

English Abstracts

Leadership Roles of Vice-presidents in National University Education Reforms

NATSUME Tatsuya

The purpose of this article is to clarify the leadership roles of Vice-presidents as well as the difficulties such roles entail in national university educational reforms.

The functions of vice-presidents are as follows; 1) determine the targets and concrete contents of educational policy, 2) coordinate opinions among various actors in universities, 3) oversee the committees of education, 4) monitor educational reform progress made by various actors.

Vice-presidents face many difficulties in fulfilling their functions. Working with several faculty members and administrative staff requires coordination of opinions among stakeholders, which may be challenging. Vice presidents, in general, are busy with daily duties and responsibilities, and thus have limited time to formulate effective ideas for educational reform.

To overcome these challenges and difficulties, many vice presidents manage to develop good ideas by functioning independently, with presidents, other vice-presidents, and administrative staff.

Following are the implications we obtained from interviews with vice-presidents:

- a) The role of a vice-president is important for implementing educational reform.
 - b) Vice-presidents, however, have limited opportunities to exhibit their leadership skills.
 - c) We need overwhelming the concept of “heroic leadership” and/or “charisma leadership.”
 - d) We need to distinguish whether the role of a vice-president is that of a representative or a manager.
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Leadership Functions of Vice-President for Education at National Universities

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The challenges faced by leadership positions within university executive divisions have attracted attention in Japan. Therefore, a questionnaire survey was conducted targeting vice-presidents for education at national universities to explore how their leadership is formed and exercised and what challenges they face. Questionnaires were mailed to the vice-presidents at all national universities (65 responses, collection rate: 75.6%). This paper reports the tallied results of this survey to share data on the current state of leadership by vice-presidents for education. The key finding is that vice-presidents are appointed by presidents after having served in other university offices as trustees or heads of departments. Much of vice presidents' time is consumed in meetings with education-related committees and administrative staff; it seems that their position is busier and more stressful than expected. Factors that hinder educational reform include the lack of crisis awareness on university campuses, inadequate cooperation among departments, and insufficient coordination within the administrative department. We have identified needs for appropriate training opportunities for vice-presidents as a step toward improving the current situation as well as providing venues where information on the latest trends in higher education university development can be shared.

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Current Issues on Leadership Development for Academic Administrators in the US

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This paper examines the design and implementation of leadership seminars for academic administrators on the basis of participant observations. Academic Affairs Meetings hosted by the American Association of State Colleges and Universities are among the major seminars for executives in higher education institutions in the US. These seminars succeed in providing opportunities for participants to reflect on personal leadership and organizational changes. Although the program is quite different from other residential seminars, most participants evaluated the seminar as worthwhile because learning from others' experiences is crucial for building confidence in one's own leadership style. The implications derived from this case study are as follows. First, it is important to provide opportunities for executives in Japanese higher education to exchange and share leadership experiences with others in similar institutions. Second, centers for higher education research in national universities in Japan should play an important role in creating leadership development seminars for executives, who wish to learn alternative ways of marketing and training designs.

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Institutional Management and Professional Development of Managers in UK Higher Education

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This article examines the practices of institutional management and trends in professional development of managers in UK higher education and finds out implications for Japan. Special emphasis is placed on the importance of contexts at both levels of the national system and institutional governance.

The article starts with a literature review on such topics as members of top management teams, Vice-Chancellors and Pro-Vice-Chancellors, institutional management becoming corporate, the current state of leadership, and career paths for managers. It is intended to reach a systemic understanding of these topics and clarify the above-mentioned contexts.

The reality of institutional management, including strategic management, is explored through a case study of the University of Nottingham.

Then, this article proceeds to introduce findings from an interview with officers from the Leadership Foundation for Higher Education, with focus on the Top Management Programme. The findings include emphasis on strategic management, change management and innovation.

Through the discussions of the overall research results, a number of implications for Japan emerge. The crucial ones include not only the necessity of professional development for managers but also that of aligning such development with changes in the national system and institutional governance, which will enable autonomous institutional management.

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Key Leaders in University Reform: Case of Leadership Program by the Australian Learning and Teaching Council

NAKAI Toshiki

This paper profiles key leaders in university reform, analyzing 43 projects funded by the Leadership for Excellence in Learning and Teaching Program of the Australian Learning and Teaching Council.

Each project focuses on diverse aspects of leadership in university education reform. While few focus on top level leadership, many projects focus on leadership in middle or lower positions. Several projects seek to improve leadership skills of course coordinators, a position which lecturers can fill. About half of the projects adopt the concept of distributed leadership, which is less formally defined and sometimes focuses on leadership skills of faculty members without any formal positions.

Many projects in the program are based on the concept of post-heroic leadership, which is recently discussed in the field of management. On the other hand, recent policy recommendations made to Japanese higher education are based on heroic leadership, where in presidents and deans play more leadership roles in institutions. The case of Australia provides us with different aspects of leadership in university organizations.

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Governance Reform and Leadership Skills Development in French Universities

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The objectives of this article are as follows;

1. To clarify the actual situations surrounding the policies and practices of university government in national universities.
2. To elucidate the actual situations surrounding professional development workshops that are organized by a special training organization.

