Mental Health Support Services for International Students in Japanese Universities: A Multiple-case Study of Five Universities in Japan

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Abstract

This study looks at how services for mental health, a growing crisis on college campuses worldwide, are being provided and promoted to international students, a portion of the student body that faces additional mental health challenges, in Japan, a country where the culture historically stigmatizes mental health. Using the theories of comprehensive internationalization and cross-cultural adjustment to guide a series of semi-structured interviews, data was collected from international office members, counseling office members, and professors of higher education from five Japanese universities and compiled into five case studies which were then categorically and comparatively analyzed. The study found international offices provided a variety of services and activities aimed at easing cross-cultural adjustment but could improve collaboration with counseling offices. Counseling offices were found to be lacking specialized services and promotion to international students. Furthermore, although perceptions of mental health are improving, advocacy was found to be near non-existent.

Keywords: Mental health, counseling, support services, international students, Japanese universities, internationalization

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1. Introduction

Boston College made national news last year, 2019, as a graduating senior jumped from a parking garage to his death (Ortiz, 2019). This is in no way an isolated incident as suicide rates on campus are rising across the U.S. (Eden, 2019). One university saw three student suicides over the span of just two months (Tully & Gold, 2019). The prevalence and continued rise of mental health issues among college students has been extensively documented and as such has been labelled a "crisis" for over a decade (Henriques, 2018; Schwartz & Kay, 2009). According to the latest report by the Center for Collegiate Mental Health (CCMH) at Penn State University (2019), depression, generalized anxiety, social anxiety, academic distress, eating concerns, and family distress have all progressively increased on U.S. college campuses over the past ten years.

This issue is not exclusive to the U.S. though. A project by the World Health Organization (WHO) called the World Mental Health International College Student Initiative (WMH-ICS) conducted a survey of nearly 14,000 students from eight countries. The researchers found that over a third of respondents had reported symptoms of a mental disorder with the top two disorders being depression and anxiety (Auerbach, Mortier, et al., 2018). Along with increased rates of suicide, mental health issues have been associated with hindering academic achievement and success and thus most institutions have increased efforts to offer and promote counseling and mental health services (Auerbach, Alonso, et al., 2016; Henriques, 2018; Schwartz & Kay, 2009; Solomon, 2019; Xiao, Carney, Youn, Janis, Castonguay, Hayes, & Locke, 2017; Yorgason, Linville, & Zitzman, 2008).

Mental health issues have been observed to be even worse among international students as they face the additional challenges living away from home in a different culture, possibly using a different, most likely weaker, language (Eskanadrieh et al., 2012; Forbes-Mewett &

Sawyer, 2016; Mori, 2000; Prieto-Welch, 2016). A recent study in Australia found that international students are more likely to commit suicide without warning than domestic students (Ross, 2019). Though existing for many years (Sandhu, 1994), there is growing literature addressing ways to create and/or improve services specifically for international students (Arkoudis, Dollinger, Baik, & Patience, 2018).

Most of the literature available seems to come from the English-speaking "Western" nations (Lee, 2017) which are large receivers of international students, especially the US, Canada, and Australia, (three of the top five receivers). However, Japan is the 9th largest receiver of international students (Project Atlas, 2019) with just over 200,000 international students enrolled in higher education institutions (Japan Student Services Organization [JASSO], 2019) despite having a language that is not primarily spoken in any other country. Moreover, recent excellence initiatives by the Japanese government have promoted and incentivized internationalization, including large increases in international student enrollment numbers (Yonezawa & Shimmi, 2015).

Additionally, Japan has "a culture in which the use of and unfavorable attitudes toward professional psychological care are documented" (Masuda, Hayes, Twohig, Lillis, Fletcher, & Gloster, 2009, p.178) and where "the ability to control emotions and the ability to resolve psychological problems without aid are viewed as virtues in Asian cultures, including Japanese culture" (Masuda, et al., 2009, p.186). "Stigma against people with mental disorders is high among the general public" (Setoya, 2012, p. 10). Japan has also been known to have one of, if not the highest suicide rates in the developed world (OECD, 2020b).

Therefore, in this study, I intend to answer the question: "How do Japanese higher education institutions provide and promote mental health services for international students?"

Using a qualitative case study approach, I will explore how five Japanese universities have approached the topic of mental health specifically for the needs of international students by investigating what administrative structures and services are in place for preventative care, adjustment aid, and generally to promote mental wellness. With this study I hope to contribute to the growing body of literature of best practices to support the health and success of international students.

2. Japan's National Context

National Profile

Overview

Japan is an island nation in East Asia consisting of nearly 7,000 islands, including the four principle islands (Honshu, Hokkaido, Kyushu, and Shikoku), which amount to a total land mass of 378,000 square kilometers. The country is divided into 47 prefectures with the Tokyo Metropolis, the nation's capital, being the most populated. Japan is the 11th most populous country with 126.44 million people in 2018. Among countries with populations of over ten million, Japan was the 11th most densely populated with 340.8 persons per square kilometer (Statistics Bureau of Japan, 2019). Japan became the second largest economy in the world in 1968 and held that position for over 40 years until it was surpassed by China in 2010 (McCurry & Kollewe, 2011). According to the most recent data from the World Bank (2019), Japan continues to have the third largest GDP with just under five trillion USD.

Government Structure

After World War II, Japan adopted a new constitution in 1947 which has not been amended since. It established its current government system which is classified as a

constitutional monarchy. The emperor and imperial family hold no power in the government despite officially being the Head of State. The national government, similar to the U.S., is comprised of three branches: the executive, legislative and judicial. The executive branch is headed by the prime minister (Sawe, 2019) which has been Prime Minister Abe Shinzo since 2012 (Cabinet Public Relations Office, n.d.). Japan has a centralized government with three tiers: national, prefectural and municipal. Municipalities can be cities, towns, villages, and wards (Council of Local Authorities for International Relations, 2010).

National Policies for Mental Health Care

According to Kanata (2015), the history of mental health policies in Japan can be divided into three time periods: "the period of the private confinement (1900-1944), the period of the rise of mental hospitals (1945-1986), and the period of the human rights and social rehabilitation (1987-2014)" (p. 475). Due to the date of Kanata's (2015) article, I will extend the third period to the present.

Origins and the Pre-World War II Period

The first national policy regarding mental health, the Law for the Custody for Insane People, was enacted in 1900. Addressing a national shortage of mental health hospitals, the law allowed people with mental illness to be confined by family members under the supervision of the police. This policy was heavily criticized at the time by a prominent psychiatry professor, Shuzo Kure. Having learned of more humanitarian approaches during his studies abroad in Germany and Austria, in 1918 he published a report called "The State of Private Confinement and Statistical Observation of Insane People" which made four critical recommendations: creating more facilities to treat the mentally ill, amending related laws, educating the public

about mental illness, and extending psychiatric education to practitioners (Kanata, 2015). Taking this report into account, the government enacted the Mental Hospital Law in 1919. Again, addressing the shortage of facilities as well as the bad conditions witnessed with individual confinement, this law was aimed at building public mental hospitals in each prefecture. However, with the end of World War I and the next campaign just around the corner, this bill was never fully realized (Kanata, 2015; Setoya, 2012).

Post-World War II to 1987

Many new welfare laws and programs were put in place as the nation tried to recover from the war. The two pre-war mental health policies discussed above were abolished and replace by the Mental Hygiene Law of 1950. Like the Mental Hospital Law which it replaced, the Mental Hygiene Law required all prefectures were to establish their own mental hospitals which were increasingly needed as it also banned domestic custody which the first law initiated. Mental illness was categorized under medical care rather than social welfare and thus allowed for involuntary hospitalization which the government subsidized (Kanata, 2015). The number of private mental hospitals also grew to meet needs. As Setoya (2012) recounts, "during the late 1950s and throughout the 1960s and 1970s, the number of mental hospital beds increased sharply, from less than 50,000 in 1955 to 304,469 in 1980 and 362,962 in 1993" (p. 6).

The Mental Hygiene Law was revised in 1965 following an incident where "the then US Ambassador to Japan, Edwin O. Reischauer, was stabbed by a 19-year-old man who had experienced a psychiatric episode in the past" (Kanata, 2015, p. 478). Along with increasing enforcement by hospitals and the police, the revision called for new community-based approaches and proposed creating public health centers and promoted the view of community involvement (Kanata, 2015).

Another famous incident was the scandal of Utsunomiya Hospital in 1984. Investigations found gross abuses of patients with over 200 deaths from "suspicious circumstances." This incident caused an uproar both domestically and abroad which led to the government revisiting their mental health policies and approach (Kanata, 2015).

Modern times: 1987 to present

Following the Utsunomiya incident, the Mental Hygiene Law, now the Mental Health Law, addressed treatment methods, ethical practices, and a shift towards social rehabilitation as it was the first time a policy considered human rights for the mentally ill (Kanata, 2015). As Totsuka (1990) explains, "people in Japan did not regard mentally ill persons as proper human beings or equal fellow citizens" (p. 195). The new law required a Psychiatric Review Board be established in all prefectures as well as the creation of new rehabilitation facilities. It also introduced voluntary hospitalization and required consent for admission. (Kanata, 2015).

The 1990s brought several new changes to the mental health care system. In 1993, mental disorders were officially recognized as disabilities in the Basic Law for Persons with Disabilities. The implications of this recognition included the government's requirement to create a welfare system for those with mental disorders. This led to the Mental Health Law being revised and renamed to the Law Related to Mental Health and Welfare of the Person with a Mental Disorder as well as the launch of the Action Plan for Persons with Disabilities: A Seven Year Strategy to Achieve Normalisation in 1995. These policies pushed new social rehabilitation with new homes, workshops, and access to other welfare programs. The seven-year strategy was also renewed in 2003 for an additional ten years. This helped people with mental disorders to live normal lives in their communities (Kanata, 2015).

The government's recognition of mental disorders did not necessarily mean the general public understood or was even aware of such topics. Depression, for example, was a relatively unknown concept until a marketing campaign at the end of the 1990s describing it as "*kokoro no kaze* (心の風)" or "a cold of the soul" (Harding, 2016). Suicide was also rarely discussed as it was considered taboo (World Health Organization, 2015) despite it being on the rise throughout the 1990s with a considerable spike in 1998 (OECD, 2020b).

Growing awareness of these issues along with the government's push towards social rehabilitation saw several key policies implemented in the 2000s. First, in 2004 came the Vision for Reform of Mental Health and Medical Welfare with the purpose of facilitating the move towards community-based care from a predominantly hospital-based system. Along with treatment reform, this bill emphasized improving community support and educating the public about mental disorders (Setoya, 2012). In 2006, the government passed Japan's Basic Act for Suicide Prevention which included many prevention activities including large campaigns to educate the public. These efforts seem to be paying off as the suicide rate has been on a downward trend since 2009 (World Health Organization, 2015). In 2006, the government also launched the Discharge Support project aimed at discharging able patients and moving them to community care. Not reaching satisfactory results, it was revised and renamed in 2008 as the Community Transition Support Project and then again in 2010 as the Community Transition and Sustainable Community Life Support Project. Despite their efforts, the number of psychiatric beds only fell by 12,214 between 2004 and 2012, far less than their original goal of 70,000 (Kanata, 2015).

The last policy I will mention is the Stress Check Program enacted in 2015. The policy requires all employers of 50 or more employees to conduct annual Stress Checks. It aims to

increase individual awareness of their own stress, identify possibly stressors in the workplace, and detect potentially high-risk individuals. There is, however, criticism over the scientific merits of the program's application (Kawakami & Tsutsumi, 2016).

Japan has made considerable progress in recent years and is continuing to transition to community-based rehabilitation. Although the number of psychiatric beds has been decreasing for years, Japan has not reached their bed reduction goals and still accounts for one fifth of the psychiatric beds in the world (Brasor, 2018). Despite their efforts, Japan still has by far the most among OECD countries with 331,700 as of 2017. That is more than triple Germany's (the 2nd highest) number and nearly five times that of the U.S. (the 3rd highest) (OECD, 2020a). Unfortunately, many of the ideas and stigma around mental health from the past continue to linger. A throwback to the pre-war days of confinement, a 33-year-old woman was found dead in 2018 after being locked away by her parents for over 15 years. There are other incidents of parents murdering their mentally ill children in recent years as well (Wakatsuki & Davidson, 2018). Scandals like the Utsunomiya Hospital have not disappeared either. In 2017, a 27-year-old New Zealand man with non-violent bipolar symptoms and a history of depression was admitted into a psychiatric hospital where he was reportedly completely restrained by all limbs for ten days before dying from a heart attack. It is believed the heart attack was either caused by deep vein thrombosis (DVT) due to his inability to move or by the heavy medication he was on. These actions may have fallen under the United Nation's definition of torture which is supposed to be banned from all healthcare services (Hurst & Roy, 2017). It is evident there is much room for improvement of mental health care and perceptions in Japan. Although none of these policies are specific to higher education nor students, it is important to understand the environment of mental health services in Japan as institutions may use external resources.

Higher Education in Japan

Origins and the Pre-World War II Period

Modern higher education in Japan began near the end of the 19th century with the creation of the Imperial Universities of Tokyo and Kyoto and the emergence of multiple private universities such as Keio University and Waseda University. At that time, the new Emperor Meiji, heavily influenced by Western nations, initiated numerous reforms to modernize Japan which came to be known as the Meiji Restoration (1868-1912) (al-Khaizaran, 2011). When considering how to reform post-secondary education, the Meiji government looked to Western models or as Zha (2004) refereed to it, "window shopping." The Meiji government eventually settled on the German model for its heavy focus on research and service to the state. Using what would become the Universities of Tokyo and Kyoto as prototypes, similar imperial universities would be established across the country under the supervision of the Ministry of Education. This group of imperial universities is sometimes referred to as "the Japanese equivalent of the 'Ivy League'" (Study International Staff, 2017, para. 3). However, philosophical differences over issues such as autonomy and academic freedom inspired the establishment many private institutions around the same time (al-Khaizaran, 2011). Private institutions though were not recognized as universities until the 1920s and were viewed as inferior, similar to the public technical or trade schools in an intentionally stratified system (Itou, 2002).

During this time, Japan was sending many scholars to Europe and the United States as well as inviting foreign instructors to aid with development (Rivers, 2010). Being the most economically developed country in the region at that time also led to an influx of scholars from regional developers to study at Japanese universities. As Ota (2003) described it, "Japan has been the prime location of import for Western knowledge, science and technology; modifying

Western knowledge for Asian use, and then exporting the expertise to other Asian countries through international student exchange" (p. 32).

After World War II

After Japan's surrender in the second world war, the Allies instituted many educational reforms across all levels to install a new egalitarian system. Private institutions as well as specialized and normal schools were elevated in status. Those that could not become 4-year universities became junior colleges. Other reforms included the establishment of a general curriculum, a credit system, and a non-government accreditation association which diluted the power of the Ministry of Education. In an effort to retain some of the pre-war hierarchy, the Ministry of Education created a method of distinguishing the older public universities by designating them as having a "chair system" (*kozasei*) as opposed to a "subject system" (*gakkamokusei*). This allowed the Ministry of Education to allocate more funding to the pre-war universities (Itou, 2014).

