

# English Abstracts

# Voluntary Development for Japanese University Administrative Staff

NATSUME Tatsuya

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This study examines the potential for voluntary development of administrative staff in Japanese universities.

The legal status of national universities changed from national government operated to university corporation operated in 2004. Since then, each national university corporation has been responsible for its own management and they have been compelled to more efficiently use their teaching and administrative manpower to address this challenge.

The universities began conducting staff development as part of this effort, but each university's staff development depended on the size of the staff and budget.

This study found the following results.

1. Job aptitudes are difficult to assess because administrative staff often apply diverse aptitudes.
2. Seminars and workshops are popular staff development activities in many universities, but they do not meet individual staff members' needs because these may be diverse and personal.
3. It is necessary and useful for universities to offer their staff various types of training. Some universities have adopted voluntary staff development, wherein the staff, not the personnel division, determine the training contents and methods.

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# Practical Intelligence in Academic Administration

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The sharing of practical intelligence in academic administration is important in staff development. To examine issues with practical intelligence in academic administration, this study examines findings from the experience of developing the *Handbook for Academic Administration* published in 2012. The findings are summarized as follows:

First, staff have broad discretion in academic administration, though laws and rules are important in this field. They must judge and take action at their discretion. Second, the traditional question-and-answer format is effective in collecting and sharing practical intelligence in academic administration. It effectively provides knowledge in context and facilitates the administrative staff's experiential learning. Third, collaboration between faculty members and administrative staff in different organizations is effective in collecting and publishing practical intelligence in academic administration. Fourth, publishing practical intelligence in academic administration is becoming increasingly important for university staff.

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# Research Administration at Universities: Expertise and Professional Development

SAITOH Yoshiko

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Several Japanese universities now integrate University Research Administrators (URA). The field of research administration has garnered attention due to changes in the research funding system, financial requirements of universities for funding approval, newly-implemented research evaluations, and recent cases of research misconduct that have resulted in calls for appropriate responses from academic institutions.

Establishment of research administration departments in Japanese universities began in around 2000, with subsequent acknowledgement of the importance of research administration and administrators in Japanese policy documents. URA numbers increased with the 2011 launch of URA programs. As a precedent to Japan's action, other nations' institutions introduced URA programs. Professional associations have been established to define the required expertise, certify professionals, and develop personnel.

The nature of research and researcher mindset dictate further URA development in Japan along these lines: (1) establishing successful models should be prioritized, (2) research administration's purpose should not be limited to securing funding, and (3) URA positions must avoid being overly perceived as alternative post-doctorate careers. These guidelines can expand the role of stakeholders in the research process for extensive development of university research.

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# Developing Reliable University Staff: University General Affairs Duties in Education and Research Institutions

NAKAMURA Shoji

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This study investigates the nature and composition of skills required for university job profiles affiliated with the General Affairs Department.

In the university reformation since the deregulation of university establishment standards, university staff are constituent members of universities according to the CCE University Course Report (2008), which declared that education and research is supported from various perspectives.

As universities' primary purpose is education, their main focus is the students and teaching staff. From that viewpoint, the duties of the General Affairs staff are more difficult to understand than those of Student Support staff, and there is rarely an affinity between faculty or other constituencies and General Affairs.. Faculty members who inquired received dismissive responses that the rules permitted no leeway. Such a response results from fairly and flawlessly conducting duties; trust can be built if staff members convey that they are partners in the workplace.

Thus, the General Affairs Department, which is difficult for the teaching staff and students to comprehend, should demonstrate changes in the awareness and understanding of teaching and administration staff duties by behaving in a manner that fulfills duties and builds trust.

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# Staff Development in Academic Libraries

KATO Shinya

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This paper presents an overview of the “Summary of discussion for the development of academic libraries” of the Science Information Infrastructure Working Group, Research Environment Infrastructure Group, Subdivision on Science, and Council for Science and Technology that was released in December 2010 by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and the “Recommendations on academic library staff personnel policy issues” published in March 2012 by the Committee on Human Resources, Japan Association of National University Libraries (JANUL). In addition, it summarizes the sections of these documents that address academic library staff development.