Although the French government has implemented certain reforms for university education since the 1980s, not much attention has been paid to university governance. Moreover, “collegial style governance” was regarded as the basic rule of university governance under the laws of higher education in 1968 and 1984, which were promulgated after the students’ movement in the 1960s and the left-wing government in the 1980s.

Since the 1990s, the French government found it necessary to improve university governance by shifting from the “collegial style” to “managerial style. This gave the Conference of University Presidents some support, including workshops for developing management skills and knowledge, which are conducted in special training centers run by the Ministry of Education. At the same time, the target students for the workshops are administrative staff, who work alongside presidential teams, not presidents and vice-presidents themselves. Workshops for presidential teams seem to be the challenge for the next stage of reform.

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Action Learning Methodology: Making Formative Relationships between Practice and Research

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Recent higher education reforms have occasioned and enabled educational practices based on experiential learning, such as service-learning, project-based learning, and cooperative education. In these educational practices, participants engage in problem-solving actions outside the campus and combine them with on-campus study. This is the methodological basis of action learning, which has spread through various practices in higher education. The purpose of this article is to consider the assumptions and effectiveness of action learning. More specifically, I begin by reviewing past articles on action learning and existing definitions on the basis of the studies of R. Revans, the founder of action learning. Second, I examine previous case studies of action learning and their relationships with other action modalities, such as action research and action science. Third, I consider the fundamental ideas and effectiveness of action learning. The fundamental idea of action learning stresses the importance of balancing action with learning in a synergistic manner. It also acknowledges the critical role of reflection in mediating between action and learning. I conclude that action learning is an effective way in higher education both as action and learning of students and staffs make use of reflection.

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Historical Development of Career Support at Postwar Japanese Universities

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This paper looks at the development of career support, which has rapidly expanded and attracted attention over the past 10 years, from a multidirectional approach focusing on changes in the social structures of post-war Japan.

Student welfare and guidance activities have been incorporated into university education as supplementary activities to make inner-curriculum education more effective. Later, under conditions of increasing student diversity, counseling efforts intensified and shifted from a university-centric guidance approach to a supportive approach based on student perspectives.

While career guidance in the past was provided as a part of welfare and guidance functions, today's career support has become a central student-support activity. Furthermore, as courses related to career formation were introduced as part of the standard curriculum, career support, which had been an extra-curriculum activity, became rapidly incorporated as an inner-curriculum activity.

For this reason, career support is growing under current conditions, not only for the purpose of assessing the contents and results of education but also as a proactive measure in response to the various contemporary educational issues at Japanese universities and labor issues among the youth.

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Undergraduate Education and Growth of Students

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For any reform attempts for improving college education, grasping the actual process and outcome of student learning in relation with various inputs is indispensable. What are the students learning, how are they learning, and which are the more important determinants? Positive analyses in this research is just beginning in Japan. From this perspective, this paper first tries to delineate a frame of reference for analyzing the different aspects, or dimension, of knowledge and ability that are expected to be obtained through college education (Section 1). In the following sections, major determinants of the outcomes are examined with respect to specialized knowledge (Section 2), generic competencies (Section 3), and development of self-identity (Section 4) based on a survey data on forty-eight thousand Japanese undergraduate students. The major findings include; 1) motivation to learn is the most consistent and significant factor determining the learning outcomes at the three dimensions; 2) the style of teaching, such as the posture to entice students' interests and students' participation, also plays significant roles, especially in forming generic competence; and 3) even for forming self-identity, the teaching styles have positive contribution.

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Graduate Education and Research Training: Comparative Analysis between Japan and the US

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This paper discusses contemporary issues of graduate education and research training in Japan and clarifies the most critical issues for Japanese graduate education through a comparative analysis with the United States. Graduate schools of major American research universities have massive and systematic research training systems. They have large impact on universities not only in Japan but also in other countries that attempt to establish competitive research training systems. After the Second World War, Japan developed new graduate schools based on American models. However, there are certain principal differences between the graduate education systems of the two countries.

This paper first reviews the directions of graduate education reform in Japan. It proceeds to compare the graduate education of the two countries with special focus on certain issues, more specifically, the critical differences in the structures of graduate programs and the processes of getting Ph.D. degrees. On the basis of these analyses, I will discuss what is necessary for Japanese graduate education to formulate and implement higher quality research training that makes the most of its unique characteristics.

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Professionalization of University Teaching in the United Kingdom

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The British higher education sector has in the last decade established a “professional recognition” system to acknowledge and support all staff who are responsible for teaching and supporting learning.

This paper investigates what professionalizing university teaching in the United Kingdom means for “the key profession” and centered on higher education communities.

Firstly, I describe the policies and strategies of the system, and the crucial roles played by SEDA in its development.

Secondly, I explore the significance of the system against the growing complication and difficulties faced by teaching staff at universities.

Finally, after reviewing and examining the system, I conclude that the professionalization of university teaching is a positive step toward supporting professional development not only for the academic profession but also for diverse teaching careers in higher education. It also enhances professionalism in university teaching for professional communities focused on student learning experiences.

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