

English Abstracts

Institutionalization of Research on Higher Education and Centers for University Education in Japan

HATA Takashi

The requirements for the institutionalization of academic disciplines generally include establishment of an academic society for researchers, posts at higher education institutions, training systems for researchers, and employment positions for trained researchers. Twenty years after the founding of academic associations for research on higher education, Japan has now established institutionalization for the discipline. However, the institutionalization of higher education research has only been given limited resources compared to other academic disciplines. There are only four graduate schools that train higher education researchers. As a result, the knowledge and expertise of the researchers are limited, and their perspective is often biased. In addition, the government-related organizations that deal with higher education policies and administration and the institutions of higher learning tend to hire traditionally-trained and -oriented researchers. This academic climate constrains the development of higher education research, and it poses complex problems and conflicts of interest. This paper will consider the role of the centers for innovation in higher education research with respect to broadening and improving the perspectives of higher education researchers.

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Current Issues of Faculty Development in Higher Education in Japan

OKI Hirotaka

This paper attempts to discuss an argument from the large-scale private university sector on the symposium theme, “The Current Situation of Higher Education Research in Japan and the Expected Role of the Center for Higher Education.” It has been ten years since faculty development became compulsory in Japanese education. However, it is still doubtful whether the necessity of faculty development, the establishment of learner-centered education and a quality assurance system based on learning outcomes have been most fully appreciated at universities and colleges. In addition, it also attempts to anticipate political and institutional changes that may occur in Japanese higher education and to discuss the impacts they may bring to institutes that promote faculty development, such as centers for higher education.

In order to establish learner-centered education and a quality assurance system based on learning outcomes, and to secure faculty’s research time, effort management would be required due to substantial diversification of the faculty members, and the employment of specialists and improvement of faculty’s teaching skills should also be accelerated. The implementation of these measures is inevitable if universities and colleges aspire to enroll more international and adult students including part-timers, at a time when the 18 year-old population has declined sharply.

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The Consolidation of Higher Education Centers with the Academic Headquarters in Japanese Universities

CHIKADA Masahiro

Several Japanese universities have consolidated their centers for the study of higher education with the academic headquarters under the direct control of the university provosts. The present paper looks at how this trend affects the theories and activities of experts on higher education by comparing the Center for the Studies of Higher Education at Nagoya University and the Institute for Promotion of Higher Education at Kobe University. Both schools are currently in the midst of consolidation processes.

The advantages of consolidation include increased opportunities to participate in university-wide academic management, easier access to information from the academic offices, and more fully developed communication networks between departments. However, this, in turn, tends to increase the number of meetings and the amount of paperwork dramatically, adding an increased burden for faculty and staff who must take part in the resultant university-wide committees. This makes it even more difficult for them to balance personal life with research and teaching activities. Therefore, to improve post-consolidation functions, the role of experts on higher education should encompass integrating the principles of academic management into their research activities and recommendations.

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Boyer's Model of Scholarship and Professors' Activities in Higher Education Research

NAKAI Toshiki

The role of professors in higher education research has changed in the past twenty years, and the parameters of traditional scholarship need to be broadened and redefined. This paper examines the professors' activities using the Boyer's model of scholarship.

The professors actually engage in wide ranges of activities related to discovery, integration, application, and teaching which are four types of scholarship proposed by Boyer. However, many professors have experienced conflicts between what they would like to do and what their institutions and associations expect them to do when they engage in these activities. In addition, conflict arises from the fact that although they are hired as practitioners of their discipline, they are often evaluated based on traditional research outcomes.

To improve scholarship, the institutions and associations connected with the professors should recognize, evaluate, and support them in a wide range of activities. In addition, the professors should understand the connections between their activities and scholarship and take part in activities that increase their standing as independent professionals.

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Past, Present, and Future of the “Learning with Professor Tips”

IKEDA Terumasa

The purpose of this paper is to reflect on the research of the Center for the Studies of Higher Education (CSHE) at Nagoya University over the past 20 years. The focus of my reflection is the research project, “Growing Tips Sensei,” published in 2001 by the Center. The methodology of the paper is storytelling to find the meanings within the research project. I also will examine my academic career development starting from 1999 when I began to work at the CSHE.