The study then describes the training of library staff at Nagoya University Library and the current status and problems of the training program for the next generation of library staff, which was launched in the fiscal year 2010.

Finally, it suggests improvements for academic library staff development: 1) more strategic implementation of OJT (On-the-job Training) and external training; 2) library staff should be enrolled in graduate school to obtain advanced knowledge and skills; and 3) examination of academic library staff development in the broader context of university staff development.

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# Staff Development: Administrative Staff Involved in University Internationalization

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This study reviews the job specifications of administrative staff involved in university (National/Comprehensive) internationalization and explains how their development should be planned and conducted.

The Nagoya University International Affairs Department includes the International Planning and International Student Exchange Divisions. The International Planning Division job requires foreign language acquisition to communicate with foreign institutions and a deep understanding of diverse cultures. The International Student Exchange Division manages international student affairs. Both divisions require not only comprehension of diverse cultures but also high communication skills. Moreover, these divisions' staff members are expected to strengthen the university's structure to emulate other superior universities.

Nagoya University provides various forms of staff development to enable the administrative staff to develop their practical ability, knowledge, and talents in international business affairs. Staff meetings, development courses, and informal seminars, all conducted off campus, also support their development.

This study finds that administrative staff development requires both the ability to build the university's own network and support system.

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# Can the Introductory Academic Writing Course Alter Students' Negative Attitude toward Writing?

CHIKADA Masahiro

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Many Japanese university students are negatively inclined toward academic writing; therefore, Japanese universities now commonly provide first-year students with courses to improve academic writing skills. In 2012, Nagoya University established the Introductory Academic Writing course. This paper examines whether the students' negative attitude toward Japanese academic writing changes because of the course.

By analyzing student self-assessments, we determined that negative feelings decrease from the initial processes of creating worksheets through writing the first draft. In contrast, a smaller but consistent number of students reported increased negativity in every writing process. More than 40% of students reported increased negativity in more than one writing process. For improving writing skills, students considered textbooks, worksheets, and well-organized lectures to be more effective than non-organized voluntary group-work supporting worksheet creation.

The course can effectively alter students' negative attitude in the initial stages of writing. Its effectiveness, however, is limited to certain processes, a small number of students, and by the narrow range of teaching tools.

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# Life Stories of University Staff in an International Affairs Division in Japan

WATANABE Rumi

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This study explains the specialties of full-time staff at an international exchange division in a Japanese university through their life experiences. We interviewed staff at two private universities; they described their experiences before becoming staff members, learning from experiences on and off the job, and how these events supplemented practices applicable to their current work. Furthermore, they discussed student services and university internationalization strategies.

Although not holding administrative positions, the staff members perform administrative duties, experiencing both difficulty and fulfillment, while retaining their convictions regarding university international exchange and internationalization.

Although research addresses the necessity of development and specialization of international exchange instructors, there is insufficient qualitative research concerning the thoughts and experiences of individual staff members. We must create connections so that their stories can inform university internationalization strategies and management as well as future professional development capabilities.

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# Lesson Structure in Undergraduate Seminars

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This study investigates the lesson structure in undergraduate seminars for second-, third-, and fourth-year students on the basis of five features: understanding learners' characteristics, setting educational goals, setting learning goals, performing learning activities, and teachers' instruction.

We surveyed 600 teachers, of whom 125 completed the questionnaire. First, we analyzed the data using exploratory factor analysis. The results suggested that teachers are aware about which seminars serve as a platform for interaction for them and students as well as a means of professional education, and they recognize the seminars' value that exceeds at improving students' expertise.

Next, we analyzed the factors affecting the lesson structure: academic discipline, teaching experience, targeted grades of seminars, and seminar size. The results of the analysis of variance showed that (a) humanities teachers more strongly emphasize knowledge transmission than do social sciences teachers, (b) teachers with greater teaching experience value acquiring expertise through seminars, (c) students' presentations and teacher's support for learning tasks are more highly rated in seminars for fourth-year students, and (d) the seminars' size and the amount of collaborative work in groups and discussions among a teacher and students are directly proportional.

