

## Миссия Японии 2020: изменения в профессорско-преподавательском составе и механизмы обеспечения качества как основные и важные субъекты высшего образования в XXI веке (общий обзор)

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**Аннотация:** Структуры, которую университеты Японии должны принимать в отношении реалий XXI века являются предметом огромного интереса; новая структура должна строиться на стремлении быть современной, дальновидной и общественно-значимой. Особенная ситуация связана с Миссией 2020 в Японии, которая неизбежна из-за удовлетворения новых потребностей и ситуаций в условиях сложного и динамичного характера высшего образования сегодня. Университеты XXI века должны быть подготовлены и иметь возможность эффективно решать три основные задачи, стоящие перед ними: преодоление новых условий и трудностей; механизмы обеспечения качества; способность экономическому развитию страны.

**Ключевые слова:** высшее образование, внедрение и поддержка перемен, инновационное мышление, качественный подход, трансформация работы, традиционная роль.

## Japan's vision 2020: managing changes in academia and quality assurance mechanisms as the major subjects of immense importance in the XXI century (overview)

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**Abstract:** The definite form universities in Japan ought to take in dealing with the realities of the XXI century is the subject of immense interest; the new form should be designed by the desire to be contemporary, forward-thinking and society-relevant. The emergency of releasing Japan's Vision 2020 is simple inevitable due to meet new needs and situations amidst the complex and dynamic nature of higher education today. Universities of the XXI century must be prepared and able to deal effectively with three basic outlooks confronting them: coping with new conditions and challenges; quality assurance mechanisms; contribute to national economic development.

**Keywords:** high education, implementing and sustaining change, innovative thinking, and the quality approach, to transform the work philosophy, the traditional role.

There can be no one working in Higher Education (HE) today who is not aware in some measure that tremendous changes are taking place in the forms and structures of higher education. In the last two or three years, changes have occurred of a magnitude never previously experienced. Yet most people share in only a part of the action and it may be difficult to comprehend the whole diverse yet increasingly coherent picture.

It is quite clear that there has been a major shift in HE from being delivered by individual institutions, which exist in separation from one another to their being perceived as a national system perhaps with regional identities. Already Further Education (FE) is in the process of absorption into HE so that all post-sixteen education will fall under the same banner, even if there remain different funding bodies and mechanisms. It is more probable that there will be amalgamation of the government departments dealing with employment training and education (Employment Department and Department for Education).

### 1. Managing changes: coping with new conditions and challenges

Changing and adapting are two essential requirements for survival and growth. University generally operate with no

great sense of urgency by their nature, are more conservative and protective. Though, many academics respond to change with anxiety because it involves redefining value and transforming the "universities' academic culture" [8]. Universities today are confronting daunting new challenges as they enter the early years of the XXI century; they are forced to grapple with these pervasive changes in order to meet the demands of the time: the relevance of their study programs to social needs, their role in social, economic and political activities, etc.

The real challenge of the "New Age" University is to remain contemporary and competent; it must preserve what is the most valuable in its tradition, while at the same time introducing the changes required by a dynamic society entering XXI century. Meaningful and significant changes must involve innovation, which is the purposeful action taken to accomplish something new. To achieve this, universities must create environments that encourage innovative thinking and risk taking. Changes involve careful planning and should not be left to chance. A successful change can only last to benefit the university and the academia if it is supported by proven strategies for implementing and sustaining change. Managing changes is thus going to be a subject of immense importance in the XXI century.

## 2. Quality and its Assurance: the educational agenda of the XXI century

The overall capacity and qualities of Japanese universities are critical to achieving the country's vision of becoming an industrialized nation by the year 2020. To ensure the contributions expected of them, Japanese universities' education should be of high quality in all its endeavours. Universities must deliver programs of the right quality and to customer satisfaction. Their R&D functions must be strengthened to meet the economic needs. Within the industry, the quality movement has not only affected the performance of every stratum of the workforce but has also changed the relationship between fellow workers and their clients. The incorporation of the quality approach in universities however is not going to be easy. Academics tend to act autonomously and independently, and occasionally are loners or mavericks. Their allegiance tends to be a discipline or subject rather than to an institution.

Therefore, in any attempt to transform the work philosophy of academia, universities must have a well-defined mission with a diversity of goals and objectives. Each academic unit then will have the responsibility of developing its own quality assurance mechanism to fulfil the requirements of the university's quality standards. To deliver programs of the right quality and customer satisfaction, there must be strengthening of the research and development functions. And to do this, institutions will have to deconstruct what has become something of a "foggy area" in high education research [2]. Clearly, the research means a number of different things and institutions will have to be clearer what kind of research they promote. There will be great variations among institutions but they will still be subject to the functioning of market costs, prices, opportunity costs and benefits; it enhances the core activity of the institution, which is the development of its intellectual capital.

### 3. Honouring traditions while building the future

With the ever-increasing awareness of "knowledge is the key to survival", Japanese universities must continue to play the traditional role of strengthening the capabilities of doing good science [6]. The following basic perspectives needed to deal with the realities of the XXI century:

- The basic knowledge produced through performing high-quality basic research in various disciplines;
- The skills to apply this knowledge and to communicate it between the scientists and the people;
- The need to continuously update knowledge and skills.

The critical importance of higher education to the economic development of the nation is now widely recognised. To meet the needs of the people in the contemporary world, a

prime goal for a university is the development of competences:

- Competence to develop the innovative capacity of industry;
- Competence to stimulate the vitality of university's own R&D;
- Competence to participate and contribute to national economic development.

High-quality basic research at university and high-quality industrial development work are prerequisites for one another. Therefore, in dealing with the realities of the XXI century, it does not involve abandoning traditions [9]. To neglect the traditional function of the university would be neither desirable nor possible, but it does involve transcending or reformulating tradition to deal with the new realities. The university's role must therefore focus on people in society, on the service of university to society and on meeting the complex and varied needs of people in the contemporary world. We need to support the growth of the universities in accomplishing the transition, facilitating this transition process with the intention of delivering the opportunities and the "goodies" expected of them. To meet and manage these changing roles of Japanese universities also spells the need for increased expenditures:

- in providing sophisticated instructional support;
- in building scientific and technical competences;
- in increasing and stimulating R&D activities in universities, public agencies and industries.

To answer this, several conclusions from studies carried out in the United States can be highlighted here to drive home the point in favour of *continuing high investment in developing and harnessing educational resources*. In 1986, the National Commission on the Role and Future of State College and Universities concluded that "Ignorance is costly – it is the passageway to a disastrous fall from which America may never recover" [1]. In 1988, Senator Paul Simon pointed out that the cost of not educating disadvantaged young men and women for careers and jobs alone is over US\$255 billion a year in productivity, welfare and expenses related to crime prevention and the criminal justice system [4]. Education is thus a major contributor to economic growth in the United States. Although similar types of studies have not been carried out in Japan, the answer seems clear that "university education helps to create the wealth that finances it" [3].

Japan must continue to increase support for its universities to assume the new role in meeting the social, economic and political needs of the XXI century; for not to do so can only result in national disaster.

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