the capacity of universities and neighboring communities to mutually share their resources with each other may make "the town-gown community uniquely rich in comparison to those communities having no higher education institution". University efforts address the improvement of the nearby communities by both empowering the surrounding community and removing those individuals whom university officials consider unhelpful for the campus. The increasing number of symposia, grants, and publications during recent years highlights the significance of strengthening the partnership between the university and the community where it is situated.

Legates and Robinson (1998) opined that university-community partnerships are justified and should be institutionalized. This is because such partnerships may prove more effective in addressing problems in urban areas than the federal or local governments alone or any other institutions be it private, traditional or faith based entities.

Rubin (2000) highlights three developments present in the current status of research in the field of university-community partnerships: the transition of literature from simple case studies to more historical, detailed and empirical; academics instead of professionals being the main generators of knowledge; and the subject being more eclectic encompassing a broad range of academic disciplines including sociology, psychology, anthropology, education, political science, public administration.

Based on studies of both academics and professionals, the Office of Community Partnerships (OUP, 1999) under the U.S. Department of Housing and Urban Development has established a seven-subject category taxonomy for university-community partnerships/relationships: (1) service learning, (2) service provision, (3) faculty involvement, (4) student volunteerism, (5) community in the classroom, (6) applied research, and (7) major institutional change. These initiatives are currently being conducted by many universities and colleges across the United States.

Martin, et. al. (2005) stressed that while university-community partnerships, such as the ones previously discussed, spread across the country, the quality of research still remains in question. Although innovation may be present in university-community partnerships when analyzed entirely, the authors suggest that elements that exhibit "...creativity, build knowledge and improve partnership" and critical factors that appear to generate innovative programs/policies should also be examined. Based on literature by the following: Dugery, & Knowles, 2003; Blackwell et. al, 2003; OUP, 2003; Roper & Pinkett, 2002; Sandmann & Baker-Clark, 1997, Martin, et. al (2005) presented several important factors that can determine success in university-community partnerships. These factors include: (1) funding, (2) communication, (3) synergy, (4) measurable outcomes, (5) visibility and dissemination of findings, (6) technology, (7) organizational incompatibility and (8) complexity. They suggest that the first six are positive factors that should be embraced, while the last two are negative factors to be avoided.

2.9 Summary

Globalization is a force that influences countries towards internationalization of higher education. Such is the case for Japan where government undertook policy initiatives to

encourage selected universities to open its doors to foreign students. The current and future influx of foreigners studying in Japan is expected to impact the local communities where the universities are located. Universities exist in a community. The life and activities of universities affect the community and in the same manner the community can limit or enhance the growth and direction of universities. Whenever universities get established in any community, changes and impacts are inevitable. It is desirable that university and community grow together and mutually achieve a common goal.

It is for this reason that the town-and-gown concept became popular as an area of growth as well as study. At the core of this concept is the term partnership. Partnership can be seen from different perspectives. Business views it as sharing of resources and information for effectiveness and efficiency of operations. Partnership is also becoming a very important concern in the area of development programs. Private-public partnership has been growing in infrastructure development projects, natural resources management and in social concerns such as health, welfare and education. The curiosity for public-private-community partnership has also been on the rise given the concern for localizing development efforts in the light of poverty and environmental destruction. Indeed, partnership is becoming more and more significant and relevant in development circles and has captured the interest of academics, professionals and policy-makers. There are several theories underlying the nature and operation of partnership as applied to organizational behavior, community development and in this case, university-community partnership that serve as guide to its understanding.

Based on the existing literature on the subject, university-community in this study is based on the definition by Eilbert (2003) as the organizational relations and affiliation between university and community. Partnership in this manner is one "based around a

common goal, where participating organizations (groups) share benefits and risks, as well as resources and power. The partnership agreement may be formal and in writing or verbal.

This study examines the nature of university-community partnership by describing the essential elements identified from the analysis of literature. These elements of meaningful university-community partnership include; shared vision, formalization, mechanism/structure, communication, resource-sharing, and evaluation/feedback.

Indeed, the understanding of university-community partnership is timely and relevant in the light of recent global developments. Universities still and will play significant roles in the development of the local communities. Similarly, the local communities where universities are located offer opportunities and resources for learning and institutional growth. It is worthwhile to explore strategies that will lead to a more meaningful and sustained university-community partnership. This study hopes to contribute to this end.

2.10 Definition of Terms

The following are the key terms used and discussed throughout this study:

Town & Gown

Town and Gown refers to community (town) and university (gown) relations.

Partnership

Relationship "based around a common goal, where participating organizations (groups) share benefits and risks, as well as resources and power. The partnership agreement may be formal and in writing or verbal (Eilbert 2003)."

University-Community Partnership

Relationship between the University and the community characterized by a common vision and goals, formalization, dedicated organizational structure/mechanism, communication, resource-sharing, and evaluation and feedback.

Perception

Perception refers to inferences about what an individual sees and experiences, or more broadly an individual's awareness or apprehension of things by sight, hearing, touch, smell and taste.

Impact

Impact refers to the significant influences and changes on the local community of Beppu City brought about by the influx and increasing population of foreigners who live in the community.

Close Relationship

Close relationship as referred to in this study means more personal, regular and relatively long interaction between the local people and the APU Internationals.

Local Community

Local community as referred to in this study means the Japanese Citizens who reside in Beppu City. In this study local community is comprised of two groups, namely adults and high school students.

APU Internationals

Internationals in this context, refers to the international students and foreign faculty and staff studying and working at Ritsumeikan Asia Pacific University, respectively.

Globalization

Globalization in this study refers to the phenomenon that led to the rising unification and integration of the societies, languages, cultures, economies, industries, and politics among nations world-wide.

Internationalization

This study employs Kazuhiro Ebuchi's concept of Internationalization which is "the process of becoming international in nature". It can also be described as the process of being accepted by the rest of the world, which is a direct translation of the Japanese term *Kokusai-ka* – "sekai ni tsuyou suru you ni naru koto." (Ebuchi, 1989)

Higher Education

Higher Education refers to the education provided by colleges and universities that award academic degrees beyond the secondary level.

CHAPTER III

METHODOLOGY

3.1 Introduction

This chapter outlines the research design, methods of data collection, sampling and respondents, survey-procedure. Data analysis and interpretation employed in this study are also described in this chapter.

3.2 Research Design

This is an exploratory study employing mixed methods. Methods of data gathering used include interview, survey and secondary data collection. Officials from the University Administrative Office and the local City Hall, namely the University President and the City Mayor respectively, were chosen as respondents for the interview. Other respondents include people in-charge of the outreach offices in both the university office and the city hall. Respondents for the survey were chosen among individuals from the university and the local community.

3.3 Methods of Data Collection and Analysis

The study employed a variety of tools in generating data for analysis based on mixed methods of research. It used primary data and secondary data. Survey instruments were administered to selected respondents. Survey data were tabulated and analyzed. Interviews were conducted with selected key informants. Direct observations were done to document

changes and influences exerted by APU on the community.

3.4 Sampling and Respondents

The respondents for the interview include the President of APU, the Beppu City Mayor, both division heads of the Regional Affiliations division of the APU Office of the President and the Cultural and International Affairs Division of the Beppu City Hall, respectively, as well as one (1) personnel from each of the two divisions. The respondents in the survey for this study are divided between individuals from the university and individuals from the local community chosen through accidental sampling. Respondents from the university include one-hundred (100) APU students who have been in APU for 3 years or more. The students were equally divided between international (50) and Japanese (50). Other respondents from the university include faculty members. On the other hand, one-hundred (100) respondents from the Beppu Community were chosen from selected areas, namely Kamegawa (30), Ishigaki (30) and Downtown Beppu (40).

3.5 Profile of Respondents

3.5.1 Conceptual Framework and Assumptions

Figure 3.1 shows the conceptual framework of the study. The study assumes that the following elements are essential for a meaningful partnership between APU and Beppu Community. More specifically it assumes that meaningful university-community partnership exists if:

1. APU and Beppu City share commonality of vision/goal;
2. There is a formal partnership agreement between the two organizations;
3. Organizational mechanism/structure exist for partnership;
4. There is established communication between APU and Beppu Community;
5. There is sharing of resources in support of partnership; and,
6. There is continuing evaluation of partnership and activities to get feedbacks for improvements in partnership.

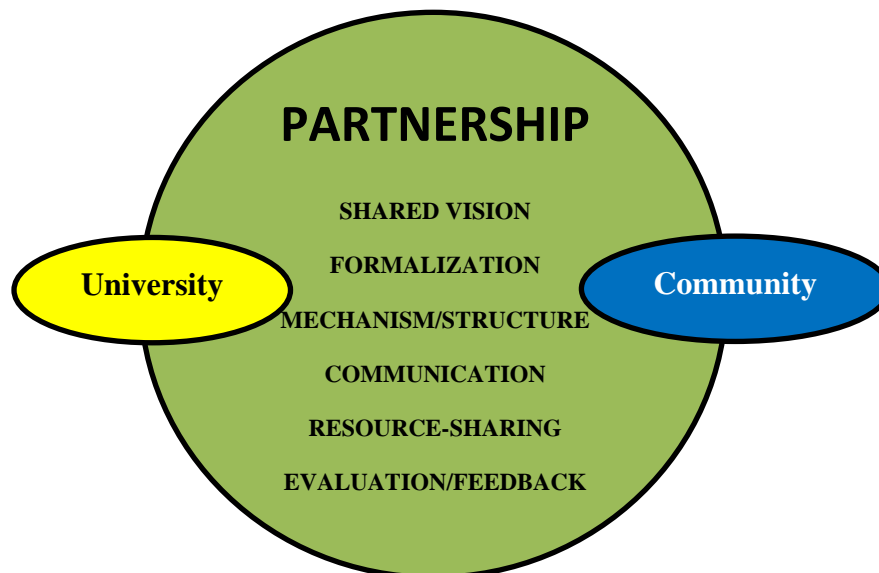


Figure 3.1 Conceptual Framework of the Study

3.5.2 Profile of APU students

3.5.2.a APU Student Respondents according to Gender

A total of 100 students were included in this survey. 50% were Japanese and 50 % were international students from different countries. 40% of the APU students were male and 60% of these APU students were female.

Table 3.1 *APU Student Respondents according to Gender*

Gender	APU Japanese Students	APU International Students	Percentage
Male	17	23	40%
Female	33	27	60%
Total number of Respondents	50	50	100%

3.5.2.b Club/Circle Membership

Sixty-four percent (64%) of the APU students belonged to a circle/club/organization in the University. Thirty-four percent (34%) of them did not belong to any circle/club or organization in the University. Two percent (2%) did not give an answer.

Table 3.2 *Club/Circle Membership*

Response	Japanese Students	International Students	Percentage
Yes	31	33	64%
No	17	17	34%
No Answer	2	0	2%
Total number of Respondents	50	50	100%

3.5.3 Profile of APU Faculty

Of the 12 respondents among APU Faculty members, 75% were males and 25% were females.

3.5.3a APU Faculty Respondents According to Nationality

Of the 12 respondents among APU Faculty members, 33% were internationals and 67% were Japanese.

Table 3.3 APU Faculty Respondents According to Nationality

Nationality	Number of Respondents	Percentage
International	4	33%
Japanese	8	67%
Total number of Respondents	12	100%

3.5.4 Profile of Beppu Citizens

3.5.4.a Local Beppu Citizens According to Gender

According to gender, 32% of the Local Beppu Citizens respondents are males while 68% of the respondents are females.

Table 3.4 Local Beppu Citizens According to Gender

Gender	Number of respondents	Percentage
Male	32	32%
Female	68	68%
Total number of Respondents	100	100%

3.5.4.b Local Beppu Citizens According to Age Group

According to age, 21 % of the Local Beppu Citizens respondents belong to the 16-20 years old age bracket. Twelve percent (12%) are 21 to 30 years old. Majority of the respondents (24%) are in the 31 to 40 years old age bracket. Eleven percent (11%) of the respondents is between 41 to 50 years old. Fifteen percent (15%) are in the 51 to 60 years old age bracket. Six percent (6 %) are from 61 to 70 years old. Four percent (6%) of the respondents are 71 years of age and older. 4% did not indicate their age.

Table 3.5 Local Beppu Citizens According to Age Group

Age	Number of respondents	Percentage
16- 20	21	21%
21- 30	12	12%
31-40	24	24%
41-50	11	11%
51-60	15	15%
61-70	7	7%
71 and above	6	6%
Did not indicate age	4	4%
Total number of respondents	100	100%

3.5.3c Local Beppu Citizens according to Marital Status

According to the marital status of Local Beppu Citizens, 58% or more than half of the respondents are married. Forty percent (40%) are single and two percent (2%) did not give an answer.

Table 3.6 *Local Beppu Citizens according to Marital Status*

Marital Status	Number of respondents	Percentage
Married	58	58%
Single	40	40%
No answer	2	2%
Total number of Respondents	100	100%

3.5.3d Local Beppu Citizens according to Educational Attainment

According to Educational attainment of Local Beppu Citizens, 21 % of the respondents finished elementary school. Another 21% are high school graduates. Twenty-two percent (22%) of the respondents finished a technical course or a Diploma course. Thirty-two percent (32%) went to University, while 3% finished a post graduate course. One percent (1 %) did not give an answer.

Table 3.7 *Local Beppu Citizens According to Educational Attainment*

Educational Attainment	Number of Respondents	Percentage
Elementary	21	21%
High School	21	21%
Technical School/Diploma Course	22	22%
University	32	32%
Post Graduate	3	3%
Others	0	0%
No answer	1	1%
Total number of Respondents	100	

3.5.3e Local Beppu Citizens According to Place of Birth

59 % of the Local Beppu Citizen respondents were born in Beppu. 41 % were not born in Beppu.

Table 3.8 Local Beppu Citizens According to Place of Birth

Place of Birth	Number of Respondents	Percentage
Born in Beppu	59	59%
Not born in Beppu	41	41%
Total number of Respondents	100	100%

3.5.3f Local Beppu Citizens According to Number of Years in Beppu

Forty-eight (48%) of respondents did not indicate the years of residency in Beppu City, while 52% of the respondents mentioned that they have stayed in Beppu within duration of 1 to 40 years and above as shown in the table below.

Table 3.9 Local Beppu Citizens According to Number of Years in Beppu

Number of Years lived in Beppu	Number of Respondents	Percentage
1-10	9	9%
11-20	18	18%
21-30	9	9%
31-40	3	3%
41 and above	13	13%
No answer	48	48%
Total number of Respondents	100	100%

CHAPTER IV

HISTORICAL PERSPECTIVES

4.1 Introduction

This chapter is a brief discussion of the historical background of Beppu City and the Ritsumeikan Asia Pacific University with particular emphasis on the growth of domestic and international student enrollment. It also presents the changing features of Beppu City brought about by the presence of the university as well as its growing popularity as a tourist destination.

Understanding the community's perception of the impacts of APU's presence will shed light into the opportunities and challenges relevant to forging meaningful partnership between Beppu Community and the APU.

4.2 Beppu City

Beppu is a city located in Oita Prefecture on the island of Kyūshū, Japan (*See Appendix 7*). The city is thriving with rich "onsen" or hot spring sources consisting of hot spring vents that account for more than 10% of the hot spring vents in Japan (Ministry of the Environment, 2004). In 1950, it was designated as the "International Tourism Hot-Spring Cultural City" area in historical records dating as far back as the 8th century.

Beppu City has been noted for being the earliest in the world to develop a technology for creating man-made hot springs through the use of a special digging technique developed

in the Meiji-period. As a result of this development in hot spring technology, a large number of hot spring facilities and hotels had been established in the area to accommodate the growing number of tourists coming to visit the "onsens". The number of tourists increased from less than 80,000 in the Meiji-period, to an astonishing 2 million in the beginning of the Showa-period. Beppu City became the largest hot spring resort destination in Japan.

In 2000, the local city government, along with the Oita prefecture government, supported the establishment of the Ritsumeikan Asia Pacific University (APU), the first full-fledged international university in Japan. As of May 1, 2010, the university has an enrollment of 6,231 students coming from 99 countries and regions, including Japan, which makes it one of the most culturally diverse universities in the country.

As of October 31, 2010, the city has a total population of 120,654 including a foreign population of 4,610 (Beppu City Hall, 2010). Since the establishment of the university in year 2000, the foreign population in Beppu has increased almost four times (*See Table 4.1 and Figure 4.1*). It has to be noted that on the other hand, while the number of foreigners showed an upward trend, the total population tends to decrease through the years (*See Table 4.2 and Figure 4.2*).

Table 4.1 Beppu City Foreign (Registered) Population for the Year 2000-2010
(Data as of October 31, 2010)

Year	Total Population
2000 (H12)	1,407
2001 (H13)	2,127
2002 (H14)	2,615
2003 (H15)	3,081

2004 (H16)	3,285
2005 (H17)	3,439
2006 (H18)	3,678
2007 (H19)	4,325
2008 (H20)	4,475
2009(H21)	4,536
2010(H22)	4,610

Source: Beppu City Hall, 2010

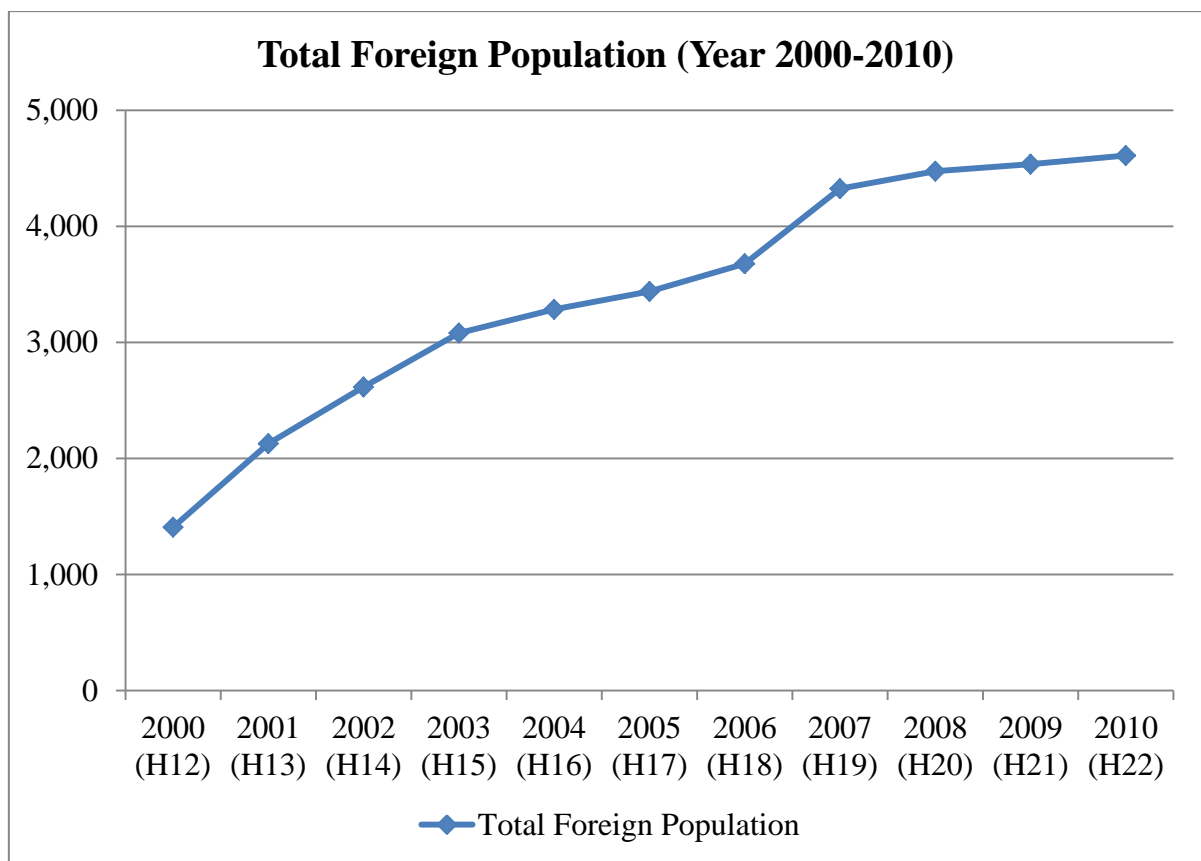


Figure 4.1 Beppu City Foreign (Registered) Population for the Year 2000-2010
(Data as of October 31, 2010)

Table 4.2 Beppu City Total Population for the Year 2000-2010
(Data as of October 31, 2010)

Year	Total Population
2000 (H12)	125,485
2001 (H13)	124,948
2002 (H14)	124,311
2003 (H15)	124,144
2004 (H16)	123,535
2005 (H17)	123,003
2006 (H18)	122,814
2007 (H19)	122,429
2008 (H20)	121,756
2009 (H21)	121,220
2010 (H22)	120,654

