

# English Abstracts

# Accounting School and its Role

NOGUCHI Akihiro

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As the number of Certified Public Accountants in Japan is much less compared with the U.S. or the U.K., it is necessary for Japan to consider increasing that number, while at the same time maintaining the quality of CPAs. It is also necessary to comply with the International Accounting Education Standards, and increase the unit hours and subjects to be taught in Universities. There is a need for accounting schools in Japan.

The need for accounting education is not limited for future CPAs. In order to supply financial information with good quality, it is necessary for each accountant in business or other institutions to know the meaning and the effect of financial reporting. It is also important for the users of the financial information to make good decisions.

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# Re-structuring the Professional Education System of the Nagoya University School of Medicine

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The goal of medical education in the Nagoya University School of Medicine is to foster medical researchers and medical professionals who respect medical ethics and who are proud of contributing to human welfare. However, medical education itself has been regarded by staff as inferior to research and clinical work, and incentives to teach medical education are low. In the School of Medicine and the University Hospital, we have discussed this problem for a long time and concluded that in order to fulfill the goal of medical education, we have to construct a headquarter for clinical education. The headquarter has started it's work by developing a curriculum for clinical education common to medical professionals not only in the School of Medicine and the University Hospital but also in the School of Health Sciences.

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# Development of Applied Professional Skills : A Case Study in Biotechnology Fields

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Recently, Japanese industries and the government have requested the supply of professionals with applied skills to the universities. In professional schools with natural sciences like Management of Technology (MOT), both requests have a difference. Big companies request the supply of professional leaders as technical staff, whereas government requests the supply of founders of start-up companies. If we start a professional school or similar course, we have to think about what kind of human resources can match the present situation and what kind of skills can be supplied for capacity building. I am thinking that most of MOT in Japan teach general concepts only and lack the program to solve problems in the specific business fields.

In this paper, our trials in biotechnology fields are documented. We developed the curriculum and teaching materials for a professional course in a graduate school and an executive course. Also, the relationship mechanism between these capacity development courses and technology transfer from universities to private companies has been developing now. The core organization is a non profit organization (BioFACE), which is working as a focal point among government, local government, universities, research institutes and private companies.

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# Professional Education in U.S. : featuring corporate renewal education at law schools and business schools

ISHIZAKA Hironori

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Law schools and Business schools play an essential role in professional education in U.S. These schools have established their business models for their development. They always pay attention to real business practice and hire faculty members who have a lot of experience in business practice. They teach students not only core knowledge but also how to manage real businesses. Students are trained by dealing with case studies, as well as interacting with business people in class and talking with them about their experiences. Students are required to contribute in class, so other students and teachers can learn from them. By being evaluated by students, schools always investigate what business world demand of them. Therefore, U.S. professional schools have won a high reputation in the business world and among students. Education at industry groups is also important. Inside and outside of schools, faculty members and other professionals systemize practical knowledge, deepen as an academic and feedback it to business and legal communities. This is an excellent interactive positive growth cycle, and this supports the strength of U.S. professionals.

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# The Relationships between the State and the Universities in England: The Context of Corporate Plan

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The study examines the relationship between the state and the universities in the context of corporate plan since the end of the 1990s. The corporate plan is based upon institutional strategies which is, by the funding council, expected to improve financial accountability and efficiency in institutional management. The study re-contextualises Guy Neave's concepts on 'private and public definitions' (1988). Private definition refers to the purposes and functions of the universities which the universities determine by themselves, while public definition refers to those which external stakeholders determine. The study argues that the state-university relationships established in the mid-1980s – in which public definition rather than private definition is emphasised – continues in the context of corporate plan between the late 1990s and 2003. In the relationships between the state and the universities, the three elements are observed: the continuity of private definition within the framework of public definition; the compatibility between financial accountability and university autonomy; and the collaboration between the state and the universities. The study, as the method for data collection, applies documentation from the Higher Education Funding Council for England and the universities, and semi-structured interviews with those stakeholders.

