

Incorporation of National Universities in Japan

First reactions from new national universities

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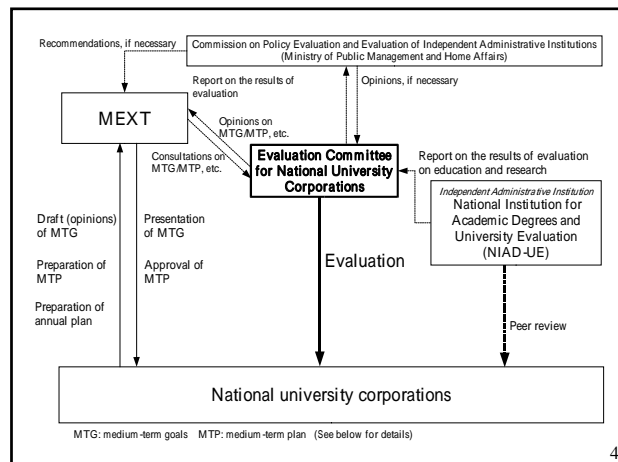
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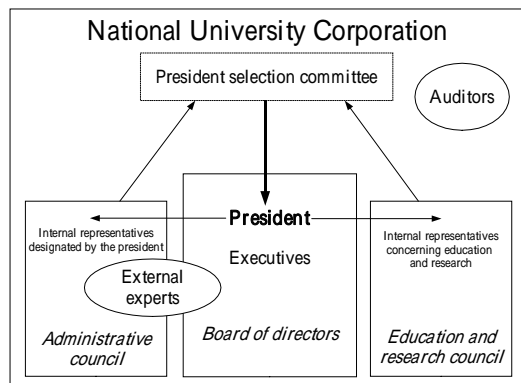
I. National university corporation system

- New status from April 2004 :
 - (old) a ministerial department
 - (new) public corporation
- Increased autonomy
 - Initiative in making strategies (definition of strategic plan)
 - Organisational structure
 - Personnel affairs (non-public servant status)
 - Financing (given in the form block money) etc.
- Systematic evaluation

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II. Different aspects of national university corporations – overview of the progress

- First MTG/MTP prepared by former national universities
- Objections by the Evaluation Committee
 - Full of moderated, not audacious elements
 - Very few numerical targets
- 85 universities among 89 modified their MTG/MTP.

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Examples of numerical targets

National University Corporation

	Target
Muroran Institute of Technology	Increase external research funds, including the Grants-in-Aid for Scientific Research, by around 10% within 6 years.
Tsukuba University	Maintain the ratio of successful applicants for the National Medical Practitioners Qualifying Examination over 90%.
Tsukuba University	Organise job guidance activities more than 30 times every year.
Tokyo University of Agriculture and Technology	Increase the number of faculty members engaged in commissioned research or joint research by 10% in comparison with the mean value of FY 2000-2003, for the period of medium-term goals.
Shizuoka University	Double the number of patents obtained (25 to 50) by the end of the medium-term goals plan.
Kyushu Institute of Technology	Set up at least 5 research projects involving the whole university with a view to solving world-wide problems.
Takaoka Junior College	Open up over half of the classes to the local community.

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President of the university

- New way of selection of the president – not well accepted by academics
 - A voting system was kept in many universities.
 - However, the validity is varied.
- President's post is increasingly open to external people (academic & non-academic)

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Reinforced presidential team

- Reinforcement or reconstitution of the presidential team
- Larger number of vice-presidents
- External experts from various fields
 - Private company executives
 - Accountants / Lawyers
 - Former ministerial officers
 - Experts from abroad
- Reduction of the number of committees

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External members of the Administrative Council of Hiroshima University

Name	Occupation (former)
W. Imanaka	President, Chugoku New paper
K. Inai	President, Japan Audio Visual Educational Association (Former Secretary to the Minister of Education)
B. Johnstone	Professor of Higher and Comparative Education, State University of New York at Buffalo (Former President of State University of New York)
M. Ogasawara	President, Board of Education of Hiroshima Prefecture
M. Onami	Special Advisor, Kyoto Tachibana Women's University (Former President of Ritsumeikan University)
T. Shiiki	Lawyer
S. Takasu	Chairman, Chugoku Economic Federation / Chairman of the Board of Directors, Chugoku Electric Power Co. Ltd.
K. Tanabe	Secretary-General, Tokyo Conference for the Collaboration in Chugoku (Former Director-General, Chugoku Bureau of Economy, Trade and Industry (METI Chugoku))

