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How do international faculty at Japanese universities view their integration?

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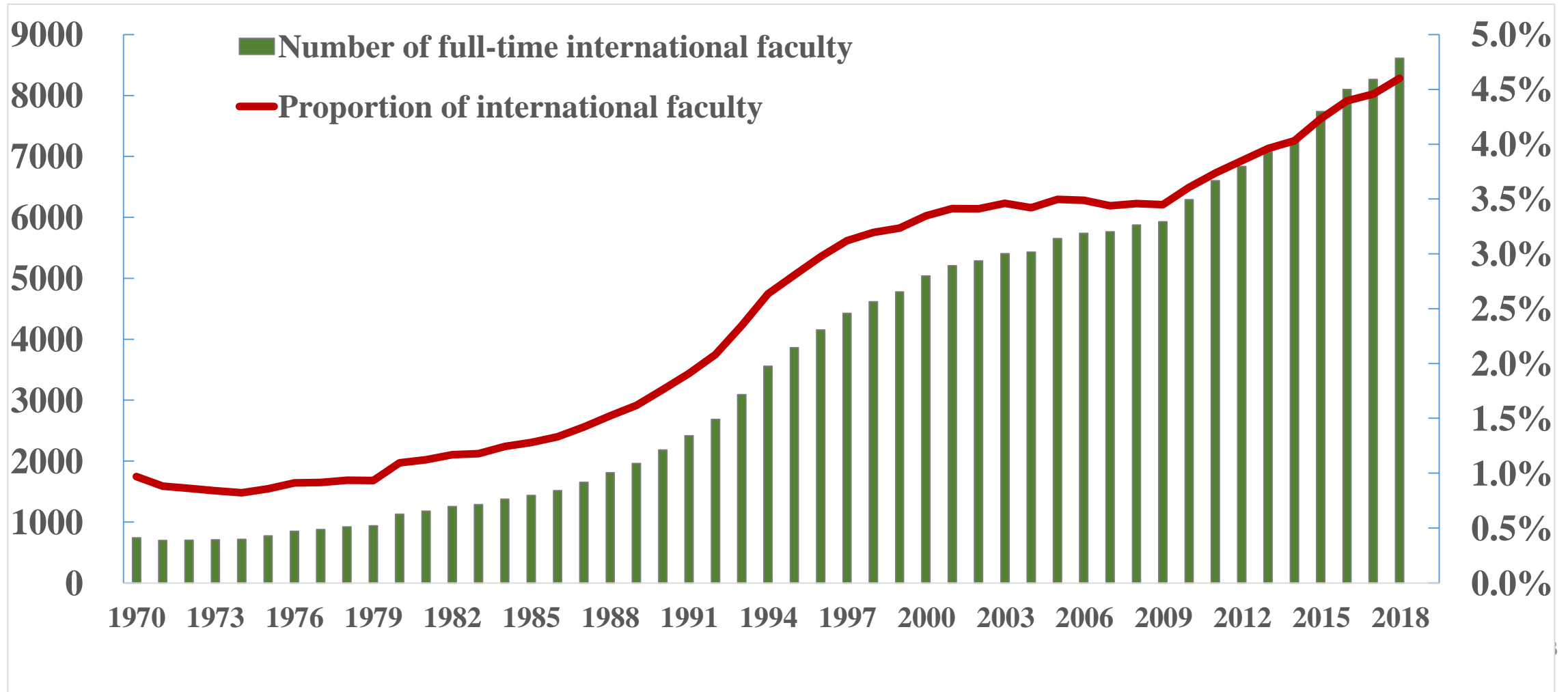
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Introduction



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Changes in number of international faculty at Japanese universities



Introduction



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Situation of international faculty at Japanese universities

- International faculty find it difficult to incorporate into Japanese universities because of the perceptual constraints (Befu 2001; Lie 2001; McVeigh 2002; Stewart & Miyahara 2011; Huang et al. 2019).
- Some perceived themselves as the “tokenized symbol” of internationalization of Japanese universities (Yoder 2011; Brotherhood et al. 2019).
- Scholars’ attention needs to be directed to not only the recruitment but the integration of this population in Japan (Brotherhood et al. 2019).

