

2025 年 2 月 28 日

留学報告書

南山大学長

ロバート・キサラ 殿

所 属 総合政策学部総合政策学科

---

職氏名 教授 CROKER, Robert

---

留学先：Department of Japanese Studies, Faculty of Arts, Masaryk University

期 間：2023/8/23-2025/2/22

目 的：Diversity, Equity and Inclusion (DEI) Policies の研究のため

The purpose of this research was to understand how European diversity, equity and inclusion (DEI) policies help students focus on their courses and study effectively. There were two dimensions to this research project. The first was to investigate DEI policies in the European Union (EU) and more specifically university DEI policies, and how they are applied at one university. The second dimension was to investigate students' campus life, to understand how students' quality of campus life is determined and the impact of university DEI policies.

A number of theoretical frameworks were considered, but during discussions with colleagues it emerged that the Japanese term *ibasho* could be a useful framework for explaining students' campus experiences, so was adopted for this project. *Ibasho* (居場所) is a term widely used in Japan but is almost completely unknown in Europe. Simply put, *ibasho* are spaces students enjoy being in, feel comfortable and supported, and feel that they can be themselves. Related terms in Western academic literature include a sense of belonging, well-being, resilience, and self-efficacy. The advantages of an *ibasho* framework are that it has a real, tangible dimension (that is, can be a physically defined space such as a campus), and that students have agency to create their own *ibasho* or adapt an existing one. Applying a Japanese term to a European context was also a way to de-centre Western academic discourse and bring non-Western academic notions to European researchers.

The 2023 fall semester was spent organizing the local research team (five members in total), becoming familiar with DEI policies at the European, national and university levels, giving presentations about DEI policies at Japanese universities, and writing ethics applications for Nanzan University and Masaryk University. Permission to conduct this

research was obtained from the Nanzan University Committee for Research Screening (2024 Spring Semester: approval no. 23-133; 2024 Fall Semester approval no. 24-057), the Dean of the Faculty of Arts, and Masaryk University itself.

In the 2024 Spring Semester, a sample of Masaryk University students were asked to keep a daily log of where they were on campus, who they were with, and how they felt; these students were then interviewed. Analysis of the data showed that due to the high academic failure rate at the university (about 60% of students do not pass their courses each year in the sample department), students experienced high levels of academic anxiety, and they responded in three ways: by developing better self-regulation (developing their own ‘personal *ibasho*’), by creating social networks with other DJS students (developing their ‘social *ibasho*’), and by creating a student community within the DJS (helping develop a ‘community *ibasho*’). These results were written up into a discussion paper, and presented in December 2024 at Masaryk University to faculty and students.

In the 2024 Fall Semester, a 31-item survey was created to explore students’ experiences creating *ibasho* on their campus. It was made up of six dimensions: sense of authenticity, acceptance, and inclusivity; academic support, social support; emotional support; sense of shared identity; and feelings of happiness and satisfaction. These dimensions and items were based upon analysis of the Spring Semester daily logs and interviews on the one hand, and further reading on the other. Surveys that had been developed in Japan (and in Japanese) to explore Japanese students’ sense of *ibasho* were adapted to the European university context. Local European students (mainly Czech and Slovakian) helped to adapt the items from the Japanese surveys, and to add additional items. This survey was administered in December 2024 at the end of the Fall Semester to all first-, second- and third-year students in one department at Masaryk University. These students were asked to answer the questions based upon their experiences that semester. Exploratory factor analysis revealed four factors from 20 items: socio-emotional peer support; academic peer support; instructor support; and a sense of shared identity and community. (Confirmatory factor analysis is planned to be undertaken at other universities in Europe and Japan after permission has been received from the Nanzan University Committee for Research Screening.)

These results indicate that DEI policies are important in providing a broad supportive environment, but on the day-to-day level, it is the people in the students’ classes – the instructors and the other students – who create the *ibasho* that help students focus on their courses and study effectively. The main implication of this research is that it is essential to mindfully facilitate students creating their campus *ibasho* together with DEI policies; a second implication is that Japanese academic notions such as *ibasho* are useful overseas in foreign academic and social environments.