

Changing Faculty Perceptions on their Participation in University Governance from 2007 to 2018 in China: based on CAP and APIKS data

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1. Introduction

- Faculty is one of key entities in HEIs. However, it's not their natural right to participate in university governance. It is a result of historical process of higher education development and academics' improving status.
- Most of previous studies showed that shared governance benefits both organizations and individuals.(Johnsrud & Rosser, 2002)
- China has started to explore shared governance in higher education from 1980s in various forms, including faculty committees(faculty and trade union congress, academic committee etc.) and individuals.(MOE, 1985,1998,2010,2014)

2. Literature Review

- Typical relevant faculty survey in China:
- Yan(2001)'s survey on 6000 faculty from 56 research universities: faculty in research universities preferred research and teaching other than administration, only 6.3%of respondents expressed interests in administration. In spite of this, it is a common desire for university faculty that they could take part in university governance.(Li,Li & Du, 2015) To be specific, academics expect most to participate in governance relating with research, while institutional development the least. And in practice, they engage more in student cultivation than other fields.(Guo, Xu 2018)
- Lin(2009) investigated over 7000 faculty and proposed that HEIs in China was still centralized-management style, far from collegiality. Over half respondents were unsatisfactory with the effect of faculty committees. Various faculty committees became formalistic in China and over half respondents agreed that “executive power has suppressed academic power of professor”.(Zhang, 2005, Li,Li & Du, 2015)
- Comparing to other countries, in many dimensions of faculty's participation in university governance, China were at the low score group.(Teichler, Arimoto & Cummings,2013)

- Studies from abroad mainly focus on group differentiation, such as gender, race, while the differentiation of faculty's involvement in the governance of higher education institutions in China primarily lies in bureaucratic title, academic rank, classification of higher education institutions.
- Most of the findings mentioned above are respectively based on one survey, **longitudinal comparative studies on this particular field using a similar tool** are rare, that is **value-added evaluation of “faculty's involvement in the governance of higher education institution”**, which is this study's exploring direction.

3. Data Sources

- **CAP-China:**
 - 5-7 in 2007;
 - 4200 questionnaires, 70 HEIs (16 research universities, 54 four-year HEIs)
 - Number of respondents: **3612 full-time**, 68 HEIs

- **APIKS-China:**
 - 6-8 in 2018;
 - 6070 online questionnaires, 120 HEIs in 22 provinces (40 research universities, 80 four-year HEIs)
 - Number of respondents: **2632 full-time**