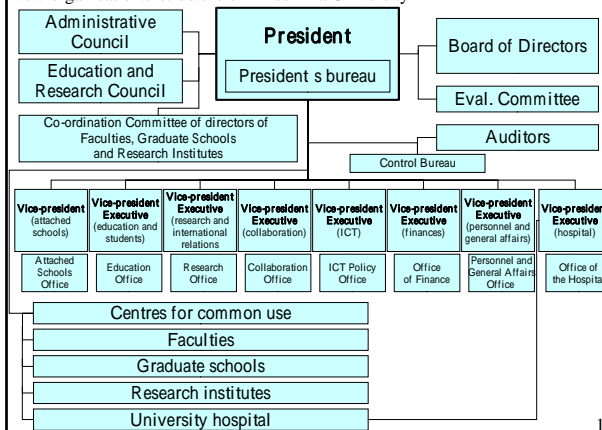
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Reorganisation of central offices

- Restructuring the secretariat
 - Abolition of the post of the secretary-general, par example
 - Creation of the president's office
 - Staffing to vice-presidents' offices

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New organisational structure of Hiroshima University



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Personnel : Academic staff

- Increased participation of university managers and external experts in the selection process
- Replacement of a retiring faculty member not being assured
- Increased contract-based employment
 - 90% of faculty members on contract-based employment in Tokyo Medical and Dental University

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Personnel : Non-academic staff

- Recruitment not relying on the national public service examination
- Experts from non-university areas

Increased conflicts

- Recognition of full labour rights
- Problem of overtime

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Financing

- Operational grants will be reduced by 1 % per year from 2005 (except faculty members' salary).
- Students' payment may rise in the future.
- Investment in peripheral activities, especially in TLO
- Increased competitive funds

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Other aspects

- Evaluation
 - An evaluation committee in universities
 - Systematic data collection
- Education
 - Courses of multidisciplinary modules / liberal arts *vs.* Disciplinary approaches
- Student services
- Student enrolment

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III. Stakes and the future of national university corporations

- University governance reform – really good for education and research?
- Management techniques from private sector *vs.* democratic management (collegiality)
- Increasing disparity among institutions

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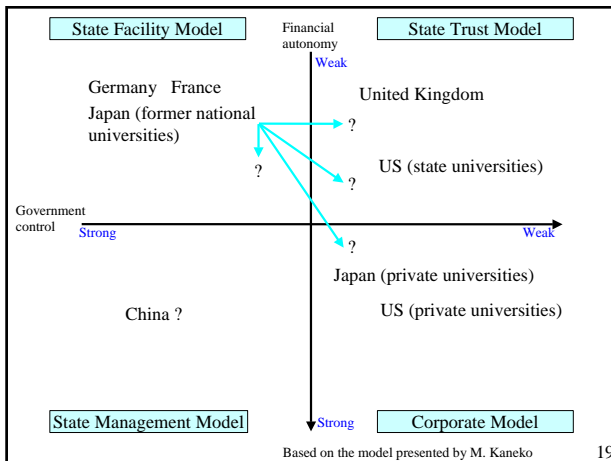
Multiple evaluations

- Evaluation of teachers
- Institutional evaluation
 - Influence on the next operational grants allocation
 - Feasibility in doubt
 - Accreditation every 7 years

Where are national universities going ?

- M. Kaneko's model

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- Continuous discussions on the privatisation of national universities
 - Increasingly blurred distinction between public and private sectors
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- Principal differences between national and private universities can be seen in
- 1)Nomination of the president and the auditors by the Minister of Education;
 - 2)Presentation of medium-term goals and approval of the medium-term plan by the Minister of Education;
 - 3)Systematic institutional evaluations by the evaluation committee;
 - 4)Evaluation as Public corporation
 - 5)Development and maintenance of important facilities;
 - 6)Regulations on tuition fees and other important regulations;
 - 7)Some programmes restricted to national universities.
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- Functional differentiation among universities being more important
- Functional differentiation will be more important than the sectorial difference.
 - Multiplication of government programmes according to functions
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- ### Conclusion
- Unpredictable future of national universities
 - What orientations?
 - Make a real institutional policy
 - Participation of the largest number of actors
 - Professionalisation of the management
 - Training time for new practices
 - Redefinition of the government roles
 - Construction of the university community
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