

English Abstracts

Self-Evaluation of Liberal Arts and Sciences by NAID

-The case of Institute of Liberal Arts and Sciences,
Nagoya University

SHINODA Kimiho

The Institute of Liberal Arts and Sciences, Nagoya University has undergone “self-evaluation” process by the National Institution for Academic Degree (NIAD). This paper aims to analyze the process of the evaluation and the lessons to be learned from it in order to improve the quality of education in liberal arts and sciences of in the University.

1. In Nagoya University, education of liberal arts and sciences had been managed by “committee-centered system” with participation by professors of each school or graduate school. The system had worked very well but experienced some problems and limitations. It was replaced by “headquarter system” in 2001 in order to improve the quality of education of liberal arts and sciences in Nagoya University.
2. The needs of security and protection of intellectual property rights make it difficult at present to provide open access online to the full syllabuses of liberal arts and sciences.
3. It is important to undertake a survey by questionnaire both within and outside of the campus and to analyze the teaching materials in order to assess the achievement of liberal arts education in the University.

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ERA of School of Law & Graduate
School of Law by NAID
- The Experiences in Making Self-Evaluation Report

KOBAYASHI Ryo

The School of Law & Graduate School of Law of Nagoya University was one of the Institutions that received University Evaluation of Research Activities (ERA) starting in 2001 by the National Institution for Academic Degrees (NAID) .

This Article describes the process of making a self evaluation report which was submitted to NAID. It also records the Author's experiences in this work.

In constructing the report, it is important to emphasize the research activities demonstrating originality and to collect data as evidence for the levels and social effects of research activities.

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University Evaluation in the School of Engineering - The Experience of Evaluation by NIAD

SAWAKI Nobuhiko

The School of Engineering and the Graduate School of Engineering, Nagoya University has experienced an official evaluation of their educational activity, organized by the National Institution for Academic Degrees (NIAD). The purpose of university evaluation by NIAD is to promote the autonomous effort of each university to enhance its individuality and quality. The education as well as the research activities of the engineering school is totally dependent on its intimate relationship to society. Consequently, the school/faculty has regularly been subjected to various evaluations by society. Members of the school/faculty continue in their efforts to improve the research and educational activities. The self-evaluation activity as part of the evaluation process for NIAD was one of the continuing activities of this evolutionary development. This report provides a review of the valuation processes and a discusses the ideal function of evaluation.

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Accreditation of a Program of Engineering Education by JABEE

IRITANI Eiji

The course of chemical engineering in Nagoya University provides a program of engineering education. This program was first accredited in 2001 by JABEE (Japan Accreditation Board for Engineering Education). The outcome has been regarded as most important for the program. The mission of the program is to educate students who will be actively engaged internationally with the responsibility as chemical engineers who meet industry's needs. In order to attain our educational objectives for the undergraduate program, we have examined the design of the program's curriculum, preparation of its detailed syllabuses, faculty development, evaluation of the contributions of faculty members to education, assessment of its outcomes, the plans for improvement of the program, etc. Review of self-study report and an on-campus visit are key parts of the accreditation process. Through the process of accreditation, guidance has been provided for improvement of the existing program in engineering education. The importance of not only the research but also the education have been fully recognized by all members.

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The Management Information System at Nagoya University

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This paper examines management information systems in higher education institutions in Japan through analysis of the case of Nagoya University. The Office of Evaluation Data Analysis was established at Nagoya University in 2001 and developed website for management information system in 2002. The management information system was characterized by performance indicators and benchmarking indicators. The findings from the analysis are summarized as follows.

- 1 . The process of developing a management information system clarifies the channels of data collection for monitoring the activities of the university. However, it also indicates the difficulty in collecting the necessary data efficiently from the current diverse database systems.
- 2 . Effectiveness and greater possibilities of application of the management information system are recognized in the strategic planning process and in the decision making processes of amalgamation of the national universities.
- 3 . Cooperation of all the relevant people is essential to maintain the management information system; and further internal and external support are needed to improve the system.

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The Development of a Web-based Course Management Tool for Faculty Development

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The “Going Syllabus” is a web-based course management tool developed at CSHE, Nagoya University in March, 2001. The purpose of this paper is to outline the project behind the “Going Syllabus” system, and to examine how it can affect planning and management by teachers. The findings are as follows.

First, the “Going Syllabus” promotes the idea of course management based on course planning. It is effective for out-of-class learning management using an online platform.

