

Changes in the Academic Profession in the Knowledge-Based Society and International Comparison



DATES

Saturday, 3 February ~ Sunday, 4 February 2024 (JST)

VENUE

Research Institute for Higher Education, Hiroshima University, Japan

FORMAT

Hybrid (In person & Online)

FREE REGISTRATION

https://rihe.hiroshima-u.ac.jp/en/2023/12/apiks_2024_en/

HOST: Research Institute for Higher Education (RIHE),
Hiroshima University, Japan

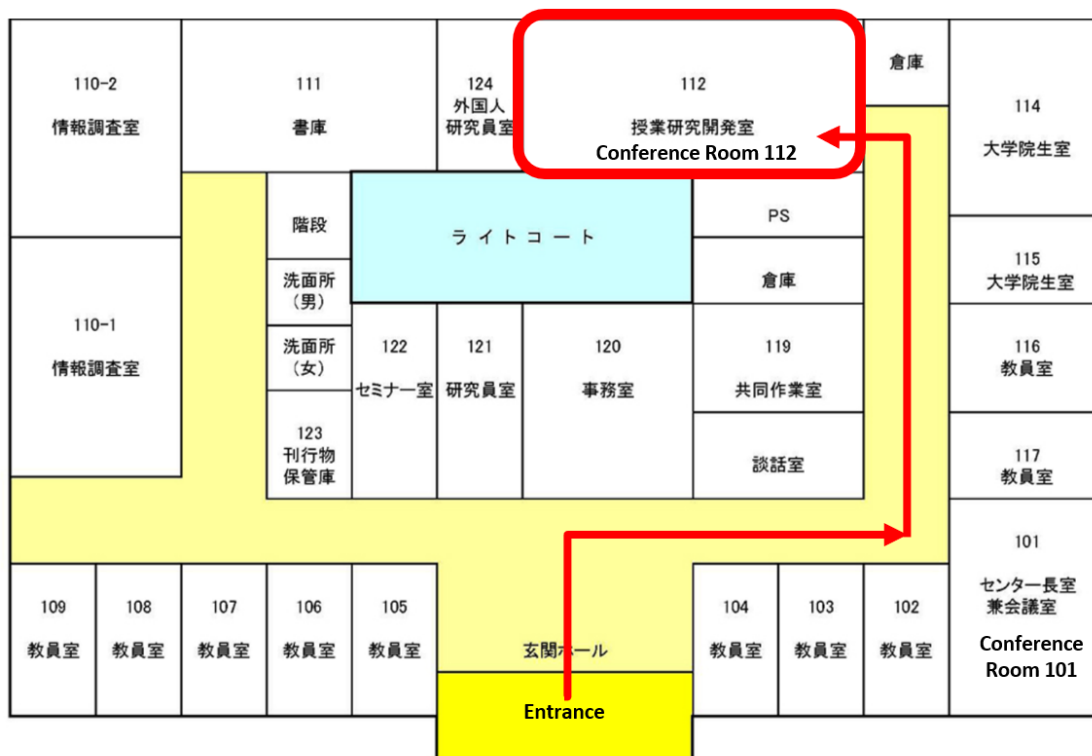
SPONSOR: Professor ARIMOTO Akira's Grant-in-Aid Research (B)
*International Comparative Study of the Post CAP-STEM Type Academic
Profession in Knowledge Based Society*

RATIONALES AND CONTEXT

With the development of the knowledge-based society, universities are expected to play a more important and prominent role in the transmission and creation of new knowledge and in the application of knowledge to various aspects of society. The careers and identities of the academic profession, their teaching and research activities, their participation in the governance and administration of their universities, and their relations with society are also being significantly affected by various factors in the knowledge-based society. The international collaborative research project "The Changing Academic Profession in the Knowledge-Based Society" (APIKS), which started in 2005, has been engaged with relevant and important aspects of the academic profession in Asia, Europe, North America, South America. The number of country teams that participated in the APIKS project has increased to over 30 countries. An international database including the survey data from more than 20 countries has been built since 2017. Through international conferences and workshops held in the countries involved, and publications made based on the project, academics' education and research activities and other academic activities, their perceptions on governance and management, and their relations with society have been discussed.