Source: Beppu City Hall, 2010

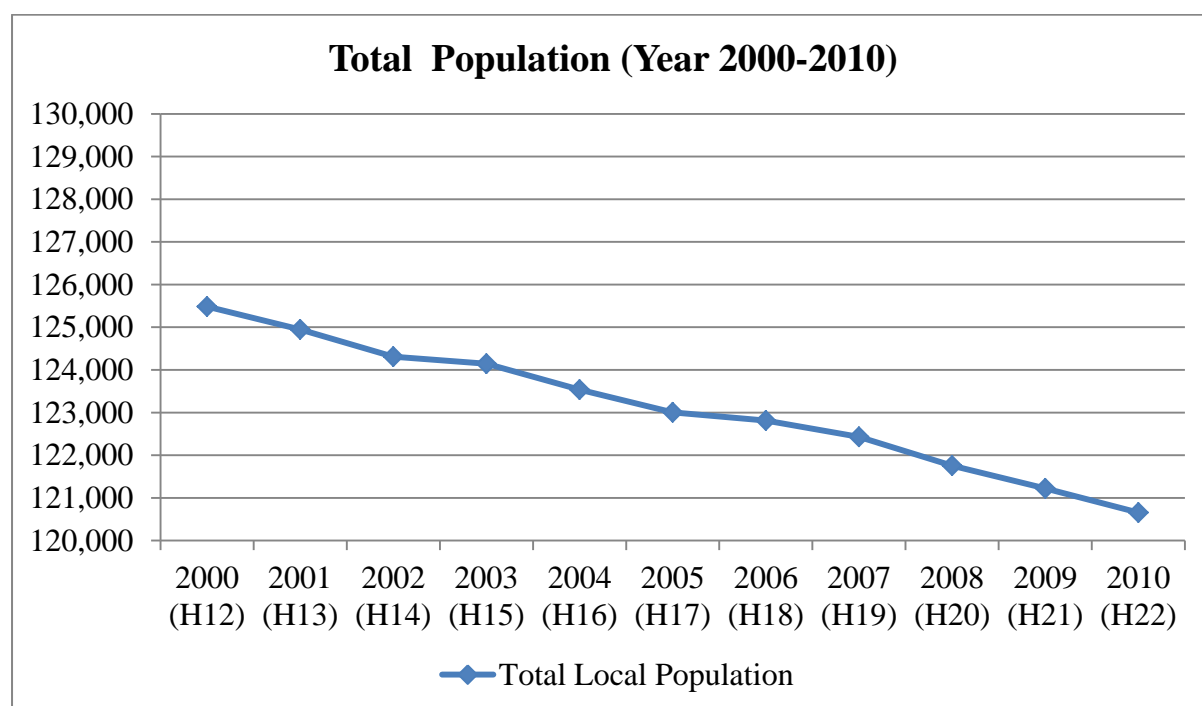


Figure 4.2 Beppu City Total Population for the Year 2000-2010
(Data as of October 31, 2010)

Table 4.3 Beppu City Local and Foreign Population for the Year 2000-2010

(Data as of October 31, 2010)

Year	Total Local Population	Total Foreign Population
2000 (H12)	125,485	1,407
2001 (H13)	124,948	2,127
2002 (H14)	124,311	2,615
2003 (H15)	124,144	3,081
2004 (H16)	123,535	3,285
2005 (H17)	123,003	3,439
2006 (H18)	122,814	3,678
2007 (H19)	122,429	4,325
2008 (H20)	121,756	4,475
2009 (H21)	121,220	4,536
2010 (H22)	120,654	4,610

Source: Beppu City Hall, 2010

4.3 Ritsumeikan Asia Pacific University

In April 2000, the Ritsumeikan Asia Pacific University (APU), the first full-fledged international standard university, was established in the city of Beppu in Oita-prefecture. The university features a multicultural and multilingual environment which adopts a dual-language educational system in which lectures are held in both English and Japanese.

The establishment of APU was made possible with the cooperation of public and private sectors, namely the Ritsumeikan Trust, and the two local governments, Oita prefecture and Beppu City. The establishment of the university was inspired by two main factors: (1) realization of the need to build a new stronghold to develop human resources

capable of supporting the globalizing Asia Pacific Region in the 21st century, (2) realization of the need to attempt a breakthrough in Japan's lagging internationalization movement.

Ritsumeikan Asia Pacific University is a higher institution with the purpose of creating a new academic discipline and developing new breed of human resources for the global society of the 21st century. The university is distinguished by the three core philosophies which determine its existence and guide its operation, namely: (Sakamoto, 2004)

- (1) To contribute to the 'Liberty, Peace and Humanism' of the world.
- (2) To promote 'International Mutual Understanding.
- (3) To create the 'Future of the Asia Pacific'.

The university perceives the peaceful sustainable development of society, the coexistence of nature and human beings and promotion of the coexistence among the people as the most significant challenges of the 21st century.

Table 4.4 is a summary of the activities leading to its establishment and the historical milestones related to its current status as the leading international university in Japan.

Table 4.4 *History of APU*

Historical Timeline of APU		
1994		Discussions held concerning the fifth long term plan (international mission of the university) how to attract a university to Oita Prefecture.
1995	Sep.	Announcement by the three parties to establish APU (Ritsumeikan,

		Oita Prefecture, Beppu City)
1996	Feb.	APU Association of Supporters is created
1997	May.	Advisory Committee established
1997	Apr.	Signing of the basic agreement for establishment by the three parties
	Oct.	Land preparations started
	Dec.	Beppu/Oita office established
1998	May	Korea office established
	Jun.	Indonesian office established
	Aug.	Construction started
	Sep.	APU Ministry of Education (currently known as MEXT – Ministry of Education, Culture, Sports, Science, and Technology) application for approval of establishment
1999	Jun.	Proposal from APU (regional contribution policy) announced
	Dec.	Ministry of Education establishment approval completed
2000	Apr.	Ritsumeikan Asia Pacific University opened
2003	Apr.	Graduate School established
2006	Apr.	Establishment of Institutes
2007	Mar.	Dedication Ceremony for buildings completed in accordance to the APU New Challenge Plan
2007	Apr.	Opening Ceremony for the APU Confucius Institute
2009	Apr.	College of Asia Pacific name Change
2010	Apr.	APU 10 th anniversary

Source: APU Planning Office, 2008; APU Crossroads, 2010

The most unique and outstanding feature of APU is that almost half of the student body come from different countries and regions all over the world. Initially, in its first fiscal year (2000), it had a total enrollment of 900 students, of which 420 of them are international students. Thereafter, the university witnessed a phenomenal growth in student enrollment both domestically and internationally (*Table 4.5 and Figure 4.3*). Likewise, with the

establishment of graduate schools, new programs and several other institutes, there has been a corresponding increase in both domestic and international staff and faculty members.

Table 4.5 Student Enrollment at Ritsumeikan Asia Pacific University
(Data as of May 1, 2010)

	International	Domestic	Grand Total	Countries & Regions
2000	243	468	711	25
2001	665	989	1654	52
2002	1121	1527	2648	63
2003	1407	2136	3543	66
2004	1734	2366	4100	73
2005	1884	2567	4451	75
2006	1983	2843	4826	76
2007	2352	3069	5421	78
2008	2630	3238	5868	81
2009	2783	3301	6084	87
2010	2921	3310	6231	98

Source: Ritsumeikan Asia Pacific University, Office of the President, 2010

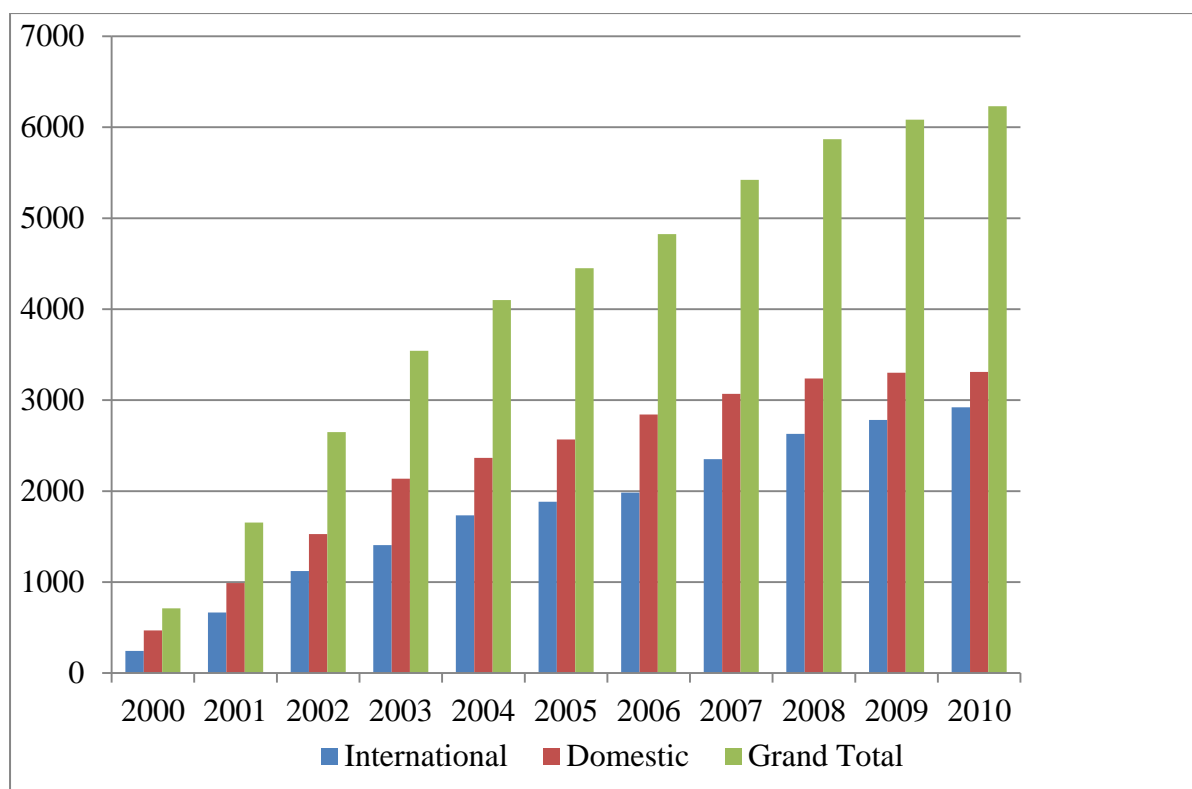


Figure 4.3 *Trend in Student Enrollment at Ritsumeikan Asia Pacific University*
(Data as of May 1, 2010)

Source: Ritsumeikan Asia Pacific University, Office of the President, 2010

At present, out of the 6231 students in APU, 2,921 or (47%) of them are international students, coming from a total of 98 countries of the world. (See **Appendix 1**) Of this number, around 1000 students stay in APU house, APU's on-campus dormitory, while the rest are residing in the city and adjoining areas.

The students of APU, both international and domestic, participate in the life of the Beppu City community through engaging in activities such as cultural affairs, international exchanges, community projects and festivals. Moreover, students take part time jobs in several business establishments in Beppu City and other neighboring towns and cities. Some

students are involved in language teaching activities, particularly, English, Chinese and Korean. Some enterprising students have even set-up their own businesses such as restaurants and bars. Talented students in music, arts, and dance are being invited to perform at special programs of the city, hotels, and café's. Occasionally some international students are requested to serve as resource persons and guests in school, radio and TV programs. Such activities enabled interactions between the local community and the international students.

The university opens its door to students of local schools and other members of nearby communities. They come to the campus to meet students of different nationalities, visit facilities, try foreign cuisine at the cafeteria, and attend programs during special events such as the Language Week, and "Tenku" Festival (APU School Festival). In a way the university is becoming sort of a tourist attraction to people coming from the near and far away communities in Japan.

APU regularly hosts important national and international events such as workshops, seminars, and conferences involving high-level officials, diplomats and business executives on campus and within Beppu City. These attract more foreign and local dignitaries to the city which in many ways enhances its popularity, as well as generate business and other related developmental opportunities.

APU has just recently celebrated its 10th year anniversary. 10 years after its establishment, it is evident that the growth, popularity, and the future of APU are intricately woven in the life of Beppu City. In the same token, the development of Beppu City as a growing city influences the long-term viability of the university. These call for a more meaningful and mutually beneficial partnership between these two entities.

CHAPTER V

IMPACTS OF APU ON BEPPU COMMUNITY

5.1 Introduction

A decade after its establishment, APU has brought about significant effects and changes to Beppu City. This section discusses some of the observed and recorded impacts on the physical landscape as well as the daily lives of the local residents of Beppu City resulting from the presence of the university. Areas that will be covered include: (1) population, (2) local government, (3) local economies and businesses (4) language classes and schools (5) transportation and traffic, (6) religion, (7) international events and activities, and (8) parks and recreational activities.

5.2 Population

Although the city has been visited by many people from outside the country for its famous hot springs, never has it had so many foreign visitors or residents as it has now. As of October 31, 2010, the city has a local population of 120, 654 and a foreign population of 4,610 (Beppu City Hall, 2010). Since the establishment of the university in year 2000, the foreign population in Beppu has increased almost four times (*See Table 5.1*). At present, Beppu City is recognized as one of the cities with the highest foreign population (in terms of ratio of foreigners to locals) in Japan. For the past 10 years, with the increasingly growing number of foreigners, the city has witnessed a crucial transformation in its physical and socio-economic landscape. Beppu is now gradually emerging as an internationalized city.

Table 5.1 Beppu City Local and Foreign Population for the Year 2000-2010

(Data as of October 31, 2010)

Year	Total Local Population	Total Foreign Population
2000 (H12)	125,485	1,407
2001 (H13)	124,948	2,127
2002 (H14)	124,311	2,615
2003 (H15)	124,144	3,081
2004 (H16)	123,535	3,285
2005 (H17)	123,003	3,439
2006 (H18)	122,814	3,678
2007 (H19)	122,429	4,325
2008 (H20)	121,756	4,475
2009 (H21)	121,220	4,536
2010 (H22)	120,654	4,610

Source: Beppu City Hall, 2010

On the other hand, it should also be noted that Beppu City has a decreasing population of local residents (*See Figure 5.1*). The local population in 2010 has remarkably dropped compared to its peak in 1980. However, the growing number of people (domestic and international students, staff, faculty and their families) brought in by the establishment of APU helps compensate for that dramatic population decrease (*See Figure 5.2*). In 2009, the number of APU students, faculty and staff combined for 6,452 and if family members are also included would total for 6,862. This makes 5.4% of the local population (Oita Prefectural Government, 2010).

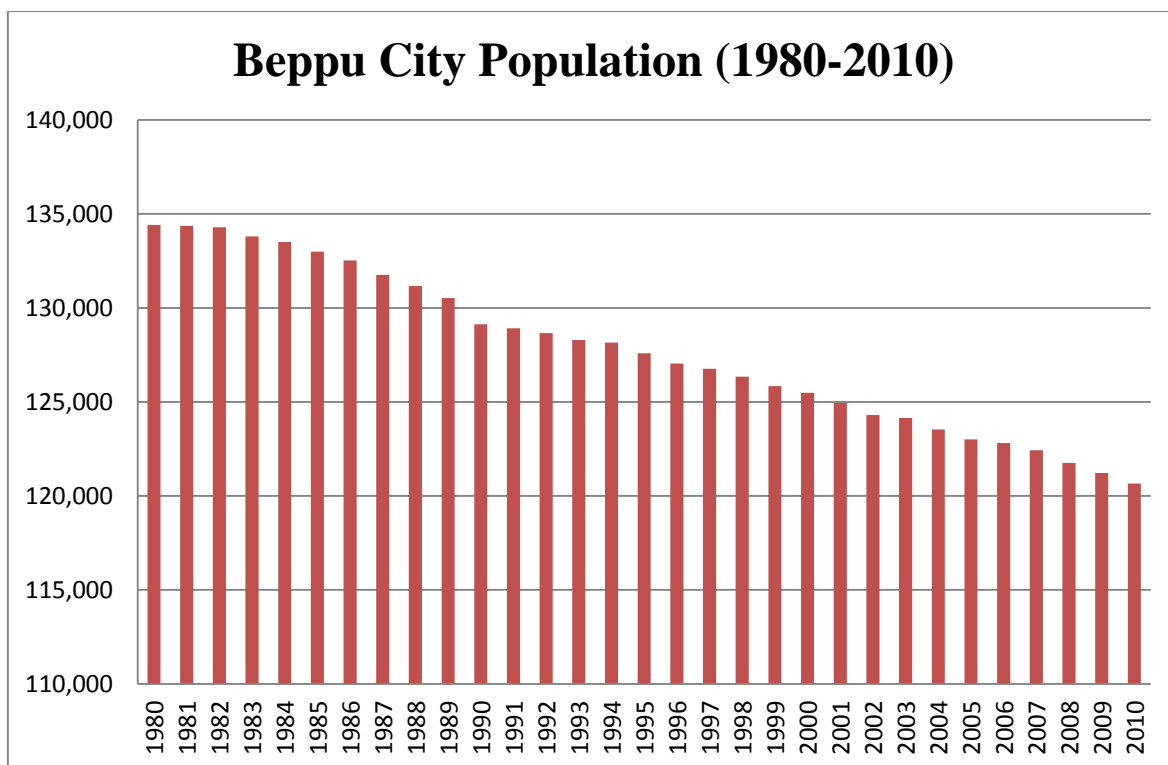


Figure 5.1 Beppu City Local Population for the Year 1980-2010

(Data as of October 31, 2010)

Source: Beppu City Hall, 2010

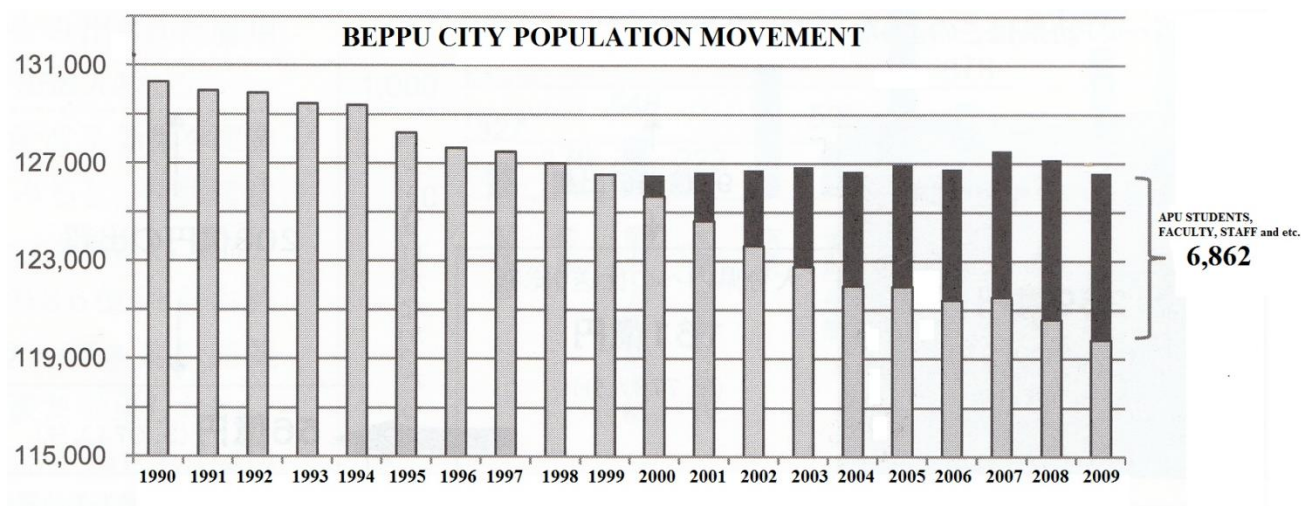


Figure 5.2 Beppu City Population Movement (1990-2009)

(Data as of May 1, 2009)

Source: Oita Prefectural Government, 2010

With the gradually increasing influx of young people resulting from the establishment of APU, young people ages 20-24 now make up more than 1/20 (7.1%) of the local population. This is seen as a pillar supports the population of Beppu. Moreover, if we look at the ratio of young people, we can observe that it is relatively high compared to other cities. On the other hand, if APU had not been established, that 7.1% young population (20-24 years) would have dramatically dropped to 4.3% since that age group makes up 2/3 of the university's student population (Oita Prefectural Government, 2010).

Over the years, the city government and the university, as well as the locals have been actively engaged in numerous activities and initiatives to meet the needs and demands emanating from the growth of its foreign as well as its young population and to make life in Beppu City more ideal and suitable for both foreigners and Japanese alike.

