

論文審査の要旨

博士の専攻分野の名称	博 士 (教育学)	氏名	陳 麗 蘭
学位授与の要件	学位規則第4条第1・2項該当		
<p>論 文 題 目</p> <p>The Integration of International Academics at Japanese Universities 日本の大学における外国人教員のインテグレーションに関する研究</p>			
<p>論文審査担当者</p> <p>主 査 教授 黄 福 涛</p> <p>審査委員 教授 大 膳 司</p> <p>審査委員 教授 丸 山 恭 司</p> <p>審査委員 准教授 KIM YANGSON</p>			
<p>〔論文審査の要旨〕 Summary of Dissertation Review</p> <p>The study is devoted to exploring the integration of international academics at Japanese universities both theoretically and practically. Drawn on the integration experiences of international academics at Japanese universities, an exploratory study of semi-structural interviews with 40 full-time international academics hired in Japanese universities with various backgrounds was conducted. The research philosophy underpinning this study draws on post-positivism, making the research subject and researcher as independent as possible to discover a more objective reality. A dual strategy of inductive coding and deductive exploration through a three-stage procedure was employed in the study.</p> <p>The dissertation is structured into 7 chapters. Chapter 1 provides an overview of the impetus for this dissertation, with the statement of the issue. The research objective, Central Research Question (CRQ), Sub-Research Questions (SRQs), research paradigm, and the methodology used in the study are introduced. Chapter 2 offers a historical background of international academics concerning their recruitment and expansion in the context of Japanese higher education institutions (HEIs) through the review of relevant materials and previous studies. This chapter suggests that in Japan, the internationalization of higher education (HE) has deep roots and it is atop the historical foundation of Japan's HE that international academics operate today. After 220 years of sakoku (closed country) policy, Japan finally opened its doors at the end of the Tokugawa period. Then, Japan strived to learn advanced knowledge and technology, and establish HEIs by employing international academics from western countries. As a result, Japan improved its national competitiveness and the overall level of HE. Chapter 3 seeks to clarify the understanding of international academics' integration from their own perspectives (SRQ1). The interview results suggest that the integration of international academics in Japan can be characterized as a longstanding</p>			

process of acquiring equality, developing engagement, and forming a feeling of attachment toward Japan, which involves forces from various aspects. Chapter 4 attempts to investigate the influencing factors of their integration at Japanese universities (SRQ2). This chapter identified factors from various aspects, which can be broadly categorized into intrinsic factors and extrinsic factors. The intrinsic factors refer to the reasons mainly from international academics themselves, including their personal attributes, such as nationality, gender, and age, and professional attributes, such as their academic discipline and work roles. Whereas, the extrinsic factors represent the causes from the affiliated environments of international academics, such as the type of their affiliations, their organizational culture, the management style, and so forth. Chapter 5 examines the strategies of international academics while integrating into Japanese universities (SRQ3). The data analysis indicates that three main categories of theoretical practices were applied by international academics. Meanwhile, four main practical actions, namely engaging in Japan, overperforming, creating support networks, and developing personal missions, have been employed by international academics to manage their internal and external demands within their affiliated institutions. Chapter 6 is devoted to exploring the consequences caused by international academics' integration in Japan from multi-levels (SRQ4). The data analysis suggests that despite a few negative opinions, various positive outcomes from four main levels, namely national level, social level, institutional level, and individual level, can be identified or confirmed from the participants' narratives in the study. Finally, chapter 7 presents the conclusion by reflecting on new findings that mainly yielded from chapter 3 to chapter 6, making the discussion of this study, offering theoretical and practical implications, as well as explaining limitations.

This dissertation is highly commendable on the following three points:

First, the findings in this study can be considered as a new contribution to further relevant studies in several academic areas, including international academics, migration studies, internationalization of HE, and neoliberalism. Second, the findings can be beneficial to the institutional reforms and measures in the ongoing process of internationalization in Japan to find a pathway forward to the integration of international perspectives. Third, the findings provide the policymakers with recommendations in the attempt to not only better serve and support international academics, but also improve the overall attractiveness of Japan as a host environment for immigrants.

Following the above examination, the Committee members concluded that this dissertation merits the degree of PhD in Education to be awarded to the author.

July 26, 2022