Introduction



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Issue:

- What is the precise nature and shape of integration of international faculty at Japanese universities?
- What is integration from international faculty their own perspectives?
- What is the attitudes of international faculty towards their integration?

Literature review



Discourses about *integration*

Integration = a form of incorporation (Alba and Nee 1997)

- **Assimilationism:**
Immigrants adapt to their hosts
- **Multiculturalism:**
Overemphasize the cultural and ethnic element
- **Structuralism:**
Underscores the objective and structural dimensions of social structures, such as employment and housing



Necessity to explore the term integration in the specific context of Japan, especially from the subjective perspectives of international faculty themselves.

Literature review



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Researches on integration of international faculty

Integration of international faculty has been captured from their adaptation experiences to integrate into their host institutions

- Theoretical nature of integration
- Practical issues concerning integration

Researches on integration of international faculty

Integration of international faculty in Japan:

The substantial body of those studies engages with the challenges that international faculty encounter at Japanese universities.

- Limited professional opportunities and distinctive working roles (Suh 2005; Tsuneyoshi 2005; McNeill 2007; Huang 2018).
- Some even perceived themselves as a show window to externally visualize the internationalization of Japanese universities (McVeigh 2002; Stewart & Miyahara 2011; Brown 2019).
- There has been little evidence of reform in this regard due to the hierarchical and bureaucratic Japanese system (Smart and St. John 1996; Stewart & Miyahara 2011; Shin 2015).

Issues concerning previous studies

- Previous studies have constantly stressed the person-environment fit of international faculty from an organizational perspective as their integration.
- When it comes to the themes concerning integration of international faculty, such as what their integration is, if they are integrated, and whether integration is necessary for them, their own perceptions on integration should be the central.



It is necessary to investigate their own perceptions and attitudes towards their integration from an individual perspective.

Research design



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Analytic framework

ABC Model has been employed in this study, which is one of the most noted models regarding attitude (Eagly & Chaiken 1998).

A(Affect): Individual's emotional reaction toward an attitude objective

B(Behavior): Individual's practical orientations of how to act or behave toward an attitude objective

C(Cognition): Individual's belief /knowledge about an attitude object

Individual's cognition and affect are separated bases of overall behaviors (Zanna and Rempel 1988).

Research questions

- 1.(Cognition) How do international faculty observe their integration in Japan?
- 2.(Affect) How do international faculty evaluate their integration in Japan?
- 3.(Behavior) What practical orientations do international faculty hold towards their integration?

Research design



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Methods

Semi-structured interviews

Questions:

Demographic informations,

Their perceptions concerning integration in Japan

Languages: English, Japanese, and Mandarin

Duration: 40-120 minutes

The majority of the interviews were recorded for further analysis and transcribed professionally, except for 2 interviews.

To ensure the accuracy of the information of those two interviews, transcriptions have been reviewed and approved by the interviewees

Research design



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Outline of participants

Nationality: 19 countries (40 participants)

Affiliation:

National: 20 Local: 6 Private:14

Area:

Hokkaido:5

Tohoku:3

Kantou: 7

Chubu:3

Kinki:6

Chugoku/shikoku:11

Kyushu/Okinawa:5

Gender:

Male:30 Female:10

Age:

30s:16 40s:8 50s:11 60s:5

Position:

Professor:9

Associate professor:16

Lecture:6

Assistant professor:9

Japanese experience:

Yes:35 No:5

Time spent in Japan:

1 (~10Y):13 2 (10~20Y):15

3 (20~30Y):7 4 (30Y~):5

Interview results



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Cognitive component:

Observations of integration of international faculty in Japan-Integration as a *process*

One-way process:

Most effort should be taken by international faculty through following the culture and tradition of Japan

If we are here on the Japanese side, we have to make a very big adjustment...that means understanding the culture and the human interactions and the ways of discourse of your hosts (F7).

Two-way process:

Integration includes both the efforts made by migrants and their host countries (suggested by the majority)

For me, integration should be we work and integrate to Japanese culture and styles, and working environment and living condition also reflect to us. So, it is kind of **mutual reaction between environment and us** (F4).

