Incorporation of National Universities in Japan
First reactions from new national universities

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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

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.
Examples of numerical targets

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)

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

External members of the Administrative Council of Hiroshima University

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

New organisational structure of Hiroshima University
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

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

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

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

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

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
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.

Functional differentiation among universities being more important
- Functional differentiation will be more important than the sectorial difference.
- Multiplication of government programmes according to functions

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