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# Economies of Scale and Scope in Japanese National Universities

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This study estimates empirically a multiple-product total cost function that includes three outputs - undergraduate teaching, graduate teaching and research activities. It identifies the output relationship for 76 national universities in Japan for the fiscal year 2000 to 2001. The analysis identifies effective average costs for undergraduate and graduate teaching and for the support costs for research. The statistical results suggests that both economies of scale and scope exist in Japanese national universities. In particular, a large cost advantage is indicated for research in the national universities with the implication that they offer greater efficiency than some specialized research institutions. In teaching, despite the existence of economies of scale for all sizes of output, the national universities could achieve higher cost efficiencies through mergers.

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# Higher Education and Teacher Preparation in Japan and Hong Kong

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This paper compares the development and placement of teacher education within the tertiary sectors of Japan and Hong Kong. Historically both places initiated formal teacher education separate from university training as part of binary systems, and later moved teacher training to the university sector. Here Hong Kong lags behind Japan, having only recently moved towards creating an all-graduate, all-trained teaching force. Both places retain mono-technical teacher training institutions along side teacher training within comprehensive universities. Both societies are involved in major educational and curriculum reforms in order to respond to both the economic challenges of globalization, and social ills attributed in part to the failure of their educational systems. These reforms are closely linked to the quality (knowledge, skills and attitudes) of teachers. In this regard both Japan and Hong Kong have instituted teacher education reforms. At the same time, demographic realities have significantly lowered the demand for teachers. This has led both governments to try to reduce the size of publicly supported teacher education programs, primarily through pressure for consolidation of existing programs. Research on mergers indicates that these processes are more costly than usually expected, and may not result in the economy and efficiency that often drives the process to begin with. This paper concludes that it is important to initiate merger processes with care, and not to sacrifice other important goals (such as innovative approaches to the production of high quality teachers) in the course of consolidation.

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# Senroku Uehara's View on Undergraduate Education after World War II : Development of a View on General Education based on a reflection on Vocational Education

TORII Tomoko

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The purpose of this study is to investigate the characteristics of Senroku Uehara's view on undergraduate education in post-World War II Japan, through an examination of his view on higher learning in prewar days, and his view on general education based on his reflection on vocational education after World War II. Professor Uehara (1899-1975), formerly President of Tokyo University of Commerce (the present Hitotsubashi University), argued that general education, specialized education and professional education were inseparable and should be organized into an integrated structure. In this paper the author offers three conclusions.

1. Uehara argued that students at Tokyo University of Commerce must promote their independence and gain the normative consciousness for higher learning. It became the foundation of his view on university education after the war.
2. He insisted that improving the ability of professional workers to think and act in a critical manner was a crucial issue immediately after World War II in Japan, as opposed to the vocational education of prewar days.
3. Basing his conclusions on the idea of higher education contained in *the Report of the United States Education Mission to Japan* (1946), Uehara emphasized the importance of general education to nurture a broad outlook among students, including those who were undertaking a specialized or professional education.

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# Quality Assurance of Higher Education in Iran A Case Study of Allame Tabatabai University

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As a result of technological developments and the influence of globalization, the concern for the quality of higher education has been growing recently in Iran. Under the circumstances, some government universities have launched a self-evaluation to improve the quality of education.

This study sets out to clarify how courses have been evaluated and how the results have been used in Allame Tabatabai University in Iran. Allame Tabatabai University has introduced course evaluation as a part of self-evaluation in order to improve the quality of teaching.

This case study found that the introduction of course evaluation was welcomed by students and increased the students' trust in the faculty. It also had positive effects on professors, since professors could use the results of course evaluations for the purpose of making their classes more effective and attractive. In addition to that, the result of course evaluation was utilized to design the curriculum for faculty development.

However, how to effectively use course evaluation for improving the quality of teaching remains a challenge in Allame Tabatabai University.

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# Mission Possible ?

## : A Self-Study on the Mission Driven Research

IKEDA Terumasa

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The mission of CSHE (Center for the Studies of Higher Education) of Nagoya University is to make contributions corresponding to several agenda in higher education institutions through the mission driven research for both of Nagoya University and the others. When I am leaving CSHE for the other university, I like to make a self-study report on how to achieve the goals prescribed under the mission of CSHE during the period of 5-years in charge of the full professorship. In conclusion, I found myself in having developed the deliverable in the field of the mission driven research of which CSHE could take advantage.

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