5.3 Government initiatives

The local government has created new programs, policies and laws regarding foreigners residing in the city. For instance, the Beppu Tokku, a project to build municipal housing for students was initiated, in which a total of 20 apartment houses were built. In addition to this, scholarships to provide livelihood support for foreign students are being awarded to 30 international students annually. Furthermore, the government created alternative ways of providing financial support for international students by creating part time job opportunities. In addition to hiring international students as translators and part-time workers at the city hall, they also established the "Kokusai Rikai Kyoushitsu", a program having international students visit local elementary schools, junior high schools, and schools for special children to promote cultural exchange. This provides local children exposure to

different cultures and languages and a good opportunity for them to broaden their knowledge about the outside world. They also hire international students to provide linguistic and emotional support for foreign children of similar cultural backgrounds studying in local schools.

The government's support is not only limited to international students but also extends to all foreigners residing in Beppu. They published the "Daily Living Guide for Foreign Residents of Beppu City", a guidebook distributed to foreigners who register at the alien registration counter. Various applications and documents handed to foreigners are also provided in English among many other languages. Moreover, the official website of the Beppu City Hall has been revamped and now comes in several languages including English, Chinese, Korean and even Italian. The website also includes online versions of the "Daily Living Guide" in these languages. They also organize Japanese language classes as well as cooking classes which become venues for cultural exchange for the locals and the foreigners.

Several new departments in the city hall have been established. These include the Secretarial Division, Tourism Economy Department, Onsen Tourism, and the International Exchange Department. Among the four, The Onsen tourism has been the primary decision maker and the most actively involved in student related activities. It is the main department in-charge of providing moral and social support for foreign residents.

Finally, the Beppu government, in collaboration with the Beppu Chamber of Commerce and Industry, established the "Beppu City Memorandum of Agreement for Community Development and Exchange" with APU, as well as other universities and colleges in the vicinity. These include Beppu University, Mizobe Gakuen, and Oita

University. The aim is to promote partnership for further development of Beppu City and the local community.

5.4 Local Economy and Business

5.4.1 Local Economy

The presence of APU has also generated positive impacts on the local economy of Beppu. The yearly amount disbursed by the university, including its students and staff, for the year 2010 sum up to about 12.9 billion yen in total. The breakdown is shown in *Table 5.2*.

Table 5.2 Breakdown of Total Disbursements from APU

	Amount
Student Disbursements	6.8 billion yen
Faculty/Staff Disbursements	1.88 billion yen
Direct Disbursements from APU	3.05 billion yen
Disbursements Official Visitors	320 million yen
Total Disbursements	12.9 billion yen

Source: Oita Prefectural Government, 2010

5.4.2 Local Shops, Restaurants and Other Business Establishments

Following the establishment of the university, a number of shops and restaurants were put up. Up to this date, more and more shops, some which are owned by APU graduates, are being opened, particularly in areas close to where there are many students residing. Bars, night clubs and "Izakaya's" (traditional Japanese bars) have been sprouting all over the

downtown area particularly along the main street leading to Beppu station. A new mall has been built in the area, one that is twice as big as the oldest department store located nearby. In 2005, the central station of Beppu was renovated with a completely transformed interior. Its old souvenir shop, musty and mildewed through time has been turned into a shiny rest area that includes several new shops, restaurants and a food court. Just right beside the station, a new huge electronics shop was built. Just this year, the century old Kamegawa station, the closest train station to the university has also been converted to a state-of the art modern station.

A Starbucks coffee shop opened in the downtown area and has been one of the favorite hang-outs of international students due to its proximity to one of the student dormitories. It has also served as a venue for gigs and mini-concerts which have featured performances by several international students.



Figure 5.3 *International students and Beppu locals watching an acoustic concert held at the local Starbucks coffee.*

Many shops have become foreigner-friendly including English, and in some cases even adding Chinese and Korean, in restaurant menus and signs. Some even began hiring Japanese students from APU who speak English to be able to attend to customers who find it difficult to communicate in Japanese. A number of restaurants serving foreign cuisine have opened and many of them are being managed by foreigners who graduated from APU. Moreover, to attend to the needs of the relatively large population of Muslim students, many supermarkets have begun selling Halal goods. Just recently, a couple of new stores specializing in these goods were opened.

Many of the new as well as already existing business establishments have begun to hire international students as part-time workers. From the cash registry in supermarkets, to the counter of a local McDonald's food chain, virtually anywhere they go, Beppu locals and tourists alike can now enjoy the experience of being served by people who come from various parts of the world.

5.5 Language classes and Schools

With the presence of many people coming from different countries and cultural backgrounds, learning a new language has become a growing trend among the residents in Beppu. Many Japanese residents, who go abroad to tour, prepare themselves by trying to learn the language of the country they are going to visit. Aside from English, other languages such as Korean, Chinese, Indonesian, French, Italian, and Thai began to emerge as some of the popular languages studied by the locals. English conversation classes, language schools and local elementary, as well as junior and senior high schools hire international students as part-time language teachers. To give an example, Beppu Hamurodai High School, a local

high school established the foreign language department after APU was built. This was the very first one in Beppu City and one of only two foreign language departments in Oita Prefecture. Since then, it has been hiring international students from APU to assist in the program. The languages the school currently offers include English, Spanish, Chinese, Korean, Malay/Indonesian, and Thai. The school has also accepted the enrollment of several foreign students, some of which are children or siblings of APU students and professors.

Not only schools, but also several groups and organizations such as the University Consortium Oita, a non-profitable organization dealing with the welfare and support of University students, have been actively engaged in creating programs for locals to learn about foreign languages and cultures through employing international students. Like the local government, they also have organized language classes as well as lectures, cooking classes and other cultural exchange activities, which are completely handled by international students from APU and Beppu University. Such activities carried out by schools and organizations not only provide financial support for students and knowledge for the locals, but also promote better understanding and good relationship of both sides.

In addition to this, a group of APU graduates just recently put up an English school in one of the local neighborhoods in Beppu. Since the school was established, they have been actively organizing activities such as concerts, charity events and cultural exchange activities for the locals, involving their friends from APU. This creates opportunities for both locals and APU students not just to interact but also to establish new friendships.

5.6 Housing and Apartments

For the past 10 years there has been a significant increase in the number of new apartments built, especially in areas in proximity to Route 10, the main road that leads to APU. To accommodate to the increasing number of APU students both domestic and international, as well as faculties and staffs both foreign and local, more and more apartments are being built. The Real Estate Section of Ritsumeikan Trust's Creotech Co., Ltd., have been one of the main providers of residential and lodging services to APU students. Since APU was established, they have put up 2 dormitories, one next to campus, and the other downtown, and a total of 28 student apartments in various areas in Beppu City.

In addition to new apartments put up by local individuals and local companies, many old apartments and houses have been and are being renovated and converted to accommodate students. These projects were initiated through agreements among the local government, real estate agencies and local landlords. An example of this is the "Ryuugakusei Tokku", a project by the local government to convert vacant public housing to accommodate foreign students. This project, initially launched by the Beppu government, has now been adopted by other cities all over Japan.

Although in some cases, renting a house could be slightly more expensive than renting a room. Under the previously mentioned "Ryuugakusei Tokku" project, regular student apartments and dormitories, are usually rented out by groups of students who divide the rent among themselves. This makes it a more practical alternative for many students who cannot afford individually renting an apartment unit or a dormitory room.

Having students reside within the community provide the locals with an opportunity to be exposed and interact with these students. Kamegawa, one of the areas in the city with the highest aged-population, now has a good number of young people as a result of the establishment of APU. Many foreign students also live in this area and take part in the daily life and activities of the community and their presence has significantly influenced the landscape of the aging Kamegawa. For instance, several shops in the old "Shotengai" or shopping street have posted English boards and give special offers to foreign customers. Such warm hospitality demonstrated by the locals has made the life of foreigners residing in the area more convenient and comfortable.



Figure 5.4 *A sign board at a local beauty salon in Kamegawa. This shop offers foreign students a special rate for haircuts.*

Many local community centers in Beppu City have also become a venue, not only for Cultural exchange activities, but also for meetings and other school activities done by APU

students. Just recently, several state of the art community centers were built close to student apartments in various areas of the city.

Over the years, locals have grown more and more accustomed to having foreigners living in their vicinity. Living in Beppu City has now become easier and more comfortable for both sides.

5.7 Transportation and Traffic

According to the City Hall (2010) there has been a huge increase in the number of privately owned vehicles after APU was built. With the university being situated on top of a mountain and quite a distance from the main city, it is almost inaccessible without any vehicular transportation. Many students and people who work in APU who commute from the city take the bus or have their own private vehicles. Students, however, are not permitted to drive and are only allowed to ride motorcycles to the university. Regardless, there are still a good number of students who own cars and use them to drive around the city. On the other hand, faculties and staffs are allowed to travel on any vehicle they desire. Since driver's licenses from most countries are not valid in Japan, foreigners who wish to drive are requested to convert their license after taking an exam. There are several licensed driving schools and companies who offer a crash course on driving for foreigners who wish to take the exam. Seminars and multilingual handbooks regarding traffic and safety rules are also being offered to foreigners at the City Hall. Students who do not own cars, take the school bus services provided by Oita Kotsu and Kamenoi bus, the two local bus companies. These bus services are not exclusive to students and are very often utilized by locals as well. Thus, a simple bus ride can also serve as a good chance for locals to interact with foreigners. It

should be noted that although Japanese people are known to be very shy people, especially when it comes to talking to foreigners, Beppu locals are somewhat an exception since many of them do not hesitate to talk to foreigners and many of them make the most of whatever opportunity they have regardless of the location - whether they are at the bus stop, the mall, or on the bus.

In the initial stages of the construction of the university, the government built new roads that would connect the city to the University. Furthermore, these new roads created new routes that would contribute to the improvement of the city's traffic and making traveling to areas that were once difficult to access much easier, faster and more convenient. In addition to this, traffic signs, as well as pedestrian signs that include English were put up.



Figure 5.5 *A typical bilingual traffic sign in Beppu employing Kanji (Traditional Characters) and the English Alphabet.*

5.8 Religion

Being in a completely new and different environment, far away from their families, it is very critical for students to receive moral and spiritual support. Religious establishments such as churches, and recently mosques, have been some of the key sectors in the local community that provide these kinds of support to students. This also created a demand for these establishments to internationalize in order to accommodate the increasing number of foreigners.

There are a good number of local churches in Beppu City, and each and every one of them has opened its doors to Christian students who wish to worship on Sundays. One of the local Catholic churches hold regular English masses and has been holding many activities that involve APU students. The Beppu International Baptist Church, one of the prominent protestant churches in Beppu, has become one of the churches with the biggest number of foreigners attending the service. It officially became an international church in 2008 and for several years it has been one of the few churches that offer a bilingual service using English and Japanese. This was made possible with the assistance of several of its foreign members - all of whom are connected to APU. Korean churches in Beppu City, and in the neighboring town of Hiji, have many Korean students attending since the church holds the services in both Japanese and Korean.

There are also a good number of Muslim professors, staffs, and students in APU. Recently, they established the Central Kyushu Masjid & Islamic Center a mosque that serves as the main center for Islamic worship in Beppu City. It has also been one of the main providers of support to Muslims living in Beppu City and in the neighboring cities. They have also opened a store specializing in Halal goods very close to the mosque.



Figure 5.6 *A view of the sign of the Central Kyushu Masjid & Islamic Center. As seen in the picture, it is located right next to an apartment building.*

Recently, many of these religious establishments have been regularly holding activities and events such as concerts, Flea markets and bazaars, cultural exchange activities and even English conversation classes, to reach out to the local neighborhood community. The internationalization of these establishments resulting from the presence of APU, has also attracted locals who live in the vicinity. The locals see these establishments as a place where they can meet and interact with foreigners. Thus, the presence of foreigners in these establishments influences the locals who live in the neighborhood where these are located.



Figure 5.7 *APU students performing during a concert held at a local church*

5.9 Community Events and Activities

To make the most of the multicultural and international flavor APU has brought to the city, the local government began holding events that make use of this theme. Annual events such as the Beppu Dance Festa (formerly Beppu Dreamval), Beppu Onsen Matsuri, Summer Festival, and Christmas Fireworks Fantasia has been some of the biggest events where APU students showcase their culture and traditions through various performances. Here, Beppu people are able to experience the novelty of seeing the world from their seats in the audience by just watching the colorful performances of people coming from different parts of the world. At the same time, international students can also learn about the Japanese culture through the performances done by the Japanese locals. In this sense, these events serve as a very significant form of cultural exchange that has been occurring between the locals and the foreigners since the establishment of APU. Many times, these events are televised by the

local cable station, so for those unable to attend the live performances, they are still able to watch them on television from their living rooms.

Following the establishment of APU, there have also been several student-organized events. To promote the development of the community and to bring to the attention of the public the beautiful "onsens" Beppu is famous for, an annual event was initiated by APU students. This is to express their gratitude and appreciation to the Beppu locals for their warm hospitality. The "Sentotaisai", a "matsuri" or festival celebrating the cultural and religious aspects of "onsens" or hotsprings, was created in cooperation with the local government. Many domestic and international students actively participate in this activity. Another example is the Beppu Beach House Project. This event held at the Beppu Spa Beach, organized by APU Japanese students, creates an opportunity for interaction between the community and the students in order to promote better relationship. This includes several activities such as open Basketball games where teams are made up of locals and APU students, live musical performances by APU students and professional artists, and a night café.

APU Students are also actively involved in volunteer activities. Among them are cleaning up different areas of Beppu, international events sponsored by the City government or local civic organizations where many APU students volunteer their services in the different committees, and the various charities exchange projects previously mentioned in this paper. Over the years, a series of natural disasters have occurred in different parts of the world, which are home to many APU students. Charity events and several activities were organized by APU students in order to raise funds for the victims. All these fundraising activities had to be registered and closely monitored by the local government. These have

provided an outlet for the Beppu locals to directly extend their love and support to the people in various countries affected by these calamities.

These events and activities can be seen as one of the most significant forms of cultural exchange that has been occurring between the locals and the foreigners since APU was established.

5.10 International Events and Activities

A number of significant international events made possible through the cooperation of Ritsumeikan Asia Pacific University with the international organizations, foreign countries, national and local governments of Japan placed Beppu at the center of global concerns. Three of the most important international meetings held in Beppu were the 2005 World Students' Tourism Summit, the First Asia Pacific Water Summit in December 3-4, 2007, and the APEC Growth Strategy High-Level Policy Round Table in August 7-8, 2010. These Summits were made more colorful by the visits of high-ranking officials and delegates of Japan and that of other countries. For instance the Crown Prince Naruhito of Japan graced the ceremonial opening of the Water Summit. Ten heads of state, 31 ministers, and representatives from 36 countries attended and committed to the promotion of water security in the Region. The World Tourism Summit organized by the Ritsumeikan Asia Pacific University was attended by nearly 461 students from 37 countries and regions including 211 APU students and 111 domestic students from 32 universities in Japan. The recently held Growth Strategy High-Level Policy Round Table, welcomed the Minister of Economy, Trade and Industry (METI), the Minister of State for National Policy, along with other ministers responsible for the Growth Strategy from APEC's 21 member economies, government officials, representatives

from various international institutions and other important people. APU students of different nationalities participated as staff for the welcome reception held before the event.

There are also other celebrated events and activities in Beppu made possible by the existence of the university. Some of these on-going activities include official visits of Ambassadors and Heads of foreign countries, musical festival and art exhibitions by famous international and domestic performers and artists.

Through these activities and events, the Beppu community is slowly becoming more aware and involved in international issues. In the same token, the international community learns more about Beppu. Through the influx of foreign delegates, mostly high officials of their own countries, the Beppu community is slowly being opened to the culture and ways of the world. The once traditional city is getting to be more multi-cultural. Moreover, the coming and going of foreign nationals help boost the popularity of Beppu, its tourism industry and the economy as a whole. The hosting of international events also made possible improvements in physical infrastructure, hospitality and tourism services, transport and communications. The physical transformations are gradually and consistently seen all over Beppu as the city becomes a popular venue for high-level meetings and dialogues.

5.11 Parks and Recreational Facilities

Local Parks are one of the favorite retreats of many local residents and APU students. After a long week of work or school, they go to visit these parks during the weekends to play, relax, walk their dogs, have a picnic or barbecue, or just simply enjoy the scenery. In addition to this, parks serve as a venue for various local events and festivals held every year. The Beppu "Kouen"/Park, the central park of the city, and Matogahama "Kouen" or sometimes

referred to as Spa beach, are two of the main venues where major events and festivals of the city are being held. These include the Beppu Dance Festa and the Christmas Fireworks Fantasia, events that were initiated after the establishment of APU.

New parks have been built and several parks have been and are currently being renovated. For instance, the Shouningahama Park, a park right by the sea visited by many APU students, is currently under construction and is being expanded.

5.12 Summary

Since Beppu City opened its doors to foreigners, the city's landscape has been significantly undergoing gradual transformation. During the 10 years of APU's presence, the city has experienced (undergone) an inevitable transition from an aging "onsen"/hot spring destination to a more modern and potentially internationalizing city. Having students reside within the community, helps enrich the cultural and social aspects of the everyday life of the local community. The support and remarkable warmth and hospitality demonstrated by the local government and the people of the City of Beppu have provided many foreign students a home away from home. It has worked both ways. Foreign students, faculty and staffs get exposed and immersed to the Japanese way of life, culture, and language and learn to adjust during the four to 6 or even more years they have lived in Beppu City. Anyone who arrives from a different country brings their individual way of life, values, culture, traditions, religions, etc. and leaves Beppu, APU, and Japan "internationalized" gained from the exposure and immersion they have experienced. It is safe to say that Beppu City residents have also been affected and influenced by the exposure to and presence of more foreigners, hopefully in a more positive way.

Indeed, slowly yet steadily the social and physical landscape of Beppu are being shaped and re-shaped by the coming of foreign nationals and their influences and by the growing recognition of the local community about global issues and foreign cultures. It is expected that the local community, its ways, colors and tastes will change in more unexpected ways as the Ritsumeikan Asia Pacific University creates opportunities for more meaningful and deeper interaction between the local community and the world outside. It must be noted however, that the nature and extent of changes and transformation in the life of Beppu City depends greatly on the openness and receptivity of Beppu people and its leaders to outside influences.

The partnership between APU and the community is the key to the further revitalization and enrichment of the City and its local residents as well as the development of the university's institutional and community leadership. Indeed, the growth, popularity, and the future of APU are intricately woven in the life of Beppu City. In the same token, the development of Beppu as a growing city influences the long-term viability of the university. The case of Ritsumeikan APU and Beppu should be used as a model for cities that plan to go aboard the "global train".

CHAPTER VI

FINDINGS AND DISCUSSIONS

The Nature of APU-Beppu Community Partnership

6.1 Introduction

This Chapter focuses on the discussion of findings related to the elements of university-community partnership. It presents the nature and extent of each element of partnership and identifies the areas of strength and weakness with the aim of identifying strategies and mechanisms whereby the partnership can be further enhanced.

6.2 Elements of Partnership

6.2.1 *Shared Vision/Goal*

Generally, partnerships are formed based on the idea of mutual cooperation or collaboration between/among participants in order to achieve a common specified goal. Ideally, partners develop a vision on how they can improve and strengthen their immediate environment – the community in which they are in. Sharing of resources and skills are also essential for the partnership to realize its vision (Torres and Schaffer, 1998). Constructing measurable outcomes are also encouraged in the early stages of the partnership. Therefore, before a partnership is established or during its initial stages, the parties involved must deliberately agree on a common vision, goals, values, and measurable outcomes in order for partnership to work.

In the case of APU and Beppu, their partnership is based on a common vision of "making Beppu City a place where residents and locals alike have a pleasant and enjoyable stay; for the development of its human resources in a manner that they are able to contribute to society; and for the development of the local economy based on tourism." (translated from Japanese from Beppu City Memorandum of Agreement for Community Development and Exchange, 2004).

6.2.2 Formalization

Having agreed on a common vision, the parties involved formalize partnership through a memorandum of agreement or any binding instrument. This is a written understanding in a form of a legal document whereby all parties agreed to cooperate or work as partners in pursuing common goals and objectives. Beppu City and APU signed the "Beppu City Memorandum of Agreement for Community Development and Exchange", on March 30, 2004. This was a tripartite agreement involving APU, the Beppu City Government and the Beppu City Chamber of Commerce. This was made official through the signatures of representatives from all three sides, namely: former APU President Kazuichi Sakamoto, Beppu City Mayor Hiroshi Hamada (the Beppu City Mayor), and Chamber Head of Commerce and Industry Takehisa Tsusue, with Oita Governor Katsusada Hirose and Chairman of the Beppu City Parliament Noriaki Kiyonari as witnesses (*See Appendix 2*).

It should also be noted that through the years, with a mission to "contribute to the internationalization and revitalization of local communities (APU, 2010)", APU has established formal partnerships with other local communities (including towns, cities,

prefectures, and etc.) outside Beppu. The following table is a list of APU's local government partners to date and the dates the partnerships were formalized.