Along with this egalitarian shift, Japan's higher education system saw huge expansion in the latter half of the 20th century. Using Martin Trow's three stages of massification (elite <15%, mass 15-50%, universal >50% enrollment of the age-appropriate cohort), Japan had an elite system until 1963 and reached universal by 1985 (Huang, 2012). In 1963, a report, known as "38 Report," submitted to the Ministry of Education by one of their advisory boards claimed that "the university was no longer an "ivory tower" but rather a "social institution" (Itou, 2014). Increased demand for higher education led to the creation of a new type of institution, specialized training colleges, in 1977. Enrollment at these institutions represented nearly 20% of total higher education enrollment in their first year. The majority of enrollment has always been in universities which continues to retain more than half of total enrollment with the rest enrolled in

junior colleges and colleges of technology. Meeting the demands of the market, the private sector enrolls the vast majority of students accounting for over 70% of university students and between 85% and 95% of junior colleges since the 1960s (Huang, 2012).

Current Japanese Higher Education Landscape

The Japanese higher education system is a large system with immense institutional diversity in type, size, selectivity, specialization, and mission. It is a post-massification system having reached 80% higher education enrollment of the age-cohort in 2014. In 2001, the Ministry of Education merged with Science and Technology Agency to create the Ministry of Education, Culture, Sports, Science and Technology, commonly referred to as MEXT (Ministry of Education, n.d.a). According to MEXT, as of 2019 there are 786 universities in Japan (86 national, 93 municipal, and 607 private) and 326 junior colleges (Ministry of Education, Culture, Sports, Science and Technology, 2019). The seven former imperial universities are still considered to be the top institutions in Japan along with a handful of other research-intensive national and private universities (Kitagawa & Oba, 2010).

Rankings. With roughly 150 years of developing their higher education institutions, Japanese universities have gained recognition, not only as a leader in the region, but of reaching world-class excellence. Japan has historically had the most institutions listed in the various world rankings with the University of Tokyo holding the top spot in the region. However, with increased competition from nearby countries like China, Singapore, and South Korea investing in their own higher education systems (Huang & Horiuchi, 2019), the University of Tokyo was replaced as the leader in the region in 2015 in the Times Higher Education rankings (Kyodo, 2015). Although the University of Tokyo remains the top university in Asia according to Shanghai Rankings (2020) and universally understood to be the best university in Japan,

according to Times Higher Education (2020) it ranks 5th in Asia and 36th overall. Moreover, according to QS (2020), it ranks 4th in Asia (tied with Peking University) and 22nd in the world.

Internationalization of higher education. Although dropping three spots since 2001, as the 9th largest host country of international students (Project Atlas, 2019), Japan continues to be a top destination for international students, especially for those in the region. According to JASSO (2019), there are 208,901 international students studying in higher education institutions in Japan as of May 2018, over 60% of which are from China and Vietnam alone. The number of international students in Japan has been increasing considerably in recent years with 2019 showing nearly an 11% jump from 2018 as Japan invests more on internationalization.

Why has Japan sought internationalization and international student recruitment more aggressively? Huang and Horiuchi (2019) found that "a vast majority of institutional leaders of Japanese universities believed that internationalizing their universities could raise their staff and students' international awareness and facilitate international collaboration and partnerships in research and knowledge creation" (p. 465). This differs from the sentiment during the post-war period which saw internationalization "not only with regard to increasing the economic well-being of the nation but also through assisting in the erasure of 'the image of pre-war militaristic Japan who had invaded Asian countries'" (Rivers, 2010, p. 443). However, Japanese universities are now facing serious demographic challenges due to an aging population and declining birthrate (Rivers, 2010). With decreased numbers of 18-year-olds, there are now too few potential students and too many universities looking to fill their seats (Askew, 2011). As a result, the Japanese government has launched numerous national internationalization policies to improve quality, compete globally, and attract more international students.

National Policies and Programs for Internationalization of Higher Education

International Student 100,000 Plan (留学生 10 万人計画 Ryugakusei Juumannin Keikaku)

One of the first major government programs for internationalizing higher education in Japan, the International Student 100,000 Plan, was announced in 1983. After a tour of Southeast Asian countries where he reportedly heard about negative experiences by government officials and businesspeople who had studied abroad in Japan, the Japanese prime minister at the time, Yasuhiro Nakasone, convened a task force to review policies around international students. As the name suggests, the Japanese government set the goal hosting 100,000 international students by the year 2000. At the time, there were only 10,428 international students at the time meaning they hoped to receive nearly ten times their current amount in 17 years. This execution of the plan heavily focused on financial aid by greatly expanding funding for scholarships. Additionally, the plan called for increased Japanese language education and international student residences (Ota, 2003). Although Japan did not succeed in reaching this goal by 2000, they did achieve it shortly after in 2003 (Rivers, 2010). "It was during this period that the notion of *kokusaika* (internationalization) was popularized through Nakasone's 1984 mission to create a *kokusai kokka nihon* (an international Japan)" (Rivers, 2010, p. 443).

University Mobility in Asia and the Pacific (UMAP) (アジア太平洋大学交流機構 Ajia Taiheiyou Daigaku Kouryu Kiko)

In 1991, the University Mobility in Asia and the Pacific (UMAP) was established as an association comprising of higher education representatives from both government and non-government organizations of countries and territories around the Pacific region (Japan Association of National Universities, n.d.). The association outlined three objectives: "[a] To identify and overcome impediments to university mobility. [b] To promote bilateral, multilateral

and consortium arrangements among universities of member countries/territories. [c] To develop and maintain a system for recognition and transfer of credits" (Japan Association of National Universities, n.d., para. 3). UMAP did not have a constitution until 1998 when the position of the International Secretariat and an overseeing board were also established. The International Secretariat was first hosted in Japan until 2006. Continuing on 5-year terms, the position moved Thailand in 2006, Taiwan in 2011, and returned to Japan in 2016 where it will stay until 2021 (Japan Association of National Universities, n.d.). Membership now includes over 570 universities across 35 countries and territories (University Mobility in Asia and the Pacific, n.d.).

Centers of Excellence Initiatives

After decades of regional dominance in higher education, Japan began to feel increased competition as nearby economies, such as South Korea, Singapore, and Taiwan, had developed their higher education systems. Drawing inspiration from a couple of their regional neighbors, the Japanese government began their first "excellence initiative," the 21st Century Centers of Excellence (21COE) (21 世紀 COE プログラム *Nijuu'ichi Seiki COE Puroguramu*), in 2002. Designed similarly to South Korea's BK21 program and China's 211 and 985 excellence initiatives, the Japanese government allocated between 100 to 500 million yen per year and selected 274 globally competitive research programs (often using global rankings) to receive additional funding from 2002 until 2008 (Yonezawa & Shimmi, 2015).

In 2007, the Japanese government wanted to focus on an even smaller number of programs (only 140, down from 274) and promote international networking by creating the subsequent Global Centers of Excellence (GCOE) (グローバル COE プログラム *Gurobaru COE Puroguramu*) which awarded between 50 to 300 million yen per year. That same year, the government initiated another, longer-term funding scheme called, the World Premier

International Centers Initiatives (WPI) (世界トップレベル研究拠点プログラム *Sekai Toppu Reberu Kenkyu Kyoten Purouramu*). WPI would allocate between 700 to 1400 million yen per year until 2021. “In this program, universities are asked to invite top international researchers and to make English an official administrative language” (Yonezawa & Shimmi, 2015, p. 178). As of 2018, there are 13 research centers funded by the WPI Program (Japan Society for the Promotion of Science, n.d.).

Strategic Fund for Establishing International Headquarters in Universities (SIH) (大学国際戦略本部強化事業 Daigaku Kokusai Senryaku Honbu Kyouka Jigyo)

Further seeing the need to internationalize their higher education system, Japan’s Ministry of Education, Culture, Sports, Science and Technology (MEXT) initiated a new program in 2005 called the Strategic Fund for Establishing International Headquarters in Universities (SIH). The goal of this new 5-year program was to use select institutions to consider internationalization more strategically, create best practices, and disseminate them to other Japanese institutions of higher education. (Ota, 2014). Ota (2014) summarizes the project’s approach as:

> In summary, rather than being applied to specific international education programs or internationally collaborative research activities, the SIH project instead focused on the reform of, and support for, university governance and management over international activities in education and research as first initiated by pilot-university presidents to be international strategy headquarters, effectively shifting away from the ad hoc management approach to a more strategic oversight and management style” (p. 231).

Twenty institutions (17 public and three private) were chosen out of 68 applicants to receive between approximately $100,000 and $400,000 USD per year from 2005 to 2009. From the

numerous lessons learned from this project, one of the key takeaways that resulted was acknowledging the need and finding ways to improve support services for international researchers (Ota, 2014).

Global 30 Project (グローバル30 Gurobaru 30)

Possibly inspired by Prime Minister Nakasone's plan of hosting 100,000 international students by the year 2000, in order to address stagnating enrollments brought about by declining birth rates and a predominantly saturated national market, the government in 2008, under Prime Minister Yasuo Fukuda, announced a new plan to reach 300,000 international students by 2020 (Askew, 2011). To accomplish this goal, thirty institutions would be selected to receive new funding in order to increase international student recruitment activities and improve the position of Japanese universities on the global stage, especially in the world rankings (Yonezawa & Shimmi, 2015). However, only 13 institutions (seven public and six private) were selected in the first year. The following year, in 2009, the Global 30 program was reevaluated by the government with the change of political parties. Budget cuts proposed by the new political party in power, the Democratic Party of Japan (DPJ), prevented any more institutions from being selected for Global 30 funding (Askew, 2011).

Critics, such as Askew (2011), have worried that the original plan would have created an overwhelming disparity in quality by creating a well-funded "top league" of thirty and leaving the rest in a destitute state. They further maintain that a top tier of thirty is not realistic and that a better approach would be to reduce that to roughly ten and reallocate funds to create a solid second tier of twenty to ninety institutions. In a way, these comments proved to be prescient.

Top Global University Japan (スーパーグローバル大学 Supa Gurobaru Daigaku)

The most recent national internationalization program, the Top Global University Japan, began in 2014 under the government of Prime Minister Shinzo Abe. Under this program, funding will go to promote a range of internationalization activities aimed at "enhancing international competitiveness" and "enhancing international compatibility" in order to "achieve true internationalization." The program creates two types of institutions, "Type A (Top Type)" and "Type B (Global Traction Type)." Type A institutions are selected based on the quality of their research and potential to enter the top 100 in the global rankings. Type B institutions are "leading in the internationalization of Japanese society" through the creation of new and innovative international programs. Some of the goals and indicators used include increasing foreign faculty, increasing international student enrollments, increasing the number of Japanese students who study and earn credits abroad at foreign institutions, and increasing the number of English syllabi and courses taught in foreign languages. Currently, there are 13 Type A institutions (11 public and 2 private) and 24 Type B institutions (12 public and 12 private) (Ministry of Education, Culture, Sports, Science and Technology, n.d.).

Designated National University (DNU) (指定国立大学 Shitei Kokuritsu Daigaku)

Only three years after the Japanese government initiated the Top Global University Program, they announced a new excellence initiative, the Designated National University, in 2017. Along with some funding, the program primarily gives selected universities a new legal designation to function with newfound autonomy. Among the more pragmatic implications is the expectation to seek out new income streams. "The government expects the selected universities to engage more actively in income generation from non-governmental sources, for instance, from philanthropic donations and university-industry cooperation" (Yonezawa, 2019, para. 20). The

government hopes this activity will lead to deeper relationships between universities and industries to innovate and develop human capital. Only six universities were selected from the original 86 applicants (Yonezawa, 2019). One more was added in September 2019 (University Journal, 2019). As only seven institutions have been selected thus far, this government initiative was not considered in the following case studies to protect anonymity. Additionally, considering how recently this initiative was launched, it is unlikely to affect my findings.

National internationalization policies in this study. These policies have certainly impacted the landscape of higher education in Japan and the operations of the institutions to which they have been applied, including those used in this study. All five universities in this study had at least one of the aforementioned internationalization policies, as can be seen in Table 1. The three national universities were chosen for the most government programs with University 1 being chosen for all of the programs launched by the national government (UMAP is not coordinated by the national government). Three institutions have been selected for the Top Global University Program while the other two developed their own internationalization strategies. Though only one of the private institutions was selected for a government program, both elected to join UMAP.

Table 1

Institutions' Internationalization Programs

National Internationalization Programs	**U1**	**U2**	**U3**	**U4**	**U5**
UMAP		X		X	X
21COE	X	X	X		
GCOE	X	X	X		
WPI	X				
SIH	X	X	X		
Global 30	X				
Top Global	X	X			X
Internal Program			X	X	

3. Literature Review

In this chapter, I will begin by elaborating on the issue of mental health in the higher education setting. From there, I focus on the mental health challenges for international students. Then I discuss what services are often provided by international student offices as the primary office charged with caring for international students. I then discuss how counseling offices have adjusted to caring for international students as the office most directly dealing with issues of mental health. I then discuss some of the perceptions of mental health in Japan and how they might be improved.

The Current Mental Health Crisis in Higher Education

The Crisis in the United States

For the past eight years, the Center for Collegiate Mental Health (2019) at Penn State University has collected data from an increasing number of institutions to analyze trends in

mental health services usage by college students. Data was initially collected from 97 institutions in the U.S. when it began in 2010. The most recent report includes data from 152. Over the years, the percentage of students who attended counselling for mental health issues was seen to increase. However, their data has unfortunately also shown steady and consistent increases in levels of distress for depression, generalized anxiety, and social anxiety. Furthermore, there were increases in considerations and attempts at self-harm and suicide. Enrollment in counseling services have increased as a result. Unfortunately, demand for counseling services outpaced capacity by a multiple of five. Additionally, "Suicide is the 10th-leading cause of death across the U.S. population, but is second-most among college-aged students" (David, 2019, para. 4). Moreover, according to data from American College Health Association (2018) over 12% of students reported seriously considering suicide within the past 12 months. These upward trends help justify the term "crisis" for the current higher education situation, at least in the U.S. (Xiao, Carney, Youn, Janis, Castonguay, Hayes, & Locke, 2017).

The Crisis Worldwide

A project sponsored by the World Health Organization (WHO) in association with Harvard Medical School, the World Mental Health International College Student Initiative (WMH-ICS) surveyed nearly 14,000 students in eight countries: U.S., Spain, Australia, Belgium, Germany, Mexico, Northern Ireland, and South Africa. The researchers found that 35% of respondents had reported lifetime mental disorders. Prevalence of lifetime disorders were found most in Australia with approximately 45% and least in Belgium with roughly 20%. The most common mental disorder was major depressive disorder (MDD) with approximately 20% prevalence. MDD was closely trailed by generalized anxiety disorder with approximately 17.5% prevalence (Auerbach, Mortier, et al., 2018). Although this study shows how widespread mental

health issues are on college campuses, it should be noted that this study did not include any countries in Asia.