However, still it is necessary and meaningful to conduct a more comprehensive and sophisticated study of the academic profession at the regional and international levels based on the international databank, especially further exploring the features of the academic profession at the regional or continental level, the similarities and difference in the activities and attitudes of the academic profession between countries in the same region or continent countries, and changes occurred in these aspects over the past decades. At this international meeting, we will continue to investigate regional differences and commonalities in the academic profession mainly based on the data obtained through the national questionnaire surveys and the international database. Moreover, we hope we may also discuss future prospects, including the implementation of the new round of international joint research projects.

CONFERENCE ROOM 112 in the Research Institute for Higher Education (RIHE)



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PROGRAM OVERVIEW

Date & Time (JST)	Title	MC/Presenter(s)	Country	Style
Day 1: Saturday, February 3, 2024				
9:00~9:40	Session 1	MC: HUANG Futao		
9:00~9:10	Opening Remarks	KOBAYASHI Shinichi	Japan	
9:10~9:40	1 An International Comparative Study on the Academic Profession in the Knowledge-based Society	ARIMOTO Akira	Japan	In-Person
9:40~10:00	Coffee Break			
10:00~12:00	Session 2	MC: GLEN Jones		
10:00~10:30	2 Changing Campus, Permanent Faculty?	AARREVAARA Timo, JOSEFSEN Alf, TENHUNEN Ville, & TULPPO Paula	Finland	Hybrid
10:30~11:00	3 The Impact of the Structured Doctorate on the Academic Profession in Austria	PAUSITS Attila & GEPPERT Corinna	Austria	Hybrid?
11:00~11:30	4 Explaining the Gender Gap in Research Production: A Canadian Perspective	PELLETIER Laurence & BEGIN CAQUETTE Olivier	Canada	Online
11:30~12:00	5 Managerial Control and Professional Autonomy of Academic Staff in Balkan and Baltic Countries	LEIŠYTĖ Liudvika, PEKSEN Sude, & ROSE Anna-Lena	Germany	Hybrid
12:00~13:30	Lunch Break			
13:30~15:30	Session 3	MC: PAUSIT Attila		
13:30~14:00	6 Gender and Decision-Making in the Managerial University: A Comparative Analysis of Women's Perceptions in Portugal and Lithuania	CARVALHO Teresa, LEIŠYTĖ Liudvika, QUEIRÓS Anabela, & DIOGO Sara	Portugal	In-Person
14:00~14:30	7 Conceptions of Collegiality and Managerialism in Swedish Academia	GESCHWIND Lars & Stefan Lundborg	Sweden	Hybrid?
14:30~15:00	8 The Malaysian Academic Profession	AZMAN Norzaini, ABDULLAH Doria, LATIF Adibah Abdul, & ABDULLAH Nik Sabrina	Malaysia	Hybrid
15:00~15:30	9 Chronology of Academics' Roles and Responsibilities: What Comes Next in the Digital Age?	USLU Barış	Turkey	Online
15:30~15:50	Coffee Break			
15:50~17:00	Session 4	MC: TEICHLER Ulrich		
15:50~17:00	Discussion on the new-round international project			* For the invited participants only