Table 6.1 *List of APU Local Government Partners*

Date of agreement	Local Government Partners
March 2001	Mie Town (Now part of Bungo Ono City)
July 2003	Tsurumi Town (Now part of Saiki City)
October 2003	Usuki City
March 2004	Beppu City
April 2004	Kamae Town (Now part of Saiki City)
November 2004	Oita Prefecture
July 2005	Iida City, Nagano Prefecture
January 2006	Nakatsu City
July 2006	Saiki City
February 2007	Hiji Town
June 2008	Kunisaki City
July 2008	Hita City
January 2009	Yufu City
April 2009	Kitsuki City
December 2009	Usa City
January 2010	Oita City
March 2010	Taketa City
May 2010	Bungo Takada City

Source: Ritsumeikan Asia Pacific University Website (2010), retrieved on October 15, 2010

6.2.3 *Mechanism/Structure for Partnership*

Making partnership work on a sustained basis necessitate the creation of mechanism or structure for coordination, communication, documentation and monitoring of activities

within the partners' respective organization. Ideally, this structure must have a designated point-person and a number of support staff as resources would allow.

The APU has a designated administrative section for this purpose. The Regional Affairs Division under the Office of the President (2 personnel) has the following functions:

1. In-charge of managing affairs and handling requests submitted by committees established by the local government and committees of affiliated institutions.
2. Handles joint projects with local government partners.
3. Coordinates with and handles consultations with representatives from local communities, especially local government partners.
4. Provides guidelines and regulations regarding involvement of university's faculty members in the activities of local government partners.
5. Keeps records and relevant documents about joint local activities organized by the university and its local government partners.
6. Prepares draft proposals for joint activities with the local government partners.

The Beppu City Hall has also created a special division, the Cultural and International Affairs Division, to attend to the concerns of APU and other foreigners residing in Beppu (4 personnel and 3 temporary staff). It has the following functions:

1. Promote Beppu City's Culture and Arts, International Exchange and all related activities.
2. Provide assistance for foreigners living in Beppu City. (Information in different languages regarding alien registration procedure, providing educational support for children residing in Beppu, etc.)

3. Welcome foreign tourists and visitors into the City.
4. Organize and participate in all international/cultural exchange activities and events in Beppu City for the purpose of building bridges between international students and locals.
5. Provide language translations and learning assistance to foreigners (translations, free Japanese classes, documents in foreign languages such as English, Chinese, Korean and etc.)
6. Build and update the "Living Guide", a webpage for helping foreigners provided in the City Hall Website.
7. Provide educational support for children residing in Beppu City.
8. Provide public information for overseas travel.
9. Manage exchange activities with the Beppu community as well as its sister cities.

6.2.4 *Communication*

University-Community Partnerships should be sustained by effective communication between or among parties. Formal meetings should be held regularly/frequently to identify challenges and issues, discuss opportunities and expectations, as well as further deepen the relationship among parties. Openness and equity are also encouraged during the process of communication. Clear, open and accessible communication between partners, on-going priority to listen to each need, develop a common language, and validate/clarify the meaning of terms. (Martin, et.al. , 2005; CCPH, 1998; Torres and Schaffer, 1998)

Effectiveness of such meetings can be characterized by the following: (The Partnership Index, 2004; Martin, et. al., 2005)

1. Assignment of objectives
2. Effectiveness of communication
3. Clarity of decision-making
4. clarity of accountabilities
5. right skills in the right place
6. credible partnering behavior of leaders
7. responsive ways of working

Unfortunately, according to both the Regional Affiliations Division of APU and the Cultural and International Affairs Division of the Beppu City Hall, they currently do not hold frequent scheduled meetings. However, they occasionally have irregular consultations between the two offices and special meetings or conferences involving top officials from both sides.

6.2.5 *Resource-sharing*

Lasting partnership builds upon the strength and assets of engaged parties. Ideally, there must be mutual sharing and complementation of skills, resources and capabilities. Partnership requires sharing of personnel and material resources especially those required for the accomplishment of joint commitments (Martin, et.al., 2005; CCPH, 1998; Torres and Schaffer, 1998). Both APU and Beppu Community have vast resources and capabilities that can be harnessed and employed for joint undertakings. So far, resource-sharing has not been fully exercised by both APU and Beppu. To a limited extent the APU cafeteria, library and campus are open for use by the community. In the same token, Beppu provides upon request venues for student organized events such as public facilities such as the Beppu City Central

Public Hall, Beppu Park and Spa Beach, as well as private ones such as B-con Plaza, Oita International House and Beppu Kouryuu Kaikan.

6.2.5 *Evaluation and Feedback*

Regular and systematic evaluation of the activities, processes, methods and outcomes is needed for partnership to grow and for partners to acquire new knowledge and strategies. In this way the partners are able to determine areas and concerns needing corrective measures as well as those needing further enhancement. Since partnership involves joint learning evaluation and feedback mechanisms must be put in place. Likewise, feedback from other stakeholders in the partnership must be solicited for the purpose of continuous improvement and formulation of new projects and activities relevant and useful to the achievement of partnership goals (Martin, et.al., 2005; CCPH, 1998; Torres and Schaffer, 1998; WK Kellogg Foundation, 2001).

Evaluation and feedback mechanism has yet to be created in support of APU-Beppu community partnership. Fortunately, there are faculty members in APU with academic and professional experiences in project monitoring and evaluation who can be easily tapped for this purpose. It simply requires recognition from both parties as to the importance of such mechanism for long-term partnership.

6.3 Perception of APU-Beppu Partnership

6.3.1 Awareness of APU-Beppu Partnership

6.3.1.a Local Beppu Citizens' Awareness of APU-Beppu Partnership

It has been 6 years since the partnership between APU and Beppu City had been formalized. Generally, it could be assumed that since almost half a decade had passed since the agreement, people would be aware of it. However, the results of the survey conducted among 100 local Beppu citizens showed that majority (66%) did not know of the partnership. Only 33% are aware of the partnership while 1% did not give an answer (See **Table 6.2** and **Figure 6.1**).

The results of the survey imply the need to explore more strategies to increase the locals' awareness of the partnership. Information regarding the purpose and the importance of the partnership should also be clarified with the locals.

Table 6.2 Local Beppu Citizens' Awareness of APU-Beppu Partnership

Response	Number of Respondents	Percentage
Aware	33	33%
Not Aware	66	66%
No answer	1	1%
Total Number of Respondents	100	100%

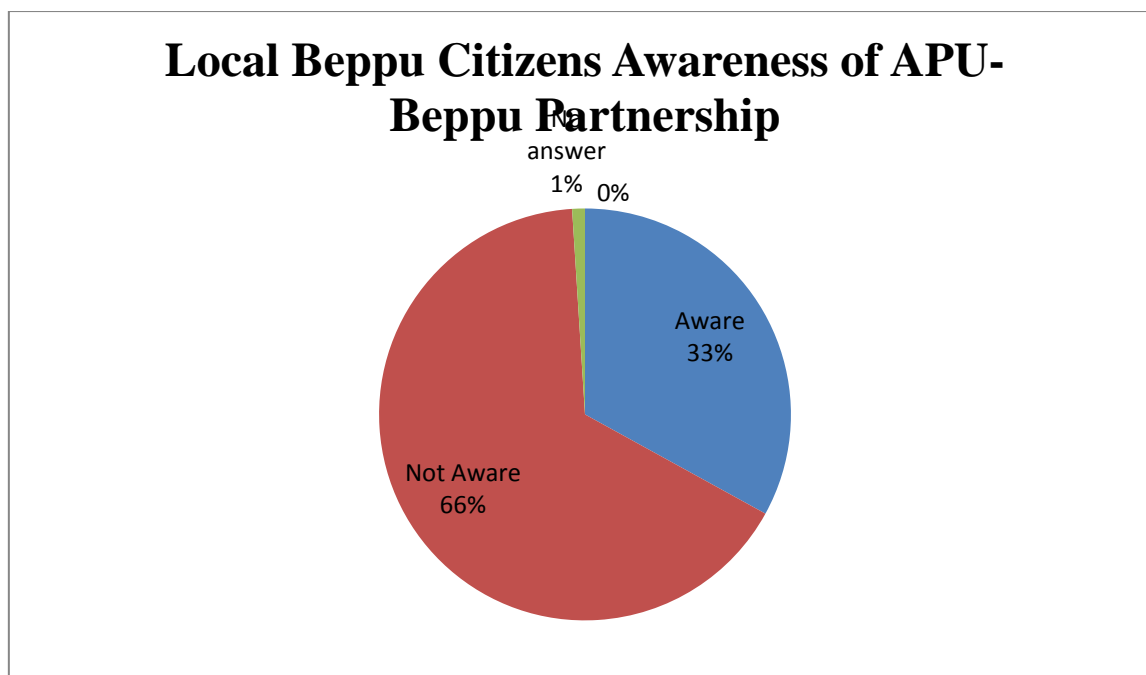


Figure 6.1 *Local Beppu Citizens' Awareness of APU-Beppu Partnership*

6.3.1b APU Students' Awareness of APU-Beppu Partnership

The survey conducted on 100 APU students also showed a similar trend to the Beppu locals. Only 39% know of the partnership between APU and Beppu while more than half (59%) do not. Two percent (2%) did not answer (See **Table 6.3** and **Figure 6.2**). Similar to the locals, the results of the survey with the students suggest that there is also a need to increase their awareness and knowledge of the partnership as well as its importance.

Table 6.3 *APU Students' Awareness of APU-Beppu Partnership*

Response	Japanese Students	International Students	Total Number of Students	Percentage
Aware	16	23	39	39%
Not Aware	33	26	59	59%
No Answer	1	1	2	2%
Total number of Respondents	50	50	100	100%

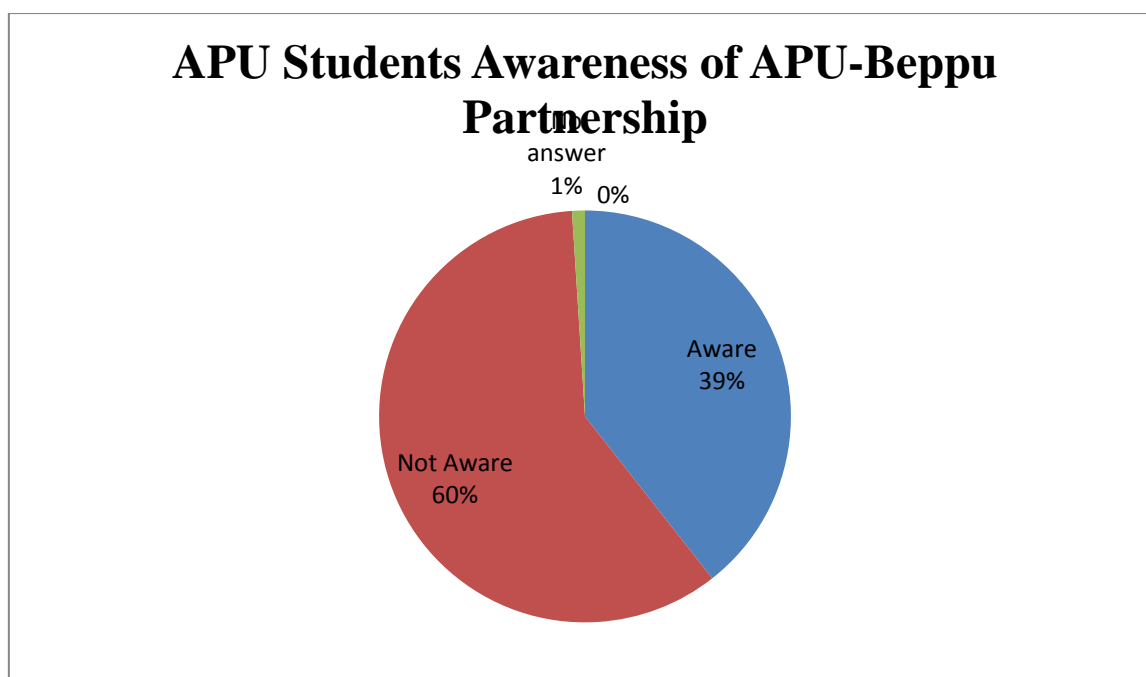


Figure 6.2 *APU Students' Awareness of APU-Beppu Partnership*

Table 6.4 *Comparison of APU Students and Local Beppu Citizens' Awareness of APU-Beppu Partnership*

Response	APU Students	Local Beppu Citizens	Total number of Respondents
Yes	39	33	72
No	59	66	125
No Answer	2	1	3
Total number of Respondents	100	100	200

6.3.2 *Perception of APU's contribution to the Community*

6.3.2.a Local Beppu Citizens Perception of APU's Contribution to the Community

According to the survey conducted on local Beppu citizens 26% strongly agree that the presence of APU is beneficial to Beppu. Sixty percent (60%) which is more than half of the respondents agree, 9% are neutral, 4% disagree while 1 % strongly disagree that APU contributes to the Beppu Community (See **Table 6.5** and **Figure 6.3**).

When combined, respondents who agreed and strongly agreed sum up to 86% which is majority of the respondents. This indicates that the locals generally perceive APU as beneficial to the Beppu community.

Table 6.5 *Beppu Locals' Perception of APU's contribution to the Community*

Response	Number of Respondents	Percentage
Strongly Agree	26	26%
Agree	60	60%
Neutral	9	9%
Disagree	4	4%
Strongly Disagree	1	1%
No Answer	0	0%
Total number of Respondents	100	100%

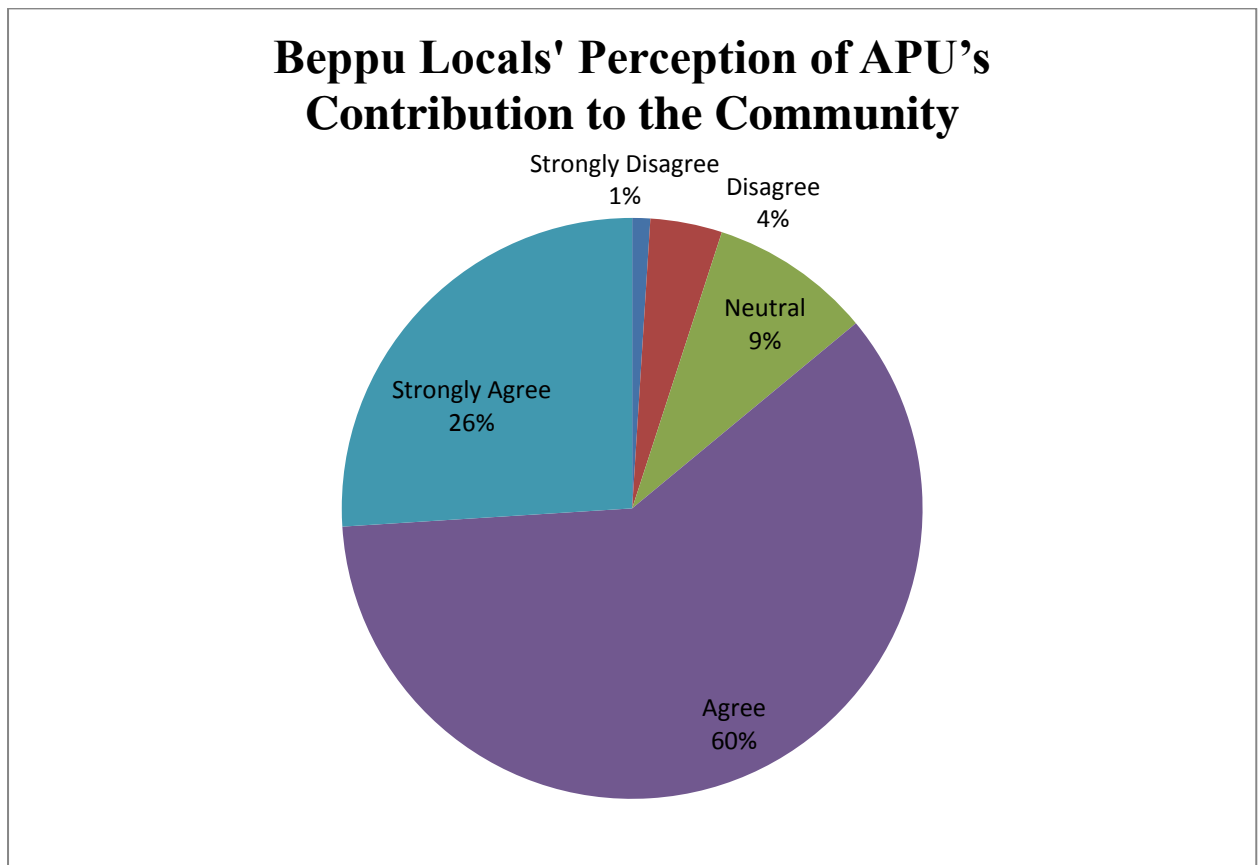


Figure 6.3 *Beppu Locals' Perception of APU's contribution to the Community*

6.3.2.b Beppu Locals' Perceived Contributions of APU to Beppu

The following are comments made by the respondents regarding APU's contribution to Beppu community.

"Before APU was established 10 years ago, there were not so many foreigners and young people in Beppu. With the establishment of APU, I am able to see so many young people coming from different parts of the world. Through many students' participation in events, as well as opening shops in these events, the world seems to be getting smaller." This was one of the comments given by a local Beppu citizen. Many others share his thoughts saying that the presence of APU helped revitalize Beppu. The atmosphere has become livelier and more active. The presence of many young people in Beppu has revitalized and enlivened the community that was once made up of more old and aging people. Now, there is a more balanced atmosphere.

There has been an increase in the number of tourists coming to Beppu and the presence of APU has helped in the development of the city's tourist industry. Beppu has become more famous outside of Japan and in many countries all over the world.

APU has helped improve the economy of Beppu. More stores are being opened, apartments and houses are being rented out, and there are more people patronizing the business establishments.

The city has become "internationalized" because of the presence of many foreign students, faculty members and their families residing in Beppu. There are more opportunities to interact with people from other countries and to learn more about their culture, dances,

traditions, food, and even their languages. Learning English has become more popular since there are more people who can teach it. Because of the events and programs organized by APU and the participation of APU students in events and programs organized by Beppu, this has promoted international understanding across the city. There has been more international awareness created among local citizens be they young or old. There is now more hope for world peace observing that foreigners and Japanese can really work together and live together. The problem of racial discrimination has diminished with the exposure to more nationalities.

6.3.2.c Students' Perception of APU's Support to the Community

In the same manner, 100 APU students were also asked for their opinion on whether APU is supportive of Beppu. Two percent (2%) strongly disagreed, 14 % disagreed, and 19% were neutral. On the other hand, 48 % of those surveyed agreed, and 16 % strongly agreed that APU supports Beppu. One percent (1%) did not give an answer. Those who agreed and strongly agreed combine for 64% which is majority of the total number of respondents. This implies that APU is generally perceived by its students as supportive of the Beppu community (See *Table 6.6* and *Figure 6.4*).

If divided between Japanese (50) and International students (50), the results show that among the 50 Japanese students surveyed; only 21(3 strongly agree, and 18 agree) of them perceive APU as being supportive of the community. This is a significantly low number compared to the international students who agree (43 respondents). Moreover, out of a total of 16 students who did not agree with the statement, most (13) of them were Japanese students and among the 19 who answered neutral 15 of them are Japanese.