The Crisis in Japan

Similar information and data were difficult to find in Japan as there is not as much research on the topic as in the United States. This may be due to a low amount of research on the topic. However, results from one study of suicide prevention in Japan, conducted from 1985-2005 revealed several key findings and trends. Using surveys administered over 21 years to a total of 7,350,496 university students, of whom 2,706 unfortunately perished, the study found that among those who had lost their lives, suicide was the leading cause accounting for over a third falling in that category. Of those who had committed suicide, 41.4% had mood disorder / clinical or bipolar depression, 36% had schizophrenia (and delusional disorder), and 16.7% had neurotic disorder (including anxiety/panic disorder, etc), stress related disorder and/or somatoform disorders. This study did not mention whether it included international students or not (Uchida, 2010). This information is consistent with data from Japan's Ministry of Health, Labor, and Welfare (2015) which shows suicide is the top cause of death among young adults accounting for 36% of 15-19-year-olds and over half (50.8%) of 20-24-year-olds. The only relevant data I found on international students in Japan was one study with a sample size of 480 international students in northern Japan found depressive symptoms to exist in 41% of the participants. The participants in this study, however, were predominantly graduate students with only 10% being undergraduate. (Eskanadrieh et al., 2012). More research and data on these trends in Japan are needed.

Challenges for International Students

Similar to their domestic counterparts, international students must also deal with the new challenges of being in a college environment. Research has shown that mental health issues are exacerbated for international students having to deal with the stresses of higher education while being in a foreign environment, often as a sojourner or temporary visitor (Arthur, 2004). Not only do international students have to adapt to the culture of the host country, they are also under pressure to adjust faster than other immigrants or refugees in order to succeed in their academic programs (Johnson & Sandhu, 2007). Additional stresses from acculturation and individualism have been seen to affect academic performance and retention (Forbes-Mewett & Sawyer, 2016; Prieto-Welch, 2016). "Poor English fluency, increased acculturative stress, and perceived discrimination were associated with higher levels of depressive symptoms, whereas increased social support was associated with lower levels of depressive symptoms" (Shadowen, Williamson, Guerra, Ammigan, & Drexler, 2019).

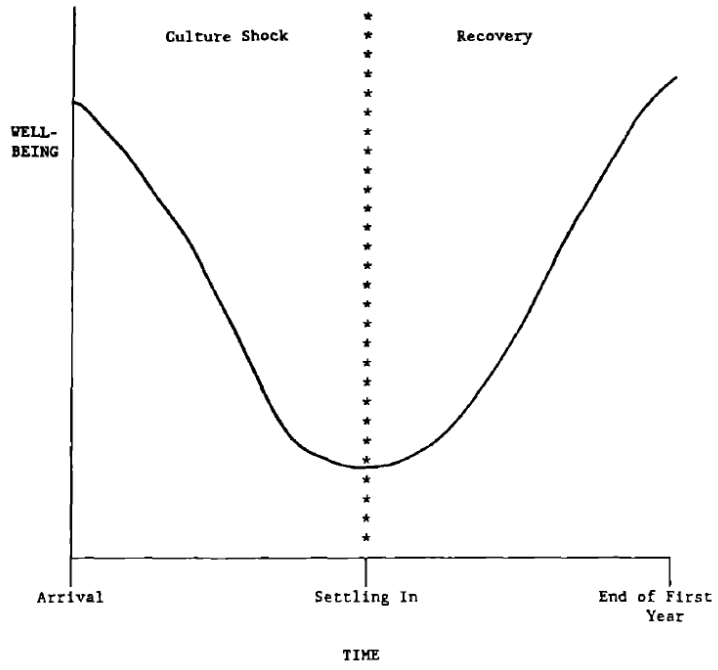
Acculturation Models

According to Johnson and Sandhu (2007), "acculturation refers to changes in values, beliefs, and behaviors that result from sustained contact with a second culture" (p. 13). They continue by adding, "the term *psychological acculturation* refers to psychological changes occurring at the individual level" which "involves changes across a number of domains, including language, cognitive style, attitudes, style of relating, and identity" (p. 14). The most widely referred to model of acculturation is the U-curve Hypothesis. Acculturation has also been seen to induce myriad psychological issues (Arthur, 2004, Johnson & Sandhu, 2007) as I will elaborate below.

The U-curve Hypothesis. Debated with new terminology since the 1950s, Lysgaard first proposed the act of transitioning from one culture to another one can be divided into four stages (spectator, crisis, coming to terms, and regained adjustment) and developed the U-curve Hypothesis. The second stage, "crisis," is most commonly referred to as "culture shock," a term coined by anthropologist Kalervo Oberg in the 1950s. Culture shock refers to an initial negative feeling experienced by an individual in transition. "Oberg depicted culture shock as a mental illness, an occupational pathology for persons transplanted abroad 'precipitated by the anxiety that results from losing all our familiar signs and symbols of social intercourse'" (Zapf, 1991, p.107). The third and fourth stages are "recovery" and "full recovery" according to Oberg, and they refer to the confidence and comfort as the unfamiliar becomes familiar. These four stages of stress and recovery are also referred to as the "U-Curve" as a person typically enters a new culture positively or with a high of excitement and optimism which then goes down due to stress and frustration before recovering and returning back up to a state or normalcy, as can be seen in Figure 1.

Figure 1

Generalized U-curve of adjustment to a new culture over time (Zapf, 1991, p. 112).



Many theorists who use the U-curve model generally agree with the idea of four stages though they have proposed numerous variations such as: Adler's version in 1975 of "Contact, Disintegration, Reintegration, and Autonomy;" Kealey's version in 1978 of "Exploration, Frustration, Coping, and Adjustment;" and Berry's version in1985 of "Honeymoon/Contact, Conflict, Identity Crisis, and Adaptations." Although many also agree this process typically takes a year, length and severity is different from person to person (Zapf, 1991). There has also been debate regarding the model's lack of consideration for various factors such around personal circumstances. The model is also not seen to be discrete but rather cyclical as individuals may experience new challenges after adjusting to a different one (Arthur, 2004). Precautions can and should be taken to curb the stress and anxiety experienced from culture shock (Zapf, 1991). Some theorists have also expanded the U-curve model to a W-curve model to include the transitional challenges with returning to the home culture (Arthur, 2004; Zapf, 1991). However,

the W-curve expansion is not relevant to this study as this study only applies to students while abroad and not post-return.

Acculturation stress. The acculturation process of making numerous psychological adjustments or culture shock cause a new kind of stress known as acculturation stress (Arthur, 2004; Johnson & Sandhu, 2007). International students need to exert more mental and physical energy and effort being increasingly alert and aware as they navigate unknown customs and environment. Additionally, they must do so often using a weaker language. These can lead to fatigue and exhaustion (Arthur, 2004). Johnson and Sandhu (2007) list other sources of stress: "perceived discrimination, homesickness, perceived hate and rejection, dear, culture, shock and stress due to change, guilt related to being away from home…a profound sense of loss, confusion, identity conflicts, anxiety, somatic complaints, and sadness" (p. 15). Table 2 shows a substantial list of symptoms that have been associated with acculturation stress and culture shock.

Table 2

Common psychological and physiological symptoms of culture shock (Arthur, 2004, p. 28).

Anger	Insecure
Anxiety	Insomnia
Cognitive impairment	Irritability
Confusion	Lack of energy
Curiosity exhaustion	Loneliness
Defensiveness	Loss of appetite
Depression	Loss of control
Disorientation	Mood swings
Excitement	Muscle tension
Exhaustion	Overeating
Fatigue	Resentment
Fear	Sadness
Gastrointestinal problems	Sense of loss
Headaches	Unfamiliar body pain
Homesickness	Vague bodily sensations
Inferiority	Withdrawal

Furthermore, these students must cope with the challenges of being in a new culture without some of the support structures they had back home which can lead to homesickness. Loss of that familiarity can lead to loss of social identity and self-confidence which in turn can negatively impact their ability to create new relationships (Johnson & Sandhu, 2007). Such a situation can leave international students feeling extreme loneliness which as been associated with a loss of motivation and even academic attrition (Sawir et al., 2019).

Specific Challenges for International Students

Language barriers. Proficiency of the language of the host country can greatly impact the international student's ability to adjust to their new life. Language deficiencies increase international students' workload as they may need to learn the language while performing their expected assignments. Furthermore, language can hinder students' abilities to communicate with domestic peers, such as missing social cues, and can in turn cause isolation or loneliness. (Arthur, 2004). Language has been seen to have such an impact that, along with "culture shock," international students can experience "language shock" (Arthur, 2004; Fan, 2010). Studies have shown fewer reported issues with acculturation among students with higher language proficiency (Arthur, 2004). This can especially be a problem as Japan is the only country where Japanese is the main language. Japanese also uses a unique writing system and, along with Korean, is the most linguistically distant language from English (Miller & Chiswick, 2004).

Academic stress and adjustment. One of the major sources of stress for international students is the pressure to perform. After leaving friends and family back home, often as a sizeable financial investment, international students worry about meeting the expectations of those back home or worse, failing and returning to great humiliation (Arthur, 2004). With said pressure to perform, whether real or perceived, international students must also contend with

challenges of entering a new educational system, one for which they may not be entirely prepared. The curricula from a student's home country may not entirely match the expectations of the host location (Arthur, 2004). Additionally, classroom etiquette and expectations may differ immensely between the student's home and host cultures. In collectivist cultures, like Japan, the instructor provides information to the students who listen and memorize. In individualistic cultures, like the U.S., critical thinking is encouraged as information is open for question and criticism. Similarly, the concept of power distance (PD), which refers to recognition of authority or hierarchy, affects how international students interact with their instructors and peers. High-PD cultures, like Japan, students are not expected to question the instructor's word. In low-PD cultures, like an individualistic culture, allows for more equal exchanges between students and instructors (Eland & Thomas, 2013). Such academic differences can affect international students' ability to meet or even understand expectations causing additional stress and anxiety (Arthur, 2004; Irungu, 2013).

Discrimination and xenophobia. Japan is one of the most homogenous nations in the world. According to data from Japan's Ministry of Internal Affairs and Communications, the population of Japan is 98.5% ethnically Japanese as of 2015 (World Population Review, 2020). A recent study by the Anti-Racism Information Center, a human rights organization in Japan, found that half of foreign nationals in Tokyo have experienced discrimination (Kyodo, 2019). A study by psychologist Kazuo Mori of Matsumoto University concluded that "Japanese participants showed an implicit preference for 'white people' over 'black people'" (as cited in Russell, 2018, para. 3). A study by Japan's Justice Ministry "reported that 30 percent of non-Japanese respondents (the majority ethnic Koreans and Chinese residents) reported they had been the target of discriminatory speech. Over 40 percent reported they had been the victims of

housing discrimination" (Russell, 2018, para. 7). International students have experienced direct hostility or at least indirect bias causing added stress as they move from likely being part of the majority in their home country to being part of the minority (Arthur, 2004). International students must also contend with negative stereotypes possibly manifesting in mockery of cultural or linguistic differences (Johnson & Sandhu, 2007). Such experiences can lead to feelings of unwantedness and alienation negatively impacting international students psychologically (Arthur, 2004).

Needs of international students in Japan. Research on international students' mental health in Japan is limited. However, one prominent name in the field, Ohashi (2018) has pushed for better mental health services for international students through university services and community counseling. Earlier research by her has attempted to pinpoint stress factors for international students. A study conducted by Ohashi in 2005 found that top stressors for international students in Kyoto were making Japanese friends, using Japanese language, and residency issues (Sonoda, 2009). Sonoda (2009) replicated Ohashi's study in the rural prefecture of Gunma and found two of the top three stressors for international students to be the same as Ohashi, making Japanese friends and using Japanese language. However, the main difference was financial stress was the top stressor in Gunma. Elaborating on her work, Ohashi (2018) attempted to identify gaps between international students needs and satisfaction to identify which were most unmet. Results showed international students' want to understand Japanese society, perspectives, and customs which indicate a need to establish relationships with the local population or make Japanese friends. Another recent study conducted in Tokyo in 2014 of just four students found that they faced four primary challenges: "Personal psychological issues, general living issues, sociocultural issues, and Japanese language issues. Additionally,

supporting group, positive attitude, interaction with Japanese friends, financial assistance, and useful learning strategies are identified as coping strategies (Lee, 2017, p. 73). However, as Lee (2017) states there is still very little research on the challenges of international students in the Japanese context nor in the context of non-English-speaking countries.

Support Services for International Students

In response to the obvious myriad needs of their students, institutions have responded with specialized services through designated offices. I specifically look at the activities of two offices commonly found on university campuses: international offices which are charged with caring for international students and counseling offices which are charged with mental health and psychological support services.

International Office Services

In order to address the specific needs of international students, host higher education institutions have created and continue to develop their international student offices. These centralized offices play a dual role as liaison to immigration officials assisting students with visa and immigration assistance and as acting almost in loco parentis for the academic and social wellbeing of the international student (Coppi, 2007). International student advisors, in turn, take on multiple responsibilities as Coppi (2007) compares it to "a circus tightrope artist, constantly balancing between adherence to immigration laws and concerns for students' welfare" (p. 3). Programming for international offices often have multiple roles such as orientation, cultural exchange, and promoting collaboration with domestic students (Young & Athlen, 2013). Using the theories of culture shock and acculturation mentioned above, I specifically look at what

activities and programming international offices employ to ease cross-cultural transition and lessen acculturation stress.

Orientation programs. Orientations are a good opportunity to introduce international students to the new institution and culture. Orientations can be of varying lengths and offer incoming students time to get acquainted with their surroundings before beginning classes. "The primary purpose of orientation training is to minimize the difficulties that students may encounter and assist them in terms of integration and the prevention of loneliness and desperateness during their transition" Guvendir, 2018, p. 844). Important information regarding academic customs, such as classroom expectations, can be explained here along with other support services available on campus, such as counseling services. Orientations are an excellent time to introduce the counseling office and explain their services. Studies have shown that international students are more likely to seek counseling services if they meet the counselors at orientation (Arthur, 2004).

Well-conducted orientations not only can convey necessary information but might also serve as the first impression students will have of their new location. Negative first impressions can trigger culture shock and thus orientations can be a preventative force. Orientations can create positive environments for international students to interact with domestic students. One example from the University of Georgia is their "Welcome-Bon Voyage" reception where they try to match international students with domestic students preparing to study abroad in their countries. (Pandit, 2013). "Orientation training sessions contribute to the academic and social success of international students, and also to the education of the domestic students, and faculty and staff who work with them" (Guvendir, 2018, p.843). Furthermore, Guvendir (2018) suggests additional trainings should be continuously offered throughout the year as participation has

shown to increase academic achievement. Some institutions extend their orientation programs to include seminars and workshops throughout the semester (Young & Althen, 2013).

First Year Experience courses. Building on the orientation process, many institutions have First Year Experience (FYE) courses or seminars for their incoming students (Yan & Sendall, 2016). However, there are still few which offer ones designed specifically for international students. As such, the content of these FYE courses can vary greatly, from cultural education to coping techniques and self-care. In a recent study, Yan & Sendall (2016) attempted to test what content, structure, and evaluation should be used in the design of an FYE course specifically for international students. They found communication is a primary concern for international students and they preferred content for learning the customs of the host culture to help their academic adjustment. It was also beneficial having a domestic upperclassman assist in the course to increase discussion and perspective. Other recommendations include using a mixed model with both domestic students and international students, experiential learning, and guest speakers from other school services. The study concluded that, "Overall, the FYE class was successful in terms of helping [international students] to familiarize themselves with academic resources and expectations, understanding American culture, making more American friends, and improving their English language skills.