4. Research Framework

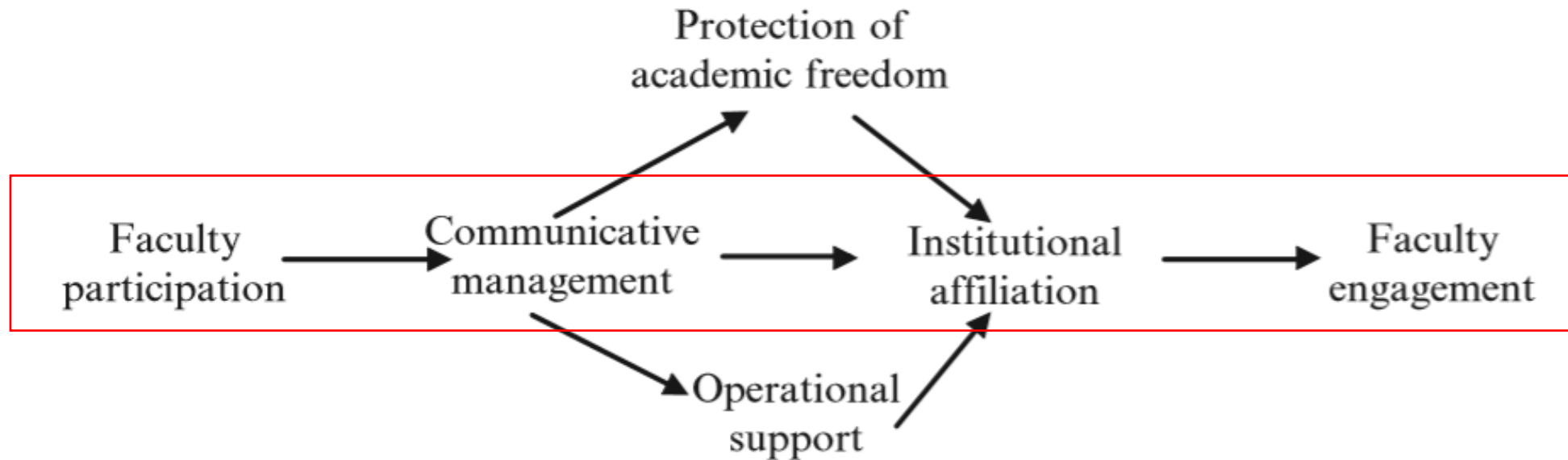
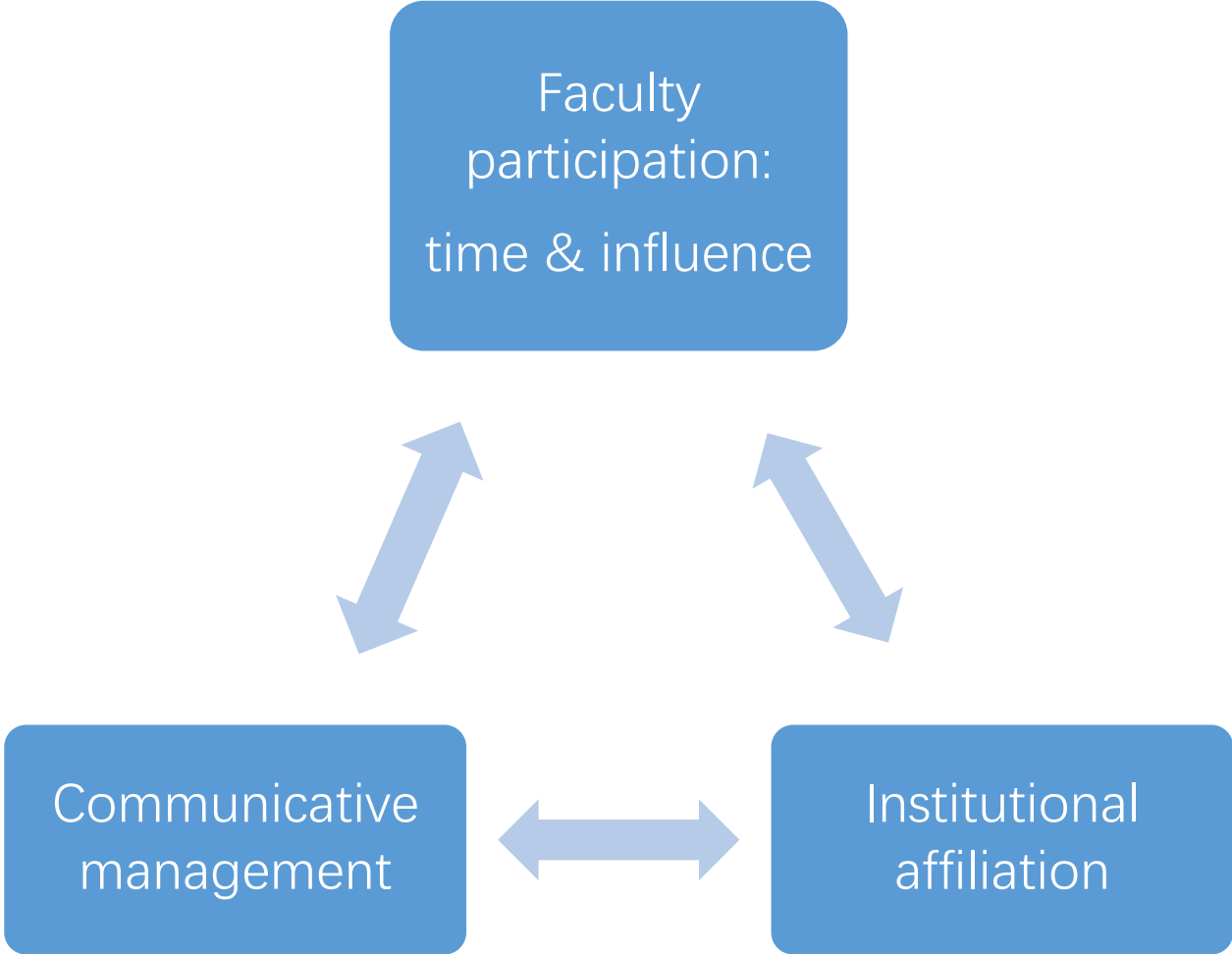