Table 6.6 APU Students' Perception of APU's Support to the Community

Response	Japanese students	International Students	Total	Percentage
Strongly Agree	3	13	16	16%
Agree	18	30	48	48%
Neutral	15	4	19	19%
Disagree	12	2	14	14%
Strongly disagree	1	1	2	2%
No Answer	1	0	1	1%
Total number of Respondents	50	50	100	100%

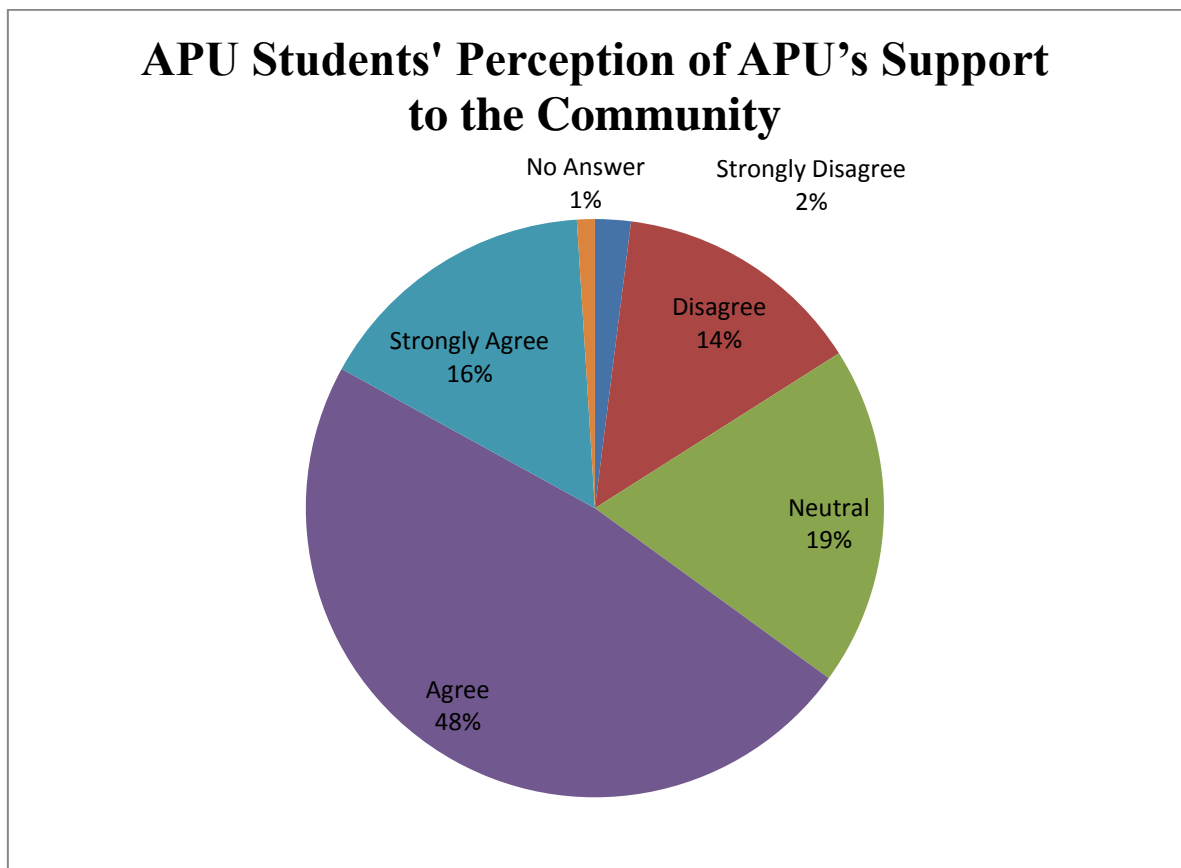


Figure 6.4 APU Students' Perception of APU's Support to the Community

6.3.2.d APU Students' Perceived Contributions/Support of APU to Beppu

APU student respondents provided the following comments regarding the university's contributions to the community. In their opinion in the survey, APU has "internationalized" and "globalized" Beppu with the presence of many foreign students and faculty members. APU has brought many parts of the world to Beppu by exposing the city and its citizens to varied languages, cultures, traditions, dances, songs, and food. The programs at APU during multicultural weeks, the presentations they give in community events and programs are among the few examples. Beppu has become multicultural and multilingual. There are more people who can teach English to Beppu citizens and some students even teach their own language to Beppu citizens. It has improved the tourism industry since the humble city has become better known throughout the world when students and their families come over then go home and share Beppu to the countries they come from.

Beppu was known as an "old city" before the existence of APU. It has become more alive and younger with the presence of APU. There is an increase in the younger generation of people residing in Beppu. Beppu has also become more modern.

Participation of students in the "Homestay Program" has been a good way of promoting interaction with Beppu Citizens who have allowed APU students into their homes and into their lives and have forged lifelong friendships and lasting relationships. Cultural exchange is promoted. Mutual respect for each other and each other's cultures has been promoted.

APU student organizations have included the Beppu Community in their service programs. They organize activities in different nurseries, kindergartens, elementary schools, high schools, and even in senior citizen's homes which will help in their improvement. They expose these young children and senior citizens to cultures, languages, traditions, and dances of different countries by bringing their countries up-close to the audience. This close interaction has taught people to learn to respect foreigners and not to discriminate against them. Some students volunteer to teach English to the young school children and to people in the community who are interested in learning another language. Some of them have volunteered to clean up the beach and the mountain.

APU has contributed to the improved economy of Beppu by patronizing the different shops and business establishments, restaurants, department stores, malls, and supermarkets, transport facilities, etc. They have helped improve the income of some families by renting houses, apartments, mansions, etc. and using the community centers for their activities. By being allowed to do part time jobs, APU has provided more labor work forces in different fields of work all over Beppu. Jobs have become "internationalized" in the sense that sometimes improvements are made when suggestions of how things are done in their respective countries are adopted in some work places which could improve the place and the work to be done.

6.3.3 *Perception of Beppu Community's Contribution to APU*

6.3.3.a APU Students

Of the 100 students asked whether Beppu is supportive of APU, 2% strongly disagreed, 9% disagreed, 28% were neutral (non-committal). A little more than half of those surveyed (54%) agreed, and 7 % strongly agreed that Beppu is supportive of APU. These

results indicate that APU students generally perceive Beppu community as being supportive
(See **Table 6.7** and **Figure 6.5**).

Table 6.7 *APU Students' Perception of Beppu Community's Contribution to APU*

Response	Japanese Students	International Students	Total	Percentage
Strongly Agree	2	5	7	7%
Agree	24	30	54	54%
Neutral	18	10	28	28%
Disagree	4	5	9	9%
Strongly Disagree	2	0	2	2%
No Answer	0	0	0	0%
Total number of Respondents	50	50	100	100%

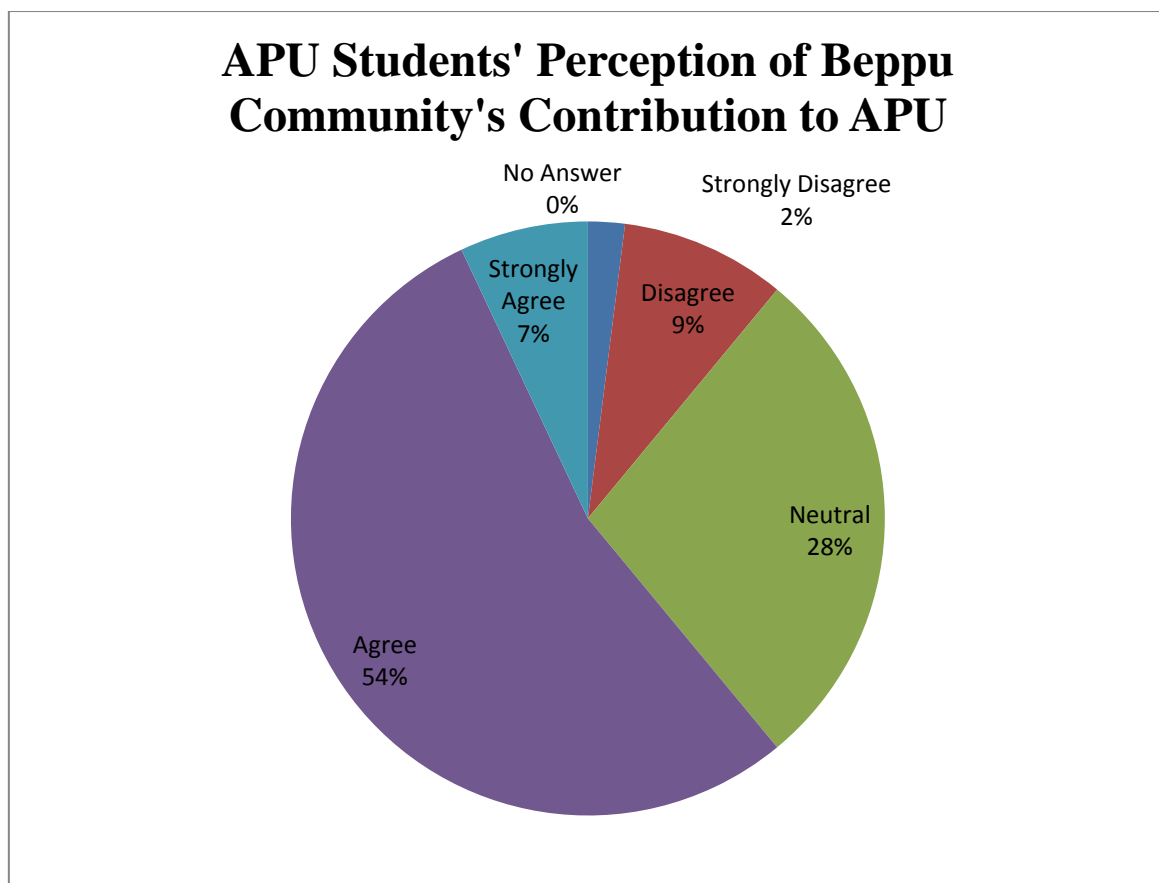


Figure 6.5 *APU Students' Perception of Beppu Community's Contribution to APU*

6.3.3.b APU Students' Perceived Contributions of Beppu Community to APU

The following are contributions made by Beppu City and its locals to APU as perceived/observed by the students.

APU students acknowledge that the major and biggest contribution Beppu City and the community has given to APU is to allow the presence of the school in Beppu and to provide the land where APU can be built. They also acknowledge Beppu's constructing a road leading to the University. Continuous approval of the community towards the existence of APU is shown by Beppu's support for many of APU's activities and events.

Providing well managed bus services from two big bus companies, giving student discounts and cheaper year round ticket privileges to student passengers are among the benefits APU students enjoy from the community. The bus companies also accommodate requests for additional bus services when there are programs and events on campus

Inasmuch as the APU dormitories cannot accommodate all the students, apartments, mansions, and houses are open for rent to many APU students at reasonable prices. In fact, more apartments and dormitories that cater specifically to students have been renovated or constructed.

Beppu has opened many part time jobs to students so they can earn money to supplement their basic needs and earn extra income.

The City Government has also provided educational scholarships for APU students. They have also conducted information seminars and given handouts regarding the way of life

in Beppu, proper waste management, garbage disposal and separation, survival instructions during fires, earthquakes and other natural disasters that may occur.

Respect and tolerance for different religions are also seen in Beppu. People are allowed to freely worship in their respective houses of worship and churches. Stores that cater to specific foods for some religions are allowed to operate in Beppu.

Beppu City and many community organizations have included APU in their invitations to participate in events, programs and activities to promote cultural exchange. It is beneficial to both parties since the students also learn more about the culture, dances, songs and festivals of Japan in general and Beppu in particular.

Many Japanese families in Beppu have opened their homes to international students for the "Home stay" program of APU. This is a good chance to know more of the Japanese culture and way of life and vice versa and the program provides the students who participate, a home away from home and a foster family for the years they will be staying in APU. Most of these friendships and ties do not end with their home stay or leaving Beppu.

Many restaurants menus, signboards in public places, ATM machines in banks and some stores already have translations in different languages –English, Korean, and Chinese. The bus companies give out English announcements as well. These make it more convenient for foreigners residing in Beppu. To most foreigners, these bilingual and multilingual translations give a feeling of being welcome to Beppu.

Some local citizens of Beppu volunteer to teach Japanese to foreign students in classes held at APU. Some of them have also participated in APU conferences held downtown –APEC Summit of 2010 and the Water Summit . APU has been allowed to use public facilities and areas in Beppu such as Spa beach, Beppu Station, B-Con Plaza for some of the student activities including Graduation ceremonies.

Local vegetable and fruit dealers come up to AP House to sell vegetables and fruits to AP house residents. This saves the students a trip downtown as well as added expenses.

6.3.3.c Beppu Locals' Perception of Beppu Community's Contribution to APU

The local citizens were also asked about their opinion on whether Beppu is supportive of APU. The survey among the locals shows that 44% of the respondents agree and 8% strongly agree that APU supports/helps the community. Those who strongly disagree (3%) and disagree (4%), combine for 7%. A whopping 40 % were neutral about the statement, which implies an uncertainty or non-commitment of the respondents without any concrete basis. One percent (1%) did not give an answer (See **Table 6.8** and **Figure 6.6**). Based on the results, the number of respondents who believe that the community is helpful and supportive (52%) of APU is still considerably higher than those who do not (7%). Thus, this suggests that the general perception of the community about their role in APU is positive.

Table 6.8 Beppu Locals' Perception on Beppu Community's Contribution to APU

Response	Number of respondents	Percentage
Strongly Agree	8	8%
Agree	44	44%
Neutral	40	40%
Disagree	4	4%
Strongly Disagree	3	3%
No Answer	1	1%
Total number of Respondents	100	100%

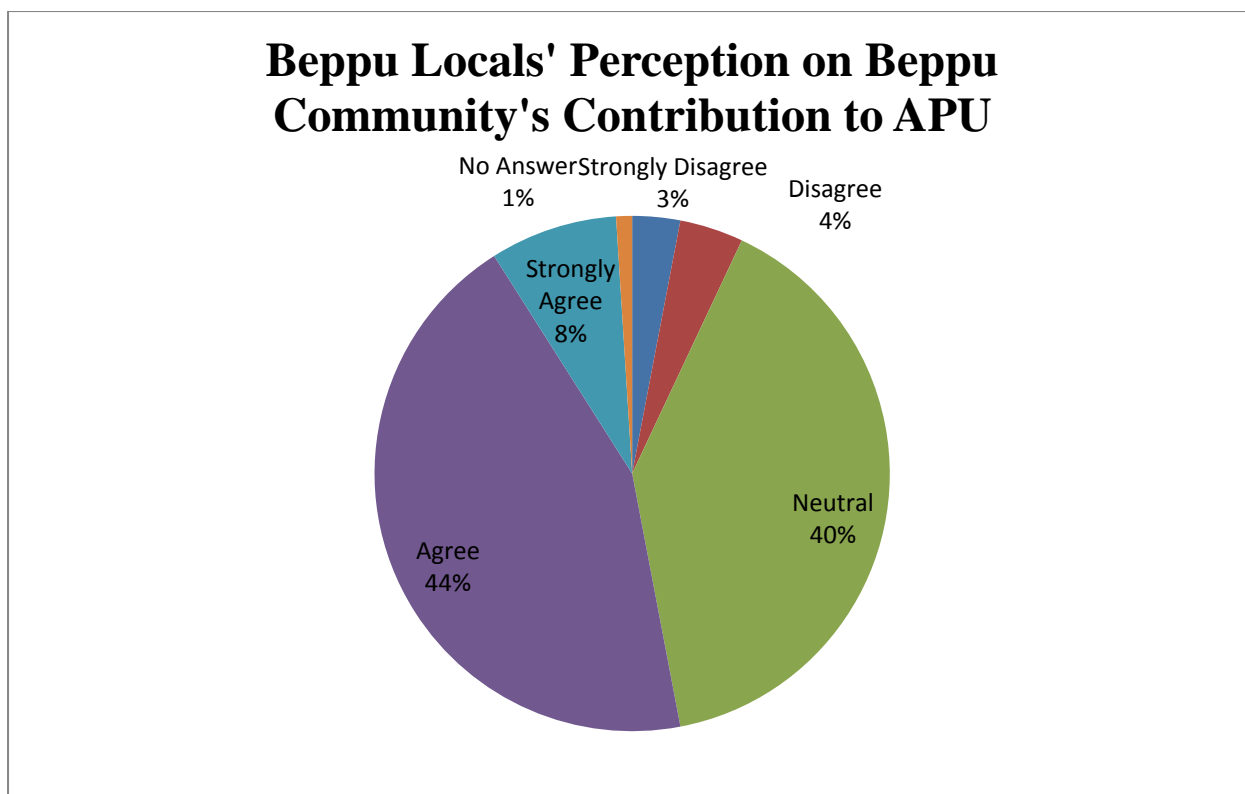


Figure 6.6 *Beppu Locals' Perception on Beppu Community's Contribution to APU*

6.3.3.d Beppu Locals' Perceived Contributions of Beppu Community to APU

These are the local community's contributions to the university as perceived by the locals.

One of the biggest and major contributions of Beppu City and the community to APU was providing the land where APU was built . Along with the donation of the land was the construction of the road going up to the APU campus. The two bus companies in Oita and Beppu have been providing regular bus transportation between APU and Beppu City making it more convenient and accessible for everyone

Students are allowed to do part time jobs and many of these jobs are made available to APU students. Many of these students are hard working.

The Beppu City government has been providing scholarships to foreign APU students. When APU students and faculty members and staff register as foreign residents in Beppu they are entitled to many privileges given to local residents. Some vaccinations are subsidized by the City government. They are invited to participate in many events sponsored by the City Government and different community organizations. Events and programs organized by APU are also being supported by the community. The City government has also established places for international exchange in line with the city's tourism and education administration.

Beppu City was originally a tourist destination so it has established a foundation for welcoming people from other countries. This makes it easier for foreigners to adjust to living in Beppu. Beppu citizens are also actively participating home stay programs for APU students so as to expose foreign students to Japanese families. These students learn more about Japanese culture and at the same time Japanese families who host them learn about their culture.

6.4 Summary

In order for universities and their surrounding communities to co-exist in harmony, they must first mutually establish a solid and meaningful foundation. Although the initial stages of building partnerships are handled by the administration offices on both sides, its success and continuity heavily depend on the actual participants – the students, the faculty and the local residents, with coordinated and systematic guidance of the university and the government. In other words, the administration offices serve as initiators and the students, faculty and local residents are the actors.

Presently the partnership is evolving with elements in place albeit in varying degrees. There exists a common vision to pursue partnership to make Beppu City a pleasant place to live in. This vision is reflected in a formal agreement duly signed by officials of the university and the local government. There are personnel or staff assigned in both the university and the Beppu City Hall to attend to the concerns of partnership but are not solely dedicated to partnership activities as there are other responsibilities assigned to them. There are initiatives to share resources for joint activities from the university and the Beppu community. However, resource sharing is limited to use of facilities. Communications and sharing of information is still limited and intermittent. Occasionally meetings are called with heads and officials of the City and the University regarding joint activities. Feedback system for determining outcomes of partnership activities has yet to be developed. It is with expectation that as the partnership grows, this element will be taken more seriously by both parties.

It has been a decade since APU was built and 6 years since the partnership between the university and the city was established and formalized. In general, the survey regarding the contribution of the university to the community and vice versa conducted among students, faculty and locals generated positive feedback. The positive perception as to the mutual benefits of co-existence is a strong foundation for a meaningful university-community partnership

It must, however, be noted that majority of the total respondents did not know of and are unaware of the partnership. This calls for more effective strategies for increasing the awareness of APU students, faculty and locals alike. This would generate an even deeper feeling of commitment for individuals of APU and the Beppu community towards one

another. Consequentially, such commitment would be an important element in the development and future of APU and Beppu Community.

Chapter VII

Towards a Meaningful APU-Beppu Community Partnership

7.1 Introduction

This Chapter discusses opportunities and suggestions for a more meaningful and sustained university-community partnership given the nature of perception about partnership and the experiences in joint activities. It also draws from the lessons and experiences of other universities with relatively long-term engagements in a university-community partnership as documented in published articles and conference proceedings.

7.2 Perception on APU-Beppu Community Partnership

7.2.1 *Importance of Partnership to APU and Community*

The strength and continuity of university-community partnership can only be assured if such a partnership is viewed positively and it is deemed mutually beneficial to both parties involved. Survey and interviews were conducted with the APU students, Beppu locals, faculty members, and officials and staffs of the APU and Beppu City to determine and validate this assumption. The following findings showed that university-community partnership is perceived to be important.

7.2.1.a Beppu Locals' Perception of the Importance of APU-Beppu Partnership

Among the local Beppu citizens surveyed 3% of the respondents strongly disagree that partnership is important for the development of both APU and Beppu, Another 3% Disagree, and 2% were neutral. More than half of the respondents 57% agreed that partnership is important for the development of APU and Beppu 28 % strongly agreed. Seven percent (7%) did not give an answer. Those who agreed and strongly agreed that partnership is beneficial to the development of both APU and Beppu community account for 85% (*See Table 7.1 and Figure 7.1*). This indicates that indeed the value of partnership is viewed positively by the Beppu locals and therefore implies the need for nurturing and sustaining the university-community partnership.