Buddy programs. "Buddy programs" or "peer programs" or any other variation are typically partnering programs between international students and domestic students. At Boston College, for example, it is called the "International Assistant Program" (Boston College Office, n.d.). These programs are designed to give international students a point person in their acculturation and integration to the school. Domestic partners perform multiple roles including conversation partner to practice the local language, a guide to the area, and as a tutor of local

culture and customs (Lee & Rice, 2007). Various studies have shown these programs to be successful in decreasing acculturative stress by giving international students a means to interact with a local. Furthermore, some studies have linked buddy programs with higher academic performance as well as lower drop-out rates (Abe, Talbot, & Geelhoed, 1998). Unfortunately, a recent study in Australia performed by Roberts, Boldy, and Dunworth (2015) found that a buddy or peer program was the highest unmet need by nearly a third of participants citing possible reasons as lack of information or time/financial investment. That study also found that 36% of participants did not consider a buddy program needed. While still considered overall successful, buddy programs should include training the domestic partners for the program as well as designing the structure of the program depending on the desired outcomes (Abe, Talbot, & Geelhoed, 1998). Institutions should aim to design these programs to be mutually beneficial such as the one at Boston College (Boston College Office, n.d.).

Programming and activities. Programming for international students can take many different forms depending on their goals, such as education, social, cultural or practical. Cultural programs can be used to highlight and share the home cultures of many international students who may feel homesick (Young & Althen, 2013). Leask (2009) recommends programming around and formal and informal curriculum that engages domestic students and facilitates meaningful interactions between them and international students and that a series of interventions be used to motivate and reward intercultural interactions both inside and outside of the classroom. However, citing a study from 2004, it was found that some international students preferred to socialize with those of the same culture or self-segregate rather than integrate or adjust to the host culture. This may not necessarily be a bad as such relationships can create a solid support structure to deal with various challenges. International students also frequently

create exclusive networks with other international students. It is up to the institution to create the environment that promotes global mixing between international and domestic students. (Rose-Redwood & Rose-Redwood, 2019).

Internationalizing the Counseling Office

Universities worldwide are looking to internationalize (Altbach & de Wit, 2018). In Japan, this is propelled by government initiatives like the Top Global Program. According to Hudzik's (2011) theory of Comprehensive Internationalization which he defines as:

> 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 be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility (p. 6).

Under this theory, internationalization affects all aspects of the institution, including counseling offices. These offices must diversify their services, methods, and activities to accommodate an increased diversity of students coming from abroad. Indeed, one study of U.S. institutions concluded that "the retention of international students should not be viewed as the responsibility of only international student advisors. Instead, it should become a joint responsibility of faculty, academic advisors, English language program staff, and student affairs professionals on campus" (Mamiseishvili, 2011). As such, there is already considerable research in the ways counseling offices can internationalize their services to meet the needs of international students.

Overcoming language barriers in mental health counseling. Language is a major issue when it comes to international students seeking mental health services. Students who have a

stronger command of the local language tend to report fewer acculturation issues allowing them to handle the day-to-day stresses more easily. However, those who struggle more will also reconsider seeking counseling services out of fear of not being able to communicate effectively (Arthur, 2004). Thoughts, feelings, and experiences might be communicated differently based on the student's home culture (Fan, 2010). For example, methods of communication will be different between low-context cultures which speak more straightforwardly or directly and high-context cultures where the receiver must infer additional information "conveyed through the context (e.g., social roles or positions) and the nonverbal channels (e.g., pauses, silence, tone of voice) of the verbal message" (Ting-Toomey, 1999, as cited in Eland & Thomas, 2013, p. 155). Having bi- or multi-lingual counselors can help either bridge language and culture issues or, at least, be able to empathize and connect with international students. Another possible solution is for counseling offices to train student "peer" counselors to help reach out to the international student population and forward more serious cases to the professional staff (Mori, 2000).

Web services. The WHO's WMH-ICS Initiative is currently researching the effectiveness of various online and web-based interventions hoping to prevent and possibly treat various mental health issues (Harvard Medical School, n.d.). Separately, some universities are already incorporating new online technologies as intervention tools. Boston College's counseling office, for example, offers a wellness app "that students can use to address stress, anxiety, and depression before these issues get to the point of needing therapy or other mental health services" (Boston College University, n.d., para. 1). Websites are also useful for providing information and a multitude of resources such as specific resources for LGBTQ students (Pope et al., 2007), stresses around language (Delgado-Romero & Sanabria, 2007), and stress around

careers in a host country (Furbish, 2007). These are just a few examples of how counseling offices can incorporate online and web technologies to expand their services.

Outreach and marketing. There is research suggesting counseling offices are underutilized by international students and many that do are dissatisfied (Arthur, 2004). "With the high prevalence rates and severity of mental health problems, university mental health providers must continue to make strategic efforts to disseminate knowledge about mental health services to all students." (Yorgason, Linville, & Zitzman, 2008, p. 173). International students often hesitate to seek these services because they do know what to expect from them (Arthur, 2004). Additionally, some international students also worry about how seeking such help might affect their visa. To encourage international students to seek the support they need, institutions, often international offices, must clearly communicate the confidential nature of these services (Forbes-Mewett & Sawyer, 2016). Therefore, counseling offices must be more proactive in their marketing efforts and coordinate with faculty and staff to create an environment of support in order to reach all students who might need these services (Arthur, 2004).

Perceptions of Mental Health in Japanese Culture

Japan, along with other countries in East Asia, have a history of stigmatizing mental health. Mental illness is seen as personal weakness and can bring about shame on the individual and their family (Kramer et al., 2002). A review in 2013 of studies published since 2001 regarding stigma of mental health in Japan found that stigma and negative attitudes toward mental health in Japan were stronger than in Taiwan and Australia but not as strong as in China. Institutionalism and the extraordinarily high number of psychiatric beds in Japan may also be contributing to these perceptions (Ando et al., 2013).

Privacy and "Saving Face"

Because many cultures have negative perceptions of mental health, many students from those cultures will avoid seeking mental health services as a way to "save face" (Mori, 2000). Saving face refers to "the ability to preserve the public appearance of the patient and family for the sake of community propriety" (Kramer et al., 2002, p. 228). The idea of saving face is rooted in Confucian and collectivist values as displaying emotion are regarded as personal weakness (Kramer et al., 2002). Such ideals can create a barrier for students to seek mental health counseling if they come from one of those cultures or out of fear of how they might be perceived by their Japanese peers. Thus, it is regarded as good practice to set up counseling offices in more remote but still accessible or less seen parts of a campus to reduce risk of bumping into acquaintances (Mori, 2000).

Perceptions of Depression

The term "depression" was a relatively unknown term in the public sphere and mainly used among mental health professionals until the late 1990s (Harding, 2016). Depression was generally viewed as sadness supposedly best cured by family and friends (Ando et al., 2013) or as physical fatigue and supposedly cured with some rest (Harding, 2016). However, a successful drug campaign marketed their anti-depressant as a cure for the "cold of the soul." Despite some criticism regarding relating depression to the common cold, the general perception of depression began to be seen as something anyone could get. Celebrity endorsements also helped raise awareness. Around the same time, there was also a famous lawsuit around an employee who committed suicide which was linked to depression from overwork. Despite growing awareness and understanding of depression in the 21st century, there is now skepticism around the validity

of people's claims such as when they request time off from work (Harding, 2016). There is still room to improve trust and understand around this topic.

Low Literacy around Mental Health

As evidenced, in Japan there is still a general lack of understanding around mental health (Ando et al., 2013; Setoya, 2012). The review from 2013 also found that the majority of people think a weak personality rather than biological factors causes mental issues and there is no recovering (Ando et al., 2013). Fortunately, a more recent study found that over 80% of the study's 994 participants felt that depression and schizophrenia were curable if treated. However, the same study found that more than half of respondents believed mental health by a person's upbringing (Kasahara-Kiritani et al., 2018). However, campaigns for mental health awareness and literacy have mostly been non-existent leading to miniscule improvements on mental health literacy (Ando et al., 2013).

Advocacy

The term "advocacy" can take form in several different ways but serves a specific purpose. According to Mellinger (2017), "the simplest and most well-known definition of advocacy is to defend or promote a cause" (para. 2). In the case of promoting mental health, community advocacy is the most appropriate as Mellinger (2017) explains, "Community advocacy involves challenging assumptions about vulnerable populations. Negative attitudes and myths, often promoted within communities, influence availability of services for those in needs" (para. 7). Another term that is appropriate is "advocacy advertisement" which Kenton (2020) defines as, "advocacy advertising is the use of marketing to support a particular message or cause. Unlike commercial advertising, advocacy advertising is considered to be undertaken in the interest of a group or the public and typically does not promote a product or service" (para. 1).

Based on this definition, promotional activities should do more than refer to various services or events being offered, they should draw attention to the issue of mental health and disseminate information about the topic.

Examples of mental health advocacy. In 1992, the World Federation for Mental Health established October 10th as World Mental Health Day to increase awareness and disseminate information about mental health. Although it began as a 2-hour international telecast, it is now celebrated by a variety of events around the world, often lasting more than just the one day. The theme in 2019 was suicide prevention (World Federation for Mental Health, n.d.). Similarly, World Suicide Prevention Day was started by the International Association for Suicide Prevention and set on Sept 10th. Having gained support from Twitter, they have launched a series of hashtags, such as #WorldSuicidePreventionDay, in over 15 languages, including Japanese, "#世界自殺予防デー" (#*SekaiJisatsuYobouDe*-) (International Association, n.d.). Many schools in the U.S. observe Mental Health Awareness Week (Kwai, 2016) which was passed by the US Congress in 1990 to increase public awareness and knowledge of mental health (National Alliance on Mental Illness, n.d). All three of these events are supported or co-sponsored by the WHO (World Health Organization, n.d.). No information was found on whether similar activities exist in Japan or Japanese university campuses.

Effects of advocacy. In response to this issue, many universities have promoted and expanded mental health and counseling services. According to the Center for Collegiate Mental Health at Penn State University (2019), in a study of 178 in the US, the percentage of students who have attended counseling services has increased from 46% in 2010-2011 to 54.4% in 2017-2018. This can be, at least partially, attributed to the advocacy for and reduction of stigmatization of seeking mental health support and counseling. One study found such programs in U.S. schools

"found improvements in mental health knowledge, attitudes, and help-seeking among adolescents" (Salerno, 2016, p.929). Therefore, Japanese universities, and society in general, could benefit from more advocacy efforts.

Conclusion

Mental health is a challenge for higher education institutions worldwide. International students may often be more at risk to develop mental disorders as they must face the challenges and stresses of higher education while simultaneously dealing with challenges and stresses of acculturation. However, by understanding theoretical models of acculturation, such as the U-curve Hypothesis, and specific challenges for international students, international student offices can tailor services to lessen or even avoid psychological problems. Caring for and accommodating the needs of international students is not the sole responsibility of an institution's international student office, especially under Hudzik's Comprehensive Internationalization theory. Student services offices, like counseling offices, must also adapt their activities to reach and provide services for international students. This may be even more challenging in the context of Japanese culture escalating the need for advocacy for the topic of mental health. This study explores the ways higher education institutions in Japan have confronted the issue of mental health for international students as research on the topic in the Japanese context is limited. Specifically, this study looks at what services and activities are offered by international offices and counseling offices to care for international students' mental health. This will also shed light as to how the institutions and their staff perceive the topic and the needs of their international students.

4. Methodology

In this chapter, I will discuss the methodology I used to answer the question, "how do Japanese higher education institutions provide and promote mental health services for international students?" I will detail the design of the methodology and explain its rationale. Furthermore, I will explain the sampling method I used followed by data collection and analysis. I conclude with ethical considerations for this research.

Research Design

Design of the Study

The purpose of this study is to explore how Japanese universities have approached the mental health needs of their international students. Because the nature of this study is exploratory, the flexibility and depth provided by a qualitative case study design is considered most appropriate (Creswell et al., 2007). A qualitative case study approach is where individual cases are constructed through "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (Merriam, 1998, p. 44). Each case or unit in this study represents a Japanese university. Furthermore, when considering the potential impact of this study's context, specifically how Japanese culture might impact mental health services, it is recommended to use a case study approach in order to include contextual conditions (Creswell et al., 2007). As this study looks to understand the process of providing and promoting mental health services for international students rather than a particular outcome, it reinforces the selection of using a case study design (Merriam, 1998).

In order to answer a generalized question like the one in this study, a collective or multiple case study strategy was needed. "The inclusion of multiple cases is, in fact, a common

strategy for enhancing the external validity or generalizability of your findings" (Merriam, 1998, p. 57). A cross-case analysis can then be used to note similarities and differences and identify possible trends (Merriam, 1998). Therefore, by using a multiple case study method, I will compare and contrast the activities and services between cases to answer the research question.

When calculating how many cases to use, researchers should consider the amount of information necessary to answer the question and the resources available for the researcher (Merriam, 1998). Considering the fundamental differences between public and private universities, such as their funding models, I determined the minimum number of cases should be four with a desirable mix of two public institutions and two private institutions in order to compare and contrast between and within public and private. As for a maximum number, one recommended strategy is to use as many samples and cases until there is no more new information to be drawn (Merriam, 1998). However, after considerations for workload and timeframe of the project and ability to recruit participants, it was likely no more than five or six would be possible based on available resources. In the end, five cases were conducted with three public and two private institutions. I will elaborate on this in the section, Participant Selection.

Design of the Cases

Based on the literature discussed in the previous chapter, each case would be approached from three angles: internationalization strategy of the institution for context, activities by the international office as the office primarily charged with caring for international students, and activities by the counseling office as the office primarily charged with caring for students' mental health. The study approaches international office activities through the lens of acculturation theories such as the U-curve and acculturation stress. Counseling office activities are viewed through the lens of Comprehensive Internationalization and how well they "think and

behave in more varied ways to support international students coming from far differing learning environments who are far away from home and their normal support structures and who are simultaneously negotiating living and learning in a radically different environment" (Hudzik, 2011, p.21). Additionally, perceptions of mental health in Japanese culture was considered in the application of the two offices' services. These created the theoretical framework that guided my data collection.

Participant Selection

Institutions were chosen through a convenience sampling method. Convenience sample methods are sampling methods where "people are selected the basis of their availability and willingness to respond" (Gravetter & Forzano, 2017, p. 122). Samples were selected based on contacts the Boston College Center for International Higher Education has with institutions in Japan. Based on response rate, five institutions were confirmed. Three of them are public, national universities. The other two are large, private institutions with total student enrollments of over 30,000 as can be seen in Table 1. Additionally, the cases were anonymized due to participant preference.

Table 3

University Student Populations

	U1	**U2**	**U3**	**U4**	**U5**
Public / Private	Public (National)	Public (National)	Public (National)	Private	Private
Student population	≈ 18,000 (2019)	≈ 16,000 (2019)	≈ 6,000 (2018)	≈ 30,000 (2019)	≈ 32,000 (2018)
International Student Population	≈ 3,400	≈ 2,100	≈ 900	≈ 750	≈ 1990
% of International Student Population	≈ 19.1%	≈ 13.5%	≈ 15%	≈ 2.5%	≈ 6.2%

Initial communication with contacts was done through email. Initial contacts consisted of professors of international higher education with the three public institutions. The initial contact for one of the private institutions works in the international office. The final initial contact for the other private institution works in the office of student support. All initial contacts, with the exception of the last one, were interviewed for this study. Once the initial contacts had agreed to participate in the study and the five institutions were confirmed, additional interviewees from each institution were recruited by my initial contacts known as snowball sampling. Snowball sampling is a technique where the researcher asks current participants to seek new ones from their acquaintances (Merriam, 1998).

