

Higher Education Reform: Comparative Study of Changing Academic Profession with Focus on the Institutionalization of Faculty Development

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The paper intends to make clarify the theme by the content as follows:

1. Relationship between social changes, higher education reforms, and Academic Profession; 2. Structure of social changes; 3. Quality assurance of academic work and its competition among systems; 4. Higher education policy on Academic Profession at the system level; 5. Academic profession at the institutional level: Institutionalization of FD; 6. Promotion of FD; 7. Concluding remarks.

In the content, 5th part deals with an international comparison of institutionalization of FD. ENERP (eight-nation Education Research Project) originally started with the six membership Countries including Germany, Switzerland, USA, China, Japan, and Singapore, extending to eight membership countries consisting of Germany, Switzerland, USA, China, Japan, Singapore Korea, and Thailand. Japan has been responsible for Higher Education Project from the first stage of activity and is conducting at this stage a project of Comparative Study of Institutionalization of FD with four countries such as USA, China, Korea, and Japan.

The following reveal the reasons why international comparative study is necessary with regard to Institutionalization of FD. 1) Social changes effect upon academic reforms.; 2) Universities are asked to change academic work such as research, teaching, and service.; 3) Among these, quality assurance of teaching is the most important at the time of teaching revolution.; 4) 21st century is going toward universal access and life-long learning in all higher education systems.; 5) Institutionalization of FD is thought to be a key concept as well as a barometer to know the progress of scholarship revolution.; 6) 21st century is going toward universal access and life-long learning in all higher education systems.

1. Relationship between Social Changes, Higher Education Reforms, and Academic Profession

Social changes with accompanying ambiguous future trends are bringing about uncertainty for the future of higher education, and so social expectation is increasing to academic staff that are expected to be responsible for conducting and improving academic work.

2. Structure of Social Changes

Main factors of social changes such as knowledge-based Society, globalization, Marketization, together with Massification of Higher Education, have caused some effects on the academic Drift among Institutions, the emerging Dominance of Private Expenditure to financing Higher Education, the quality assurance of academic work and its competition among systems. In this context, some considerations were made with focus on the following problems. 1) Knowledge-based Society; 2) Globalization; 3) Marketization; 4) Academic Drift among Institutions; 5) Emerging Dominance of Private Expenditure to Financing HE; 6) Massification of HE.

3. Quality Assurance of Academic Work

This part sheds light on three problems. 1) Enhancement of academic productivity; 2) Institutionalization of FD and SD; 3) Quality assurance of academic work and its competition among systems.

4. Higher Education Policy on Academic Profession at the System Level

To understand this theme some discussions are needed on the following national policies which were issued in the recent fifteen years. 1) Proposal of University Council; 2) Proposal of Central Education Council; 3) Science and Technology Basic Plan; 4) COE program.

5. Academic Profession at the Institutional Level: Institutionalization of FD

First, observation is made on the national situations in relation to two problems as follows: 1) Institutionalization of FD from 1980's to 1990's; 2) Institutionalization of FD in 2000's. Second, observation is made on the state of institutionalization by a national survey in 2003. Third, observation is made on the competition for quality assurance of HE among systems with focus on the following topics: 1) Academic productivity in terms of Nobel Prize, COE, publication, eponymy, SCI, RCI, etc.; 2) Institutionalization of FD/SD.

The institutionalization of FD/SD is related to Comparison between US, China, and Japan as previously mentioned. Purpose of the international comparative study is as follows: 1) to make a comparative study on FD in Japan, US, and China; 2) to discuss the problems in relation to teaching and scholarship. Perspective is as follows: 1) to clarify faculty members' consciousness related to the aim and method for the reforms of undergraduate education.; 2) to clarify faculty members' consciousness about the necessity of undergraduate education and the relevant state of reform.; 3) to clarify the reforms of undergraduate education and the underlying problems to be resolved.

Hypothesis : relationship between the factors including economic growth, higher education development, university model, higher education, and the factor of institutionalization of FD.

	Japan	USA	China	Korea	Institutionalization of FD
Economic Growth	⊙	⊙	⊙	▲	Advanced country type/developing country type
Higher education development (Trow model)	⊙ Universal	⊙ Universal	⊙ Mass	⊙ Universal	Elite Mass Universal
University Model	Germany + USA	UK + Germany	USSA + USA	Japan + USA	Conflict between research and teaching / Integration of research and teaching
Higher Education Policy	Nation	University	Nation	Nation	Top – down/Bottom up

Data used is gained from the following procedures. Japan: university presidents/ questionnaires were sent to institutions from June to August/sampled institutions=675, returned=343, return ratio=50.8%; China: Questionnaires were sent to the vice presidents attending to the National administration academy in November 2004 and September 2005 / sampled institutions=240, returned=79, return ratio=60.8%; US: university presidents and vice presidents/ questionnaires were sent to four-year institutions from December 2004 to March 2005/ sampled institutions=945, returned=206, return ratio=21.8%.

According to answers to one question by the respondents in US, China, and Japan, it is clear that the state of institutionalization of FD in Japan is desired to be improved to some extent. Namely, question is “Do you think that academic staff in your institution is enthusiastic about educational improvement?” Answers to it on the scale of “very enthusiastic” are as follows: Japan 12.2%; China 34.6%; US 20.3%.

6. Promotion of FD

Based on the previous discussions, this part deals with some problems: 1) Innovation of educational process; 2) Curriculum, 3) Student, 4) Enhancement of teacher’s Quality, 5) Evaluation and Reward System.

7. Concluding Remarks

1) Effects on environmental changes to academia; 2) Academic drift, increasing private expenditure in financing HE, differentiation of haves and have nots; 3) COE programs in research and teaching; 4) Institutionalization of FD at system and institutional levels in terms of innovation in curriculum, student, teacher; 5) Quality assurance at the stage of massification by international comparison among Japan, China, USA,; 6) New scholarship reconsidered.