Fig. 6.1 The faculty participation in governance model
(Teichler, Arimoto & Cummings, 2013)



4. Research Framework

- **Select Principle: common questions in two surveys**
- **Faculty participation:**
- **Time:**
 - work time spent on administration(cap:B-1-4; apiks: B-1-4);
- **influence:**
 - faculty influence in decision areas(cap: E-1; apiks: F-7);
 - personal influence on major academic policy of different levels(cap: E-2; apiks: F-1)
- **Communicative management:**
 - (cap: E-4; apiks: F-3)
- **Institutional affiliation:**
 - commitment to the institution[cap:B-4; apiks: B-3];

5. Major Findings

• 5.1 working time spent on administration

- Time devoted to administration increases from cap(4.63) to apiks(6.8), while total working time also increases from 39.44 hours to 58.1 hours weekly.
- The ratio of administration time stays stable: cap-11.7%; apiks-11.7%

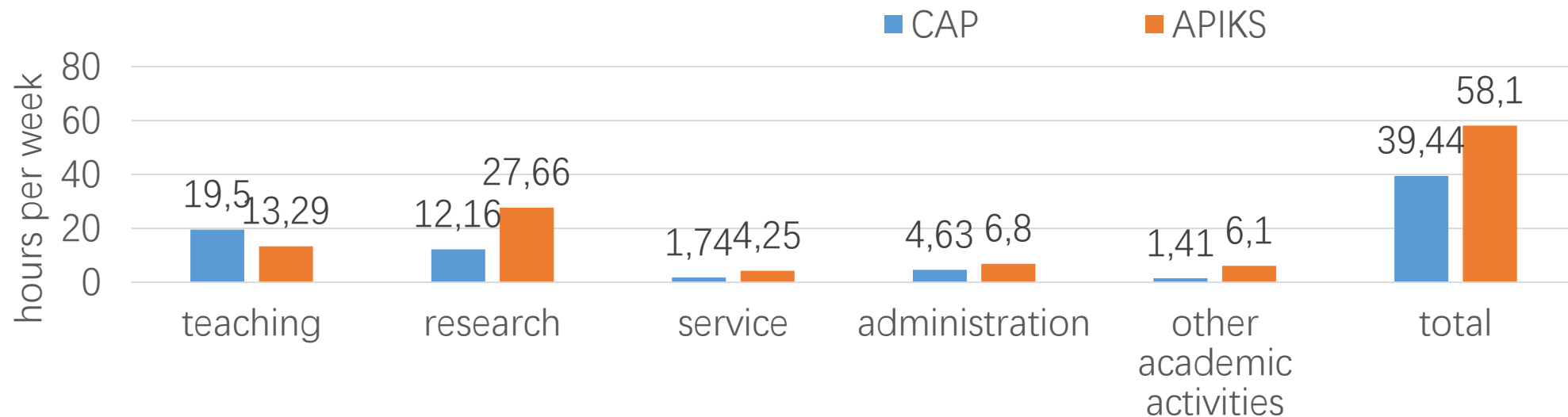


Figure 1 Distribution of Working Hours per Week

5. Major Findings

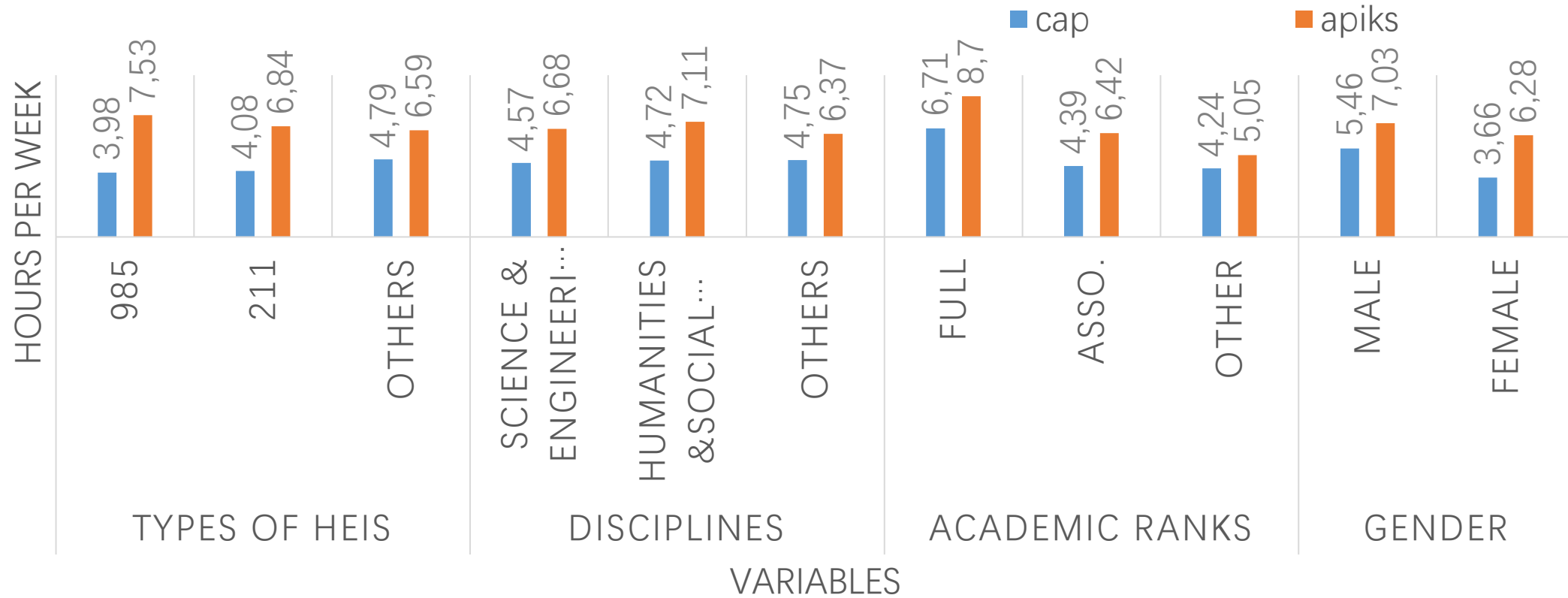


FIGURE 2 CHANGE OF ADMINISTRATION TIME ON DIFFERENT VARIABLES

- **5.1.1 Types of HEIs**

- Administration time of faculty in other HEIs is longer than that of research universities in cap, which is reverse in apiks.

- **5.1.2 Disciplines**

- The administration time order of various disciplines changes:
- Cap: others; arts, humanities & social sciences ; science & engineering
- Apiks: arts, humanities & social sciences ; science & engineering; others.

- **5.1.3 Academic ranks**

- Senior faculty spends more time than junior faculty in both surveys, but the gap between two groups has been widen.