Table 7.1 Beppu Locals' Perception of the Importance of APU-Beppu Partnership

Response	Number of Respondents	Percentage
Strongly Disagree	3	3%
Disagree	3	3%
Neutral	2	2%
Agree	57	57%
Strongly Agree	28	28%
No Answer	7	7%
Total number of Respondents	100	100%

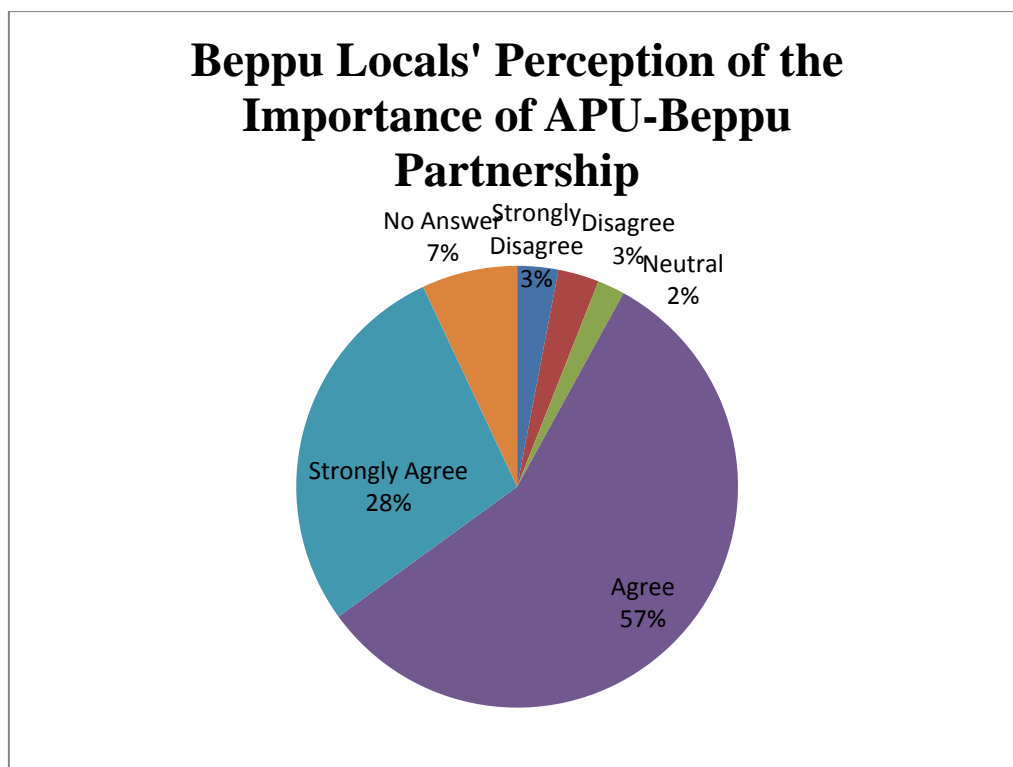


Figure 7.1 *Beppu Locals' Perception of the Importance of APU-Beppu Partnership*

7.2.1.b APU Students' Perception of the Importance of APU-Beppu Partnership

Among the APU students, 6% of those surveyed strongly disagreed that partnership is important for the development of both APU and Beppu, 5% disagreed, while 5 % were neutral on the statement. Thirty-six percent (36%) agreed, and 41% strongly agreed that partnership is important for the development of APU and Beppu. Seven percent (7%) did not give an answer. Even among students, the perception that the university-community partnership is beneficial for both APU and the Beppu community is high with 77% of the respondents indicating they agree and strongly agree. It is worth noting that those who strongly agreed (41%) that the partnership is beneficial is slightly higher than those who agreed (36%). Again this would imply that the university-community partnership must be enhanced and continued based on the perception of APU students.

Table 7.2 *APU Students' Perception on Partnership for the Development of APU and Beppu Community*

Response	APU Japanese Students	APU International Students	Total	Percentage
Strongly Disagree	1	5	6	6%
Disagree	5	0	5	5%
Neutral	3	2	5	5%
Agree	18	18	36	36%
Strongly Agree	21	20	41	41%
No Answer	2	5	7	7%
Total number of Respondents	50	50	100	100%

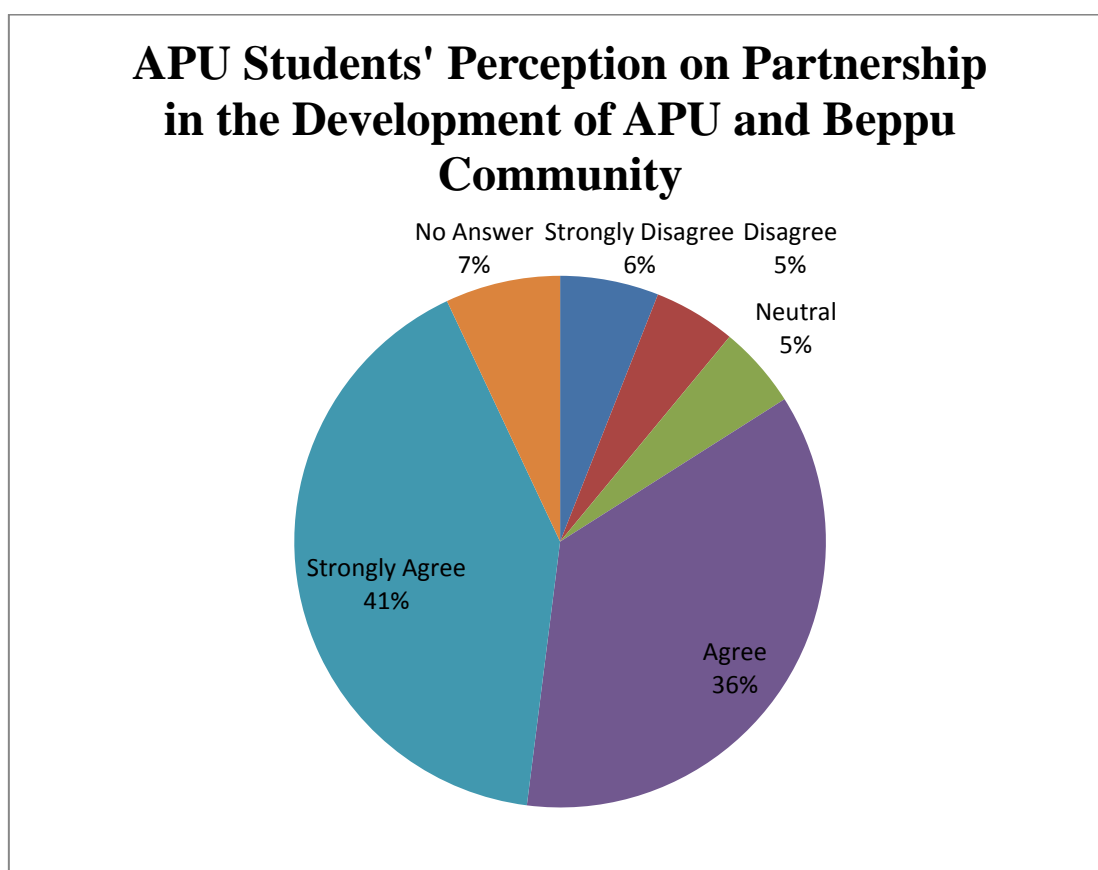


Figure 7.2 *APU Students' Perception on Partnership for the Development of APU and Beppu Community*

Results of personal interviews with the officials and staff of APU and the Beppu City government indicated positive perception about the importance of university-community partnership for the growth and development of both the university and the Beppu community. Both the University and the Beppu City officials who were interviewed view partnership as important in the life and growth of university and the community. More specifically, the APU President stated that "the university should be closely knitted and involved in every area/aspect of the local community". The same sentiment is shared by the APU staff who expressed that "there should be a family-like bond between APU and the Beppu community". The Beppu City Mayor expressed pleasure in how APU actively engages in events, activities and the daily life of the community as well as its involvement with the local industries. He mentioned that the government views APU as "both a partner and a friend." He also emphasized that the partnership is "a tripartite cooperation among the educational, industrial and government sectors, geared towards the development of the Beppu community." The Beppu City staff opined that partnership mutually benefits the university and the community in the sense that "APU utilizes the local community as a learning ground and that interaction and exchanges with the APU students motivate and encourage the local people to become more creative through joint activities." Moreover, they affirmed that exchange activities with the locals enable APU students to learn how to adapt and integrate with society. Being fully convinced as to the importance of university-community partnership, both the current APU President and the Beppu City Mayor shared the same vision of making the internationalization of the Beppu community the primary focus for the development of the community. The president further suggested that a "satellite" should be established within the community to promote more interaction and cultural exchanges between the community and the APU students and faculty. On the other hand, the Beppu City Mayor stresses the

importance of raising the level of education and culture in Beppu to adapt to the internationalizing environment resulting from the presence of APU.

7.3 Enhancing current level of participation

7.3.1 Participation in Joint APU-Beppu activities or projects

7.3.1.a APU Students' Participation in Joint APU-Beppu Activities

30% of the respondents from the APU students said they have participated in APU-Beppu activities. 69% have not participated in APU – Beppu activities. 1% had no answer. It is interesting to note that more Japanese students have not participated in APU-Beppu activities as compared to the APU international students. More international students have participated in APU-Beppu activities in comparison to their Japanese counterparts (*See Table 7.3 and Figure 7.3*).

Table 7.3 APU Students' Participation in Joint APU-Beppu Activities

Response	APU Japanese Students	APU International Students	Total number of student respondents	Percentage
Yes	10	20	30	30%
No	39	30	69	69%
No Answer	1	0	1	1%
Total number of Respondents	50	50	100	100%

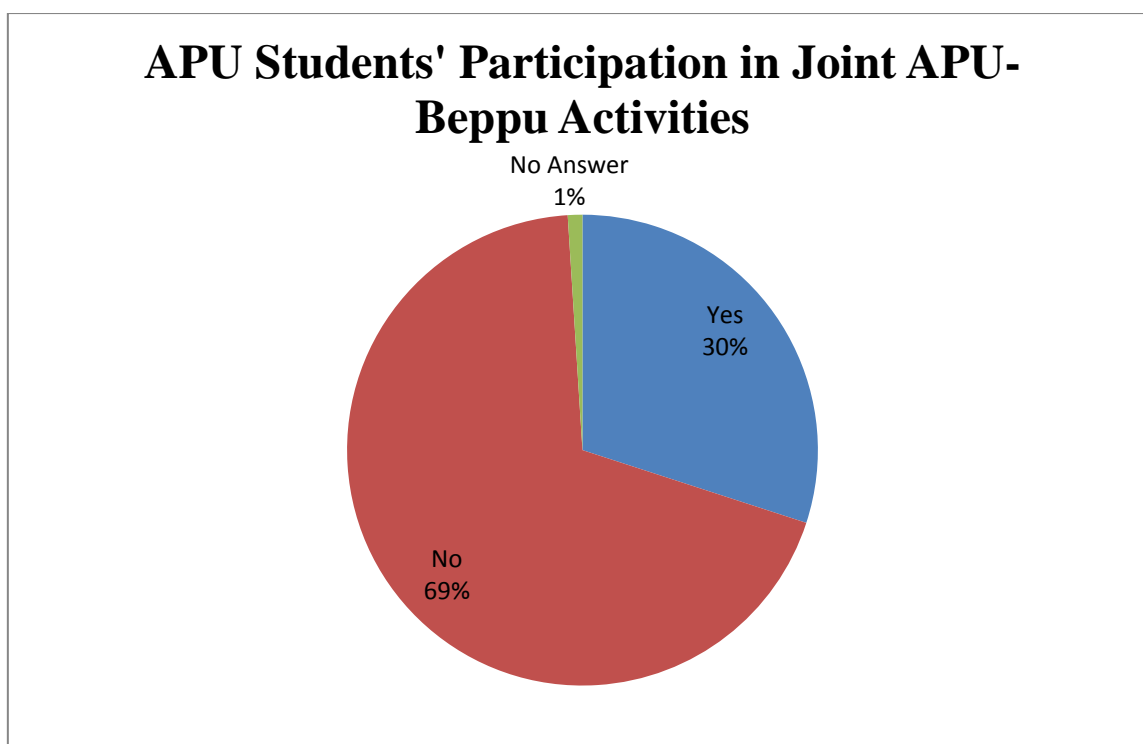


Figure 7.3 *APU Students' Participation in Joint APU-Beppu Activities*

7.3.1.b Beppu Locals' Participation in Joint APU-Beppu Activities

Eighty-five percent (85%) of Local Beppu Citizens have not participated in any joint activities between APU and Beppu. Fifteen percent (15%) have participated (See **Table 7.4** and **Figure 7.4**). Information campaign for raising the awareness of Beppu locals about joint activities must be undertaken. Activities that would cater across ages, gender and professions must be organized to ensure greater and wider involvement from among Beppu citizens.

Table 7.4 *Beppu Locals' Participation in Joint APU-Beppu Activities*

Response	Number of respondents	Percentage
Yes	15	15%
No	85	85%
No answer	0	0%
Total Number of Respondents	100	100%

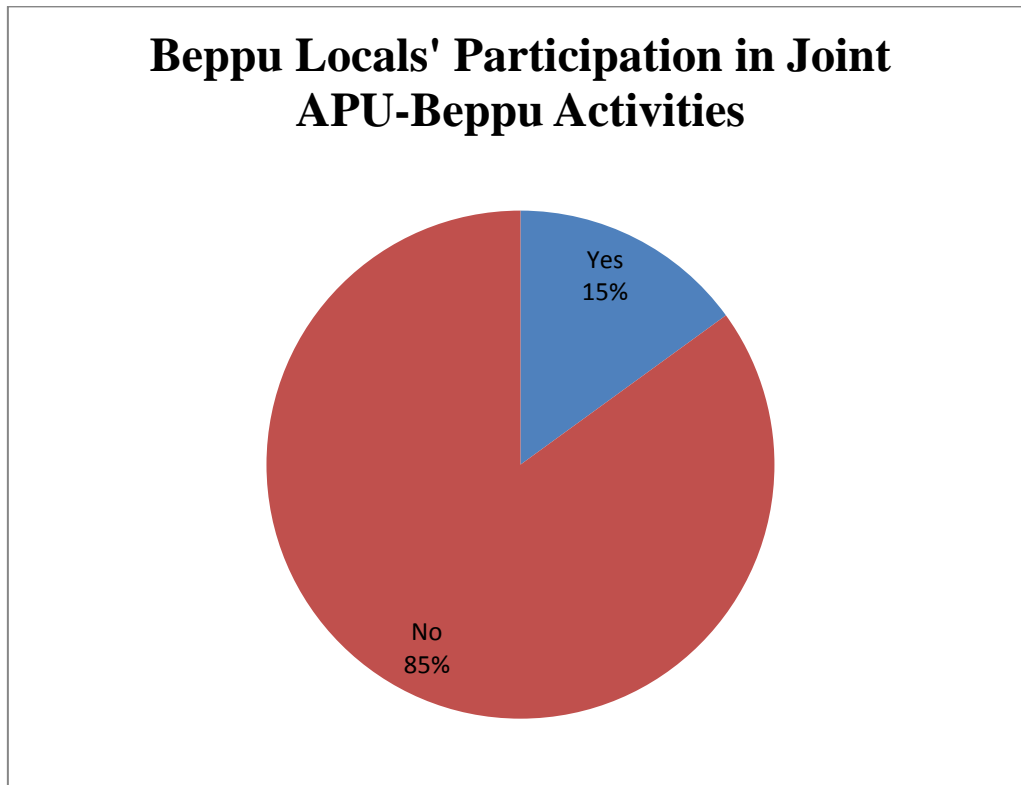


Figure 7.4 Beppu Locals' Participation in Joint APU-Beppu Activities

7.3.2 Joint activities

Appendix 6 shows the list of APU-Beppu joint activities during the period year 2006-2009 as sourced from the Beppu City government. The list shows varied activities per year indicating that in fact there exist opportunities for interaction and involvement. It has to be noted however, that most of these activities were initiated by the Beppu City government. With the exception of the "sentotaisai" or onsen festival and Beach House Project among others, most joint activities organized by APU are few and were usually held at the APU campus. Most Beppu locals have difficulty participating in such activities due to the remote location of APU.

7.3.3 Means of Disseminating Information Regarding APU-Beppu activities

The most effective means of informing APU students and local Beppu Citizens was through posters. The local television station came next. Fellow students were also a good means of learning about the APU-Beppu partnership and activities. Both the City Hall and Local community organizations were the fourth most effective means. Student organizations, APU, Faculty, APU Campus terminal and website, APU Student Support Center and the Oita International Center were among those mentioned as other sources of information pertaining to joint activities of APU and Beppu.

Table 7.5 Means of Disseminating Information Regarding APU-Beppu activities

	APU Japanese Students	APU International Students	Local Beppu Citizens	TOTAL
Posters	4	15	7	36
Local Radio	1	0	0	1
Local TV	3	2	12	17
APU Offices/APU	2	3	3	8
City Hall	1	4	7	12
Friends	5	12	4	21
Students	4	8	4	16
Faculty of APU	4	2	3	9
Local Community Organizations	1	4	7	12
Student Organizations	6	2	3	11
*Others	2	3	3	8

*Others – APU Student Support Center, APU Campus Terminal, Oita International Center

7.4 Suggestions for Meaningful Partnership

The following are suggestions for meaningful university-community partnership derived from surveys and interviews:

7.4.1 *Suggestions from Beppu Locals*

1. Create a common office in charge of APU-Beppu partnership affairs to facilitate more efficient information exchange between both parties.
2. Make use of all means of mass media to inform local citizens and the APU community about activities, events, and programs going on in both areas.
3. APU should try to attract more locals to visit the University and see what is going on there. Inviting them to witness and watch performances from different parts of the world in order to promote more international awareness would be very helpful in educating both the young and the old local Beppu citizens. This would also encourage more local elementary and high school students to go to APU for college.
4. There should be more events and activities involving Beppu citizens and students from APU. Both APU students and citizens can work together during these activities as organizers and participants. Putting a face to people from different countries and local people from the community and working hand in hand with each other to make these activities a success would help promote world peace

especially for those students who come from countries that had been at war with Japan in the past.

5. APU should be allowed to bring down and hold some of their events and programs to show to the Beppu community since APU is inaccessible to many local citizens.
6. There should be more part time job opportunities created, cheaper apartments for students, and these apartments should be located in different parts of Beppu so more people will be able to interact with the students living in them.
7. Adequate bus transportation in areas where the students live should be provided so that they will not confine themselves to living only in certain areas of Beppu where transportation is available and convenient. This way there will be more exposure of local citizens to students from all over the world and vice versa.

7.4.2 *Suggestions from APU students*

1. To further improve the partnership between APU and Beppu, there should be more information given to both local citizens and APU students about the existing partnership between APU and Beppu.
2. There should be attempts to broaden and increase the knowledge of both parties concerned regarding each other and how to foster better relationships between the APU Community and the Beppu Community.

3. Both parties should find better ways of communicating and disseminating information about programs, activities, and events that require partnership.
4. There should be more invitations and increased opportunities coming from both communities to have joint activities where people can work together as one. This will foster better understanding of Japanese culture and traditions on one hand and the traditions and culture of foreigners on the other hand. This way, Beppu people will get to know more about APU and what the University has to offer in terms of human and physical resources and the APU Community will also get to know more about Beppu and what it has to offer and that there is more to discover .
5. There should be places provided where people from Beppu and people from the APU Community can meet and bond in an informal way to get to know each other better.
6. Beppu should try to improve the transportation system so more people can go to APU and see and observe what the University is doing. Bus fares should be brought down.
7. APU should be made more accessible to the Beppu community and likewise Beppu should be more accessible to the APU Community.

7.4.3 *Suggestions from the APU President and Staff*

1. A "satellite" within the local community for better access and visibility must be established. An international elementary or high school could be one example.
2. Explore strategies for effective interaction and exchange with Beppu City. APU should have more opportunities to interact and communicate with the Beppu community and this should not be limited to the city hall but should also spread out to the locals as well.
3. Create a committee to determine opportunities and to initiate programs and projects.
4. Put ideas to work. Exchange of opinions, information and ideas about projects without implementation is futile exercise.

7.4.4 *Suggestions from the Beppu City Mayor and Staff*

1. Put more effort in creating human resources capable of working in an international environment. This will make Beppu acknowledged as a center for producing human resources that contribute to the world.
2. Raise Beppu's level of education and culture to adapt to the internationalizing environment resulting from the presence of APU.

3. Establish a common support office in-charge of affairs regarding foreigners residing in Beppu, with international students as the priority. The office should hire staffs that are capable of communicating in various languages. This would also create employment opportunities for APU students who wish to stay in Beppu.
4. Bring major APU activities and events normally held inside the campus, such as the "tenku" festival, and language weeks, down to Beppu. This could be made possible with the aid and support of the local city government and the local industries.
5. Promote effective communication and exchange between both sides.
6. Increase opportunities for individuals from both sides to interact, experience, enjoy and appreciate each other's presence as well as chances to understand and get to know each other.

7.4.5 *Suggestions from APU Faculty Members*

1. It would be good to establish a community relations office headed by a Community Relations Officer from both sides to help the APU community and Beppu residents disseminate information regarding both sides more efficiently and effectively.

