# English Abstracts

# History and Prospects of Internationalization of Higher Education and its Multi-layered Global Governance

KURODA Kazuo

Rapid socioeconomic globalization is forcing higher education to undergo a transformative process known as "internationalization." Simultaneously, within the traditional nation-state-centric realm of education, the international community has established a framework for global governance; policies have been formulated and developed to cooperate and collaborate in addressing global and transnational issues, such as global warming, infectious disease crises, and international conflicts, with the goal of guaranteeing peace, human rights, and development. A prominent milestone in this endeavor is the Sustainable Development Goals (SDGs), where higher education can contribute to the achievement of SDG 4 on education, as well as SDGs on the whole. In recent years, the dynamic growth of political and economic regionalization has led to the flourishing of frameworks for regional cooperation and exchange in higher education. This study engages in a theoretical examination of the role and potential contributions of higher education in shaping the multilayered global governance formation process.

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# Future Possibilities of Center for the Studies of Higher Education in Japanese Universities

NATSUME Tatsuya

The objective of this paper is as follows:

1) to elucidate the current situation and certain characteristics of activities of the Centers for the Study on Higher Education (hereafter, centers) in universities, and

2) to examine the possibility of their survival and development and the conditions necessary for realizing such a possibility.

Many centers are conducting activities for enhancing education and learning support for students in universities. Centers tend to face many crises of survival, because they are small and have a weak foundation for existence.

To survive, formulating strategies for transforming weaknesses into strengths is necessary. A few examples include a) being sensitive to various issues within universities, taking advantage of the strengths of a small organization, b) enforcing staff expertise by developing staff expertise and expanding the functions of the center, and c) strengthening partnerships with staff from other universities.

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# Organizational Advancement
# of Diversity, Equity, and Inclusion
# in Learning and Teaching
# at the Australian National University

TORII Tomoko

This study explores the characteristics of diversity, equity, and inclusion (DEI) within the organisational framework of The Australian National University (ANU) learning and education strategy, to derive insights for Japanese universities. ANU is committed to providing an environment that embraces, supports, and collaborates with all individuals. ANU's Corporate Plan 2022-2025 aligns with national policies and focuses on goals related to the participation of indigenous, low socioeconomic, domestic students from rural and regional areas, as well as on improving learning outcomes and key performance indicators. However, specific implementation methods remain unclear. To address this concern, Takayama *et al*'s (2017) three-tiered model – encompassing university-wide leadership (macro), faculty and department (meso), and individual faculty (micro) – serves as the analytical framework. The study investigates evidence-based DEI promotion methods at ANU. The analysis reveals that The ANU is advancing a data-informed transformation closely linked to its learning and teaching strategies, where a significant curriculum revision enables students and faculty members to learn from the perspectives of the equity target groups. This transformation promotes a deeper understanding at the macro, meso, and micro levels throughout the organisation.

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# Impact of Engagement in Studies and Activities for College Students on Thinking and Behavioral Characteristics in Their Early Professional Careers

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As part of a study on the transition of students from school to a professional career, this study conducted a survey that focuses on the concept of engagement in studies and activities that promote learning bridging (LB) between regular curriculum, co-curricular, and extracurricular activities (student engagement for LB). Previous studies demonstrated the importance of the concept, and survey items were created to quantitatively assess this concept. After examination via a preliminary survey, the current study developed a scale that comprises 3 factors and 12 items. The study then used this scale to conduct a questionnaire survey for early-career adults (3–4 years after graduation from university). It intended to elucidate the relationships among variables that are indicators of thinking and behavioral characteristics in college life and at work, as established by previous studies on the school-to-work transition.

In terms of factors in college life, analysis revealed significant associations with career awareness, level of interaction with faculty and staff, and balance of activities between regular curriculum, co-curricular, and extracurricular activities. Furthermore, the results confirmed that student engagement for LB exerts a positive effect on proactive and experiential learning behaviors displayed at work even when compared with other variables of college life. A detailed analysis of the relationship with other factors, such as class attitude at college, will be necessary in the future.

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# Competition for Open Faculty Positions at a Public University in Tokyo

KATO Maki

This study analyzes the competition for faculty positions offered through open recruitment by a public university in Tokyo. The average number of applications was approximately 15, which was received for each of the 111 open positions in the academic years 2019–2021. This was influenced by an exception such as 183 applications for a position. The competitiveness of the applications differed by discipline and position. The field of science received the highest average number of applicants (46.00), whereas health received the lowest (3.69). The number of applications for professor and associate professor positions was nearly three times that for assistant professor positions. In the case of professors, the level of competition may be high as most appointments are for promotions, with the number of open positions approximately 20%. There were fewer applications for nontenured positions, especially for assistant professors. The relationship between fields and job classifications explains the extremely large or small number of openings. The results may have been influenced by the location of the university in Tokyo, a hub of higher education institutions. Therefore, subsequent studies are required to verify these results.

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# Cyclical Structure of Scholarships and Donations in Higher Education: Evidence from Microdata of Japanese University Graduates

FUKUI Fumitake

This study investigates the relationship between students receiving scholarships during university education and their donation behavior after graduation. For this purpose, this study examines how scholarships, aimed at alleviating financial burdens for recipients of higher education, can potentially lead to increased societal spending on higher education through future donations from recipients. An analysis of the microdata of Japanese university graduates indicated that scholarship recipients were significantly more likely to donate to universities than those who had not received scholarships. Furthermore, this trend persisted among graduates of public and private universities. In contrast, there was no correlation between donation behavior and student loan experience. In addition, individuals who received scholarships showed a stronger tendency to acknowledge that their university education expenses were supported by donors than graduates who did not receive a scholarship. The study findings highlighted a cyclical structure in which individuals who had received support toward the costs of their higher education in the past were more likely to donate to the next generation.