- **5.1.4 Gender**

- The administration time of male faculty is longer than that of female in both surveys, while the gap between two groups has been narrowed.

5. Major Findings

- 5.2 faculty perceptions of their influence on university governance
 - 5.2.1 group influence in five common areas of decision-making
 - *Budget decision*: 4.5% faculty thought **faculty group**(faculty committee/boards & individual faculty) had primary influence on this area in cap, while that increases to 4.8% in apiks.
 - *Establishing international linkages*: 4.3% faculty thought **faculty group**(faculty committee/boards & individual faculty) had primary influence on this area in cap, while that increases to 17.7% in apiks.

5. Major Findings

- **5.2.1 group influence in five common areas of decision-making**
- *Selection of key administrators*: 3.1% faculty thought **faculty group**(faculty committee/boards & individual faculty) had primary influence on this area in cap, while that increases to 5.2% in apiks.
- *Choice of new faculty*: 8.9% faculty thought **faculty group**(faculty committee/boards & individual faculty) had primary influence on this area in cap, while that increases to 25% in apiks.
- *Promotion and tenure decisions*: 21.5% faculty thought **faculty group**(faculty committee/boards & individual faculty) had primary influence on this area in cap, while that increases to 49.2% in apiks.

5. Major Findings

- **5.2.1 group influence in five common areas of decision-making**
- When refers to shared governance, in faculty's perspective, their **group influence** in personnel area, especially highly relevant to themselves, grows faster than other areas in both survey.
- Among these five areas, the **increase rate of international linkages** is the highest, while that of budget decision is the lowest.
- Even so, the highest proportion of five areas is still below 50% in apiks, which means **the dominant force in university governance in China is still the executive power**, in spite of faculty's position has been improved for these ten years.