Table 4

Distribution of Interviewees by Position

	U1	**U2**	**U3**	**U4**	**U5**
Professor of IHE	X	X	X		
International Office	X	XX	XXX	X	XX
Counseling Office			XXX	XX	XX

Note. Each "X" represents a participant.

As can be seen in Table 2, at University 1, I interviewed one professor of international higher education (IHE) and one member of their international office. At University 2, I met with one professor of international higher education and two members of their international office. University 3 provided the most interviewees with one professor of international higher education, three members of their international office and three members of their counseling office. At University 4, I met with one member of their international office and two members of the counseling office, one of which was part-time. Lastly, at University 5, I met with two

members of their international office and two counselors from their counseling office. In total, I interviewed 19 professionals at these five universities.

Data Collection

Data was collected through semi-structured interviews. According to Longhurst (2016), "although the interviewer prepares a list of predetermined questions, semi-structured interviews unfold in a conversational manner offering participants the chance to explore issues they feel are important" (p.143). The list of my interview questions can be found in Appendix A. All but two interviews were conducted in person at the participating institution. Those that were unable to be done in person were conducted via video calls on Skype. In total, I interviewed 17 participants in person and two through Skype. The length of the interviews ranged between 25 and 60 minutes. Interviewees were recommended to respond in English. In situations where English posed too great of a challenge, interviewees were allowed to respond in Japanese. In the end, one interview was conducted entirely in Japanese, three were conducted with a mix of English and Japanese, while the rest were entirely in English. All interviews that were conducted in person were recorded with an audio recorded. Interviews that were conducted through Skype were video recorded. Consent forms, included in Appendix B in both English and Japanese, detailing the nature of the study and agreement to be recorded and anonymized were distributed to participants prior to the interviews. In some cases, information gathered from the interviews was supplemented with various documents provided by the interviewees. Additional data was also collected from each institution's website as well as other publicly available online sources.

Data Analysis

In order to analyze data from the interviews, I first transcribed them. After transcription was complete, the interviews that were partially or entirely in Japanese were translated by me. I

then used the technique of category construction which involves coding the transcripts according to topics and themes (Merriam, 1998). In order to improve reliability and internal validity (Baxter & Jack, 2008; Merriam, 1998), I used the triangulation of data sources with the additional data collected from numerous documents and publicly accessible websites of the participating universities. Select quotes from the interviews are also included to provide additional narrative to the data. Data from each case were then categorically and comparatively analyzed to identify similarities and differences

Ethical Considerations

The main ethical consideration in this study was securing the privacy and maintaining the anonymity of the participants and their institutions as promised by the consent forms the participants signed. Consent forms were made available in both English and Japanese, found in Appendix 2, and were translated by the researcher. Upon recording, files were temporarily stored on the researcher's laptop. Files were destroyed once transcription was completed. All transcriptions and subsequent files omitted institution and participant names and were replaced with code names known only to the researcher. Participation in this study was entirely voluntary and participants were not offered any reward for participation.

5. Case Studies

In this chapter, I will discuss my findings for each individual institution in detail. Information for these case studies was obtained from each institutions' website (which for the sake of anonymity will not be listed), the interviews I conducted, and additional handouts, printouts, brochures, and pamphlets that participants provided me.

University 1

Overview.

University 1 is a public, national university located in a major Japanese city that is not Tokyo. Founded over 100 years ago, this institution is dedicated to the pursuit of world-class research. As of May 2019, this school has a total of about 18,000 students (approximately 11,000 undergraduates and 7,000 graduate students). One of the unique strengths of this institution, as mentioned in one of my interviews, was that it maintains a relatively small student to faculty ratio, currently approximately 5.5:1.

According to one of the institution's documents, they have partnerships with over 200 world-leading institutions in 35 countries and regions. As of September 2019, this institution had nearly 3,500 international students (including non-degree seeking students) from over 90 countries and regions. Of these, approximately half, are degree-seeking while the rest are exchange or temporary. The degree-seeking international students are overwhelmingly graduate students with only about 200 students or less than 12% at the undergraduate level. At the undergraduate level, international students currently make up less than 2% of their enrollment, well below their institutional goal of reaching 10%.

Internationalization policies.

This institution has been a national leader in internationalization efforts having received every government-sponsored internationalization plan. This means they were selected for all three Center of Excellence funding (21COE, GCOE, and WPI) as well as the Strategic Fund for Establishing International Headquarters in Universities (SIH), the Global 30 program, and, most recently, the Top Global University Project.

International student recruitment. The Global 30 program was particularly impactful for recruiting international students. With the announcement of the national target to host 300,000 international students by 2020, recruitment and marketing efforts had to be increased. The institution however has a quota system so there's no financial incentive for admitting additional international students. Addressing the language barrier, the institution was also pushed to create more courses and degree programs taught in English. The institution now offers three undergraduate degree programs and nearly 20 graduate degree programs in English, almost exclusively in the STEM fields. One interviewee also stressed the value of their "collaborated courses," taught in English or Japanese, where international and domestic students work together on various projects and assignments. This shift towards creating more courses in English has caused challenges at least for some faculty. Depending on the field, such as law or humanities, some professors have felt strained with such internationalization efforts. However, in other fields, such as STEM, professors are already accustomed to an English environment.

International residence halls. In 2018, this institution opened its fifth cohabitation dormitory to promote fostering personal relationships between domestic and international peers. One interviewee noted that "it really changed the culture because whenever we have some kind of capacity now to accept international students, not only for the exchange students, we have a kind of responsibility to, you know, to take care of the young students."

International Office Support.

Although each undergraduate and graduate school at this institution has their own international office, there is a designated center that coordinates the majority of programs for international students. This center was a product of the Global 30 program with the mission of

recruiting and supporting international students, creating and improving global programs, and promoting educational internationalization. The following information references that center.

Orientation and communication. When international students first arrive on campus, they participate in orientation, as is the case with any universities. In this orientation students are presented on the various aspects of student life and services available to them. This includes a presentation on "Health and Wellbeing" with information about the Student Health Care Center, the Center for Counseling and Disability Services, and the Harassment Counseling Office with a slideshow with information both in Japanese and in English. Along with the various presentations, there is a fair with tables set up for different offices, organizations and members of the community across campus, including the Center for Counseling and Disability Services, for students to learn more. Current students also organize a series of workshops over the course of a week known as "Welcome Week" to help international students adjust to life in Japan and that city. However, aside from a link on the international office website, this is the only time the international office advertises such services to international students.

International student help desk. Available Mondays through Fridays from 10:30am until 5pm, there is a student-run help desk for international students. This new service is organized by the international office but fully staffed by students, both domestic and international. This desk has shown to be a good resource to ease the stresses of culture shock and help international students navigate various aspects of life in Japan. One example that was shared in an interview was assisting an international student purchase a used car from a website in Japan. The help desk is also useful in directing students to the resources they may need, such as counseling services.

Tutor system. To help exchange students academically, the international office automatically matches international students with a domestic student who will serve as a tutor. The program recommends students to meet with their tutors once a week. Degree-seeking students can also request tutors through the international affairs office of their department. Undergraduate students can receive a tutor for up to two years, graduate students only one year. Although the program is designed to be for academic assistance, many students have been seen to rely on their tutors for issues outside of class. Tutors have been notably helpful acting as translators and cultural guides and many students develop strong personal relations with them which has been known to aid in adjustment.

Counseling Office Support

The counseling office at this institution is the Center for Counseling and Disability Services. This office offers counseling and consultation services for students with "problems in their everyday lives, including academic work, future plans, interpersonal relationships, personal traits, and mental health." Also, once a semester, the counseling office hosts a seminar about crisis resolution and prevention. There is also a separate office for issues of harassment called the Harassment Prevention Measures and Consultation Desk, which I did not include in this study. However, unlike the website for the counseling office, the harassment office offered no English.

Website and online resources. The website is limited with few resources. It contains basic general information about their services, location, hours, etc. There is an English tab that contains a brief paragraph about their services, simple instructions to schedule an appointment, hours, location, and contact information. The Japanese sections of the website offer little more. There are two downloadable pdf files: the general pamphlet with information about the counseling office and a 2-page pdf handout called "Characteristics and Countermeasures for

Times When You're Continually Upset." The website also contains links for other support offices on campus.

Staff training. Another service the counseling office offers is consultations and training for faculty and staff. These consultations can assist faculty and staff in knowing how to respond to various situations and identify when to seek assistance from the counseling office. Additionally, at a university-wide meeting held annually, the counseling office presents a series of workshops and lectures on various up-to-date topics. One example of a past topics is "Understanding and Responding to Diversifying Students" (多様化する学生の理解と対応).

Perceptions and Advocacy

When asked about the perception of "mental health" on their campus and in Japan, one interviewee responded, "students, and also people in society are becoming more, more and more open to this kind of service compared to before, but compared to international students from the Western society, I think it's still kind of closed-minded." They admitted that many Japanese still hold a negative view towards mental health and seeking that kind of help. However, at the university, student demand and use of these services has been increasing despite the lack of advocacy efforts. Furthermore, since many of the faculty, at least those that work with the international office, have studied or worked abroad, they are sympathetic to the topic. Thus, many of the staff and faculty are supportive when suggesting, referring, or reporting students towards these services.

Conclusion

This university is pursuing internationalization according to the goals laid out by the government initiatives such as the creation of their international center and increasing international student enrollment. Mental health promotion by the international office only

happens during orientation. The help desk and tutor program can be quite effective in aiding international students' cultural and academic adjustment. The help desk is something I have not seen on US campuses. The counseling office offers standard counseling services. Their website has basic functionality and offers some preventative guidance though entirely in Japanese. It is worth highlighting that the counseling office offers training to the university's faculty and staff to learn more about the subject and assist students by recognizing warning signs and how to guide them towards appropriate resources.

University 2

Overview

University 2, like University 1, is also a public, national university. Founded almost a century ago, it is a comprehensive research university located in a rural part of Japan, approximately 35 kilometers from a major Japanese city. The university also has two separate, smaller campuses. This institution is host to just over 2,100 international students from over 70 countries and regions, less than 10% of which are degree-seeking. Of the entire international student population, roughly 17% are undergraduate students.

Internationalization Policies

Similar to University 1, University 2 is also a national leader in internationalization efforts. It was selected for two of the three excellence initiatives, the 21COE and the GCOE. It was also selected for SIH funding and, most recently, the Top Global University Japan. It is also a member of UMAP. It was not selected for the Global 30 program and thus had not pursued international student recruitment as intensely as those that had.

A shift in priorities. Since their selection for the Top Global University Japan in 2014, one interviewee commented on how the entire mission of the institution has shifted to focus deeply on research output. There is now increased attention to generating research that is internationally recognized in hopes of raising the institution's profile in the various global rankings. According to this interviewee, this has changed the admissions process by adding an interview component. They continue to explain:

> The university has a new mission. [University 2] has been working hard in attracting more numbers of international students, more numbers of full-time international faculty members, and encourage any faculty members to publish more articles, especially articles in index journals or co-authored publishing in index journals. And, to encourage us, I mean the academics, to get more competitive funding, external funding to be more internationally engaged in our academic activities.

Furthermore, there has also been an increase in the number of international partnerships and bilateral agreements to facilitate collaboration, exchanges and even recruitment. Several offices abroad have even been established, especially in China.

Increased use of English. Another change brought about by the Top Global program has been an increase in English-medium courses both at the undergraduate and graduate levels which has led to increases in international student enrollment. As one interviewee explains, "Even if international students cannot speak Japanese, he or she could get his or her degree by only taking courses which are provided only in English. I think this is one of the most effective ways to attract those international students who do not understand Japanese." Moreover, staff and faculty in the institution are being encouraged to improve their own English proficiency. Monetary

incentives are being offered to those who score highly on the TOEIC exam to make the entire institution more globalized and responsive to international students and scholars.

New reporting. All of these increased activities have also led to increased monitoring and reporting which will affect the amount of funding they will receive. And, although the institution does receive additional funding from the Top Global University Program, one interviewee expressed it simply is not enough, especially with a goal of hosting 3,000 international students or roughly a 43% increase of their current international student population.

International Office Support

Similar to the structure at University 1, because the majority of international students are graduate students, each graduate school has their own office and staff to support their international students. However, this university also has a centralized office that guides and promotes internationalization activities as well as international student support. This centralized office is a joint education and research facility with a combination of academic faculty and administrative staff. Along with international student support, other operations include enhancing Japanese language and culture education and coordinating study abroad programs. The following information references that office.

Orientation and communication. Orientation for international students, both exchange and degree-seeking, provided by this center is much smaller than what has been described at other institutions. At the session, which runs between 90 and 120 minutes, students are provided a physical guidebook detailing the various services available for them at the institution. This includes a section detailing counseling and mental health services. After orientation, there are no further reminders or advertisement of those services by the international office. There is little coordination between the two offices and although interviewees were enthusiastic about the idea,

resources are a bit too tight to pursue it. If students ask about mental health services or if they are recommended to seek them, the international office will assist in booking an appointment. Otherwise, students hopefully remember that these services are available to them free of charge.

International "Welcome Desk." Similar to the international student help desk in University 1, University 2 has a "Welcome Desk" that serves as an information desk for students and staff. Although it is available for all students and staff of the university, it states that it is primarily meant for international students and staff. Open weekdays from 10am to 5pm, the Welcome Desk can provide information and guidance in English on a variety of topics about life in Japan and at the institution to ease cultural adjustment forward students to the appropriate services. One unique feature of the Welcome Desk though is that they also offer free legal consultation in English.

Social cultural exchange events. One interviewee discussed challenges international students have expressed regarding social and cultural adjustment into campus life and Japanese culture and the stress and frustration that comes along with them. To address these remarks, the international office organizes a weekly luncheon between international and domestic students. Once a month, international students are invited to make a presentation about their home country and culture. Also, monthly, there is a cross-cultural discussion where domestic and international students discuss cultural differences over a variety of topics to help them understand each other. Several times throughout the year, the international office also organizes a "Regional World Cooking" event where international students are invited to teach their fellow classmates, both domestic and international, cuisine from their home region. These events provide international students to not only meet domestic students but also to practice speaking Japanese and learning about their peers while celebrating their own culture.

Counseling Office Support

Mental health services function within the Health Services Office. The Health Services Office includes physical health, mental health, and disease prevention. The "Mental Health" (こころの相談・診療 which more directly translates to "consultation and counseling of the heart") section is separated between mental health (psychiatry) and counseling (psychological counseling). According to their Guidebook for International Students, the purpose of the Mental Health Section is "you can consult a psychiatrist about your mental state, for example, feeling depressed, not sleeping well, getting tense too much in social life and so on." The Counseling Sections is for "consult[ing] a counselor (clinical psychologist) about your concerns about study, future career path, interpersonal relations, your personality, etc." There is a Health Services Office with all of their mental health services on all three campuses. There is also a separate office for harassment and another office for disabilities which I did not include in this study.