Date & Time (JST)	Title	MC/Presenter(s)	Country	Style
Day 2: Sunday, February 4, 2024				
9:00~10:30	Session 5	MC: CARVALHO Teresa		
9:00~9:30	10 Knowledge Society, Academic Activity and University "Third Mission": A Latin American Perspective	MARQUINA Monica & REZNIK Nicola	Argentina	Online
9:30~10:00	11 How Is the Academy for Women Versus Men? Findings from Chile's International Survey on the Academic Profession in the Knowledge Society (APIKS)	GUZMÁN Pamela, BERRÍOS Paulina, FUENTES Johana & VÉLIZ Daniela	Chile	Online
10:00~10:30	12 Exploring Academics' Societal Engagement: Insights From the APIKS Survey on Their Value, Contribution, and Involvement	KIM Yangson, LI Xin, HUANG Futao, & DAIZEN Tsukaksa	Japan	In-Person
10:30~10:50	Coffee Break			
10:50~11:50	Session 6	MC: DAIZEN Tsukasa		
10:50~11:20	13 The Attractiveness of Academic Profession for Doctoral Students	SHEN Wenqin	China	In-Person
11:20~11:50	14 Do External Activities Matters? Research Expectation and Social Service Contributions in Taiwan Academia	HO Sophia Shi-Huei & CHEN Robin Jung Cheng	Taiwan	In-Person
11:50~13:30	Lunch Break			
13:30~15:30	Session 7	MC: YONEZAWA Akiyoshi		
13:30~14:00	15 Academics' Commitment, Job Satisfaction and Research Performance in Korean Universities	LEE Soo Jeung	Korea	In-Person
14:00~14:30	16 Accuracy of Self-Reported Survey Data: Empirical Investigation of AP Survey and JSPS KAKENHI Grant Data	NAKAO Ran, FAN Yizhou, KANG Kaixiang, SATO Machi, & MURASAWA Masataka	Japan	Hybrid
14:30~15:00	17 A Comprehensive Model for Research Teaching Nexus	FAN Yizhou, KANG Kaixiang, NAKAO Ran, & MURASAWA Masataka	Japan	In-Person
15:00~15:30	18 Leveraging Unstructured Opportunities: Complementing Academic Skills Through the Hidden Curriculum	SAKURAI Yusuke, HAN Jiawen, & ZHANG Xun	Japan & China	Hybrid
15:30~15:50	Coffee Break			
15:50~17:00	Session 8	MC: HUANG Futao		
15:50~16:20	General Discussion			
16:20~17:00	Closing Remarks	ARIMOTO Akira TEICHLER Ulrich	Japan Germany	

Day 2: Sunday, February 4, 2024

Each speaker is invited to give a 20-minute presentation, followed by 10-minute discussion.

9:00~10:30 Session 5

MC: CARVALHO Teresa
(Universidade de Aveiro, Portugal)

9:00~9:30 Knowledge Society, Academic Activity and University "Third Mission": A Latin American Perspective [*Online*]

MARQUINA Monica
(UNTREF/CONICET Argentina, Argentina)
& REZNIK Nicolas
(Universidad Nacional de Tres de Febrero, Argentina)

9:30~10:00 How Is the Academy for Women Versus Men? Findings from Chile's International Survey on the Academic Profession in the Knowledge Society (APIKS) [*Online*]

GUZMÁN Pamela
(Universidad de La Frontera, Chile),
BERRÍOS Paulina (Universidad de Chile, Chile),
FUENTES Johana & VÉLIZ Daniela
(Pontificia Universidad Católica de Chile, Chile)

10:00~10:30 Exploring Academics' Societal Engagement: Insights from the APIKS Survey on Their Value, Contribution, and Involvement

KIM Yangson, LI Xin, HUANG Futao, & DAIZEN Tsukasa
(Hiroshima University, Japan)

10:30~10:50 Coffee Break

10:50~12:00 Session 6

MC: DAIZEN Tsukasa (Hiroshima University, Japan)

10:50~11:20 The Attractiveness of Academic Profession for Doctoral Students

SHEN Wenqin (Peking University, China)