5. Major Findings

- 5.2.2 personal influence in shaping key academic policies

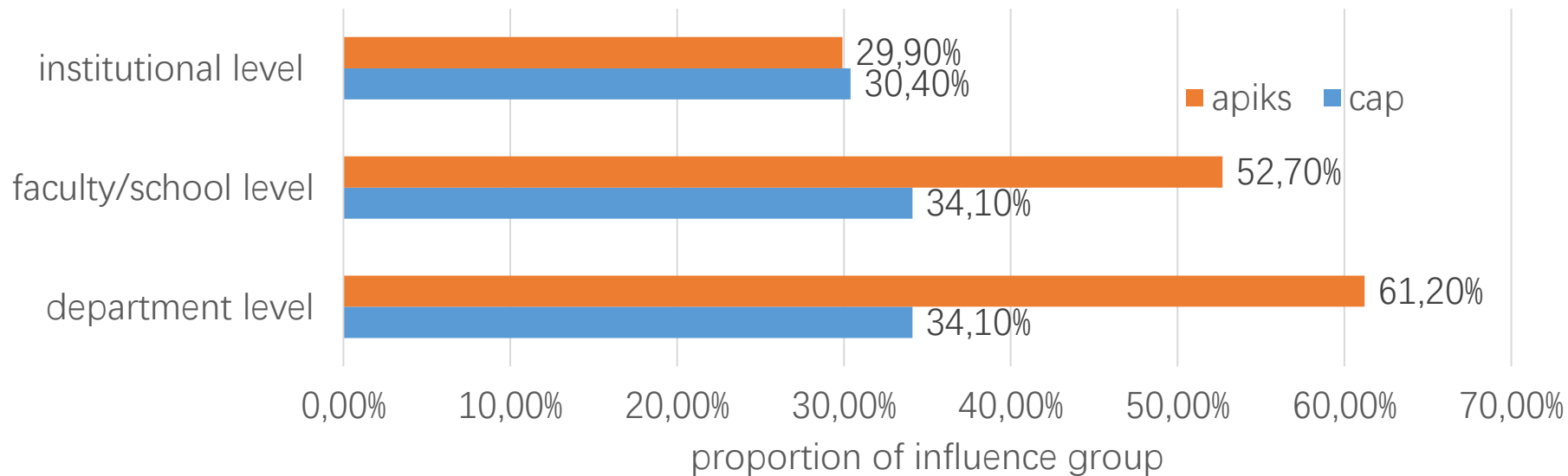


Figure 3 personal influence in shaping key academic policies at different levels

5. Major Findings

- **5.2.2 personal influence in shaping key academic policies**
- ***Departmental level:*** only little more than one-third in China consider themselves influential at this level in cap, which was far below the average level across all countries participated in cap 49%. And it grows to 61.2% in apiks-China.
- ***Faculty/school level:*** the figure is 34.1% at this level in cap, which is little more than the average level 32% for all countries in cap. And it jumps to 52.7% in apiks.
- ***Institutional level:*** personal influence at this level is 30.4%, which is far more than the average level 4% in cap. However, it decreases to 29.9% in apiks.

5. Major Findings

- **5.3 faculty perceptions of institutional environment which may affect faculty participation in higher education governance**
- **5.3.1 communication-oriented management**
- Overall evaluation of communication management goes down from cap to apiks.

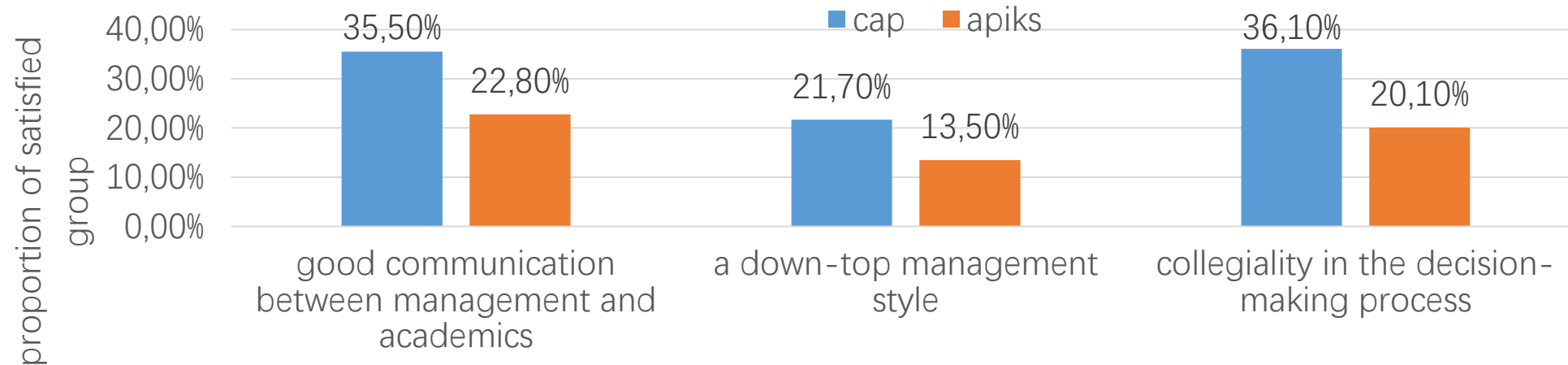


Figure 4 communication-oriented management

5. Major Findings

- **5.3 faculty perceptions of institutional environment which may affect faculty participation in university governance**
- **5.3.2 cumbersome administrative process**
- Furthermore, 17.2% faculty believed that “administrative process is not cumbersome” in cap in contrast with 9.2% perceived the same opinion in apiks, which may also stop them from participating in university governance.
- **5.3.3 criteria of personnel decision**
- The proportion of faculty who agreed that “**institution emphasizing the research quality** when making personnel (faculty hiring/promotion) decisions” increased from 57.6% in cap to 88% in apiks, which may influence academics’ allocation of working time.