Integration is to become part of the group. So, I think if he can become part of the group if there are two conditions. **One, you want to join the group, and two, the group wants to allow you to join** (F16).

So, I believe, like integration **should work both ways**...I've been working towards integrating myself in the Japanese culture...but at the same time I think they need to start changing the way they think they behave...they should be able to be more accommodating (F34).

Interview results



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Cognitive component:

Observations of integration of international faculty in Japan-Integration as a *state*

Firstly, in the *work aspects*, it seems that the perception of **equality** has been taken as integration.

There are **no foreigners making decisions at any level**. That's what frustrating people. People like me, have permanent residency, permanent positions. But absolutely no, say in any university policy working hours, anything like that (F22).

Dare I say an expert in my field (English education)? One of the big frustrations is often **I am excluded from decision-making** regarding English education. So, I might be in a meeting, and they're going to discuss the program, and they asked me to leave (F26).

In addition, it appears that *work integration* involves the perceptions of **being well supported and mentored**

In my workplace there are 6 more international faculty members, 80% of the work are in English, and we are asked to publish in English, so I guess most of the international faculty can survive. In terms of Japanese language, if we can have simple communication, we can literally do anything. **My colleagues and students are very nice**, I enjoy being here (F4).

I mean, I understand it. As sort of myself, being a part and so let's say, an active member of the university community. And I mean that I guess I feel like I'm integrated enough, at least for my level of desire, because like **most of my colleagues are very friendly and open**, and some are even very, very **friendly and helpful** in a lot of ways (F12).

Interview results



Cognitive component:

Observations of integration of international faculty in Japan-Integration as a *state*

In the *social-cultural aspects*,

the perceived equality of **same rights and obligations** from society and local community has been conceptualized as integration.

For me, integration is just being ordinary. I'm not special. **I am expected to do what other people do and I expect that I will do what other people do.** and I also expect that people will accept me; Having the same benefits as other Japanese like pension. And, you know, all these things I have a house, you know, so having a house, *Nanka* is as much as possible, **just being treated the same as Japanese people** being able to live in the same, the same area with Japanese; be given the same rules as a Japanese person, be treated fairly and similarly to a Japanese person (F20).

For community integration, I think it's better, because once people like my neighbor knows me as a person, now **I'm not the foreigner living next door. I'm X**, and so the people in my neighborhood, no problem, and so I do feel integrated into my neighborhood. And so my hobby community, I feel integration into hobby communities is also very good. So I, you know, scuba diving, photography, you know, cars. if I'm in that, if I'm in a group for that kind of thing (F22).

I think, like, um, I am quite part of the community, I feel like you know, **I have to do the *Gomitoban*** a lot here... So **I'm expected by the community to do that kind of stuff...** And I actually, have quite a lot of friends who are Japanese within the community (F24).

Interview results



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Cognitive component:

Observations of integration of international faculty in Japan-Integration as a *state*

The **relatedness with Japan**, including Japanese culture and Japanese people, were noted as a significant component in *social-cultural aspects*.

there are a dozen people like that that I had communicated with. so my research has brought me **into connection with older generations of Japan** I learn a lot and then they're all over japan. So I've traveled around to see them, so **that gets me involved into Japan a lot** (F13).

Recently I have a lot of **my friends who are Japanese, and my coworkers are Japanese. The ones I talk to most are Japanese. My wife is Japanese, our neighbors are Japanese** and I'm surrounded, **I'm imbedded in Japanese culture** much more than before (F34).

Interview results



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Cognitive component:

Observations of integration of international faculty in Japan-Integration as a *state*

Finally, in the context of *psychological aspects*, integration has been taken as **attachment** towards Japan

I mean it should be something like some institutionalized frameworks and arrangements so that the people can feel like they are a part of this society, not just like a worker here. Its really **belonging to this society** to have some feeling of attachment (F1).

I feel like here is my **second home**. I'm here already like 9 or 10 years, so quite used to being in Japan. I feel like here is my another home...I take this country as my country right now. I feel bad when some foreigners criticize Japanese. Sometimes I feel bad about that, sometimes I defend for Japanese (F19).