- 11:20~11:50 Do External Activities Matters? Research Expectation and Social Service Contributions in Taiwan Academia
HO Sophia Shi-Huei (University of Taipei, Taiwan)
& CHEN Robin Jung Cheng
(National Chengchi University, Taiwan)
- 11:50~13:30 Lunch Break**
- 13:30~15:30 Session 7**
 MC: YONEZAWA Akiyoshi (Tohoku University, Japan)
[Online]
- 13:30~14:00 Academics' Commitment, Job Satisfaction and Research Performance in Korean Universities
LEE Soo Jeung (Sejong University, South Korea)
- 14:00~14:30 Accuracy of Self-Reported Survey Data: Empirical Investigation of AP Survey and JSPS KAKENHI Grant Data [Hybrid]
NAKAO Ran (Hiroshima City University, Japan),
FAN Yizhou, KANG Kaixiang
(Hiroshima University, Japan),
SATO Machi (Kyoto University, Japan),
& MURASAWA Masataka (Hiroshima University, Japan)
- 14:30~15:00 A Comprehensive Model for Research Teaching Nexus
FAN Yizhou, KANG Kaixiang
(Hiroshima University, Japan),
NAKAO Ran (Hiroshima City University, Japan),
& MURASAWA Masataka (Hiroshima University, Japan)
- 15:00~15:30 Leveraging Unstructured Opportunities: Complementing Academic Skills Through the Hidden Curriculum [Hybrid]
SAKURAI Yusuke (Hiroshima University, Japan),
HAN Jiawen (Tianjin University of Technology, China),
& ZHANG Xun
(Sichuan International Studies University, China)
- 15:30~15:50 Coffee Break**

15:50~17:00 Session 8

MC: HUANG Futao (Hiroshima University, Japan)

15:50~16:20 General Discussion, Including the Future Collaboration

16:20~17:00 Closing Remarks

ARIMOTO Akira (Hiroshima University, Japan)

TEICHLER Ulrich (University of Kassel, Germany)

ABSTRACT

1. An International Comparative Study on the Academic Profession in the Knowledge-based Society

ARIMOTO Akira (Hiroshima University, Japan)

Historical observation of knowledge recognizes that medieval university and early modern university deal with knowledge, while modern university deals with scientific knowledge. Emergence of knowledge-based society has close relation with increasing weight of scientific knowledge in both inside and outside university.

Appearance of scientific knowledge caused appearance of various academic disciplines related to history, philosophy, sociology, etc. R. Merton, a founding father of sociology of science, recognized scientific ethos as CUDOS (communality, universalism, disinterestedness, organized skepticism) working inside scientific community including modern university, while M.Gibbons et. als. recognized it as Mode 1 with pure science focus, distinguishing it from Mode 2 with applied science focus outside university, or general society.

In that sense, prestige of academic profession (AP) is to be established not only inside university but also outside university. Accordingly, AP is expected to realize its own vision of R-T-S nexus, which is valuable in the knowledge-based society.

2. Changing Campus, Permanent Faculty?

*AARREVAARA Timo,
JOSEFSEN Alf (University of Lapland, Finland),
TENHUNEN Ville (University of Helsinki, Finland),
& TULPPO Paula (University of Lapland, Finland)*

Faculty roles takes place in the campus and work there is visible and verified. In the surveys of Changing Academic Profession and Academic Profession in the Knowledge Societies the collected data has enabled the analysis of work tasks, satisfaction with administration and infrastructure, and institutional expectations of higher education institutions. The core tasks are related to place and time and the change of work, affiliation, information technology and values. Based on the two Survey's of 2008 and 2018, we will analyse which factors defines needs for the campus and which factors, what are the factors that determine the change of work and job satisfaction at the campus. This is discussed

on our paper from the point of view of whether careers are on campus or whether they will be built in the future for other factors.

3. The Impact of the Structured Doctorate on the Academic Profession in Austria [*Hybrid?*]

*PAUSITS Attila & GEPPERT Corinna
(University for Continuing Education Krems, Austria)*

The evolution of doctoral education, particularly the shift towards structured doctoral programs, represents a significant transformation in the academic profession. This presentation aims to dissect the ramifications of this shift within the context of the broader 'Academic Profession in the Knowledge-Based Society' project. By employing a mixed-methods research approach, we examine the structured doctorate as a pedagogical innovation intended to enhance research training and to align doctoral education with the increasingly collaborative and interdisciplinary nature of knowledge production.

Our analysis synthesizes quantitative data derived from institutional records and qualitative insights obtained through interviews with doctoral candidates, graduates, and faculty. We evaluate the extent to which structured doctorate programs fulfill their promise of producing scholars who are well-equipped for the multifaceted demands of the knowledge-based society. We also consider how these programs impact academic identities, career trajectories, and the nature of scholarly work.