5. Major Findings

- 5.4 Faculty's institutional affiliation and engagement

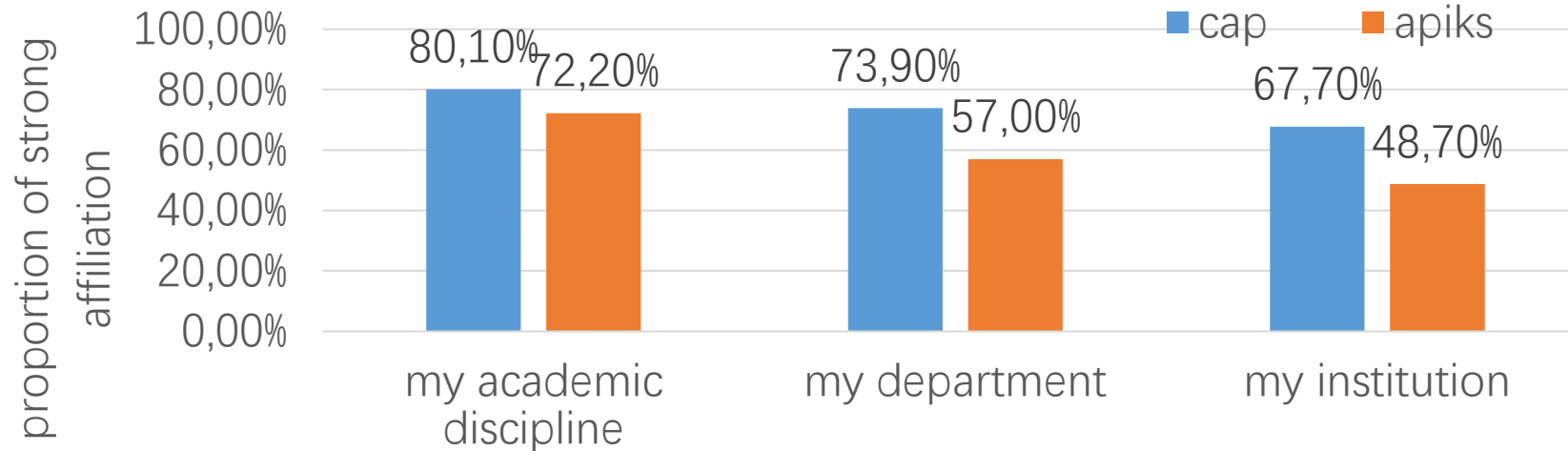


Figure 5 academics' affiliation to different areas in China

5. Major Findings

- **5.4 Faculty's institutional affiliation and engagement**
- Outcome and new driver of faculty participation in university governance.
- The institutional affiliation of respondents decreases from 67.7% in cap to 48.7% in apiks, and also a downtrend of department affiliation.
- In the context of the trend on interdisciplinary research, academics' affiliation to their discipline/field also decreases from 80.1% in cap to 72.2% in apiks.

6. Conclusions

- Comparing to almost ten years ago, today in China:
- 6.1 Faculty may have more opportunities in the field of university governance, in spite of increased work burdens. This may be caused by some emerging committees and reform to traditional governance system accelerated by federal policies since 2010.
- 6.2 More faculty perceived they have influence on major areas of university governance, especially affairs relevant with themselves, but it still lags behind data of other developed countries in cap.
- 6.3 For important academic policies, faculty consider they have more influence on department and faculty level, while the influence on institutional level drops. This may be related to the empowerment reform in higher education, such as further streamlining administration and delegating power since 2013, which includes the relationship between government and HEIs, institutional level and faculty/department level.

6. Conclusions

- Comparing to almost ten years ago, today in China:
- 6.4 For the management system itself, less faculty feel satisfactory with HEIs' communicative management style, which may affect their intention and behavior of participating in university governance.
- 6.5 Faculty affiliation to organizations (institution and department) decreases, which means the academic market in China becoming more mature, but the institutional administrators still need to improve its governance system, which may influence the organization affiliation of faculty.

- Thanks for your attention and questions!