Specialized services. Although only available on certain days of the week (only one day a week at the two smaller campuses), the Health Services Office offers mental health and counseling services specifically for international students on all three campuses. There are several counselors who are able to speak English. Furthermore, as mentioned above, counselors and staff are incentivized to improve their English proficiency as part of their comprehensive internationalization plan. One interviewee emphasized the importance of having counselors who can speak English and have international experience. They explained that some international students struggle with Japanese and English is still often regarded as the "most important international language." With English-speaking counselors, they can reach nearly all students because to be accepted into this institution, applicants must have at least a strong command of Japanese or English.

Website and online resources. The Health Services Office has a limited and confusing website setup. There is an English website that only has an overview of their services. Following a link to the "Japanese Page," the page actually has both English and Japanese and offers more functions. The Japanese Page has descriptions of services in both languages as well as contact information and the ability to schedule appointments online. The website does not include information about mental health, nor does it include any suggestions on preventative care. However, suggestions for individualized preventative care can be offered in a consultation.

Perceptions and Advocacy

Perceptions of mental health by students and staff have been changing in over the years. Services for treatment are clearly being made available to all at this institution as evidenced by offering services on all three campuses and taking steps to make these services accessible and beneficial for domestic and international students alike. Interestingly, in one interview, discussion around the topic of mental health crossed over to the topic of disability services, similar to how the name of the counseling office at University 1, the "Center for Counseling and Disability Services (学生相談·特別支援センター)." Fortunately, the interviewee elaborated on the importance of these services in supporting students' needs and agreed advocacy could be useful. Unfortunately, there are currently no advocacy activities.

Conclusion

Basic services and treatment are offered with specialized service and an English option for international students. Advertisement of services are left to the office running the service. Services by the international office primarily address social and cultural adjustment. It is interesting to see they also have an international student help desk similar to university 1. This

one also offers legal counseling. Advocacy is non-existent though international office staff seemed interested.

University 3

Overview

University 3 was founded in the late 19th century. It is a small national university with a student population of over 6,000, approximately 70% of which are undergraduate. It is located in the general Tokyo area and is the smallest institution used in this study. Unlike the other institutions in this study, University 3 is not a comprehensive university having more specific focuses of study. The international student population at this institution is just over 900 representing nearly 15% of the total student population. Of the 900+ international students, only about 100 are short-term or exchange students. Thus, the large majority of international students are degree-seeking, predominantly from China. Although this university has multiple physical locations, the vast majority of activities occur on the main campus.

Internationalization Policies

In the first decade of the millennium, this institution was selected as a recipient of two Center of Excellence initiatives, the 21COE and the GCOE. They were also selected for the SIH. One interviewee acknowledged that these programs were useful in approaching internationalization and has led to the strategic implementation of various programs. Despite having applied, this institution was not selected for the Global 30 nor the Top Global University Program. One interviewee viewed it as a blessing in disguise saying that despite the disappointment from being rejected, "the micromanagement comes in once you get the government money." "Those schools [that] got the fund, but they are becoming like a… very

obedient to the government initiative. They don't have that unique approach to internationalization." "But internationalization is not really numbers but more qualitative improvement, right? It's more important."

Alumni association support. Not being selected for the Global 30 or the Top Global University Program meant internationalization efforts would have to be funded through different means. This institution has benefited tremendously from alumni donations for decades. The alumni association of this university has been quite supportive of internationalization efforts. Study abroad, for example, has historically received financial support from the alumni association to assist with living costs. Today, all study abroad students from this institution receive some form of financial assistance, mostly from alumni donations.

Global opportunities for domestic students. One of the strategic objectives that emerged from the strategic funding programs was the goal to increase outbound mobility. Many study abroad programs at this institution were year-long so this led to the creation of more semester and short-term programs such as a one-month program to Australia. Additionally, courses for English language skills as well as subject courses taught in English have greatly expanded. English-medium courses are not only available for international students but for domestic students as well. Although these courses are useful in attracting international students, they were also created to give domestic students a more global experience.

Decentralizing internationalization. In what appears to be this institution's most ambitious goal, changes are taking place to streamline or mainstream internationalization across all offices. According to Hans de Wit (2015), "Mainstreaming implies that internationalisation is no longer a separate pillar of university policies and strategies but integrated into all other pillars: education, research, human resources, finances, student affairs, faculties, etc." Many offices on

campus, such library services, student services, IT, are moving towards having international elements such as websites in English. Soon there will be an expectation that all offices be bilingual. To accomplish this, one interviewee stated this university needs to emphasize both hiring bilingual staff as well as training current staff. Another interviewee posited the international center may even cease to exist in the next two or three years.

International Office Support

This university has a center for international education that houses four main functions. One function is the department of Japanese as a second language for international students to develop Japanese language proficiency. Another function of the center curriculum course development for programs taught in English. The last two functions are advising functions for outbound study abroad students and inbound international students. As such, I will refer to this center as the "international office."

Orientation and communication. Orientation at this institution runs for over a week. Information sessions are integrated between various student services, such as health services and counseling services, and the international office. As one interviewee described, "we actually present together. That way, students can say, 'okay, for general issues, come to the [international] office.' But now if you have a specific mental issue, you can also go straight [to the counseling office] as opposed to coming here and then get sent over there." Students are also directed to the website if they need information at any point throughout the year. The international office does not advertise or remind students about these services after orientation though they may be referred to appropriate services. One interviewee acknowledged, "there could be more promoting."

Tutor system. This international office also organizes a tutor system for international students. The university will fund up to 30 hours of individual tutoring in a month or 120 hours in a year. This service is only available during the student's first year. An additional 32 hours of tutoring is available for graduate students who need help with their thesis two months before submission. International students can request classmates or ask the international office to assign them a tutor. Aside from individual tutoring, tutors are also available on a walk-in basis.

International student housing. This university has two dormitories for international students which are supervised by international office staff. One is a mixed dormitory for international and domestic students and is primarily for undergraduate and exchange students. The other is entirely for international graduate students and researchers. Although both dormitories are optional, their subsidized price compared to external housing options make them quite appealing. The international office staff relies heavily on the resident assistants (RA), who are student residential staff living in the dormitories, to support international students and report any issues. These RAs plan a variety of activities such as welcome parties and intercultural programs to aid in social and cultural adjustment. The undergraduate dormitory, which is roughly two thirds international and one third domestic students, also employs community assistants (CAs) who provide additional support for daily life and exchange activities. Thus, the international office provides a great amount of support for international through residential life.

Community support. Along with dormitory staff, multiple interviewees also discussed the importance of community support. International students have been fortunate to have a welcoming and organized community to enter. International office staff collaborates extensively with community leaders to help international students with cultural adjustment in various aspects of life. One example offered was a bicycle sharing program for international students. One

interviewee even stated, “I think, actually the community members were far ahead of us to support those international students and family members in need.”

Counseling Office Support

This university has a student support center which has two offices within it: the Student Counseling Office (学生相談室) and the career services office. It is a separate office from medical health services or the harassment prevention office. The counseling office has a team of clinical psychologists and offer counseling services to all students, faculty, staff and their families.

Website resources and promotion. The counseling office does not have a website in English, but the Japanese website has several offerings. Aside from general information regarding their services, the website has several other resources. The counseling office publishes a semiannual newsletter with various updates about the office. There is also a self-help and suicide prevention pamphlet. There are also links to additional resources off-campus. The website is also the main means of promotion for the office.

Foreign language situations. At this university there is a counselor who can speak English though it is not advertised. This may need to change if internationalization is to be mainstreamed across all offices. However, interviewees noted that most international students speak Japanese quite fluently, possibly due to difficult entrance examination. There are occasionally exchange or English program students who do not have enough Japanese proficiency and thus require counseling in English, but they are very few. Occasionally, international office staff will need to act as translators. This happens especially if family members of international students need to be contacted. The international office is also useful when students need to find additional external services.

Group lunches. Once a month, the counseling office organizes a lunch hour to discuss a variety of topics over drinks and snacks. Each session has a theme such as "How is everyone spending their unexpectedly long spring break?". These are casual gatherings where students can come and go as they wish. There are also group discussions exclusively for graduate students. These occur less frequently than the casual lunch hours. Both of these are open to domestic and international students though the majority that attend are domestic.

Perceptions and Advocacy

All of the interviewees agreed that traditionally, Japanese culture stigmatizes issues of mental health. Several of them pointed out that this seems to be a generational difference as the younger generations are becoming more open and understanding of the topic. One interviewee also mentioned that people in metropolitan areas where also more open to the topic than those in more rural parts of Japan. Within the institution, interviewees said perceptions were mixed among faculty. Some have learned from experiences with students and have developed sympathy for and interest in mental health. Others, however, maintain the traditional stigma. The interviewees agreed that the majority of students, domestic and international, are open and receptive to the idea of seeking counseling services. They did note that some international students, especially from China and Korea, have been hesitant to use counseling services due to stigmas in their home culture. However, perceptions around mental health are improving, especially due to word of mouth. One student will have a good experience and recommend it to their friends. Interviewees also agreed that more can be done both in the amount of resources available and in promotion and advocacy for mental health services.

Conclusion

This university has benefited greatly from alumni and community support which has allowed them to pursue internationalization in their own way. Different from the other institutions in this study, this institution seems to have focused much of their international student support through their residence halls. They also have a coordinated effort with the local community to address international student needs and help with social and cultural adjustment. Counseling services seem to be quite similar to those found in other institutions. With international students and more extreme cases, interviewees discussed collaborating with other offices, such as the counseling office, international office, health services, etc., more than the other institutions in this study. This may be due to its small size. However, with the goal of mainstreaming internationalization, interviewees expressed the need to increase coordination between offices to increase efficiency.

University 4

Overview

Founded over a century ago, University 4 is a large, private institution with an urban campus in and around one of Japan's largest cities. Although it also has an adjoining high school and junior high school, undergraduate and graduate schools are spread across four campuses less than 50 kilometers from each other. This university has approximately 30,000 students, nearly 95% of which are undergraduate. (enter international student population)

Internationalization Policies

This university was not selected for any of the internationalization programs covered in this study (the Centers of Excellence, SIH, Global 30, or Top Global University Program). Despite that, the university has pursued internationalization extensively. Their

internationalization efforts focus on five key areas: student mobility, overseas presence, expanded curriculum, borderless opportunities, and immersion.

Student mobility. The institution wants to increase the number of global partnerships and encourage students to study abroad. Additional activities and programs will be made available for students to improve foreign language proficiency in a variety of ways. Through outreach and alumni engagement, the university also wants to increase the number of internship opportunities both domestically and abroad. The university hopes that half of their students will have had some form of global experience within the next few years.

Overseas presence. This university wants to establish a physical presence abroad with a mix of satellite campuses and offices around the world. These will be useful for expanding study and internship opportunities abroad. The university also hopes to run various seminars, field work, and immersion programs. These physical locations will play a vital role in achieving other internationalization goals.

Borderless opportunities. Using satellite campuses and physical locations abroad, the university hopes to expend international student recruitment by offering entrance examinations abroad. There will also be entrance examinations in English for those who show high enough proficiency through TOEFL or TOEIC scores. A credit system will also be devised to allow prospective students to receive credit at the institution for work completed in programs abroad. On the campus, the number of courses taught in English will increase along with the creation of "international tracks" where degree programs can be completed in entirely in English, Chinese, or another foreign language. This variety of offerings should aid in attracting more international students.

Expanded curriculum. Aside from increased course and degree offerings in foreign languages, this university hopes to build on their global partnerships to create more joint and double-degree programs. Similarly, the institution plans on globalizing their adjoined primary and secondary education and expand various programs such as honors programs and foreign language programs. It will be part of an coordinated effort to integrate global perspectives "from primary school to the master's program to develop global human resources."

Immersion. The university will emphasize the use of English in their curriculum as they move from "'studying English' as in secondary school to 'studying in English.'" This will be accomplished through a combination of increased opportunities abroad as well as using communications technology for remote cultural and academic exchange. Students will be able to interact with people around the world virtually to gain global perspectives. The university also plans to diversify the population of their campus with the goal of reaching a one in six international student to domestic student ratio which would indicate a 43% increase since it was announced in 2015.

International Office Support

At this university, all activities regarding international programs, including both outbound and inbound, are managed by the Division of International Affairs (国際部). They are also responsible for supporting international students with all facets of life on campus which includes four mixed dormitories for domestic and international students.

Orientation and communications. The international office at this institution arranges a comprehensive presentation for orientation. It typically lasts two hours and includes members from City Hall to discuss settling into their new community. Counseling services and how to access them are also explained during this presentation. Students also receive a comprehensive

handbook covering all aspects of student life. Additionally, the international office promotes counseling services on the student portal online. Moreover, these services are also frequently communicated to students by email once or twice a month and through social media at various times throughout the academic year. As one interviewee suggested, “our office thinks these services are important for students so we try to remind them frequently where they can go.”

Peer support group and buddy programs. At this institution, there are also a number of peer communities. Peer communities are student-run groups to help fellow students navigate various aspects of student life. For example, there is a peer community to assist with library services. There is also one peer support group dedicated for cultural exchange and international student support hoping to “be a bridge between foreign and Japanese students.” This group organizes activities such as welcome events and campus tours when international students arrive on campus, various cultural activities, and even field trips. This group coordinates with and is supported by the international office to promote and enhance their activities in hopes of easing cultural and social adjustment for international students. Furthermore, the international office initiated another peer support program recent in the form of a buddy program. For this program, the international office recruits current student volunteers, both domestic and international, to support incoming international students in small groups of 6-10 members that they form.

English counselor. What may be one of the more unique services provided by an international office is the hiring of their own English language counselor. This counselor specializes in working with international students and comes to campus on a biweekly basis. Aside from being able to speak English, these counselors are equipped to handle issues due to cultural differences or linguistic shortcomings. These part-time counselors are part of a larger shared system with other institutions in the area. Unfortunately, their limited presence also limits

their service and impact as one interviewee noted their desire to increase coordination between the counselor and an institution's international office staff.

Counseling Office Support

At this university mental health and counseling services are offered by the Student Counseling and Support Center. This center has two functions: counseling and accessibility services. Under "counseling," there is a wide range of topics such as academic, career, medical health, harassment, and psychological. This study focuses on the "psychological counseling" (心理相談) services provided at the Psychological Counseling Room (心理相談室) that offers . There is a Psychological Counseling Room located at each one of the university's four campuses. Most international students who seek these services will come here. International students who are here specifically studying Japanese as second/foreign language will typically go to the international office to seek these kinds of counseling services.

Website and online resources. The university website, likely as part of their extensive internationalization efforts, has five language settings: Japanese, English, Korean, Simplified Chinese, and Traditional Chinese. However, once navigated to the page for the Psychological Counseling Room, there is nothing more than a brief description of when one might want to seek these services. The website does not include information about mental health, nor does it include any suggestions on preventative care.

Seminars and information sessions. Throughout the year, there are a series of seminars and information session covering various topics around mental such as stress management. Attendance for these seminars could be improved, according to one interviewee, as they typically bring in 10-15 students. Training seminars are also prepared for staff and faculty once or twice a

year to inform them about the topic and the offices services as well as how to guide students towards these services if needed.