Key findings indicate that structured doctorates are associated with shorter completion times and higher publication rates. However, there is a nuanced landscape of benefits and challenges, including variations in the experience of academic freedom, mentorship quality, and preparedness for diverse career paths. The structured format's influence on the academic profession extends beyond individual outcomes, affecting institutional cultures and the broader scholarly ecosystem.

In conclusion, the presentation will offer recommendations for policymakers, educators, and institutions to optimize the design and implementation of structured doctorates. This endeavor aims to ensure these programs not only contribute to the knowledge-based society but also uphold the values and integrity of the academic profession.

4. Explaining the Gender Gap in Research Production: A Canadian Perspective [Online]

*PELLETIER Laurence (University of Toronto, Canada)
& BEGIN CAOUETTE Olivier
(University of Montreal, Canada)*

The gender gap in academic research production has been demonstrated through various methods and geographical contexts. Previous research has yielded conflicting results concerning the effect of gender as a stand-alone variable on research production and primarily focused on other individual and organizational variables to explain this gap. We seek to clarify the influence of gender-related variables on academic

research production, operationalized as journal article equivalents published three years prior to the survey. Using a stratified sample of 2,968 full-time Canadian university professors, we analyzed the effect of 15 gender-related

predictors on research production and measured the variance of research production explained by the combination of these predictors. Through multiple linear regressions, our findings indicate that gender as an isolated variable is a weak yet significant predictor of research production, and that a large proportion of variance is explained by a combination of gender-related variables, such as collaborations, workload division and academic rank.

5. Managerial Control and Professional Autonomy of Academic Staff in Balkan and Baltic Countries [Hybrid]

*LEIŠYTĖ Liudvika, PEKSEN Sude, & ROSE Anna-Lena
(Technische Universität Dortmund, Germany)*

Based on APIKS survey data, this study examines the relationships between the degree of managerialism, control over academic activities such as teaching and research, and the degree of professional autonomy. We thus pose the question: How does managerialism impact the control and autonomy of academic work across the case study countries? We are interested in comparing the data across four countries – Lithuania, Estonia, Slovenia and Croatia by rank, gender, and disciplinary field.

The findings of this study highlight the significant role of administrators and senior staff in shaping academic work, which indicates a shift towards more centralized decision-making processes. Moreover, the results show notable differences in the perception of managerialism between Baltic and Balkan states. Specifically, the data suggest that

academics in Baltic states generally experience a higher level of managerial practices than academics in Balkan states. These differences can be attributed to the historical legacies of the post-Soviet era, the influence of path dependency and other contextual factors.

6. Gender and Decision-Making in the Managerial University: A Comparative Analysis of Women's Perceptions in Portugal and Lithuania

*CARVALHO Teresa (Universidade de Aveiro, Portugal),
LEIŠYTĖ Liudvika
(Technische Universität Dortmund, Germany),
QUEIRÓS Anabela, & DIOGO Sara
(Universidade de Aveiro, Portugal)*

Taking the case of two European countries recently influenced by managerialism and European policies to promote gender equality in HE – Portugal and Lithuania, this paper intends to analyse if the managerialist governance has been impacting the perceived influence the academics have in shaping the academic policies in their institutions and if there are gender differences on their perceptions on the influence over institutional decision-making processes in HEIs. Based on APIKS project, the findings indicate that performance-based management is positively associated with the academics' influence in the institution. Moreover, the data suggest the more influential academics tend to be men in a higher academic rank. Furthermore, data analysis reveals that the new governance approaches actually re-emphasise the existing status quo in the sense that women perceive themselves as less influential than men and the higher the institutional level of decision-making, the less women feel they have influence.