So I don't feel I am an outsider, I feel like **I am at home**. I mean, I am in the local team, This is comfortable, yes. Yes, yeah. This is. This is, this is just me because these make me feel I am not an outsider. In Spanish, we say *Como Pez en el agua*. That means a fish in the water. I feel like this is my place. So I feel it's my home. I have a lot of gratitude to Japan...this country has given us many things (F35).

I'm fully integrated because as I mentioned the journals, publications, literally everything in English, and the admin support also very good, so I don't have so many problems...it feels like in Japan, there are enough people that I have met, and become friends with, to feel comfortable here. Actually, for me, Japan feels more like home now than any other places I have been to in the past 30 years. As long as I came to Japan, I just feel like **I came home**, the atmosphere here suits me quite well, which makes me feel like **more home here** than in the UK (F37).

Interview results



Cognitive component-Summary

Observations of integration of international faculty in Japan

Integration of international faculty at Japanese universities can be considered as:

A long-standing two-way process of acquiring Equality, developing Engagement, and forming a feeling of Attachment towards Japan, as shown in Figure 1:

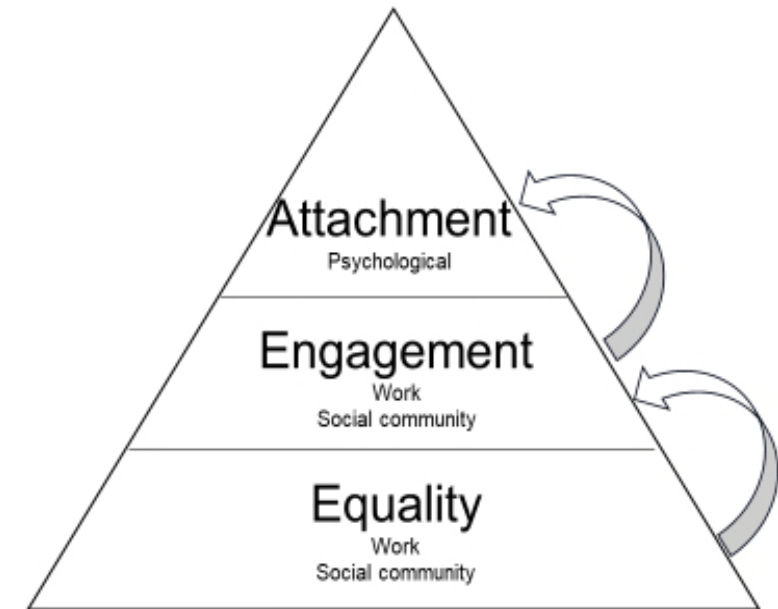


Figure 1. Conceptualization of integration of international faculty in Japan

Interview results



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Affective component:

Emotional reaction towards integration of international faculty in Japan

◆ Professional development:

After coming here, I published many good papers. And that is kind of top journals. And, I also get the chance to work with some other professors from other countries like Russia, China and Germany. So this **international collaboration** also helped me to learn many things, especially in my field (F3). I've got know more about the working styles, the education systems of Japan, and also more **professional knowledge and skills** by working here (F4).

◆ Character-building:

So I think working in a different country is very helpful for personal growth. Because you will feel that you have to rely on yourself, you have to enrich yourself... Also, there are a lot of people who have different cultural backgrounds and values, you **need to be more open minded** to accept other people's opinions (F8).

I think it helped me to become **more relaxed, more open minded or understanding of people**. By trying to sort of sit back and watch the situation in, try to understand why people are doing this and why things are like this...So I became a bit less stressed in general. I'm very kind of relaxed with things (F34).

◆ Intercultural competency enrichment:

I've learned how to hold back my own opinion, to understandable relief and things better, being very opinionated with you. But also, to hold my emotions, you know Japanese people, hold their motions, smelling your emotions in public, a lot of **personally better skill** (F7).

In Japanese, they use that **Kukiwoyomu, read the atmosphere, read people**. So this is what I'm learning right now. This is the benefit, I will know more about people, and then I, in the same time, I can know how I can interact people (F19).

