

The Long-Term Impacts of US-Japan Faculty Exchange: A Retrospective Tracer Study from 1963 to 2013

– The Long Term Impacts of US Faculty Mobility Experiences in Japan –

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1. Introduction

This study examines the long-term impacts of faculty mobility between the US and Japan from the 1980s to 2010s and its potential of fostering knowledge and connectivity between the two nations. The study examines the personal outcomes of faculty mobility on subsequent professional development. As universities seek to internationalize their institutions, faculty members are often at the center due to their roles governing the institutional and classroom policies. By focusing on US faculty mobility to Japan on a select program, the study aims to examine the personal outcomes of the mobility on subsequent professional development. Moreover, the lens of knowledge diplomacy is used to examine these impacts through a transnational lens to explore how they are related to the host country, host region, and world. A case study approach with ten qualitative in-depth interviews was employed and found that interview participants integrated intercultural and international dimensions into their teaching, research, and service in their subsequent professional development at their home institutions in the US.

2. Literature Review

Internationalization has materialized in higher education national and institutional policies around the world. There is an international and intercultural focus in its strategies, such as programs, curriculum and research activities (Altbach, 2004; Huang, 2003; Kim & Choi, 2010; Knight, 2004; Mok, 2007). The most widely accepted definition of internationalization is proposed by Knight: “Internationalization at the national/sector/institutional levels is the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels” (2004, p. 21). According to Knight, higher education internationalization occurs abroad and at-home. Faculty members participate in the abroad aspect of internationalization through faculty mobility across national borders. Within at-home internationalization, faculty members play a key role as central actors in the governance of the institution, teaching and learning processes, and research activities. Meanwhile, the term comprehensive internationalization, said to be coined by NAFSA, attempts

to capture the full nature of the internationalization of higher education:

Comprehensive Internationalization is a **commitment**, confirmed through **action**, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional **ethos and values** and touches the **entire higher education enterprise**. It is essential that it is embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an **institutional imperative**, not just a desirable possibility. Comprehensive internationalization not only impacts all of campus life but the institution's external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it. (Hudzik, 2011, p. 1)

Until recently, the intersection of the abroad with the at-home in the internationalization of higher education is often overlooked in scholarly literature. While faculty members are key actors, there is limited research from the view of the faculty as they engage in internationalization efforts (Friesen, 2012). Bao (2009) found that faculty participants of the Chinese Cultural Exchange Program (CCEP) contributed to the internationalization of their home campuses through their teaching (creating new courses; adjusting teaching styles), research (new data sources for research), and service (leading international programs and activities). While liberal arts colleges in the US often focus on international institutional partnerships for student exchange for internationalization efforts, it is worthwhile to note how internationalized faculty influence the curriculum and accordingly may have long-lasting positive impacts on the teaching and learning process at the home college (Brewer, 2010). While individual motivations may be similar to institutional interests for change facilitated by faculty mobility programs, former mobile faculty seeking to internationalize and change their institutions faces constraints at the institutional level because of cultural resistance and resource and organizational limitations (Patrício et al., 2017). 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 as faculty engage in internationalization of their home institutions (Asada 2019, 2020). Faculty mobility programs, such as the one profiled in the study presented in this paper, may also serve as faculty development to facilitate deeper knowledge of the host country for specialists and non-specialists of the country or region.

3. Methodology

This study utilizes a retrospective case study approach 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 between US liberal arts colleges and a private research university in Japan. 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 and subsequent experiences. Additionally, the selection of a binational (US-Japan) faculty mobility program allows for the systematic analysis of faculty mobility outcomes through the lens of knowledge diplomacy.

The case study approach includes 10 qualitative in-depth interviews with formerly mobile US faculty in Japan to provide informative insights and enriched understandings of the international experience's impact on their later professional experiences. 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 conducting research. The interviews were conducted in the US and Japan from September 2018 to December 2018. Interviews lasted between 1 hours to 1 hour 30 minutes in length and consisted of semi-structured questions to give participants agency to share their subsequent lived experiences after their faculty mobility experience while answering the research objectives.