Second, the “Going Syllabus” provides opportunities for self-training and an on-demand faculty-development tool. The platform, with simple operation and “Courseware”, which contains faculty development materials, will enable teachers to undertake self-training.

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Quality Assessment in English Universities

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The procedures used for assessment of quality in teaching and institutional management in English universities are described. Over the past 15 years a rapid learning process has occurred, shared by the universities and the Quality Assurance Agency. The Agency has identified a non-intuitive framework necessary for adequate quality assurance; the universities have accepted this framework and recognised the institutional advantages it provides. The results confirm a generally high level for the quality of teaching and academic standards and rapidly improving standards of institutional management.

This is now to lead in 2003 to replacement of the previous agency-centred external review process by an internal university-based procedure. The new procedure identifies university responsibility for academic standards and effective institutional management. External scrutiny will in future focus on the adequacy of procedures and practice within universities to sustain delivery of high standards.

An analysis of the impact of quality assessment on the universities suggests that the original initiative by the universities to introduce quality assurance and their subsequent positive response to its development have been influential in reasserting the role of universities in determining academic standards.

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The Administration of Tokyo Institute of Technology in the Education Reform period after World War II in Japan

- Focusing on Self-governance based on “Kei” units

TORII Tomoko

The purpose of this study is to examine the reform process at Tokyo Institute of Technology (TIT) immediately after World War II. The influence of “sectionalism” on the basis of subdivided research units had badly affected TIT. President Wada, by demonstrating strong leadership, made efforts to democratize the university administration. To correct the “sectionalism”, the faculty organization was reorganized and based on broader disciplines by introducing a system of “Kei” units. TIT also established “temporary faculty units” (Kasetsu-Koza) to increase the number of faculty staff, to the limits permitted by revenue available for the cost of instructors and physical environment under the fiscal policies of the Ministry of Education and the Ministry of Finance.

The characteristics of the decision-making process after setting up “Kei” units are analyzed. The result indicated that the administration of TIT made efforts to attain self-governance with the following characteristics.

- (1) A flexible and rational network connecting the steering committee, the special committees and “Kei” units helped TIT achieve intramural self-management.
- (2) Under the special committees, many small working groups acted autonomously as a subsystem of university reform.
- (3) TIT left organizational matters to be managed flexibly under the president’s discretionary authority according to the needs of the changing national policies for the higher education system after World War II in Japan.

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Faculty Development and Course Evaluation in Chubu University

- A Challenge of a Local Private University

MIURA Makoto

Chubu University has conducted course evaluation since 1995, and has provided activities to support faculty development efforts to renew and update the professional skills of faculty members since 2000. While we have recognized these are rough tools, we have hoped the faculty would find them useful as well as giving an impetus to improve their teaching and educational processes. There used to be, however, some hesitation in accepting or even rejection of course evaluation; and some misunderstanding the faculty development among the professors. To improve the state of the art, a working group to construct a viable program of course evaluation has had discussion meetings and published papers on the utilization of the course evaluation results. A faculty development team has been working to persuade the professors to redefine teaching, identify innovative and scholarly teaching through symposia, forums and so on. We have found it more important for the establishment of course evaluation and acceptance of faculty development to urge the faculty to discuss and reconsider the mission of the professoriate rather than to establish a new system for course evaluation or offer advice on ways to improve the teaching process.

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Features of Higher Educational Practices in Fudan University, China, & Seoul National University, Korea

MORI Masao

A report on interviews conducted during August, 2002 at Fudan & Seoul universities concerning their respective educational practices. This report addresses the following:

Fudan University undergraduate education is based on four principles: a rich variety of extra-curricular activities undertaken outside the classroom; a flexible curriculum throughout the four years of undergraduate education; an active awareness of the possible connections between higher education and G.P.A.; and cutting-edge research about higher education in the world geared to solving real problems.

Seoul National University aims to provide clear guidelines as to its mission including education, research and social service. And the report refers to various means for achieving that mission. These cover many aspects of the university such as remedial education, English language skills, computerization of student evaluations of the university incremental salary structure for faculty, sabbatical leave and faculty development. And student services, for example, student government, extra-curricular activities, dormitories, provision of artistic & cultural events or programs.

Also discussed are a number of problems facing higher education in China and Korea. In China these include the increase in higher education admissions rate albeit at a low level of its rate as well as the national investment in it from an international perspective; in Korea there are various perceived imbalances in the system, such as between university and university, between faculty and faculty, and inequalities between basic and applied sciences, and status orientation affected by the admission system before modernization..

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