As a result of going back and considering my research and development activities after leaving the CSHE, I found the following themes that are connected to my work on “Growing Tips Sensei,” including course design, course development and action research, and strategic curriculum design. Considering the implications of the research results, the work has consistently motivated me in mission-driven research and strategic management theory, which I learned during the five years I worked at the CSHE. This was a fulfilling period of time for me.

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Research Activities of Higher Education Centers: The Case of CSHE Nagoya University

NATSUME Tatsuya

This paper examines the current situation and characteristics of research activities of the Center for the Studies of Higher Education (CSHE) at Nagoya University. Since it was founded in 1998, the CSHE has always been in a delicate situation because it had a limited staff population and few students. It sometimes also suffers as a result of changes in the university policies. In 2016, the CSHE was reorganized from being an independent body to a special organization under the control of the President's office.

Characteristics of the CSHE's activities include the following:

1. Generally speaking, the CSHE often faces contradictions between research and practice, academic research and practical duties, and duties expected by the universities versus duties fixed the by Center's own needs.
2. The staff has to reconcile research activities for the Center and their own career activities. They also developed tools for enhancing the teaching skills of faculty members as a good way to enhance the quality of education at the university.
3. The CSHE has developed a partnership with faculty members to support their understanding of the Center's activities and enhance the quality of education.

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The Effects of High School Visit as Student Recruiting upon the Attitudes of High School Teachers

NAKAJIMA Hidehiro

This paper aims to investigate the effects of university recruitment visits to high schools for prospective students. This practice has long prevailed among private universities in Japan. This study was conducted using semi-structured interviews with ten high school teachers who are in charge of career guidance for students. The interviews were analyzed using the Grounded Theory Approach. The main finding was that, for the most part, school recruitment visits are welcomed and recognized as valuable opportunities for college-bound students to obtain the latest information about universities. However, most of the teachers were not totally satisfied with the information obtained during the recruitment visits. It was felt that the information was dominated by facts easily accessible via booklets or websites. In this study, teachers also reflected on the values and the intentions of college-bound students and their parents.

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The Role of Professional Groups in Developing the Expertise of Secondary School Career Guidance Counselors in France

NATSUME Tatsuya

This paper looks at the role of career guidance counselor professional groups in enhancing the counselors' working conditions and social positions. Career counselors (Conseiller d'orientation-psychologue: COP) play an important role in career guidance in the French secondary school system. However, teachers and students often do not understand their contribution because (a) their jobs have no legal standing since they are not prescribed in official texts; (b) the number of career counselors is small compared to the amount of work they do; and (c) their work is done at information and guidance centers located outside of the schools.

The Association of COP (ACOP-F) has developed a strategy to enhance the position of career counselors. One part of this strategy involves integrating the working group of the association with school counselors. Integration increases the total number of counselors and focuses on improving working conditions. On the other hand, this creates additional work options for them and disambiguates their identity as career counselors.

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Designing Group Activities for Deep Learning: Circumventing the Thinking/Activity Disjunction

MORI Tomoko*
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A recent revision of curriculum and teaching guidelines in Japan recommends that “subjective and interactive deep learning” be included in the secondary education curriculum. However, the synonymous concept of active learning has already been deployed in the university education system, and new problems such as thinking/activity disjunctions and non-participation have emerged in the classroom as a result. Nonetheless, active learning will be used in most secondary education classes in the near future, and deep learning will not be acquired if it is merely adopted as a formality. In order to effectively introduce active learning as an educational methodology, it is mandatory to also carefully analyze the outcomes of previous research.

In the present study, we focus on group activities in secondary education, and how they compare to the educational activities at universities, particularly looking at study activity designs that allow deep learning. We have specifically looked at how the learning approach of a student can be transformed by introducing a unit/group/individual design (Mori 2016) into the field of secondary education. This approach has already been shown to be valuable in the field of university education.