~~7. Conceptions of Collegiality and Managerialism in Swedish Academia [Hybrid?]~~

~~*GESCHWIND Lars
(KTH Royal Institute of Technology, Sweden),
& Stefan Lundborg (Örebro Universitet, Sweden)*~~

~~Academic organisations are subject to complex governance structures combining both collegiality and line management, and it is a common viewpoint that the former has been fighting a losing battle against the latter. Simultaneously, other perspectives claim that this process is overstated and that the conflict is less dramatic than it might seem.~~

~~This study uses data from the APIKS survey to explore the relationship between conceptions of collegiality and top-down management within one's organisation on one hand, and the extent of work experience from within and outside of academia on the other. The purpose is to determine whether conceptions of how the organisation is governed depend on the level of experience with academic versus non-academic models of governance. The results of the study provide insights into how competing views of governance systems are formed, and open further avenues to explore how the divide between such competing views might be bridged.~~

8. The Malaysian Academic Profesion [*Hybrid*]

*AZMAN Norzaini (Universiti Kebangsaan Malaysia),
ABDULLAH Doria , LATIF Adibah Abdul
(Universiti Teknologi Malaysia),
& ABDULLAH Nik Sabrina
(Universiti Kebangsaan Malaysia)*

Recent literature predicts a forthcoming trend where academics at different points of their professional career will choose to leave universities as a result of a hyper-competitive working environment marked with heavy teaching, research, administrative, and service workloads. Will the Great Resignation occur in Asia? This paper uses data from the Academic Profession in the Knowledge Society (APIKS) global survey administered in six Asian countries (Japan, South Korea, Kazakhstan, Turkiye, Taiwan, Malaysia) to investigate changing patterns of teaching and research workload, respondent job satisfaction and individual agency of academics in the region. Through a comparative lens, this paper argues that there are tell-tale signs that signal an overworked, unsatisfied, and highly quantified Asian academe. These warning signs could be used by administrators and policy makers in reimagining the interventions needed to mitigate a potential academic exodus from happening in the region.

9. Chronology of Academics' Roles and Responsibilities: What Comes Next in the Digital Age? [*Online*]

USLU Bariş (Çanakkale Onsekiz Mart University, Turkey)

Throughout history, human have always needed new knowledge for different purposes or reasons. People who systematically produce knowledge have been called many names from the past to the present, such as “philosopher, scholar, scientist, researcher, or academician” from past to present. In the information age, new responsibility areas have

been expectedly expanded the roles of academics beyond their research and teaching duties. As a well-known approach, being intellectual leaders, academics from time-to-time wear “Knowledge Producer”, “Academic Citizen”, “Boundary Transgressor”, and “Public Intellectual” hats. In addition, the knowledge society structure also expects from academics to transform the knowledge they produce into societal benefits for both social and economic development. Parallel to all these expectations, academics have to deal with different conditions for carrying out their research, teaching, and societal engagement activities in their countries. Nevertheless, it is important to consider what today’s rapid digital transformation will bring academics for further roles.

10. Knowledge Society, Academic Activity and University "Third Mission": A Latin American Perspective [Online]

MARQUINA Monica

(UNTREF/CONICET Argentina, Argentina) &

REZNIK Nicolas

(Universidad Nacional de Tres de Febrero, Argentina)

We analyze the changes on the external academic activity of three Latin American countries, based on policies aimed at promoting the “third mission of the university”, under the paradigm of the knowledge society. It is about studying to what extent teachers at universities of Argentina, Mexico and Chile develop activities with their environments (extension, linkage, transfer), and identifying regularities and differences according to their disciplines. Likewise, the extent to which these tasks show differences in orientation is investigated, depending on whether these external activities are more oriented to the industry, commerce, supervision or more linked to a social commitment. By using data from the APIKS Project, this study places processes of transformation of academics' activity in national and international context. It is, therefore, a matter of identifying different academic profiles based on the external activity they carry out, and projecting to what extent these changes collaborate in the future with greater diversity and complementarity of functions of the institutions.

