

14th International Workshop on Higher Education Reform (HER2017)

ENHANCING PERFORMANCE AND PRODUCTIVITY IN HIGHER EDUCATION

Keynote Speakers

Glen A. Jones

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University of Toronto



Glen A. Jones is Professor of Higher Education and Dean of the Ontario Institute for Studies in Education at the University of Toronto. His research interests include university governance, higher education systems and policy, and academic work. He received the Distinguished Research Award from the Canadian Society for the Study of Higher Education in 2001. He is the author of more than one hundred publications on higher education, and his most recent book (with Ian Austin) is *Governance of Higher Education: Global Perspectives, Theories and Practices* (Routledge, 2015). He has been a visiting professor at Fudan University, the University of Oslo, the University of the

West Indies, and Beijing Normal University. His current projects include a national study of university governance in Canada (with Julia Eastman and Claude Trottier), a study of academic career pathways in the context of national systems (with Martin Finkelstein) that will be published by Johns Hopkins Press in 2018, and a study of academic work in Canada as part of the Academic Profession and the Knowledge Society international project.

Governing Quality: The Shifting Role of the Academic Profession in Decisions of Academic Quality and Standards

Given their key role in education and scholarship, universities are now regarded as essential institutions within national human development, research and innovation systems. The question of who determines the quality and standards of higher education has been the subject of considerable debate, and addressing this question has underscored many of the reforms to university governance that have taken place over the last three decades. This presentation reviews major trends in higher education governance and analyzes the shifting role of the professoriate in institutional decision-making. This shifting role can be understood as a response to external pressures related to neo-liberal reforms, rankings, accountability and a continuing quest for efficiency, but it can also be seen as a function of the changing academic profession, especially the increasing horizontal and vertical fragmentation of academic work in many jurisdictions, and the increasing valorization of research productivity. Are there ways of reasserting the role of academic self-governance over issues of quality and standards in higher education?

Jung Cheol Shin

Professor at Seoul National University



Dr. Shin is a professor at Seoul National University. He served in the Korean Ministry of Education for about 20 years. His research interests are higher education policy, knowledge and social development, and the academic profession. He is Co-Editor-in-Chief of the *International Encyclopedia of Higher Education* and is an advisory board member of the *Oxford Research Encyclopedia of Education*. In addition, he the co-editor of the *Knowledge Studies in Higher Education* series (Springer), and a board member of *Studies in Higher Education*, *Higher Education*, *Tertiary Education and Management* and the *Peabody Journal of Education*. His recent book publications include *University Rankings* (2011), *Institutionalization of World-Class University in Global Competition* (2012), *Teaching and Research in Contemporary Higher Education* (2013), *The Future of the Post-Massified University at the Crossroads* (2013), *The Dynamics of Higher Education Development in East Asia* (2013), and *Mass Higher Education Development in East Asia* (2015).

The Academic Career Path and Career Development: Strategies for the Academic Journey

This presentation will focus on career development of academics, from their doctoral training stage to senior academic positions. The presenter will briefly overview differences among higher education systems and academic systems across countries in order to establish common grounds for understanding academic career development in each country. Based on this understanding, the presenter will explain how career paths differ among disciplines (natural sciences, engineering, social sciences, and humanities) using career development models in each discipline. These discussions are the basis for understanding the differences between higher education systems and academic disciplines for academic career development. In addition, the presenter will describe changing academic work environments and discuss how the new environments bring changes in academics' activities (teaching, research, service, and administration). These discussions are further developed through follow-up discourses on collaborations between colleagues as a strategy for survival in competitive academic environments. Finally, the speaker proposes a strategic approach for academic career development, from the doctoral degree stage to the senior academic stage, as a means for academics to survive in competitive academic environments and to accomplish their goals and dreams. The speaker expects that the audience, especially junior academics, will develop their ideas and strategies for their own successful academic journey through what is presented during this session.

Aya YOSHIDA

Associate Director, Center for Higher Education Studies and Professor of Sociology of Education in the Faculty of Education and Integrated Arts and Sciences at Waseda University



Aya YOSHIDA is Associate Director, Center for Higher Education Studies and Professor of Sociology of Education in the Faculty of Education and Integrated Arts and Sciences at Waseda University. Her current research interest is focused on Japanese higher education policy and the transformation of the higher education system since the 1990's. Her recent publications are: 'Global Human Resource Development' and Japanese University Education: 'Localism' in Actor Discussions, *Education Studies in Japan* (2017); The Emptiness of 'Global HR Development,' *Discuss Japan* (2016); Daigaku to Kyoyokyoiku (Liberal Education in a University in a Postwar Japan) Iwanami

Shoten: Tokyo, (2013). and others. She acquired her BA in History, Tokyo University, MA in Sociology of Education, Tokyo University, and Ph.D. in Sociology of Education, Tokyo University. She has served as a member of the the General Committee of Universities, the Central Council for Education in Japan and also a member of the Science Council of Japan.

From Education to Learning Outcomes: How Can Academia Show the Evidence to Stakeholders?

The goal of this presentation is to trace Japanese higher education policy since 2000 and the transformation of Japanese universities in terms of human resource development. Japanese universities began to reform their undergraduate education after the deregulation in 1991. The Ministry of Education (MoE) has taken a leading role in university reform. It has used both carrots and sticks, as the situation demands. Universities have had to react to both, and in the process have gradually changed their system. Since around 2000, the MoE has shifted its reform focus from education to learning, and students' learning outcomes. On the one hand, this is because the MoE has been affected by recent higher education policies regarding learning outcomes in the US and in Europe, and on the other hand it is because Japanese industry has raised its voice against universities. Japanese industry has demanded that universities nurture global human resources for developing their business overseas. In theory, there are many types of learning outcomes. However, in policy debates learning outcomes are regarded as competencies, generic skills, general performance, etc. Industry also expects global human resources who have communication skills in a foreign language (English), independence, a challenging spirit, problem solving skills, and so on. These stakeholders require universities to cultivate students who have those qualities and abilities, and then show the evidence that they are able to do it. It is hard to set the criteria or level for these qualities and abilities, and to show that the measured result is evidence of students' learning outcomes while at university. This presentation explores the detailed policy of the MoE and the response of universities, and examines the transformation of the Japanese higher education system.