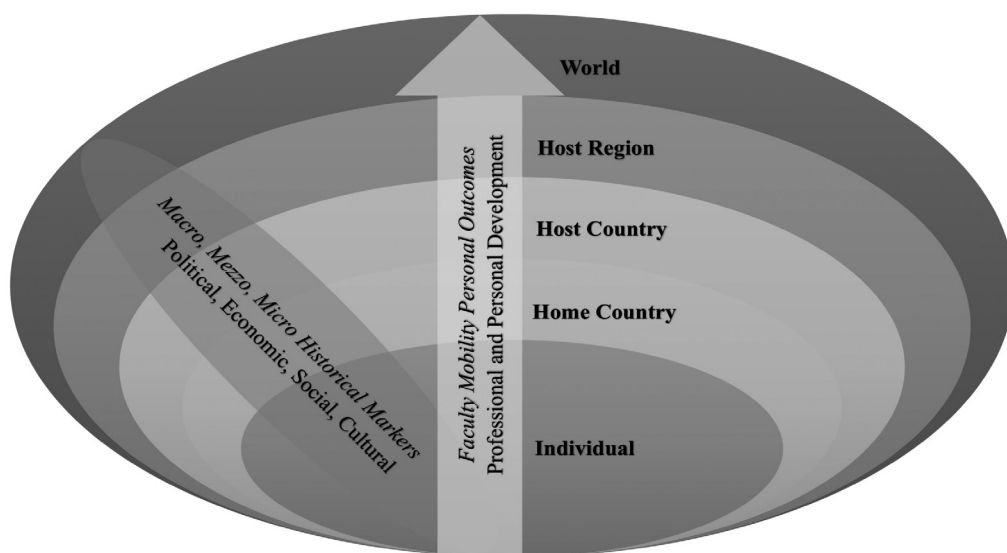
The qualitative data is coded horizontally and vertically to ensure the wealth of data is fully taken into consideration. Based on the coding results, thematic frames are produced, and the faculty mobility outcomes are categorized into these frames (teaching, research, and service). Next, these frames are further analyzed through transnational lenses, including a binational lens (US-Japan), regional lens (US-Asia), and a global lens (US-World) to better understand how and if faculty mobility contributes to internationalization of their home institutions and promoting increased understanding of the host country for diplomacy.

4. Findings

The international experience provided by the faculty mobility program encompasses their role in the host country as a faculty member at the host institution and academic society at large as well as their personal lived daily experiences in the wider host society. The integration into the host society provides a holistic experience that informs subsequent life experiences. The personal outcomes of their lived experiences in Japan manifests in their behaviors and attitudes at their home institution. At the core of their personal development is the deepening of

intercultural and global competencies that encourages participants to seek more knowledge and connectivity with the world outside of the US and reflect upon their role in a global world. This personal development transfers into their professional development as they integrate international, global, and intercultural dimensions into their teaching, research, and service.

Figure 1. Faculty Mobility Personal Outcomes Framework



Their assumptions of the US, Japan, and wider world as well as students' needs and experiences in the learning process were challenged by the experience participating as a faculty member at a Japanese university and engaging in daily life in Japan. Once they returned to their home institutions, they reflected upon their approach to teaching and interactions with students. They aimed to be more inclusive to different worldviews in their teaching and try different pedagogical approaches to promote a space for all students to learn. The experience living in Japan provided firsthand experiences and knowledge to add new dimensions to their teaching of Japan-related courses and integrating material related to Japan for non-Japan related courses. Meanwhile, participants reported a greater interest in the host region of Asia and the wider world due to their time living and working abroad in Japan. As a result, they also incorporated Asia-related and internationally-oriented topics and materials into their courses. In terms of research, participants formed academic social networks in Japan that led to future collaborative research projects and new data resources. In their service to their home institution, participants found themselves promoting study abroad, leading short-term study tours abroad, and reaching out to international students to help them as they adjusted to life at American colleges.

The career stage of participants plays an important role in developing leadership skills for early career participants and prompting self-reflection on teaching for later career participants. For early career participants, the opportunity to act as a dean of students by providing academic and intercultural guidance as well as perform administrative tasks on behalf of the program spurred accelerated pathways towards leadership positions in their home institutions in the US. Meanwhile, later career participants shared how teaching in an international environment with students from around the world challenged them in their ways of teaching. Upon returning to their home institutions in the US, they reported incorporating diverse teaching practices to promote accessibility of the process of all students, paying particularly attention to the needs of international students.

5. Conclusion

The personal outcomes of faculty international mobility contribute to the comprehensive internationalization of their home institutions through their teaching, research, and service. 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). However, institutional-wide internationalization changes, such as promoting study abroad opportunities for all students, were sometimes met with cultural resistance and resource and organizational limitations (Patrício et al., 2017). When understanding faculty international mobility as a form of knowledge diplomacy, 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 alike. Most importantly, former mobile faculty members subsequent contributions to the internationalization of their home institutions promotes the integration of international, global, and intercultural dimensions. This provides opportunities for students in their undergraduate learning journey to move beyond an insular US-centric understand of the world to a having a greater interest in and desire to contribute and connect to the outside world. For small, residential liberal arts colleges that emphasize the student learning experience, the findings are particularly salient as the “abroad” movement of faculty clearly contributes to and prompts “at-home” internationalization through the integration of international, global, and intercultural dimensions into the teaching and learning process.

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