

2019年4月3日

2018年度 総合文化研究所研究助成報告書

研究の種類 ※該当する()に ○を付ける	・共同研究 () ・個人研究 (○)	
研究代表者 (所属・職・氏名)	サラ リネー アサダ	
研究課題名	The Long-Term Impacts of US-Japan Faculty Exchange: A Retrospective Tracer Study from 1963 to 2013	
研究分担者氏名	所属・職	役割分担
研究期間	2018年1月1日 ～ 2019年3月31日	

研究実績の概要 (1)

Research Background and Aims

As universities seek to internationalize their campuses, faculty members are often at the core of cultivating intercultural and global mindsets through their teaching, research, and service. This study examines the long-term impacts of faculty mobility between the US and Japan from the 1980s to 2010s. By focusing on the flow of faculty between the US and Japan on a select faculty mobility program, the study aims to examine the personal impact of the mobility on subsequent professional and personal development and further explore these impacts through a transnational lens to understand how they are related to the home country, host country, host region, and world. Additionally, the selection of a binational (US-Japan) faculty mobility program allows for the systematic analysis of outcomes through the lens of diplomacy. To achieve this, the study is guided by two overarching research questions:

1. What are the impacts of faculty mobility on participants' subsequent professional and personal development, as perceived by the participants themselves?
2. How does the international experience provided by the faculty mobility program impact these subsequent behaviors and attitudes binationally, regionally, and globally?

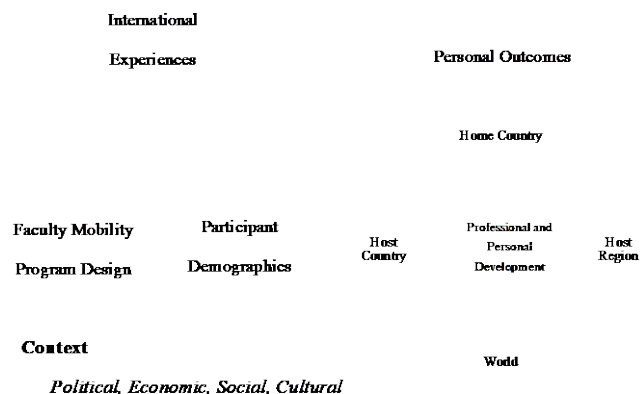
Research Design and Methodology

This study employs a case study approach with qualitative in-depth interviews to examine the long-term impacts on subsequent personal and professional development of US-Japan faculty mobility participants of a one-year program from the 1980s to 2010s on a selected program. By focusing on the medium to long-term impacts, the study provides the opportunity to better elaborate on how social, economic, and political historical markers influence the impact of the faculty mobility experience on subsequent experiences.

Qualitative in-depth interviews lasting between 1 hour to 1.5 hours were conducted with 10 participants from US colleges that went to Japan one year on a faculty mobility program. While the program has evolved during the timeframe of their participation, generally participants were comprised of both specialist and non-specialist of the host country that were usually actively involved to varying degree with the host institution through teaching, research, and service. Interviews were transcribed verbatim and analyzed using a grounded theory approach.

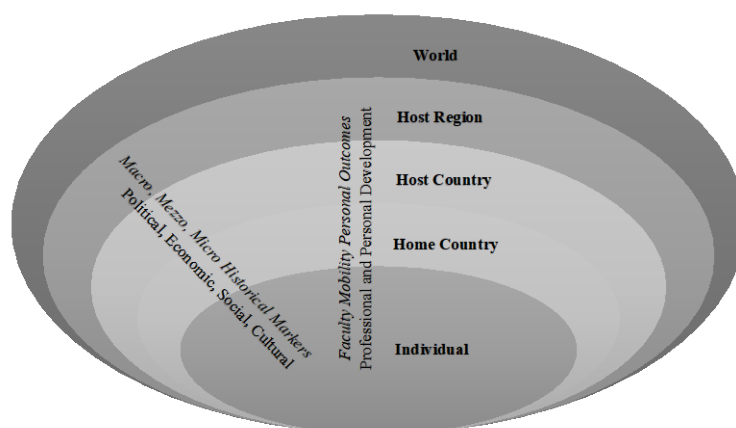
Findings

From April 2018 to July 2018, a comprehensive literature review was conducted with the aid of a research assistant funded by the research grant. A total of approximately 100 relevant peer-reviewed journal articles and books were identified. Key terms used for the literature review center on faculty, internationalization, mobility, development, liberal arts, higher education, and diplomacy. The literature provided a conceptual and theoretical grounding to the study and empirical data collection (see figure). According to Knight (2009), higher education internationalization occurs abroad and “at-home.” Faculty members participate in the abroad aspect of internationalization through mobility. Within “at-home” internationalization, faculty members play a key role in their teaching, research, and service responsibilities. Accordingly, faculty play a key role in the comprehensive internationalization of their home institutions. The literature review found that there is a growing focus on faculty mobility and development and how its impacts can contribute to higher education internationalization. However, empirical research remains limited.



From August 2018 to December 2018, a total of 10 qualitative in-depth interviews were conducted in Japan and the US. The interviews lasted between 60 minutes to 90 minutes. For in person interviews, interviewees signed an informed consent form. For telephone interviews, verbal consent was received. The interviews consisted of semi-structured questions to give interviewees agency to share their subsequent lived experiences after their faculty mobility experiences while answering the research objectives. The interviews were transcribed verbatim by a research assistant funded by the research grant from September 2018 to February 2019.

The qualitative data is currently being analyzed. A peer-reviewed presentation based on preliminary findings at the “Association for the Study of Higher Education” in Tampa, Florida (USA) was well-received. The preliminary findings suggest that the international experience provided by the faculty mobility program encompasses both their role in the host country as a faculty member at the host institution and academic society at large as well as their personal experiences in daily life. The integration into the host society provides a holistic experience that informs subsequent life experiences. As shown below in the figure, the personal outcomes (professional and personal development) manifests in their behaviors, attitudes, and values. The outcomes are fluid as they traverse the home country, host country, host region, and world. The historical markers frame the faculty mobility experience and has clout on how the personal outcomes manifest in subsequent life experiences.



Significance and Implications

The preliminary findings suggest that the personal outcomes of faculty mobility contribute to the comprehensive internationalization (Hudzik, 2011) of their home institution through their teaching, research, and service. A systematic approach to understand the flow of faculty mobility between Japan and US allows for a better understanding of the role of academic mobility in participants’ subsequent professional and personal development. The transnational frame allows for the elaboration of its potential role in diplomacy to promote mutual understanding between two countries and raise awareness of the host region and world. This is

particularly salient because within the wider umbrella of international relations and diplomacy, there is a move towards retracing informal social-cultural interactions between nations and their people (Depkat, 2004).

References

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Hudzik, J. K. (2011). *Comprehensive internationalization: From concept to action*. Washington DC: NAFSA Association of International Educators.

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研究発表(印刷中も含む)雑誌および図書

国際学会発表

Asada, S. (2018). “Tracing the Transnational Impacts of US-Japan Faculty Mobility: At the Crossroads of Internationalization At-Home and Abroad” (in *English*). Association for the Study of Higher Education (ASHE), Tampa (USA), November 2018. [査読あり]