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University Research Productivity and Governance

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NAKAO Ran**

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In this paper, we examined the factors that influence university productivity, focusing on governance. We examined the university administrative response to zero inflation by looking at the productivity index of the universities covered in this paper. In order to cope with distribution bias, the authors used a zero-inflated model and the Hurdle model, and these analyses showed that the concentration of authority being vested in the president and faculty has had an uncertain influence on productivity. Furthermore, the study showed that external characteristics such as the history, scale, and prestige have a strong influence on the productivity of university departments. From this result, it is clear that saying a university does well based on the concentration of authority is overly simplistic and not likely to be established. It is doubtful whether universities can work successfully in a top-down or a micro-managed atmosphere. Considering the results of previous research together with the current study's findings, it can be said that university governance is essentially a way to create a good environment and establish a leader who will be supported by students, faculty, and staff. In conclusion, university governance is only one of many factors that can bring about needed changes within a university.

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Leadership Development of University Presidents in Japan

MOROZUMI Akiko

The purpose of this paper is threefold: to clarify what Japan's leading university presidents emphasize in their work; how they demonstrate leadership; and, finally, how they developed into the leaders they became. Through interviews with 11 university presidents, this study revealed that these leaders largely emphasize determination in expressing their school's vision and putting in the necessary hard work to achieve their organizational goals. In addition, the university presidents emphasized the measures needed to extract understanding and cooperation from their team members. With regard to their leadership development processes, those with previous academic experience found that their experiences had a great effect upon their professional accomplishments. In addition to this, as much as possible, they pursued opportunities to learn more about higher education and its policies. Generally, those presidents who had no previous academic experience did self study to help them fulfill their duties. Regardless of how they got there, the presidents had a tendency to believe that the way they developed their leadership skills was the most desirable method. One common element shared by most of the university presidents interviewed was their ability to delegate work to qualified individuals and then to encourage them in advanced learning and further development. It is important to applaud the leadership skills of university presidents and to grant them authority, a sufficient budget, and opportunities for ongoing leadership development.

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Proposal for the Planning Department Administrative Staff Image at Nagoya University

MUTO Hideyuki

The purpose of this paper is to examine the human resources image and training required for planning-related to the administrative staff for the specific purpose of creation and development of the planning affairs department which supports the management strategy of Nagoya University.

The vertically-arranged administrative structure called “job function line” take roots in many universities.

Among these, the administrative functions and organizations of Planning Affairs at Nagoya University were created from General Affairs field which had faced and overcome internal problems during their hard time for incorporated national universities.

After incorporated, Planning Affairs field is expected to take cross-organizational roles for new stage of university management. Actually, definition of work and administrative organization are non-fixed more like variable depending on policy trends and circumstances of the moment.

Under this situation, this paper also envisages administrative staff development and their systems at Planning Affairs field from a higher perspective.

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Independent Learning in Staff Development: Focusing on Adults Studying at Graduate School

NAKAMOTO Takashi

The purpose of this study is to review previous research on how independent learning is handled in university staff development.

There are various kinds of self-development, and studying at graduate school is one of them. However, studying at graduate school as a method of self-development requires large amounts of money and time. Moreover, employers and co-workers may have negative ideas about an adult's studying at graduate school. Therefore, adults who study at graduate school should have a strong reason.

In this study, I divided the previous research concerning adult learners in graduate school into two: quantitative and qualitative studies. Then, I examined how independent learning is referred to in the previous research. The previous research points out such factors as motivation, reasoning, and learners' behavior in the learning process. However, the previous research, in general, does not focus on how learners interpret various things involved in learning. The study results recommend that approaches to understanding the learners' interpretation, for example a life-history survey, should form the basis for future research.

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Interviewing the Academics in Charge of Admission Offices at Japan's National Universities

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In recent times, admission offices and the academics working there have been targeted for development. Particularly at the national universities, there is a specific mission to respond to the reform of the admissions system mandated by the government, and this has brought a rapid increase in the numbers of offices and academics-in-charge. However, very little information about these departments and personnel has been accumulated.

In the present study, an interview was conducted on the current practices and careers of the admissions office academics at the national universities of Japan. As a result, a large diversity of roles and careers were identified. Nevertheless, several commonalities were found. Almost all the informants noted a lack of clarity regarding their duties and employment contracts, and they underscored the importance of their research and teaching roles.

The findings of this study indicate the need for clearer vision and more effective support for the career paths of admissions office academics. Every aspect of these personnel's training should be given increased consideration because not only are they experts who help fulfill the institutional mandate for reform, but also believe they are responsible for the teaching and research that helps lay the foundations of their profession.

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