



Disability in cultural diversity on campuses in Japan and the UK: Critical discourse analysis on university websites

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Before the main body...

- What are domains of **diversity**?
- Tend to be treated differently according to his/her specialization
- **Dis/ability** is tend to be regarded less
- Why university websites?– Critical field of creating discourse in the era of cybermedia (the Internet)

- With background of **disability studies**, **ethnic minority studies**, and **language policy**, I shall present the intersectional study today

Outline

- Background
- Theoretical framework
- Methods
- Results
- Discussion
- Conclusion

Background

- ▶ Labour shortage → Workforce should include more “**minorities**”
- ▶ (In Japan) “**Internationalization**” in postsecondary institutions
- ▶ Convention on the rights of Persons with Disabilities → (In Japan) laws force / strongly encourage postsecondary institutions to provide **reasonable accommodation** to the disabled students
- ▶ Still, dis/abilities are **less recognized** as a cultural minority, although Barnes & Mercer (2001) argue it as a culture

Research question

- ▶ **How can the discourse on postsecondary education for disabled students be included in the cultural diversity debate?**

Theoretical Framework

- ▶ Critical Discourse Analysis (CDA)
(Fairclough, 2003)
- ▶ Multimodal discourse analysis
(Jancsary, Höllerer & Meyer , 2016: 180-204)
- ▶ Disability as culture (Barnes & Mercer, 2001)

Methods

- ▶ **Sampling** search on Google for websites:
- ▶ Query: **ダイバーシティ site: ac.jp**
- ▶ **diversity site: ac.uk**
- ▶ Read through 2 top websites of diversity affairs for each query
- ▶ Analysed with 5 steps proposed by Jancsary, Höllerer & Meyer (2016: 180-204)

Results: Data collection

- ▶ **N.B. Names of universities are kept anonymous to avoid further criticism against particular institution**
- ▶ **Japan:**
 - ▶ **University A (UA)** : Office of Equality and Diversity
 - ▶ **University B (UB)**: Office for Diversity and Inclusion
- ▶ **UK:**
 - ▶ **University C (UC)** : DIVERSITY & INCLUSION AT [UC]
 - ▶ **University D (UD)** : Equality & Diversity

Results: UA (Japan)

- ▶ **1. Genre:** Promoting support for **female** researchers and university community members with family affairs
- ▶ **2. Manifest content:** 5 slide pictures: 4 are **women**
- ▶ **3. Latent elements:** "**affirmative action**" to women, who were underrepresented in Japanese universities
- ▶ **4. Composition:** 「女性」 (**woman**) appears a lot in the verbal text, but 「男性」 (man) does less
- ▶ **5. Conclusion:** diversity \equiv **gender equality?**

Results: UB (Japan)

- ▶ **1. Genre:** Promoting support mainly for **female** researchers and students
- ▶ **2. Manifest content:** Presidents' message-- 「女性研究者の力を未来へ、世界へ。それが[UB]のビジョンです。」
“ [Moving female researchers' power forward to the future and the world. This is [UB]'s vision]; 「障がい」 (disability) mentioned both in verbal and visual text (wheelchair), but concrete content focus on women's participation
- ▶ **3. Latent elements:** Promoting **women's participation to engineering and natural science field** ; **No focus on ethnicity**
- ▶ Some programs **for international exchange**-- Interested in knowledge exchange, less interested in inner diversity
- ▶ **4. Composition:** 「男女共同参画」 (**gender equality**) is main focus and it is connected to ダイバーシティ (diversity)
- ▶ **5. Conclusion:** diversity \equiv **women's participation to underrepresented field?**

Results: UC (UK)

- **1. Genre:** Promoting support for **minorities including PWD**, and protecting **human rights** (e.g. harassment prevention)
- **2. Manifest content:** "Our intention is to embed equality, diversity and inclusion in to everything we do." ; In front page, **no particular category of diversity** is mentioned.;
- **"Open Doors":** Introducing narratives of community members with **different ethnic backgrounds**: Ethnicity is indicated for each member.
- **"Meet the professors":** introducing female professors. "**We acknowledge that there is more work to be done, since, although women comprise some 50 per cent of our academic workforce, only 26 per cent of our professors are female and, of these, only six per cent are from Black & Minority Ethnic backgrounds.**"
- **3. Latent elements:** Embracing community members with **different backgrounds**
- **4. Composition:** Keeping **neutral** in the front
- **5. Conclusion:** Focusing on **ethnicity and gender**

Results: UD (UK)

- **1. Genre:** Promoting support for **various protected groups** and community members with **well-being needs**
- **2. Manifest content:** "The [UD] is committed in its pursuit of **academic excellence to equality of opportunity and to a proactive and inclusive approach to equality, which supports and encourages all under-represented groups, promotes an inclusive culture, and values diversity.**"
- **3. Latent elements:** Promoting **different minorities**, but **racess and women** are more focused
- **4. Composition:** Focusing race, ethnicity, and well-being in the front
- **5. Conclusion:** Focusing on **visible minorities** (race and gender) and on wellbeing

Results:

Summarizing topics

| Institution | Country | Women | Race | LGBT | Dis/ability |
|-------------|---------|-------|------|----------|-------------|
| UA | Japan | ✓ | | | |
| UB | Japan | ✓ | | | ✓ (weak) |
| UC | UK | ✓ | ✓ | ✓ (weak) | ✓ (weak) |
| UD | UK | ✓ | ✓ | ✓ (weak) | ✓ (weak) |

- For Japanese institutions, “**diversity**” nearly mean “**women’s participation**”?
- UK institutions have boarder perspective, **but LGBT and dis/ability are mentioned weak**

Discussion

- ▶ **In Japanese universities**, policies on “diversity” may be nearly equal to those on **gender equality**
- ▶ **In UK universities**, policies on “diversity” might be focusing on **broader domains, but race and gender are main issues**
- ▶ **Sectionalism** should be considered in both countries; dis/ability sections (i.e. office of disability services) **might collaborate** with diversity sections to learn the knowledge and support skills each other

Conclusion

- ▶ **RQ: How can the discourse on postsecondary education for disabled students be included in the cultural diversity debate?**
- ▶ **Response: mixed minority might be a key**
- ▶ : The depiction of diversity might depend on how the subject institution interpret the word “culture”, as well as “diversity”
- ▶ **Limitations: More political analysis to be considered**
- ▶ **More samples needed**

References

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Thank you for your attention!

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