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# Access to Higher Education in a Society with Decreasing Numbers of Children and Youth: Regional Variations in College Choices

HOZAWA  Yasuo

This study examined regional variations in college attendance and choice behavior among high school students by analyzing official statistics and survey data on their career choices. Thus, the following points were clarified.

First, the desire to pursue higher education is more affected by household income for students living in provincial areas. This is primarily because most private universities are located far away and enrolling would therefore incur room and board expenses. Thus, in some cases, students do not pursue higher education even though they would have done so if they lived in the three largest metropolitan areas.

Second, there are regional differences among students entering selective private universities that are unevenly distributed in large metropolitan areas, leading to differences in their overall advancement rate. Thus, students prefer less difficult universities than those they could have attended based on their "innate" academic ability.

Third, there are differences in the location of the main destination of higher education across regions. While differences in destinations are related to the cost of college attendance, they also correspond to the regional distribution of the expected returns of pursuing higher education.

As the population of 18-year-olds declines, the proportion of those living in the three largest metropolitan areas is increasing compared to youth living in provincial areas. When discussing the future state of access to higher education in Japan, a society where the number of children and youth is decreasing, it is imperative to consider "inconvenience in large metropolitan areas" and "disadvantage in provincial areas" in the context of access to higher education.

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# Acceptance of International Students at U.S. Master's Universities: History and Policies of Universities and International Student Populations

JINDA Nami

Master's universities in the U.S. typically prioritize vocational education over liberal arts education and often allocate less emphasis to internationalization strategies. However, some universities are actively working toward internationalization. In this study, faculty and staff responsible for international students at four master's universities, each with distinct histories, policies, and international student populations, were interviewed to explore the differences in their perceptions regarding international students. The examination focused on understanding the rationale behind the internationalization efforts of these universities.

The findings revealed discernible differences in faculty and staff perceptions regarding internationalization at the four universities offering insights into the diverse rationales for the internationalization of universities.

Two patterns of internationalization were found: "Isomorphism to successful organizations" and "concentration on the accumulation of academic backgrounds and qualifications necessary for individual students." The results of this study indicate the potential for revisiting Knight's rationale by proposing an approach toward internationalization that differs from the conventional perspectives outlined in the existing rationale.

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# Students Development on Social Identities in College Student Development Theory: A focus on developments since the Model of Multiple Dimensions of Identity

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The scholarship of student development theory is an important part of higher education research. The development theory on college students' identities has been constructing theories and accumulating findings. This paper, first review the source of the development theory on student identity: psychology, sociology, social psychology, human ecology, and postmodern thought. Next, it explains the development and redevelopment of the multidimensional identity model. This model emphasizes on the multidimensionality and interaction of students' social identities, the influence of context and the meaning-making filters that mediate it. This theorizing student identity development focusing on social identities has the significance of illuminating questions about social structures from everyday practices in higher education. Therefore, future research and practice can be directed. First, research can analyze the function of social structure on student identity development, especially about inequality and oppressive power. Second, the further research connects with other student development theories such as cognitive development, interpersonal development, and intrapersonal development. Finally, based on theoretical development, empirical research should investigate and clarify how students make meaning from their experience bounded in various contexts and how they develop their social identities intersectionally.

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# Determinants of Psychological Climate among University Staff and its Impact on Attitudes and Voluntary Behaviors

HORIKAWA Yuya

This paper delves into the crucial topic of psychological climate, defined as an individual's perception of the organization, to identify the factors shaping this climate and how it triggers voluntary behavior among university staff. Using data from 1929 public and private university employees, a covariance structure analysis reveals that personnel policies and knowledge accumulation efforts positively influence job satisfaction, with psychological climate serving as a mediator. Moreover, the study finds that psychological climate positively impacts voluntary behavior, mediated by job satisfaction. This finding suggests that the psychological climate is formed through staff evaluations of organizational efforts, which in turn influences individual job satisfaction and voluntary behavior.

This study emphasizes the effectiveness of the psychological climate dimension related to "respect for individual consciousness" in eliciting voluntary behavior among university staff. However, as psychological climate has diverse dimensions, it is essential to consider that the scope of its influence on voluntary behavior may differ depending on the dominant dimension of the climate.

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# Status and Issues of Integration of Student Affairs in Higher Education in the United States

ABE Yukiko

This study focuses on the concept of integration, which has been pursued for the past 30 years in higher education student affairs in the United States, and intends to elucidate the reality and characteristics of the concept and the challenges it faces.

First, the shift in the core philosophy of student support is classified into three periods. In the third period, integrated student learning outcomes and seamless learning emerged under the influence of learner-centered higher education in the United States, which occurred in the mid-1980s. In student affairs, the shift in integrated student services was due to internal criticism against the pursuit of professionalism in student affairs that leaned toward student development theories. Integrated student learning outcomes was that a redefinition of student learning to holistic student learning experiences and outcomes expected to be acquired through holistic learning experiences that combined formal curriculum and student services, and the development of cocurricular that embodied the concept of integrated student services was occurring.

The shift to integrated holistic student services also brought new issues, such as collaboration between academic and student affairs organizations, faculty and student affairs, and elucidation of responsible organizations and persons when recommending assessment activities.

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