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# Learning Support to Improve University Students' Academic Performance

YAMANOUCHI Kenshi

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This study examines the types of learning support that university students require.

I first examined patterns of university students' high school subjects and discovered that the patterns exhibit great variety. This implies that some students enter university without sufficient subject experience essential to university studies.

Second, I compared Kobe University's education features with those of the former imperial universities, including Nagoya University. Results reveal that Kobe University has sizeable resources, even when compared with former imperial universities. Kobe University is attempting to decrease the size of all types of classes, not only special classes. However, because Kobe University has few science instructors belonging to science research institutes, the pupil to teacher ratio is comparatively high. Thus, creating smaller science classes is especially difficult.

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# Changes in University Governance in China

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In recent years, Chinese university reform has changed university governance. The reform aimed to establish a university management system in which “the Party committee is the leadership, the president is responsible for the university, professors manage academic affairs, and there is democratic participation.” This study examines the following aspects of university governance changes.

- (1) The historical changes in the Chinese university management system, especially the influence of university reform in the early 1950s and since the 1980s.
- (2) Academic power in university governance. From the 1950s to the 1970s, administrative power dominated Chinese universities; academic power had no status. However, since the 1990s, academic power has received increasing attention and provides the background of the current reform in Chinese university governance.
- (3) The following conditions of current Chinese University governance are discussed: composition of the university leadership, relationships between universities and colleges, role of the academic committee, and the decision-making process.

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# Evolution of Organization, Implementation and Skill Mix in Institutional Research at Hitotsubashi University

MATSUZUKA Yukari

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Institutional Research (IR) in US higher education attempts to improve institutional performance by collecting and analyzing in-house data on teaching, learning, and other institutional activities. IR in Japan's Hitotsubashi University follows the US model. This study reviews Japan's IR history, which has recently received increased attention. In addition, it explains why and how Hitotsubashi University has introduced and implemented its IR, focusing on the university's academic and cultural characteristics that have facilitated IR activities. It describes the details of Hitotsubashi's IR sharing in areas such as systems development and application, database building, and data analysis and distribution. Furthermore, it examines the IR skills mix that enables effective IR implementation. As an extension of IR in the university environment, we examine Knowledge Management (KM) as a means to accelerate institutional performance improvement through faculty member academic expertise.

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# Leadership Development in National University Educational Organization

FUCHIGAMI Katsuyoshi

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This paper suggests a framework for conceptualizing leadership development in national university educational organization. After reviewing leadership effects in university educational organization, we propose new perspectives on leadership of university management. In the top management team, each member offers unique perspectives, knowledge, and capabilities; therefore, leadership is determined not by positions of authority but by an individual's capacity to influence peers and by the team's needs at a given time. After reviewing research on the roles of group efficacy, transactive memory, and shared leadership in creating the top management team, we discuss leadership development in national university educational organization. Finally, although errors are a natural occurrence in leadership, little is known about how and why they occur. We describe strategies for effective leadership, focusing on leaders' decision making and ethical leadership. Finally, we suggest directions for future research on university management.

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# Politicians with a Special Interest in Higher Education and Agendas in Post-War Japan

HASHIMOTO Koichi

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This study identifies the politicians (Diet members) who significantly influenced higher education in post-war Japan and examines their statements through content analysis. Furthermore, it explains the political actors who influenced higher education and the types of political agendas that have been discussed during the 65 years since the war ended.

The following results were obtained from the analysis.

- 1) I identified the 376 Diet members who made statements in educational sub-committees in the Diet from 1945 to 2012.
- 2) I divided them into three groups (core, middle, and peripheral) on the basis of the number of their statements.
- 3) The 1960s through the first half of 1970s exhibited the most active discussion of higher education, which declined thereafter.
- 4) During the period studied, the politicians often discussed expansion and improvement of the higher education system, but since the latter half of the 2000s, they have primarily addressed education itself and students.

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