11. How Is the Academy for Women Versus Men? Findings from Chile's International Survey on the Academic Profession in the Knowledge Society (APIKS) [Online]

*GUZMÁN SOBARZO Pamela Beatriz
(Universidad de La Frontera, Chile),
BERRÍOS Paulina (Universidad de Chile, Chile),
FUENTES Johana (TBC),
& VÉLIZ Daniela
(Pontificia Universidad Católica de Chile, Chile)*

In 2019, Chile, along with 20 other countries, completed an international survey on the academic profession. Approximately 1,300 surveys were completed from 11 Chilean universities (18% of the university sector). Women's and men's doctoral training and career development have changed over the last decades. Women have incorporated into their life priorities their professional careers. This study examines the current differences and similarities between the academic, professional development and satisfaction experienced by women and men in Chilean academia. Men and women in Chilean academia have similar doctoral training experiences, with equal access to funding and employment opportunities. However, there are differences in thesis writing, research project participation, and monograph thesis submission. Men tend to spend more time as full-time faculty and allocate more time to research activities, both during and outside classes. Women's and men's career paths show differences, and how they manage their academic activities may impact their success.

12. Exploring Academics' Societal Engagement: Insights From the APIKS Survey on Their Value, Contribution, and Involvement

*KIM Yangson, LI Xin, HUANG Futao, & DAIZEN Tsukaksa
(Hiroshima University, Japan)*

Academics' societal engagement (ASE) refers to knowledge-related interactions of academics with external partners such as industry, government, and local community. Driven by socio-economic demands and government policies, ASE has evolved as the third axis of academic work in addition to teaching and research, and it has sparked a growing scholarly interest. The multifaceted nature of ASE, encompassing diverse motivations, values, and commitments, is implied to be shaped by sociocultural factors, institution, discipline, and individual demographics (O'Meara et al., 2011; Perkmann et al., 2021). This cross-national study aims to compare the external activities of academics

in 20 countries, drawing on the data from the Academic Profession in Knowledge Society (APIKS) survey. We specifically examine three key aspects: the value that academics attach to societal engagement (measured by E5), the perceived contribution of external activities (measured by E6), and the various forms of academics' involvement in external activities (explored via E1).

13. The Attractiveness of Academic Profession for Doctoral Students

SHEN Wenqin (Peking University, China)

Traditionally, a major task of doctoral education has been to prepare practitioners for academic careers. But as competition in the academic labor market intensifies, more and more PhD graduates are choosing to seek employment outside academia. In China, the introduction of the tenure track system, relatively low income, and overly harsh scientific research assessment system have reduced the attractiveness of academic careers. On the other hand, in the context of economic downturn, the stability of academic careers has special appeal, especially to doctoral students from non-advantaged class backgrounds. Against this background, whether academic careers are sufficiently attractive to outstanding PhD graduates is a issue with important higher education policy implications. This article will use several national survey data from 2017 to 2023 to analyze this issue. We pay particular attention to how factors such as gender, family background, institutional reputation, discipline, etc., may shape doctoral students' preferences or lack of preferences for academic careers.

14. Do External Activities Matters? Research Expectation and Social Service Contributions in Taiwan Academia

*HO Sophia Shi-Huei (University of Taipei, Taiwan) &
CHEN Robin Jung Cheng
(National Chengchi University, Taiwan)*

Higher education institutions provide professional and cross-disciplinary contributions to solving real-world problems and improving institutional governance (Figueiró et al., 2022). This study adopts the Expectancy–Value Theory (EVT) to investigate the differences in and relationships among academics' research expectations, external activities, and social contributions in Taiwanese HEIs. It examines individuals' expectancy beliefs and the value they attach to their current activities or achievements on future tasks. The present study adopted The Academic Profession in Knowledge-Based Society as a research instrument. Data were collected from Taiwanese HEIs in 2019, and

1,524 Taiwanese academics were enrolled. After questionnaires with incomplete data were excluded, 1,206 valid surveys were obtained, yielding an effective rate of 79.13%. The research provides three crucial findings: first, the research variables vary significantly across individual factors; second, academics' external activities mediate the relationship between individual research expectations and social contributions; and third, external activities significantly moderate the relationship between academics' research expectations and social contributions. The findings contribute to extant research on the EVT by demonstrating the complex relationships between various dimensions of academic work environments. Furthermore, they provide a reference for enhancing institutional governance in HEIs.