2. Formalize agreements and set up joint committees to plan, implement and evaluate long and short term programs and activities which involve both sides.
3. Establish more activities where Beppu residents will be able to know more about what APU is doing , what is going on in APU, promote more cross cultural activities involving both groups and make use of what resources each side has to offer.
4. Beppu should have more activities involving the APU Community and make use of the expertise and human resources the APU community has to offer. Many of its faculty members are well known and experts in their fields of teaching and can do much to help improve Beppu. It is just a matter of tapping the right resources and requesting for assistance.
5. There should be cheaper and more accessible transportation facilities to go up to APU and to more places in Beppu. The present ones are very limited and concentrated only to certain areas of Beppu.
6. The APU community should be paying more attention to things related to Beppu and develop a sense of oneness, belonging, and sensitivity to the community they are part of. There should be more joint activities and projects with the local residents so as to be given a chance to work together for a common cause and common purpose which is to make Beppu an example of a community that has "Unity in Diversity."

From the above list of suggestions it can be noted that communication, sharing of information and regular interactions are the most common concerns for a meaningful partnership. Bringing APU to the community and vice-versa as well as creating a dedicated office to focus mainly on the concerns and issues of partnership are considered important by the respondents.

7.5 Suggested Activities for a Meaningful APU-Beppu Community Partnership

Based on existing literature on university-community partnership most notably that of OUP (1999) and Martin, et al (2003), there are several activities that have been successfully implemented by United States universities and elsewhere that are relevant to APU and Beppu. These include service learning, service provision, faculty involvement, students volunteerism, community in the classroom, applied research and major institutional change.

7.5.1 *Service Learning*

This refers to the engagement of students in field learning and community service activities as part of the requirement of their regular coursework. Service learning provides students an opportunity to gain practical experience and apply knowledge gained in the classroom to actual conditions. This improves their level of knowledge and ability to cope with the challenges in their future jobs. Service learning also benefits the community since students render their services free. It is also beneficial to the university in terms of winning the confidence and cooperation of the community. Since APU has its Active Learning Program in place, it would be good to start service learning projects in the areas of environment, urban planning, tourism, and language education.

7.5.2 *Service Provision*

This activity involves the students and faculty in community action and problem-oriented projects on a long-term and coordinated basis. The idea is to provide any kind of assistance or services that would improve conditions in the community, enhance capability of the community, and solve problems in the community such as housing and living conditions. Students and faculty of APU can engage in community service projects including tourism promotion, data base development for decision-making, environmental clean-up projects, language training for elementary and high school students, language translation assistance and in organizing cultural events and exchanges, among many other concerns. Adult education programs can be organized for the community on varied topics where APU has the expertise.

7.5.3 *Faculty Involvement*

This refers to faculty members getting involved in development projects in the community based on their expertise and interests. Faculty members can serve as advisers and consultants, resource persons and committee members for development concerns in the community. The wide range of expertise and experiences of APU faculty can be assets to the development of Beppu if appropriately tapped. APU can take the initiative to allow faculty members to actively participate and contribute to the development activities of Beppu in fields like tourism, urban planning, environment protection, small enterprise development, language education, socio-economic development, computer and media and technology management. They can also serve as advisers to community-based and non-governmental organizations.

7.5.4 *Student Volunteerism*

This refers to voluntary engagement of students in community affairs. This refers to extra-curricular, non-credit activities that benefit the community. Opportunities for student volunteerism are available in Beppu such as in tourism, language teaching, organizing cultural and social events and supporting conferences and symposium. International events in Beppu such as the Asia Pacific Water Forum, Tourism Summit and APEC Meeting made use of student volunteers from APU. There are likewise other events where APU student organizations or circles performed or participated on a voluntary basis.

7.5.5 *Community in the Classroom*

This is a university initiative that provides non-formal education to a targeted sector of the community to enhance their capability. Beppu being a tourist destination have people working in tourism and hospitality establishments who can be the focus for non-degree, short-term training programs. Employees working in government may also benefit from further training on recent trend and approaches in public affairs management. Small entrepreneurs and aspiring business people can also gain insights on new management techniques through non-formal training. Community in the classroom can be what the APU President refers to as "satellite" for promoting APU's accessibility to the community.

7.5.6 *Applied Research*

The involvement of faculty and students in generating information through research that can support planning and policy-making is a service that a university can provide

towards a meaningful university–community partnership. Research will be useful in evaluating the effectiveness of certain policies and programs in the community, leading to further enhancement of such measures. Beppu can serve as a research ground for APU faculty. This only requires serious planning and formulating research agenda with the Beppu City officials.

7.5.7 *Major Institutional Change*

The new emphasis for meaningful university-community partnership may require on the part of the university, certain reforms that would allow the implementation of any or combinations of the above-mentioned activities. Organizational and management reforms can be introduced that will encourage staff and faculty to engage in more meaningful community-university development projects. Such reforms may include promotion, recognition and tenure criteria, academic loading or assignments, community service policy and administrative enhancement that are supportive of university-community initiatives.

7.6 Summary

The respondents are unanimous in saying the partnership is beneficial for both APU and the Beppu community. Since the establishment of the university in Beppu, several activities have been jointly organized and implemented by APU and Beppu with substantial participation from APU students. The locals however have low participation in these activities. Suggestions were given to enhance the partnership between the community and the university. The most common suggestions revolve around improving communication and interaction, creating a distinct unit or organization to handle partnership affairs and bringing

APU to the community. Several partnership activities were identified based on other universities' experiences which have potential usefulness and application in APU.

Chapter VIII

CONCLUSIONS & RECOMMENDATIONS

8.1 Introduction

The forces of globalization influenced the internationalization of higher education in most countries worldwide. The growth in international business increased competition for qualified and competent human resources. More and more companies are hiring international employees. As a result of this trend, countries are reforming their educational policies and strategies to remain viable and competitive in the global market. One of the countries which took a remarkable internationalization of higher education is Japan. Public and private universities have been given support to admit international students.

In the year 2000 the Ritsumeikan Asia Pacific University was established in Beppu City, Oita Prefecture Japan which caters to international and domestic students. It claims to be the first and the biggest international university in Japan. The presence of the university in a traditionally famous "onsen capital" city of Japan has undoubtedly influenced the growth and dynamics of the city. This study attempts to describe the nature of partnership between APU and Beppu community. It seeks to answer the question: "What is the nature of APU and Beppu community partnership?" It has the following related objectives:

1. To describe the nature of APU-Beppu Community partnership.
2. To describe the view/awareness of APU and Beppu Community on university-community partnership.
3. To identify the impacts of APU on the Beppu Community

4. To identify lessons/issues arising from APU-Beppu Community partnership
5. To describe Beppu community's perception about APU's presence
6. To recommend strategies for meaningful APU-Beppu Community partnership

This is descriptive research which utilized survey, interview, and personal observation as methods for data collection. Secondary information were also collected and analyzed. The study is confined to APU and Beppu community only. The survey respondents were randomly chosen from the APU students, APU faculty and the members of the Beppu community. Interviews were conducted with the APU President and staff, as well as the staff of the Beppu City Hall in-charge of foreign students.

8.2 Conclusions

8.2.1 *Nature of Partnership*

The findings showed that at present, university-community partnership exists between APU and the Beppu community. Some elements of partnership however, deserve more serious attention in order for it to become more meaningful and viable in the long term. There is a shared common vision between the university and the community and that is to make Beppu City a pleasant place for people to live in. This commitment is reflected in the legal agreement duly signed by parties signifying that partnership is formalized, formalization being one of the important elements of partnership. Communication as an element of partnership needs improvement as it was seen as irregular and inadequate at the moment. Resource-sharing is limited to making available physical facilities and resources for joint activities. The structure and mechanism for partnership needs to be enhanced as there is no

office and personnel solely dedicated for the purpose of partnership affairs. Partnership concerns are additional responsibilities to existing meager personnel resources in both APU and Beppu City Hall. Evaluation and feedback system needs to be developed and installed since it is a critical element for sustained partnership.

8.2.2 *Perception of Co-existence*

The survey conducted among students, faculty and locals regarding the contribution of the university to the community and vice versa generated positive feedback. It is generally perceived that the presence of APU is beneficial to Beppu community and that APU can equally benefit from the resources, support and opportunities Beppu can offer to the university. This positive perception as to the mutual benefits of co-existence is a strong foundation for a meaningful university-community partnership.

8.2.3 *Awareness of Partnership*

Majority of APU students and Beppu locals are not fully aware of the university-community partnership, although there were various joint activities organized where students and communities participated. This indicates that more effective strategies for increasing the awareness of APU students, faculty and locals alike as to the nature and direction of partnership must be conducted by both parties. This would generate greater commitment for individuals of APU and the Beppu community towards one another and to the goal of partnership. Awareness building must be jointly undertaken employing different strategies and approaches.

8.2.4 *Impacts of APU on the Community*

Since Beppu City opened its doors to foreigners, the city's landscape has been significantly undergoing gradual transformation. During the 10 years of APU's presence, the city has experienced (undergone) an inevitable transition from an aging "onsen"/hot spring destination to a more modern and potentially internationalizing city. The presence of foreign students created opportunities for cultural exchanges, enriching the everyday life of the local community. In the same manner, the local community offers opportunities for the foreign students and staff to immerse in the Japanese culture. There have also been noticeable changes in the physical landscape of Beppu as new commercial buildings were constructed, public facilities were renovated and new signs and billboards were put up having foreign languages.

8.2.5 *Lessons/Issues in Partnership*

The current nature of university-community partnership needs to be enhanced. So far, partnership has been confined to holding joint activities with initiatives coming mainly from Beppu City Hall with APU constituents being invited either through the APU administration or on a personal basis only. Student circles also join such activities either through official notice from APU office or on a voluntary basis. Meetings and communications between APU and the Beppu City officials are usually limited and occur only when there are such activities. There are no specific and long-term programs of activities requiring regular, sustained and more coordinated planning. Because of this, there are no commitments with respect to resource-sharing, evaluation and feedback system that would allow learning from experiences.

Dedicated organizational unit devoted solely for the purpose of sustaining meaningful partnership has yet to be established.

Opportunities and foundational elements for meaningful partnership are available and have yet to be explored to the fullest. The co-existence of APU and Beppu community is perceived as mutually beneficial; APU has noticeable impacts to the Beppu community; Beppu City is supportive of APU; and there are university-community partnership experiences worldwide to learn from.

The partnership between APU and the community is the key to the further revitalization and growth of the City and its local residents as well as the enhancement of the university's institutional and academic leadership. Indeed, the growth, popularity, and the future of APU are intricately woven in the life of Beppu City. In the same token, the development of Beppu as a growing "international city" influences the long-term viability of the university.

8.3 Recommendations

Developing and enhancing meaningful university-community partnership requires commitment of both parties to determine specific and long-term programs / projects of engagements. This would require a more serious analysis of needs of the community and that of the university where each party would be committed to address , given their resources and capabilities. For this purpose, regular meetings and consultation must be made not only with the officials of the two parties but also with their respective constituencies. Communications and more interactions are needed. Having identified long-term programs of engagement,

commitments as to personnel, physical and financial resources, programming and evaluation as well as sharing of credits and accountability must be established by both parties. This will also require organizational support in terms of creating a body that will be entirely dedicated to the concerns and affairs of the partnership including possibly resource generating activities from external donors and sponsors. This organization will provide the coordinating and managerial support for the partnership as well as maintaining data support system and implementing awareness raising activities as to the nature and direction of partnership to the wider communities.

8.3.1 *Recommendations for APU*

APU must take the initiative of creating a working committee or task force for university-community partnership among its faculty to identify projects for the community and drawing the plan and the required resources for their implementation. Possible projects may include any or combination of service learning, service provision, community in the classroom, research, faculty involvement, student volunteerism and others. The head of the task force can be designated as the representative of the university president to any meetings and discussions with the officials of the City. APU must also create an administrative unit within the Office of the President that will provide managerial support to the projects and activities of partnership. The university shall also commit resources for the activities of the task force/ working committee and the administrative support unit. APU must also draw policies relevant to the use of facilities and resources by the Beppu community, making the campus more community friendly. The APU administration can also encourage student circles to develop and implement projects with and for the community. Regular

communications and interactions with the community and the City Hall officials must be encouraged for exchange of ideas and exploring future opportunities for partnership.

8.3.2 *Recommendations for the Beppu Community*

The Beppu community represented by the City Hall officials must also create a special organizational unit that will take charge of the partnership affairs. It must also create a special task force or committee that will study and formulate partnership projects and to represent the Beppu community in meetings and dialogues with APU and other interested parties. It must also generate and provide resources for joint undertaking with the university. It can supply the APU the list of priority projects where the university can provide for the latter's consideration. The City Hall must inform the wider constituencies about the nature and direction of university-community partnership and enjoin them to provide support to APU, especially with respect to student activities such as research surveys and interviews related to their studies. The City government must also employ its powers to mobilize all other organizations and sectors within the city to get involved in university-community partnership projects. Moreover, the City Hall officials must also make its records and information accessible to APU for research purposes.

8.3.3 *Recommendations for future study*

1. A more detailed and broader research on university-community relations must be conducted for other universities in Japan to derive a more generalized finding on the subject of university-community partnership

2. A time- series or longitudinal study of the university-community partnership on APU and Beppu Community must be conducted to determine lessons and experiences that can help further enhance the partnership
3. The university must acquire more books and references dealing with university-community partnership as references for research and project development
4. The university must include university-community partnership in its overall research agenda with corresponding funding allocation so that methods and approaches can be developed and enhanced
5. A more comprehensive research on the opportunities for partnership projects in Beppu City and nearby communities must be conducted by the university
6. The possibility of establishing the APU Center for University-Community Partnerships is worth exploring.

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Appendix 1 Student Enrollment at Ritsumeikan Asia Pacific University by Country/Region

(Data as of May 1, 2010)

	Country or Region	Undergraduate	Postgraduate	Non Degree	Special Attending	Total
1	China	758	29	0	10	797
2	Korea	720	2	0	13	735
3	Thailand	218	10	0	0	228
4	Vietnam	207	16	0	1	224
5	Indonesia	150	32	0	0	182
6	Taiwan	88	3	0	4	95
7	Myanmar	70	3	0	0	73
8	Mongolia	59	7	0	0	66
9	Bangladesh	52	14	0	0	66
10	Sri Lanka	24	11	0	0	35
11	Nepal	25	6	0	0	31
12	India	18	8	0	0	26
13	Malaysia	9	15	0	1	25
14	Philippines	6	7	0	0	13
15	Cambodia	2	10	0	0	12
16	Singapore	4	2	1	3	10
17	Pakistan	6	2	0	0	8
18	Brunei Darussalam	1	1	1	0	3
19	Laos	0	2	0	0	2
20	Maldives	0	1	0	0	1
	Subtotal	2,417	181	2	32	2,632
21	Saudi Arabia	12	1	0	0	13
22	Iran	3	1	0	0	4
23	Afghanistan	0	2	0	0	2
24	United Arab Emirates	1	1	0	0	2
25	Turkey	0	1	0	0	1
26	Syria	0	1	0	0	1
	Subtotal	26	7	0	0	23
27	Kenya	10	1	0	0	11
28	Ghana	2	4	0	0	6
29	Nigeria	1	4	0	0	5
30	Cameroon	1	4	0	0	5
31	Botswana	2	0	0	2	4
32	Malawi	2	2	0	0	4
33	Tanzania	3	1	0	0	4
34	Benin	2	0	0	0	2
35	Mozambique	1	1	0	0	2
36	Senegal	0	2	0	0	2

37	Uganda	1	1	0	0	2
38	Zimbabwe	0	2	0	0	2
39	Congo	0	1	0	0	1
40	Ethiopia	0	1	0	0	1
41	Gabon	1	0	0	0	1
42	Morocco	0	0	1	0	1
43	Angola	0	1	0	0	1
44	Djibouti	1	0	0	0	1
45	Liberia	1	0	0	0	1
46	Madagascar	0	1	0	0	1
47	Mali	1	0	0	0	1
48	South Africa	0	1	0	0	1
49	Sudan	0	1	0	0	1
Subtotal		29	28	1	2	60
50	U.S.A	17	11	17	13	58
51	Canada	4	0	0	6	10
52	Mexico	1	5	0	3	9
53	Peru	0	2	0	0	2
54	Costa Rica	1	1	0	0	2
55	Cuba	0	2	0	0	2
56	Guyana	0	2	0	0	2
57	Honduras	0	2	0	0	2
58	Belize	0	1	0	0	1
59	Venezuela	0	0	0	1	1
60	Uruguay	0	1	0	0	1
61	Bolivia	1	0	0	0	1
62	Colombia	1	0	0	0	1
63	Guatemala	0	1	0	0	1
64	Trinidad and Tobago	0	1	0	0	1
Subtotal		25	29	17	21	94
65	Australia	4	0	0	1	5
66	Papua New Guinea	1	2	0	0	3
67	Tonga	0	1	0	0	1
68	New Zealand	1	0	0	0	1
69	Fiji	0	1	0	0	1
70	Solomon Islands	1	0	0	0	1
Subtotal		7	4	0	1	12
71	Uzbekistan	21	2	0	0	23
72	France	1	1	0	8	10
73	Germany	4	3	2	0	9
74	Sweden	2	0	0	4	6
75	Finland	1	0	0	5	6
76	Norway	5	0	0	0	5
77	Kyrgyz Republic	1	4	0	0	5

78	Bulgaria	2	2	0	0	4
79	Lithuania	3	0	0	0	3
80	Belgium	2	0	0	0	2
81	Netherlands	0	0	0	2	2
82	Austria	0	0	0	2	2
83	Croatia	0	2	0	0	2
84	Kazakhstan	2	0	0	0	2
85	Serbia	2	0	0	0	2
86	Tajikistan	0	2	0	0	2
87	Romania	2	0	0	0	2
88	Russia	1	1	0	0	2
89	United Kingdom	1	0	0	1	2
90	Czech Republic	1	0	0	0	1
91	Denmark	1	0	0	0	1
92	Montenegro	1	0	0	0	1
93	Estonia	1	0	0	0	1
94	Hungary	0	1	0	0	1
95	Italy	0	0	1	0	1
96	Moldova	1	0	0	0	1
97	Poland	0	0	0	1	1
98	Switzerland	1	0	0	0	1
Subtotal		56	18	3	23	100
Total International Students		2,550	267	23	18	2,921
Domestic Students		3,266	19	18	7	3,310
Grand Total		5,816	286	79	88	6,231

Source: Ritsumeikan Asia Pacific University Website, retrieved on October 20, 2010

Appendix 2.A Beppu City Memorandum of Agreement for Community Development and Exchange (Japanese Original Text)

別府市まちづくり連携交流協定書

別府市（以下「甲」という。）、別府商工会議所（以下「乙」という。）及び立命館アジア太平洋大学（以下「丙」という。）は、住む人も訪れる人も、いきいきと輝き、個性的で豊かな生活を送ることができるまちづくりと社会に貢献できる人材の育成や地域観光経済の浮揚を目的として、相互の連携交流事業によるまちづくりを推進するために、以下のとおり協定を締結する。

- 1 甲は、住む人も訪れる人も、いきいきと輝き、個性的で豊かな生活を送ることができるまちづくりのため、地域と一体となり乙及び丙との連携交流事業を実施する。
- 2 乙は、地域と一体となったまちづくりに取り組むことにより地域観光経済の浮揚を図るため、甲及び丙との連携交流事業を実施する。
- 3 丙は、大学の基本理念である「自由・平和・ヒューマンイズム」、「国際相互理解」、「アジア太平洋の未来創造」に基づき、教育研究機関として社会に貢献できる人材の育成に取り組み、地域と一体となったまちづくりを推進するため甲及び乙との連携交流事業を実施する。
- 4 甲、乙及び丙は、連携交流事業が地方公共団体、民間企業及び大学との連携交流のモデルとなるよう高い志をもって取り組む。
- 5 具体的な連携交流及び調査・研究事業等については甲、乙及び丙が別途協議して実施する。

この協定の成立を証するために協定書3通を作成し、それぞれが署名及び押印の上、各1通を所持する。

平成16年3月30日

甲 別府市長

浜田 博

乙 別府商工会議所会頭

津末 武文

丙 立命館アジア太平洋大学長

坂本 和一

立会人 大分県知事

広瀬 勝貞

立会人 別府市議会議長

若菜 三郎

Appendix 2.B Beppu City Memorandum of Agreement for Community Development and Exchange

(Translated from Japanese)

This agreement was made by the following parties: the Beppu City Government (described as "A"), the Beppu Chamber of Commerce (described as "B") and the Ritsumeikan Asia Pacific University (described as "C"), for the purpose of making Beppu City a place where residents and locals alike have a pleasant and enjoyable stay; for the development its human resources in a manner that they are able to contribute to society; and for the development of the local economy based on tourism.