Perceptions and Advocacy

All three interviewees from this university agree that the general perception around mental health has been changing in recent years. They also noted that faculty are quite supportive of this issue and both the international office and counseling office coordinate with them to assist students. The top administration is also supportive of this issue though funding is often limited. Student perceptions have been becoming more positive in recent years. One interviewee explained that in their experience European students are more open to seeing a counselor. However, many Asian students have expressed reservation about seeking counseling because it is taboo in their country. As for Japanese students, "recently they are getting more open to seeing a counselor. And they sometimes say something like 'my friends recommended to go to the counseling center,' because the friends had already went there and had a good experience." Such sentiments are being amplified by the increased the numbers in students studying abroad, international students coming in, and various international experiences in person and remotely online. In the general public however, one interviewee noted, "in Japan I think it's still very negative, that's why we have few counselors." Though not intentionally advocating, the information sessions and seminars are a good way to disseminate information about mental health.

Conclusion

Internationalization at this university, though none through national government programs, is quite extensive and includes a considerable increase in the international student population. The international office provides a variety of programs aimed at easing social and

cultural adjustment similar to the other universities in this study. The hiring of an external counselor who specializes in counseling international students was unique in this study though they reported there is a shared system with other regional universities. Online resources from the counseling office were quite limited, similar to the other universities in this study. Training for staff and faculty and information sessions for students can help advocate for the issue.

University 5

Overview

Founded in the late 19th century, the final university of this study is the second private institution of this study and has the largest student population. It is also the second institution in the study located in the general Tokyo area with five campuses within 70 kilometers from the two furthest points. Between the five campuses, this institution boasts over 30,000 students, slightly more than University 4. However, with nearly 1800 international students, University 5 has the second lowest proportion of international students of this study with approximately 5.5%. Less than 200 of these students are exchange and the vast majority are degree-seeking. Approximately 80% of the international student population is undergraduate with approximately 20% being graduate. Roughly three out of four international students are Chinese.

Internationalization Policies

This institution was not selected for any of the Centers of Excellence programs nor the SIH or Global 30 programs. It was, however, selected for the Top Global University Program in 2014. In line with the mission of the institution prior to this selection and with influx of funding from the Top Global University Program, this institution has been pursuing internationalization aggressively since 2014.

Diversifying the hiring. With the new influx of funding to pursue internationalization as well as lofty goals from the Top Global University Program, one major change that came was moving away from the long-standing practice of only hiring recent graduates and promoting from within. The institution realized the need for experienced professionals in internationalization or international business. Over the past several years, many external candidates, including non-Japanese ones, have filled positions throughout the administrative staff. Additionally, the institution also hopes to diversify their faculty with the goal of pushing the percentage of foreign faculty members to just over 50% by 2023 (the current expiration date of the Top Global University Program).

Expanded course offerings in English. Along with the increased diversity in the faculty, the university is increasing the number of courses offered in English. The university hopes to add over 400 courses taught in English between now and 2023 to reach their goal of over 1700 courses in English. This expansion will support increased numbers of international students and aid in their recruitment.

Student mobility and global cooperation. With their selection into the Top Global University Program, global cooperation and student mobility has been tremendously emphasized. This institution has over a hundred student exchange program partner universities and is close to reaching their goal of establishing 120 by the year 2023. The university also hopes to increase student mobility, both inbound and outbound. In this pursuit, this institution is an active member of the University Mobility in Asia and the Pacific (UMAP). By 2023, they hope to have nearly 3,000 Japanese students with an experience overseas including study abroad or internship abroad. They also hope to increase the number of international students to nearly the same amount which would indicate nearly a 55% increase from their 2019 population.

International Office Support

At this university, there is a clear separation between degree-seeking international students and short-term or exchange. Degree-seeking students are expected to have advanced proficiency with the Japanese language and thus are matriculated in the same manner as domestic students. Short-term and exchange students used to be supported by one international office. Meanwhile, there also used to be a separate international office for international strategy and internationalization focused on planning and project management. A few years ago, those offices merged to become the International Affairs Office (国際部), described by one interviewee as "one stop service in terms of internationalization providing direct service to students at the same time planning functions were integrated in this office." This has been useful in simplifying access to resources. The following is in reference to that office.

Orientation and communication. Similar to all the other universities in this study, international students go through an orientation program upon arrival. At the orientation, students there is a session addressing culture shock and mental and emotional adjustment to life in Japan. The counseling office also gives a presentation. Students are also provided with a digital handbook detailing the various services and offices around campus. After orientation, there are occasional email reminders about resources available to international students should issues arise. This includes occasional mention of counseling services. Their website the interviewees hope will also be a useful tool for students to find information but there is still much to improve on. However, additionally, one interviewee expressed the interest in the creation of a follow-up seminar or information session perhaps a month into the semester once students have had a chance to settle in.

Buddy program. There is a language partner program that international students can sign up for. Although it is advertised and organized to be primarily for language improvement, it has been noted to function frequently as a buddy system. As the students develop closer relationships with each other, international students have leaned on their domestic partners to navigate life at the university such as finding student clubs to join, learning their way around town, and in general easing their transition to live in Japan.

Faculty advisors. Although it is quite common for degree-seeking students to have a faculty advisor, this university assigns faculty advisors to exchange students as well. Students are expected to meet with their faculty advisors at least once during their exchange program. This program is intended to help exchange students with issues such as course registration and other academic issues. Although for some, the relationship between the exchange student and faculty advisor may end after the one mandatory meeting, many students develop strong relationships with their faculty advisors even continuing after their exchange program. In addition to the assistance the faculty advisors provide their students, one interviewee explains the value of this program as "they [faculty advisors] are pretty good at recognizing stress, burnout, withdrawal, things like that. And so that's a pretty good kind of pointed connection between our office and the teaching faculty."

International dormitory. This institution has a dormitory near the campus designated for study abroad and exchange students. It is staffed by study abroad alumni who serve as resident assistants and who have shown to be good resources for international students. As one interviewee described, "they're good for providing kind of like a first line of support and also serving as a liaison with the International Affairs Office." The manager of the dormitory also meets regularly with the international office.

Counseling Office Support

The counseling office at this institution is called the Student Support Room / Student Counseling Room. One of these offices is located on all five campuses. The Student Support Room / Student Counseling Room is one of three sections that operate within the Wellness Center along with the Health Consultation Office and the Peer Support / Accessibility Services. This study only focused on the Student Support Room / Student Counseling Room.

Counseling in English. Although there are counseling services on all five campuses, the only counselors who can speak English are on the main campus. There is also a counselor who can speak Chinese. However, if an international student in another campus struggles with Japanese, they and the counselors will use a translation device, often a smartphone. There were no issues reported with such a system and seems to suffice.

Advertisement and promotion. Aside from the presentation during orientation, they advertise their services on the school's broadcasting system almost daily. These broadcasts are their main form of advertisement. Announcements are broadcasted throughout the campus during class breaks. The counseling office will advertise workshops and events roughly twice a day. Information regarding their activities can also be found on their website which, according to one interview, is still improving.

Group workshops. This university's counseling offices hold several group activities and workshops throughout the year. Each one of the five campuses' counseling rooms organize their own group activities. For example, on one campus, nearly every week, they organize a "tea hour" which involves a combination of self-reflection and group discussion. Another campus organizes weekly group lunches to discuss communication techniques. One campus holds a psychological test week on a near monthly basis while another campus holds a "stress check

month" once a semester. Seminars and information sessions on preventative care and wellness are also held on multiple campuses throughout each semester. Although international students are welcome to participate, attendance has been predominantly domestic students.

Staff training and collaboration. The counseling office interviewees stated that they collaborate with the international office, as well as many other offices and faculty on campus, quite regularly in order to approach student care from multiple angles. This approach, of course, is conducted with student permission and careful consideration for confidentiality. Furthermore, the counseling office holds training sessions for staff and faculty once or twice a year to improve collaboration and referrals.

Counseling newsletter. The counseling office at this university publishes a quarterly newsletter with general advice addressing topics such as depression, anger, and anxiety. Each year has a different theme such as "mental management" (こころのマネジメント), "troubleshooting" (トラブル解決法) and "human relations" (人間関係). However, only the current issue is available electronically on the website. Previous issues are available in paper form at the counseling offices.

Perceptions and Advocacy

Perceptions of mental health on campus in general seem to be quite positive. All of the interviewees reported working relationships with faculty. The interviewees also noted that students' perceptions of mental have much improved compared to a decade or two ago. One interviewee noted that with international students from "Western" countries (implying North American and European), there seems to be almost no stigma. Another interviewee mentioned that stigma seems to continue to exist among students from other Asian countries. They also noted that they were surprised by how much domestic students seem to use their services and

that the counseling office at this institution is quite popular. Advocacy, they said, was an area where they hoped to improve. They explained that, regardless of the issue, the concept of advocacy is still new in Japan.

Conclusion

This institution has pursued internationalization quite aggressively with the use of Top Global University Program funding. Internationalization efforts seem centralized in the International Affairs Office. They frequently coordinate with other offices in the university, including counseling, career services, and residential life staff, to support their international students in all facets of life on campus and in Japan. Counseling services are able to accommodate students who do not have a high enough proficiency of Japanese though English-speaking counselors are currently limited to the main campus. The counseling offices at this university offer a variety of activities and workshops on top of general counseling appointments. Although the website is still improving, the counseling office has general information available along with their quarterly publication. Perceptions of mental health at this institution are generally positive among students, staff and faculty likely thanks to the variety of activities and collaborative nature of the counseling and international offices here.

6. Case Comparison Findings and Discussion

This chapter discusses the results from a cross-case analysis of the five universities in conjunction with the literature in Chapter 3. The findings in the chapter are divided into four categories: internationalization efforts, international office services, counseling office services, perceptions of mental health, limitations and recommendations for future research.

Internationalization Efforts

Although all five institutions have different internationalization strategies and goals, three of which are bound to national government initiatives, all of them included increasing international student enrollments. Reasons included increasing campus diversity and creating global opportunities for domestic students. All institutions also included increasing English-medium course offerings. Entire degree programs are also being offered reducing the need for international students be proficient in Japanese language. As such, those students are likely to be more susceptible to language issues leading to acculturation stress. This increases the need for comprehensive internationalization involving the internationalization of student services like counseling offices which Arthur (2004) argues is the ethical responsibility of the institution.

International Office Services

The structure of international offices varied between the five institutions. The majority of institutions had an international student support office or section within a larger international center that included addition activities such as study abroad or Japanese as a second language. The two large national universities even had separate international student support offices for each graduate school or faculty. Table 2 shows a summary of programs and services provided by the international offices of each university.

Orientation and Communication

All of the international offices in this study organize orientations for incoming international students. Orientations ranged from a 2-hour presentation to over a week of various sessions and activities. All orientations included sessions and information about their institution's counseling services. University 3 commented on the importance of co-presenting

with members of the counseling office. Such collaboration was strongly recommended in the literature (Arthur, 2004). However, only the two private institutions continued promoting those services throughout the year. The three public institutions provide all the information regarding counseling services at orientation or through the website and referred students as appropriately needed. One interviewee offered a possible reason being, "private universities are more attentive to student needs because of higher tuition fees." None of the institutions seemed to have FYE courses for international students. This could be an area of improvement, especially if enrollment of international students in English-medium programs continue to increase. Creation of such a course though will likely involve a considerable investment by the institution.

Adjustment Programs

All five international offices reported offering various international exchange activities and events. Some examples include traditional Japanese cultural events such as origami or inviting international students to share their cultures such as cooking activities. All of them also mentioned language exchange programs such as roundtables or lunch gatherings. These activities highlight an emphasis to cultural and social adjustment by the international offices. Only the two private institutions reported organizing a buddy programs for their international students. Two of the national universities, however, have extensive personal tutor programs which interviewees reported often end up functioning as buddy programs as the relationship between the international student and their tutor becomes more casual therefore additionally aiding with social adjustment rather than strictly academic adjustment. Aside from the tutoring systems, no other activities were found specifically addressing academic adjustment and may likely be addressed be other offices on campus.

International Dormitories

Four of the five institutions had dormitories specifically for international students and supervised or coordinated to some degree by the international office. University 3 especially relies on their international student dormitories for supporting them. Staff in these dormitories have been especially useful in identifying possible students at risk. This shows the interwoven nature of mental health across different offices on campus, such as residential life, and underscores the importance of collaboration on the topic.

Unique Services

There were two activities that were unexpected. First, the two national universities had student-run help desks for international students. These help desks serve as a one-stop service for international students to ask questions about campus and Japanese culture from peers. At University 2, this help desk even offered legal advising services from legal professionals. It is suggested that this service helps students with any acculturation issues they might face. Further investigation into its benefits and range of uses could prove insightful.

The other surprising activity was University 4 contracting an external English-speaking counselor to offer counseling services in English every two weeks. Doing so shares the cost of providing English-language counseling with other institutions. It is interesting that this is coordinated by the international office rather than the counseling office. Although in this case the service offered was in English, this might be a useful and affordable model for institutions looking to offer non-Japanese-medium counseling for international student populations of other languages. Languages offered can vary depending on the demographics of an institution's international student body

Table 5

International Office Services and Mental Health-related Support

	U1	**U2**	**U3**	**U4**	**U5**
Counseling promoted at orientation	X	X	X	X	X
Promoted outside of orientation				X	X
FYE Course					
Student help desk	X	X			
Tutor program	X		X		
Buddy program				X	X
Cultural exchange activities	X	X	X	X	X
International dormitory	X		X	X	X
Specialized counselor				X	

Counseling Services

All five institutions had counseling offices with basic counseling services available free for students. All of the counseling offices had similar names but were grouped differently at each institution. At University 1, the counseling office was grouped with disability services. At University 2, it was listed under "health services" along medical health services. However, mental health was divided into psychiatry and psychology sections. At University 3, counseling services are grouped with career services under the "student support office." At University 4, it is grouped will multiple other offices, such as academic, career, medical health, and harassment, under the umbrella of "counseling." At University 5, it is grouped with medical health services and peer support / accessibility services. This could hint at how each university views mental

health and counseling services. Table 4 summarizes the activities of the counseling offices at each university.

Foreign-language-speaking Counselors

Both private institutions and the small national institution had English-speaking counselors available, though one was part-time. The international office at one of the private institutions also had an external English-speaking counselor available part-time. One of the private universities also had a Chinese-speaking counselor. This is especially beneficial as that school's international student population is roughly 75% Chinese. It is surprising that the largest national university with the highest percentage of international students in this study did not have English-speaking counselors available. However, the private universities did not have English-speaking counselors available on all of their campuses. Some counselors in those situations would sometimes be provided a translator such as an international office staff member. Some counselors were reported to use electronic translators. Many counselors admitted their practices and techniques do not necessarily change between domestic and international students. This may warrant questions around counseling techniques as the literature notes considerable differences and challenges for international students. Counseling practices for international students has been a topic in recent years at professional development seminars and conferences according to the interviewees, many of which regularly attend.

Website and Communications

All five counseling offices in this study had websites detailing basic information about the office such as location, hours, and contact information. Only three out of the five institutions' counseling offices had websites available in English. Even those who did may not have had all of the same information available as the Japanese page. On the Japanese pages, only three

institutions had additional resources and information such as tips for preventative care and links for external resources. Although all institutions advertised special events, only the two private institutions reported advertising their general services outside of orientation and their website. Additionally, two institutions have recurring publications about their offices activities but are only available in Japanese.