15. Academics' Commitment, Job Satisfaction and Research Performance in Korean Universities

LEE Soo Jeung (Sejong University, South Korea)

Academic job security has become increasingly elusive, with an overwhelming emphasis on academic performance. Within this context, the concept of academics' commitment emerges as a pivotal psychological construct, exerting a substantial influence on job satisfaction and research performance. This study analyzes academics' commitment, job satisfaction and research performance in South Korea's changing academic environment. The research questions are as follows: (1) Are there differences in academics' commitment, job satisfaction and research performance between academics' positions? (2) How is academic commitment associated with academics' job satisfaction and research performance?

The data employed for this study originates from the 2018 Academic Profession in the Knowledge-Based Society (APIKS) Survey. Two distinct analytical methods such as one-way analyses of variance and hierarchical linear regression model analyses were employed.

The implications of these findings resonate with our understanding of the complex interplay between academics' commitment, job satisfaction, and research performance within the contemporary academic milieu.

16. Accuracy of Self-Reported Survey Data: Empirical Investigation of AP Survey and JSPS KAKENHI Grant Data [*Hybrid*]

*NAKAO Ran (Hiroshima City University, Japan),
FAN Yizhou, KANG Kaixiang
(Hiroshima University, Japan),
SATO Machi (Kyoto University, Japan),
& MURASAWA Masataka (Hiroshima University, Japan)*

Past International Survey of Changing Academic Profession (hereafter AP survey) have provided various data about the work condition and the nature of academic professions across countries over decades, enabling international comparisons of higher education systems from the perspective of academics. One of the limitations of AP surveys is the accuracy of data because it is a self-reported survey. However, due to lack of objective data, it is uncertain how inaccurate the AP surveys data is. In this study, we assess the data accuracy of self-reported research funding in 2017 AP survey in Japan by merging the data from JSPS KAKENHI Grant. With the hypothesis that respondents tend to answer higher amount than actual amount of research funding because of the desire to be seen in a particular way, which is called social desirability bias, we measure error between self-reported research funding from the AP survey and the actual values from JSPS KAKENHI Grant. We will discuss the result in the presentation.

17. A Comprehensive Model for Research Teaching Nexus

*FAN Yizhou, KANG Kaixiang
(Hiroshima University, Japan),
NAKAO Ran (Hiroshima City University, Japan),
& MURASAWA Masataka (Hiroshima University, Japan)*

Research Teaching Nexus has been considered as an inevitable study connected to the reality of academic profession and the role of higher education system in each country. On the other hand, one of the fundamental research questions in this topic, whether education and research reinforce each other or being two terms of tradeoff is yet not fully answered.

The relationship between research and teaching varies in terms of inputs, outputs, faculty preferences, institutional preferences.... As a result, their intricately intertwined mechanisms between research and teaching cannot be fully explained by naïve approaches such as correlation, and a model which considers all those mechanisms is required.

Building upon prior research, we aim to develop a comprehensive model that encompasses Research Teaching Nexus at various levels, including inputs, outputs, preferences, and more. Subsequently, we will empirically apply this model to the data of AP survey.

18. Leveraging Unstructured Opportunities: Complementing Academic Skills Through the Hidden Curriculum [*Hybrid*]

*SAKURAI Yusuke (Hiroshima University, Japan),
HAN Jiawen (Tianjin University of Technology, China),
& ZHANG Xun
(Sichuan International Studies University, China)*

Doctoral student engagement in learning opportunities is vital for efficient development and career success. However, international doctoral students unfamiliar with the academic context often struggle to utilise potential learning opportunities. In Japan, approximately one-fifth of enrolled doctoral students are international, and the continuously growing number deserves greater attention. Institutional and national strategies are required to facilitate students' favourable development toward a knowledge society. To contribute to a deliberate learning process that realises their potential, this study sought to map their learning opportunities using the Hidden Curriculum and the VITAE framework - a research-driven tool for researcher development. Two international doctoral students fluent in Japanese reflected on the afforded learning opportunities and mapped them to the VITAE framework. Our findings align with prior studies demonstrating the importance of unstructured interactions and how these opportunities complemented and strengthened academic skills of international doctoral students in Japan.