In promoting to shape Beppu City through community development projects and exchange activities, all parties agreed on the following:

1. To make Beppu City a place where residents and locals alike have a pleasant and enjoyable stay, "A" shall unite with the local community and carry out joint exchange projects with "B" and "C".
2. To develop the local economy based on tourism by uniting with the local community in community development efforts, "B" shall carry out joint exchange projects with "A" and "C".
3. Based on its core philosophies: "(1) to contributing to the 'Liberty, Peace and Humanism' of the world"; "(2) to promote 'International Mutual Understanding'; and 'To create the Future of the Asia Pacific' and as an institute for education and research, in its efforts for the development of human resources in a manner that they are able to contribute to society, "C" shall unite with the local community and carry out joint exchange projects with "B" and "C".
4. That the partnership established by "A", "B" "C" shall become an ideal model for future partnerships involving public groups/organizations, private enterprises, as well as universities within the community.
5. That in dealing with specific activities such as joint exchange projects, research, and reports, "A", "B" and "C" shall hold a special meeting.

This memorandum of agreement shall be made effective from March 30, 2004 upon signature of the following representatives from all of the three parties involved:

HAMADA, Hiroshi (Signature)
(A) Beppu City Mayor

TSUSUE, Takehisa (Signature)
(B) Chamber Head of Commerce and Industry

SAKAMOTO, Kazuichi (Signature)
(C) President of the Ritsumeikan Asia Pacific University

Signed in the Presence of:

HIROSE, Katsusada (Signature)
(Witness) Governor of Oita

KIYONARI, Noriaki (Signature)
(Witness) Chairman of the Beppu City Parliament

Appendix 3.A Interview Questionnaire for APU Office

APU INTERVIEW (APU 質問事項)

1. Perception on Partnership

How do you characterize the partnership between APU and Beppu?

APU と別府の関係についてどうお考えですか。

2. Vision for Community

What do you want APU to contribute to the community?

APU、または APU の一員として地域の為に貢献できることは何だと考えますか。

What do you think is the greatest contribution of APU to Beppu to date?

今まで APU が別府に一番貢献できたと思う事柄について教えて下さい。

What do you think is the greatest contribution of Beppu to APU?

今まで別府地域、別府市民の方が APU のためにして下さった大きなサポートは何だと思えますか。

3. Vision for APU-Beppu Partnership

What is your vision for the partnership?

別府と APU の間で、今後どのようなパートナーシップを築いていきたいですか。

What do you want to see happen with the partnership?

別府と APU の関係の中であなたが期待していることを教えて下さい。

4. Issues and Difficulties

What do you think are the issues and difficulties faced in this partnership?

別府と APU の関係の中でどのような課題があると思えますか。

5. Suggestions

What are your suggestions for a more sustainable and innovative APU-Beppu partnership?

別府と APU の関係をよりよく続けていくために何が必要になってくると思えますか。

Appendix 3.B Interview Questionnaire for Beppu City Hall

BEPPU INTERVIEW (BEPPU 質問事項)

1. Perception on Partnership

How do you characterize the partnership between APU and Beppu?

APU と別府の関係についてどうお考えですか。

2. Vision for Community

What do you want Beppu to contribute APU?

別府、または別府市民の一人として A P U の為にサポート「貢献」できることは何だと考えますか。

What do you think is the greatest contribution of Beppu to APU to date?

今まで別府が A P U に一番サポート「貢献」できたと思う事柄について教えてください。

What do you think is the greatest contribution of APU to Beppu?

今まで A P U、A P U の関係者が別府のためにして下さった大きなサポートは何だと思えますか。

3. Vision for APU-Beppu Partnership

What is your vision for the partnership?

別府と APU の間で、今後どのようなパートナーシップを築いていきたいですか。

What do you want to see happen with the partnership?

別府と APU の関係の中であなたが期待していることを教えてください。

4. Issues and Difficulties

What do you think are the issues and difficulties faced in this partnership?

別府と APU の関係の中でどのような課題があると思えますか。

5. Suggestions

What are your suggestions for a more sustainable and innovative APU-Beppu partnership?

別府と APU の関係をよりよく続けていくために何が必要になってくると思えますか。

Appendix 4.A Survey Questionnaire for Local People

別府にお住まいの皆様へ

こんにちは、私は立命館アジア太平洋大学院で勉強している学生です。現在「APU と別府における大学地域連携とその影響」について研究しています。つきましては下記の質問事項をご一読頂いた上でお答えいただければと思っております。ご協力どうぞよろしくお願いいたします。

あてはまるものにまる、またはご記入ください。

1. 男性 女性
2. ___ 才
3. 未婚 既婚
4. 学歴
 ___ 中卒 ___ 大学
 ___ 高卒 ___ 大学院
 ___ 専門学校/短大 ___ その他
5. 別府生まれですか? はい いいえ
 「いいえ」と答えられた方
 何年間別府に住んでいますか? ___ 年

A. APU と別府の関係について

1. APU があることは別府にとって有益である。

- ___ 全くそう思わない
- ___ そう思わない
- ___ どちらでもない
- ___ そう思う
- ___ 強くそう思う

2. APU が別府に貢献していると思われる点をご自由にお書きください。

3. 別府はAPUにサポートできている。

- ___ 全くそう思わない
- ___ そう思わない
- ___ どちらでもない

- __ と思う
- __ 強く思う

4. 別府がAPUに貢献していると思われる点をお書きください。（いくつでもかまいません）

5. APU と別府市が提携していることはご存知ですか？ [はい・いいえ]

「はい」とお答えになられた方は、知っている共同活動・イベントをお書きください。

● 共同活動・イベント

■ _____	■ _____
■ _____	■ _____
■ _____	■ _____

● どこで知りましたか？

- ポスター
- ラジオ
- テレビ
- APU オフィス
- 市役所
- 友人
- 学生
- APU の教員
- 地域組織
- サークル
- その他

6. 今までに **APU** と別府が共催する行事やイベントに参加されたことはありますか？

[はい・いいえ]

※ (いいえと答えられた方は 6 b へ)

6a. 「はい」の場合

- a. 主催者として
 - b. 参加者として
- どのような形で参加されましたか？
 - a. ボランティアとして
 - b. 別府市役所からの個人招待として
 - それらの活動に参加したとき、問題などに直面されたことはありますか？
[はい・いいえ]

「はい」と答えられた方は、直面された問題をお書き下さい。

もう一度参加したいと思われますか？ [はい・いいえ]

6b. 「いいえ」とお答えになられた方

- このような活動にこれからも参加したいとおもわれますか？ [はい・いいえ]

➤ 「はい」と答えられた方、
どのような立場で参加されたいですか？

- a. 計画者・主催者として
- b. 参加者として

➤ 「いいえ」と答えられた方
参加されたくない理由をお書き下さい。

7. **APU** と別府市の発展にとって連携は重要である

- __ 全くそう思わない
- __ そう思わない
- __ どちらでもない

- __そう思う
- __強く思う

8. **APU** と別府市の関係をより良くするために何が必要だと思われますか？ご自由にお書き下さい。

Appendix 4.B Survey Questionnaire for APU Students/Faculty

QUESTIONNAIRE FOR APU 「APU関係者の方への質問」

I am a master's degree student at Ritsumeikan Asia Pacific University and I am doing my research on University-Community Partnerships and Impacts, examining the case of APU and Beppu. Kindly dedicate a portion of your time to answer the following questions on this survey. Thank you very much for your kindness.

こんにちは、私は立命館アジア太平洋大学院で勉強している学生です。現在「APU と別府における大学地域連携とその影響」について研究しています。つきましては下記の質問事項をご一読頂いた上でお答えいただければと思っております。ご協力どうぞよろしくお願いいたします。

B. Profile of Respondents 回答者プロフィール

1. ☐ Male 男性 ☐ Female 女性
2. ☐ Student 学生 ☐ Faculty 教員
3. ☐ Foreigner 外国人 ☐ Japanese 日本人

※Students only 学生の方

Do you belong to a circle? サークルに入っていますか?

(Yes/No) If Yes, Pls. Specify _____

A. APU-Beppu Partnership APU と別府の関係について

9. Beppu is supportive of APU

別府市は APU に協力的だと思いますか?

- ☐ Strongly Disagree 全くそう思わない
- ☐ Disagree そう思わない
- ☐ Neutral どちらでもない
- ☐ Agree そう思う
- ☐ Strongly Agree 強くそう思う

10. Please give one or more outstanding contributions of Beppu City and the community to APU

別府が APU に貢献していると思われる点をお書きください。(いくつでもかまいません)

11. APU supports/helps Beppu.

APU は別府にサポートできている。

- ☐ Strongly Disagree 全くそう思わない
- ☐ Disagree そう思わない
- ☐ Neutral どちらでもない

- Agree そう思う
- Strongly Agree 強くそう思う

12. Please cite one or more contribution of APU to BEPPU.

A P Uが別府に貢献していると思われる点をお書きください。 (いくつでもかまいません)

13. Do you know of the partnership between APU-Beppu? [YES/NO]

APU と別府市が提携していることはご存知ですか? 【はい・いいえ】

If YES: 「はい」とお答えになられた方は、知っている共同活動・イベントをお書きください。

- Please identify the joint activities that you know of. 共同活動・イベント

▪ <hr/>	▪ <hr/>
▪ <hr/>	▪ <hr/>
▪ <hr/>	▪ <hr/>

- Where did you learn about this/these? どこで知りましたか?

- Posters ポスター
- Local Radio ラジオ
- Local TV テレビ
- APU Offices APU オフィス
- City Hall 市役所
- Friends 友人
- Students 学生
- Faculty of APU APU の教員
- Local/Community organization 地域組織
- Student organization サークル
- Others, please identify その他

14. Have you ever participated in any joint APU-Beppu activities or projects? [YES/NO] 今までに APU と別府が共催する行事やイベントに参加されたことはありますか? [はい・いいえ]
※(If answer is NO, please skip to **6b** below いいえと答えられた方は **6 b** へ)

6a. If YES: はいの場合

- c. As organizer 主催者として
- d. As participant 参加者として
- How did you get involved? どのような形で参加されましたか?
 - c. Voluntary ボランティアとして
 - d. Personal Invitation by Beppu City Hall 別府市役所からの個人招待として
 - e. Requested or Invited by APU A P U の依頼で
- Have you encountered any problems or difficulties during these activities? [Yes/No]
それらの活動に参加したとき、問題などに直面されたことはありますか?
[はい・いいえ]

If YES, please give example. はいと答えられた方は、直面された問題をお書き下さい。

Would you like to participate again? [YES/NO] もう一度参加したいと思われますか? [はい・いいえ]

6b. IF NO: 「いいえ」とお答えになられた方

- **Would you like to participate in the future? [Yes/No]** このような活動にこれからも参加したいとおもわれますか? [はい・いいえ]

•
➤ IF YES, 「はい」と答えられた方,
AS WHAT: どのような立場として参加されたいですか?

- c. Planner/Organizer 計画者・主催者
- d. Participant 参加者として

➤ IF NO いいえの場合「いいえ」と答えられた方
WHY? 参加されたくない理由をお書き下

Partnership is important for the development of both APU and Beppu. APU と別府市の発展にとって提携は重要である。

- Strongly Disagree 全くそう思わない
- Disagree そう思わない
- Neutral どちらでもない
- Agree そう思う
- Strongly Agree 強く思う

15. What can you suggest/recommend to further improve APU-Beppu partnership?

APU と別府市の関係をより良くするために何が必要だと思われますか？

Appendix 5.A1

Letter to the APU President (Japanese)

2010 年 10 月 11 日

立命館アジア太平洋大学

学長 是永 駿 様

私は、立命館アジア太平洋大学院 2 年、フィリピン出身のフランコ・ホセ・フェリザールと申します。現在、「APU と別府における大学地域連携とその影響」について修士論文を書いております。

修士論文を書くにあたり、ぜひインタビューのご協力をお願いしたくお手紙を書かせていただきました。

お聞きしたい質問事項を同封しておりますので、どうぞご一読下さいませ。

収集した情報は、修士論文の目的以外では使用せず、責任を持って管理いたします。必要であれば、書き終えた論文を調査報告として寄与させていただければと考えております。

お手数をおかけしますが、どうぞご検討のほど宜しくお願いいたします。

ご質問等、下記までご連絡ください。

電話番号： 080-5265-9083

メールアドレス： jinggoman@gmail.com

FRANCO JOSE R. FELLIZAR

立命館アジア太平洋研究科博士前期課程

APPENDIX 5.C1

Letter to the Beppu City Mayor

2010年10月25日

別府市長 浜田 博 様

立命館アジア太平洋大学大学院の学生であるフランコ・ホセ・フェリザールさんを紹介いたします。彼は、「APU と別府市における大学地域連携」をテーマにした修士論文を執筆中です。

このリサーチを進めるにあたり、是非直接市長とお会いして、ご意見を拝聴したいと希望しております。ご自身のご経験を含めた地域の長としてのお考え、将来の APU と別府市との関係をより良くするためのお考えなどをお伺いできないでしょうか。

大変お忙しいとは存じますが、短時間でも、お時間のよろしいときに機会を作っていただければ幸甚です。彼は英語、日本語ともに堪能で、優秀な大学院生です。私としても、彼のリサーチは今後の APU と別府市との関係をより発展させていく上で、大変示唆に富むものになることを期待しているところです。

どうぞよろしくお願い申し上げます。

JEREMY S. EADES (サイン)

立命館アジア太平洋大学研究科

研究科長・教授

JEREMY S. EADES, PhD

Appendix 5.C2 Letter to the Beppu City Mayor 2(English)

Date

MAYOR HIROSHI HAMADA

Beppu City
Beppu City Hall, Kami-Noguchi-Cho 1-15
Beppu City, Oita Prefecture

Dear Mayor Hamada:

We would like to introduce Mr. Franco Jose R. Fellizar, a master's degree student of the Graduate School of Asia Pacific Studies. He is writing his master's thesis on university-community Partnership and the impact of international universities on the local community, exploring the case of APU and Beppu.

With regards to this research, he would like to interview top locals and opinion leaders, including yourself, to hear your insights on the partnership that exists between APU and Beppu and the way in which it may develop in the future.

We would be most grateful if you could grant his request for an interview at your convenience. He is one of our most able graduate students, fluent in both English and Japanese, and we regard his research as very important, in documenting the important relationship between Beppu City and Ritsumeikan Asia Pacific University.

Thank you very much for your help.

Sincerely Yours,

(Sign)

JEREMY S. EADES, PhD

Professor and Dean Graduate School and College of Asia Pacific Studies
Ritsumeikan Asia Pacific University

Appendix 6 *List of Joint APU-Beppu Activities/Events*

Year 2006 APU-Beppu Joint Activities and Events (Beppu City Hall)

DIVISION IN CHARGE	NAME	OTHER GROUPS INVOLVED
Tourism and Community Development Section	"Sento" Beppu Tourism Support Project	<ul style="list-style-type: none"> • Mizobe Gakuen • Beppu University • Oita University
	ONSEN TOURISM RESEARCH	<ul style="list-style-type: none"> • Mizobe Gakuen • Beppu University • Oita University
	"Sento" Community Development Network	
	Beppu-Aso Declaration of Tourism Exchange and Exchange Summit	<ul style="list-style-type: none"> • Oita University • Beppu Community Development Promotion Committee
Green Promotion Sec. (Parks and Recreation Division)	<ul style="list-style-type: none"> • Beppu "Hattou Onsen" Festival • Beppu Park Section Meeting • Executive Committee Meeting 	<ul style="list-style-type: none"> • Beppu University
Commerce and Industry Division	Establishment of Basic Plan for Beppu City Central Urban Revitalization	<ul style="list-style-type: none"> • Oita University
Personnel Division	Internship Acceptance	<ul style="list-style-type: none"> • Beppu University • Oita University
Anti-discrimination Measures Section (Welfare Office)	Promotional Project on General Education regarding Human Rights	
	Promotional Project on Education regarding Human Rights in Schools	<ul style="list-style-type: none"> • Mizobe Gakuen • Beppu University
Environmental Sanitation Sec. (Environmental Division)	Beppu City Human Waste Disposal Problems Examination Committee Meeting	

City Planning and Landscape Maintenance (Urban Policy Division)	Landscape Formation Master Plan Planning Committee Meeting	<ul style="list-style-type: none"> • Mizobe Gakuen • Beppu University • Oita University
Secretarial Section (Secretarial and Public Relations Division)	APU and Beppu Locals' Cooperative Research on "JIMOTO" Local Studies	<ul style="list-style-type: none"> • *Sponsored by Beppu City
	49 th World Press Photo Exhibit 2006	*Sponsored by Beppu City
	"Sun and Moon" an APU KIZUNA Theatre Company Production (2007)	Beppu Community Development Promotion Committee
	"Sento Taisai" Festival	

Year 2007 APU-Beppu Joint Activities and Events (Beppu City Hall)

DIVISION IN CHARGE	NAME	OTHER GROUPS INVOLVED
Architecture and Housing Division	Student Housing Project	Mizobe Gakuen Beppu University
Green Promotion Sec. (Parks and Recreation Division)	<ul style="list-style-type: none"> • Beppu Hattou Onsen Festival • Beppu Park Sectional Meeting • Executive Committee Meeting 	Beppu University
Environmental Sanitation Sec. (Environmental Division)	<ul style="list-style-type: none"> • Talk on Sanitation Problems in Beppu City 	Beppu University
City Planning and Landscape Maintenance (Urban Policy Division)	<ul style="list-style-type: none"> • Landscape Symposium 	Oita University Beppu University
	<ul style="list-style-type: none"> • Landscape Discussion 	Mizobe Gakuen Oita University Beppu University
	<ul style="list-style-type: none"> • City Planning Discussion 	Oita University

Year 2008 APU-Beppu Joint Activities and Events (Beppu City Hall)

DIVISION IN CHARGE	NAME	OTHER GROUPS INVOLVED
Environment Division	Candle Night	
	"Eco-Life Hiroba"	Mizobe Gakuen
	"Kankyō Shinbun Eco-Waaku"	
	Voluntary Cleaning	Beppu University
Tourism and Community Development Division	"Sento" Beppu Tourism Support Project	Mizobe Gakuen Beppu University
	Onsen Tourism Research	Mizobe Gakuen Beppu University Oita University
	"Sento" Community Development Network	
Green Promotion Sec. (Parks and Recreation Division)	<ul style="list-style-type: none"> • Beppu Hattou Onsen Festival • Beppu Park Sectional Meeting • Executive Committee Meeting 	Beppu University
Fire Prevention Headquarters	Education for Emergency Assistance	Mizobe Gakuen
Agriculture, Forest and Fishery Division	Holiday House Project	
	Uchinari Tanada and Village Development Awareness Meeting	
	Preservation Meeting	

Year 2009 APU-Beppu Joint Activities and Events (Beppu City Hall)

DIVISION IN CHARGE	NAME	OTHER GROUPS INVOLVED
Agriculture, Forestry and Fishery Division	Holiday House Project	
	Uchinari Tanada and	

	Village Development Awareness Meeting	
Environment Division	Environmental Learning	
	Voluntary Cleaning of Spa Beach	
	"Sento" Community Development Network	
	Beppu Environmental Conservation Council	Beppu University
	Holiday House Project	
Tourism and Community Development Division	"Sento" Beppu Tourism Support Project	Beppu University Mizobe Gakuen
	Sento Community Development Network	
	Onsen Festival, Summer Night Festival, "HANABI" Fantasia, etc.	Beppu University Mizobe Gakuen
Personnel Division	2009 Summer Internship Program	Beppu University Oita University
Insurance and Pension Division	"Hot Spring Town Beppu Health 21" Promotion Conference	
Policy Making Division	Beppu City Urban Planning Council	
	Beppu City Community Development Subsidy Assessment Council	Beppu University

Appendix 7 *Maps*

A. Map of Kyushu



C. Map of Beppu City



Sources:

Google Earth (2008) Beppu City

Guide-O (2008) Map of Oita Prefecture. *Oita Prefecture Guidebook*. Retrieved on November 14, 2008, from Guide-O Website, http://www.pref.oita.jp/10400/guide-o/eng_top_mapzenken.htm

Nishimuta, J. (N.A.) Map of Kyushu, Retrieved on November 14, 2008, from <http://nishimuta.net/images/KyushuMap.gif>

B. Map of Oita Prefecture



Appendix 8 Location of Ritsumeikan Asia Pacific University

LOCATION OF RITSUMEIKAN ASIA PACIFIC UNIVERSITY



Source:

Creotech Co. Ltd. (2008) Creotech. Retrieved on November 14, 2008, from Creotech Website, http://www.creo-sumai.jp/html_E/

Appendix 9 *Picture of Ritsumeikan Asia Pacific University*

PICTURE OF RITSUMEIKAN ASIA PACIFIC UNIVERSITY



Source:

JKT-c (2006) Ritsumeikan Asia Pacific University.(Beppu City, Oita Prefecture, Japan).

Retrieved on January 12, 2011 from Wikipedia

+http://ja.wikipedia.org/wiki/%E3%83%95%E3%82%A1%E3%82%A4%E3%83%AB:Ritsumeikan_Asia_Pacific_University_-_01.jpg