Interview results



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Affective component-Summary

Emotional reaction towards integration of international faculty in Japan

- Participants showed a positive attitude by addressing its contribution in various aspects.
- They considered integration as a valuable benefit for international faculty in Japan.

Interview results



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Behavioral component:

International faculty's practical orientations of how to act or behave towards their integration in Japan

Type 1: preventive orientation-Prevention of integration

Intrinsic reasons:

when international faculty favor separation strategies intrinsically, they tend to resist integration and refuse to try interaction in Japan

In my case, I am quite happy with this strange situation because I don't like to be a member of things, **I like to be alone to be by myself**. I'm not joining this group, or that group, I don't like joining groups, I'm like more introvert, **I like to be isolated** (F14).

I just wanted to be happy myself...I am completely detached. I'm separate from the university. So I live in my own world. I choose to be, because I've always been like that. I've lived in many countries, and I changed jobs...So my friendship network, connected to my research and not connected to my university...Just I don't really have a home...**where I am today is my home** (F16).

Interview results



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Behavioral component:

International faculty's practical orientations of how to act or behave towards their integration in Japan

Type 1: preventive orientation-Prevention of integration

Extrinsic reasons:

Segregation intentions of the host

Surprisingly, it appears that the job position of being teaching faculty at Japanese universities, especially language teachers, makes it more likely to be in this situation.

I've always **felt like an outsider**...just that lack of respect toward my work...I was very dissatisfied by how the decisions that were being made, and I've done as much as I can, and very frustrated...I've been thinking maybe I'm going to leave (F26).

The contract **Eigokyoushi (English Teachers) have to teach many more classes** than a tenured teacher...So they feel a member of some different group, **like an outsider**, in a way (F34).

We are just informed about what is going to happen...I try hard to do my best to integrate...but sometimes you cannot be there...I don't think they want a change actually nothing. **You're only one-man army**, one-man army only works in movies, real life doesn't exist. This system is going to beat you, defeat you eventually (F39).

This assumption can be verified by most of the participants who occupied positions outside of language teaching

Many foreign teachers there (International Promotion Office) teach English. I think, different from them, **I am maybe more similar to Japanese teachers**, and our work is the same. I guess they may be closer to the (token) group (F6).

I'm a chemist, I'm not a language teacher...I've never felt like I have been a token teacher. Maybe even the opposite...I don't think I'm a token foreigner in my position. And also, now I never felt like that. I'm treated just like any other Japanese professor (F31).

Interview results



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Behavioral component:

International faculty's practical orientations of how to act or behave towards their integration in Japan

Type 2: promotional orientation-Proactive integration

When both Japan and international faculty share the same integration intentions

They try their best actually. They put the most important part in English, it's good for me. **They are very kind, they want to help me...**I take Japan as my country right now...I take people around me here as kind of family. So, **I want and I'm trying to be a part of the society** (F19).

The people I work with and our Japanese faculty speak fluent English. If there is an important meeting with foreign faculty, then that meeting is held in English entirely...**they helped me translate the important emails, they tried to make it as easy for me as possible,** also they take the time to respond to my emails in English. Actually, I've been very lucky...Actually, **for me, Japan feels more like home** now than any other places I have been to in the past 30 years (F37).

Interview results



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Behavioral component:

International faculty's practical orientations of how to act or behave towards their integration in Japan

Type 2: promotional orientation- Proactive integration

When both Japan and international faculty share the same assimilation intentions-particularly easy to happen with those who have less cultural differences with Japan

I didn't have many difficulties because I got Ph.D. degree in N University, I spent 3 years there as a student. That allowed me to better know the society, to make some friends, to learn the language. So, **I think it made life easier for me...So, I always tried to initiate relationships or cooperation to have a more active role** (F1).

I came to Japan in 2010, it's been ten years now...I have integrated better because I studied here for my master's and doctoral degrees...**I got know much better** than before regarding Japanese social culture and interpersonal relationships...**I think as long as I am still here, I will try to integrate with people here and to do my work** (F11).

