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2019年度 総合文化研究所研究助成報告書

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研究代表者 (所属・職・氏名)	サラ リネー アサダ	
研究課題名	The Role of Faculty in Comprehensive Internationalization: Japanese and American Higher Education Experiences	
研究分担者氏名	所属・職	役割分担
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研究実績の概要 (1)

Introduction

This study examines the long-term effects of US faculty mobility to Japan from the 1980s to 2010s on the internationalization of US liberal arts colleges. The paper is guided by Knight's (2004) internationalization framework to understand how individual faculty participation in the abroad pillar through international mobility contributes to subsequent internationalization at-home and abroad at their home institutions in the US. Moreover, knowledge diplomacy provides a lens to better understand how international experiences may contribute to increasing knowledge of and connectivity with the host country and wider world (Asada 2019, 2020).

Methodology

The case study approach includes 10 qualitative in-depth interviews with formerly mobile US faculty in Japan to better understand the international experience's effect on later professional development. Semi-structured interviews lasted between 1 to 1.5 hours. Interview participants participated on a select international faculty one-year development program as a study abroad Resident Director. Prior knowledge of Japan is not required. Duties includes academic and intercultural guidance for students, teaching academic coursework at the host university, and conducted research.

Findings and Discussion

The one academic year experience in Japan provided participants with firsthand experiences and knowledge to add new international and intercultural dimensions to their subsequent professional development. They shared how they had a greater interest in and desire to connect with and contribute to the outside world, including Japan and Asia. Participants contributed to the comprehensive internationalization of their home campuses through: 1. Teaching: creating new courses, adjusting teaching styles, and international dimensions; 2. Research: new data sources for research and academic social networks; and 3. Service: promoting international programs and activities and student advising. These international dimensions were connected to the host country (Japan), host region (Asia), and the wider world including non-Asian countries. However, institutional-wide internationalization changes were sometimes met with cultural resistance and resource and organizational limitations (Patrício et al., 2017). One important finding is related to the importance placed on teaching and students in US liberal arts colleges. Participants shared how they felt their influence on the curriculum may have long-lasting positive effects on the teaching and learning process of the home college (Brewer, 2010). Lastly, the program profiled in the study does indeed serve its intended purpose to facilitate deeper knowledge of the host country for specialists and non-specialists to promote the further integration of Japan-related internationalization in their home campuses.

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研究発表(印刷中も含む)雑誌および図書

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