Additional Activities

All but one institution reported holding additional activities or group work for students. This could take the form of workshops, seminars, information sessions, or even more social activities like lunch or tea gatherings. However, all of these activities are done in Japanese. Furthermore, three of the five counseling offices said they hold training sessions for faculty and other administrators to learn about the topic and know how to identify and refer students who may need these services. Informing and training other staff and faculty across the institution was strongly recommended in the literature. All interviewees expressed desire for more coordination between the various offices and faculty in order to improve service to students. However, all interviewees admitted it is currently quite limited and would require additional resources.

Perceptions of Mental Health

Almost all interviewees reported that within their institution, students, both domestic and international, had mostly positive perceptions of mental health and were in general open to seeing counselors. Some participants did express that there are many Japanese faculty who still have negative views towards mental health. Participants also noted that international students from other east Asian cultures either still have negative stigma towards mental health or are hesitant to seek services due to perceptions back in their home countries. All participants agreed

that the overall perception of mental health in Japan is improving, postulating that it is through western influence, social media, and word-of-mouth.

Advocacy

No explicit advocacy efforts were reported in this study though some of their activities, such as information sessions for students and training sessions for staff and faculty, may qualify as a form of advocacy. However, when participants were asked about the topic, only a few participants were familiar with the concept. Some participants had heard of the concept but were unclear about what it was. Several participants were completely unfamiliar with the topic. When I used the example of World Mental Health Day, however, all participants expressed interest in the day and the concept of advocacy. Planning activities or events around that day could be a start for universities to advocate the topic of mental health. These may also be a good way to create a supportive environment in order to reach students who are hesitant to seek these services.

Table 6

Counseling Services

	U1	**U2**	**U3**	**U4**	**U5**
Basic counseling services	X	X	X	X	X
Foreign language (English) counselors		X	X	X	X
English website	X	X		X	
Additional information and resources online	X		X		X
Office publications			X		X
Seminars, workshops, and info sessions for students	X		X	X	X
Training for faculty and staff	X			X	X
Advocacy					

Limitations

Interviewee Availability

One potential limitation of this study is my inability to meet with members of all three categories at all five institutions. I was unable to meet with a member from counseling office at two institutions nor professors from two institutions. Because of this, the cases with missing participants may not include the full scope of counseling services at two institutions nor the full institutional and internationalization context of two institutions.

Anonymity

Due to the anonymity of this study, certain contextual details had to be omitted. For example, the location of the institution can affect recruitment strategies, access to international goods and services, and diversity of the local population to create social support structures and communities which in turn can have profound impacts on international students' experience and mental health.

Language Proficiency

Despite my advanced level of Japanese from years living in Japan, I am not a native Japanese speaker and thus there will be limitations to my linguistic proficiency and cultural understanding. Likewise, although most interviewees had exceptionally high English ability and have experience in the U.S., they likely also face similar limitations. These limits may have affected their understanding of my questions or my understanding of their responses.

Member checking

The practice of member checking involves the researcher discussing and confirming their data with the participants in order to minimize errors and misinterpretation (Baxter & Jack,

2008). Although this study used multiple source triangulation to bolster accuracy and internal validity, credibility may have further improved by use of member checking.

Recommendations for Future Research

Data from this study showed that mental health support for international students is not limited to the international office or counseling office. For example, offices of residential life, as seen in this study, have a sizeable role to play in supporting international students with the adjustment process. Therefore, a more comprehensive study including a wider array of university offices and departments may provide a deeper understanding to the range of mental health support for international students.

7. Conclusion

This study showed the various ways five universities in Japan are providing and promoting mental health services for international students. As all five universities in this study continue to internationalize and increase enrollment of international students, it is clear that efforts are being made to tend to the mental health needs of their international students. With growing numbers of international students, institutions must commit to their health and wellbeing, including mental health, by acknowledging their unique needs. Mental health deserves even greater attention in a country with a negative historical and cultural track record on the topic.

Services provided by the international offices of all five universities displayed a strong commitment to easing the stress of cross-cultural adjustment. Many of their services were inline with literature on the topic including the use of buddy programs and cultural exchange activities.

Furthermore, international dormitories were reported to be instrumental in the caring of international students, especially in identifying and reporting at-risk students who may need additional assistance. New and innovative ideas were discovered such as a student-run help desk for international students and the cost-sharing hiring of a part-time English-speaking counselor. However, there was also room for improvement. International offices could consider developing FYE courses. Promotion of mental health could also be improved with greater collaboration such as having counselors themselves present at orientation and continued reminders year-round about the services the counseling office offers.

The counseling offices in all five universities, although showing efforts to internationalize with some examples of good practice from the literature, were found to still be lacking in several areas of their services. Some counseling offices are not able to provide services in languages other than Japanese. This issue was further evidenced by the severely limited amount of activities and information available in English. Even the universities that had English websites were found to have minimal informational and functionality. Websites and online services were underused overall and has the most potential for improvement. Promotion of services was also found to be limited with only the two private universities frequently advertising counseling services. The study also found three of the five cases hold trainings for staff and faculty which disseminates information on the topic and help gain support around campus.

With Japan's history and extant stigma of mental health, it was not surprising to find a lack of advocacy on campus. This mirrors a lack of advocacy for mental health nationwide. Although perceptions of mental health seem to be improving and were reportedly positive in all the cases of this study, this presents an opportunity for universities in Japan to lead in mental

health advocacy. Simple steps can include organizing activities around existing advocacy efforts such as World Mental Health Day and International Suicide Prevention Day. However, mental health, similar to internationalization, should be comprehensive requiring full institutional commitment across all offices and departments. Future research may consider a more holistic view of mental health support services for international students.

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Appendix A

Interview Questions

Interview Questions for Professor of International Higher Education

1. How would you describe your institution's position in the national context?
2. What is the institutions opinion around internationalization? How does it fit with the mission of the institution?
3. How has the institution pursued internationalization? (SIH, Global 30,
4. What have been their main initiatives and policies for internationalization?
5. How responsive would you say the institution is to foreign influence and needs?
6. How has internationalization, according to de Wit and Hunter's latest definition, improved the quality of education?
7. How has internationalization affected student/campus life?

Interview Questions for International Office Representative

1. Do you have experience with international students asking about or requesting mental health services?
2. Are mental health services promoted to international students?
    a. If so, how are the communicated to students? Orientation? Website? Pre-arrival? Reminders? How frequently?
3. What programs and services do you offer to aid students with the acculturation process?
4. Does this office offer additional services for international student mental health support?
5. How much collaboration, if any, do you have with the counseling office?
6. Is mental health advocated? Such as World Mental Health Day?

Interview Questions for Mental Health / Counseling Services Representative

1. Do you have experience with dealing with international students?
2. Are there any counselors with foreign language ability? How many?
3. Are there special services if a student does not have the necessary language proficiency to properly communicate?
4. Is there specific training for counselors to address student challenges with living in a foreign culture?
5. Is there any form of diversity or cultural sensitivity training for counselors (and staff)?
6. Are there specific services for international students?
7. How are these services marketed to reach international students?
8. How is mental health perceived?
9. Are there any advocacy activities? Such as World Mental Health Day?

Appendix B

Boston College Consent Form
Boston College Center for International Higher Education
Informed Consent to be in study: *Providing Mental Health Services to International Students in Japan*
Researcher: *Octavio Seijas*
Adult Consent Form

Invitation to be Part of a Research Study

You are invited to participate in a research study. You were selected to be in the study because of your position in a Japanese university with a sizeable population of international students. Taking part in this research project is voluntary.

Important Information about the Research Study

Things you should know:

- The purpose of the study is to identify what mental health support services, if any, are available for international students in Japanese universities. If you choose to participate, you will be asked to be interviewed one time. This will take approximately 30 minutes.
- There are no expected risks or discomforts from this research.
- The study will provide no benefits other than a copy of this research when it is complete.
- Taking part in this research project is voluntary. You don't have to participate and you can stop at any time.

Please take time to read this entire form and ask questions before deciding whether to take part in this research project.

What is the study about and why are we doing it?

The purpose of the study is to determine what systems and resources are available at universities for international students in need of mental health support during their time studying in Japan. This research can aid non-Japanese students and institutions looking to study in Japan by knowing what resources might be present to address mental health issues. The total number of people in this study is expected to be three people from five institutions totaling 15.

What will happen if you take part in this study?

If you agree to take part in this study, you will be asked to provide a detailed description of services and programs at your institution. The interview will be audio-recorded if

conducted in person. If the interview is conducted by videocall, the session will be recorded. Data will be stored on a secure departmental server. Your identity will be anonymized by code by me, the PI.

How could you benefit from this study?

Although you will not directly benefit from being in this study, you will receive a copy of my research once completed.

What risks might result from being in this study?

There are no foreseeable risks.

How will we protect your information?

The records of this study will be kept private. In any sort of report we may publish, we will not include any information that will make it possible to identify you. Research records will be kept in a secure departmental server.

Mainly just the researchers will have access to information; however, please note that a few other key people may also have access. These might include government agencies. Also, the Institutional Review Board at Boston College and internal Boston College auditors may review the research records. Otherwise, the researchers will not release to others any information that identifies you unless you give your permission, or unless we are legally required to do so.

What will happen to the information we collect about you after the study is over?

Audio recordings will be destroyed once transcribed. Your name and other information that can directly identify you will be kept secure and stored separately from the research data collected as part of the project.

We may share your research data with other investigators without asking for your consent again, but it will not contain information that could directly identify you.

How will we compensate you for being part of the study?

There is no compensation.

What are the costs to you to be part of the study?

There is no cost to you to be in this research study.

Your Participation in this Study is Voluntary

It is totally up to you to decide to be in this research study. Participating in this study is voluntary. Even if you decide to be part of the study now, you may change your mind and stop at any time. You do not have to answer any questions you do not want to answer. If you decide to withdraw before this study is completed on April 1, 2020, please notify me, the PI.

If you choose not to be in this study, it will not affect your current or future relations with the Boston College.

Getting Dismissed from the Study

The researcher may dismiss you from the study at any time for the following reasons: (1) it is in your best interests (e.g. side effects or distress have resulted), (2) you have failed to comply with the study rules

Contact Information for the Study Team and Questions about the Research

If you have questions about this research, you may contact the PI, Octavio Seijas. Email seijas@bc.edu Phone: +1-774-249-2228. Or the faculty advisor, Dr. Hans de Wit. Email dewitj@bc.edu Phone: +1-617-552-4236.

Contact Information for Questions about Your Rights as a Research Participant

If you have questions about your rights as a research participant, or wish to obtain information, ask questions, or discuss any concerns about this study with someone other than the researcher(s), please contact the following:

Boston College
Office for Research Protections
Phone: (617) 552-4778
Email: irb@bc.edu

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. I/We will give you a copy of this document for your records. I/We will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I understand what the study is about and my questions so far have been answered. I agree to take part in this study.

_____ _____

Printed Subject Name Signature

ボストンカレッジ同意書

ボストンカレッジ 国際高等教育センター

同意書: 日本での海外からの学生へのメンタルヘルスサービス提供についての調査

研究者: *オクタビオ　セイハス*

成人用同意書

研究調査へのご招待

研究調査への参加にご招待致します。本調査は、海外からの学生が多い大学にご所属の方々を対象に行っております。本研究プロジェクトへ携わり頂くのは任意です。

研究調査についての重要事項

留意事項：

- 本研究調査は、日本の大学に在籍する海外からの学生へのメンタルヘルスサポートサービスが存在しているか、またどのようなサービスが利用可能であるかを明かにすることを目的としています。
- 本研究から予測される危険や不快な状況等はありません。
- 本研究調査からは、研究完了後の研究結果冊子の他に得られる利益はありません。
- 本研究プロジェクトに関わりをお持ち頂くのは任意であり、参加は必須ではなくいつでもご辞退頂けます。

本紙をよくお読みになり、ご質問がありましたらお伺い頂いた上で本研究調査に関わるか否かお決め下さい。

何について何故この研究を行っていますか。

本調査は、メンタルヘルスサポートを必要としている日本にて勉学中の海外からの学生がどのような制度や資源が利用出来るか知ることを目的としています。本研究により、日本での勉強を志す外国人学生や組織がメンタルヘルスの問題に取り組む上でどのような資源があるかを知ることが出来、それが彼らのサポートに繋がります。本調査の参加合計人数は、各５機関から３名ずつを含んだ合計１５名を想定しています。

この研究に携わることにより何が予想されますか。

本調査にお携わり頂くことにご同意されましたら、ご所属機関の提供するサービスやプログラムの詳細な説明の提供をお願いします。直接面談でのインタビューの場合は音声録音されます。ビデオ通話でのインタビューの場合はセッション記録されます。データは安全なサーバーにて保管されます。身元情報はＰＩである私により匿名化されます。

どのような利益が得られますか。

本調査から直接得られる利益はないものの、研究完了後には研究論文の冊子を受け取ることが出来ます。

どのようなリスクが考えられますか。

想定されるリスクはありません。

私の情報はどのように保護されますか。

本調査の記録は公表されません。発行するいかなるレポートにも、個人を特定可能な情報は盛り込みません。研究記録は安全なサーバーにて保管されます。

主として研究者のみが情報へのアクセス権を有しますが、他キーパーソンもアクセス権を有する可能性があることをご留意下さい。これには政府機関も含まれる可能性もあります。また、ボストンカレッジの審査委員会とボストンカレッジ内部監査役も調査記録を見る可能性があります。上記に当てはまらず、本人からの許可があるもしくは法的に必須でない限り、研究者は個人を特定出来る情報を他者に公開しません。

収集した情報は研究修了後どのように取り扱われますか。

音声記録は転写後に処分されます。個人名と個人を特定出来るその他の情報は、プロジェクトの一環として収集される研究データとは別に、安全に保管されます。

研究データは、個人の再許可無しに他の研究者と共有される可能性がありますが、個人を直接特定出来る情報はこれに含まれません。

研究に携わるにつき報酬はありますか。

報酬はありません。

研究に携わるにつき費用はかかりますか。

本研究に関わるにつき費用はかかりません。

本調査への参加は任意です。

本調査に関わるか否かの判断は完全にご本人次第です。本調査への参加は任意です。現時点で調査に関わることを決めたとしても、心変わりがあればいつでも辞めて頂いて結

構です。答えたくない質問には答えなくて結構です。調査は 2020 年 4 月 1 日に完了予定ですが、もしそれ以前に退くことを決意した場合、ＰＩである私まで御連絡下さい。

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研究者はいつでも以下の理由で調査参加者の参加を取り止めることができます。（１）退任が得策である場合（例：副作用や苦痛が請じた場合）、（２）調査ルールに従わなかった場合

調査グループと研究に関する質問の問い合わせ先

本研究に関するご質問は PI であるオクタビオ セイハス（Email seijas@bc.edu Phone: +1-774-249-2228）もしくは顧問教諭であるハンズ デ ウィト博士（Email dewitj@bc.edu Phone: +1-617-552-4236）までお問い合わせ下さい。

研究参加者としての権利に関する質問の問い合わせ先

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私は本研究調査がどのようなものであるか理解しており、現時点までの疑問は解決済です。私は本調査に携わることに同意します。

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氏名　　署名