Interview results



Behavioral component:

International faculty's practical orientations of how to act or behave towards their integration in Japan

Type 3: occasional orientation-Occasional behaviors determined by individuals

When Japan and international faculty experience partial agreement and partial disagreement

Half our staff are foreigners, we're all tenure...permanent. They don't treat us like a diverse department, **they treat us as like you have to do this Japanese way, or nothing**. So, it's a little disappointing and discouraging...**my attitude is kind of apathy. I'm not going to go out of my way or trying to fight too hard with anything** (F13).

I don't drink, so I'm not like somebody who would go drinking with people. but **I want to interact with people**. So, if the drinking places are the only places they're going to interact with me. Ok. I just all drink soda, and I would be the deserted driver. So, **I will go to do those things with the idea of developing relationships with people...also, if you wait for them to come to you, I think it will be never** (F30).

Interview results



Behavioral component-Summary

International faculty's practical orientations of how to act or behave towards their integration in Japan, which is developed by the intentions of both international faculty themselves and their host country Japan.

By analyzing the practical attitudes of international faculty at Japanese universities, three types of orientations, namely preventive, occasional, and promotional, can be shown below.

Figure 2. Orientations of Japan and international faculty towards integration

Influencing factors:

Macro perspective

Overall host environment (Japan's intention)

Meso perspective

Job position

Micro perspective

Personal intention,
Origin, and

Previous experience in Japan

Intentions towards diverse groups	International faculty		
	Japan	<i>Integration</i>	<i>Assimilation</i>
<i>Integration</i>	Promotional	Occasional	Preventive
<i>Assimilation</i>	Occasional	Promotional	Preventive
<i>Segregation</i>	Preventive	Preventive	Preventive

Discussion and conclusion



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Main research question:

How do international faculty at Japanese universities view their integration?

1. Perception:

A beneficial long-standing two-way process of acquiring equality, developing engagement, and forming a feeling of attachment towards Japan.

2. Attitude:

Three types of practical orientations of international faculty at Japanese universities have been identified, namely preventive, occasional, and promotional, which can be attributed to the complex nature of international faculty in Japan.

Discussion and conclusion



Discussion

- **Perception:**

Integration has been taken both as a process and as a state, which is in contrast with the prevalent discourses concerning integration.

- **Attitude:** which may be attributed to the complex nature of international faculty

- The analysis emphasizes the differences between research and teaching faculty in Japan, especially in the case of language teachers, similar with other Non-English-speaking countries of the East Asian region.

- ① They have huge cultural differences with Japan (Origins + Not graduated from Japanese universities)
- ② Spurred by neoliberal globalization, HEIs emphasize more on research (faculty)

- The research faculty who were from similar cultural backgrounds or had previous experience in Japan tend to proactively promote their integration, enriching relevant empirical evidence in East Asian region.

- ① Such origins and experiences help to inform their knowledge of Japan
- ② Japan prefer those who are familiar with Japanese culture and management caused by *Nihonjinron* ideology

- **Gap between perception and attitude:**

Despite the positive perceptions on their integration, some showed their reluctance to integrate into Japan. This can be attributed to the fact that their attitudes towards integration were influenced by both themselves and Japan.

Discussion and conclusion



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Implication

For policy:

The coordination of comprehensive policies covering recruitment and integration of international faculty from those aspects is greatly needed

For research:

Contributing to further studies related to internationalization and the integration of international faculty

For practice:

- More proactive initiatives are expected to be undertaken by Japan
- More tailored support systems and more applicable theories concerning integration can be expected to be developed

Discussion and conclusion



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Limitation

- Firstly, this study investigated the intentions of the host-Japan from international faculty's narratives indirectly, further studies are needed to explore Japan's specific perceptions directly.
- Secondly, given the perceptual constraints towards integration and their retention in Japan, further investigations into the mechanisms of how do different attitudes lead to diverse integration are necessary.
- Finally, it's unclear how much this study can be generalized to other international faculty from different institutions in Japan, and also to the context of other countries.



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Thank you for your attention~

ご清聴、ありがとうございました！

谢谢！：)

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