

# **University Governance and Management in Japan and Korea:**

*Main findings from two national surveys in 2017*

Futao Huang and Yangson Kim

Research Institute for Higher Education, Hiroshima University

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# Outline

- Introduction
- Data analysis & discussion
- Concluding remarks

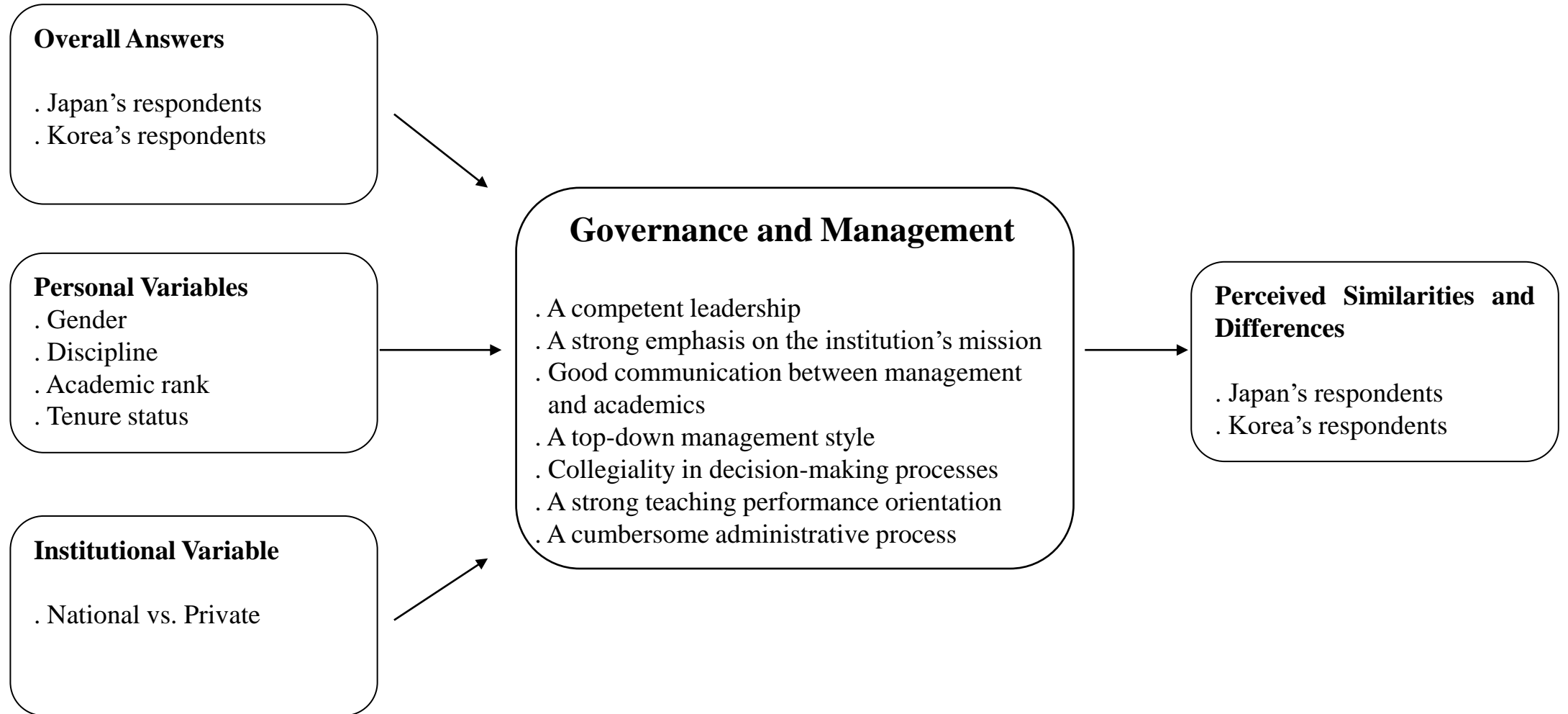
## Objective of this study

- To analyze and discuss the important characteristics of governance and management of Japanese and Korean universities from the perspective of the academy based on relevant findings from two national surveys in 2017.
- The case of Japan may suggest whether and to what extent any changes have occurred in a model of governance and management based on the German idea. While the Korean example may reveal whether and to what extent changes have happened to the style of governance and managements mixed with the Japanese and American impacts.

# Three research questions

1. What are main characteristics of governance and management of universities in Japan and Korea in terms of different variables?
2. What are major reasons behind these patterns? and
3. To what extent do governance and management of universities in Japan and Korea reflect worldwide trends?

# Figure 1 Analytical framework



## National reforms on governance and management in Japan

- The deregulation of the *Standards for the Establishment of University and College* in 1991 has delegated more autonomy and freedom to each university.
- Especially the corporatization of national universities in 2004 has not only changed the relationship between national universities and the government, but also affected the internal governance patterns of national universities and local public sector.
- The report on “The Future of Higher Education in Japan” in 2005 has required that seven functional differentiations among HE institutions should be facilitated in future.

## National reforms on governance and management in Korea

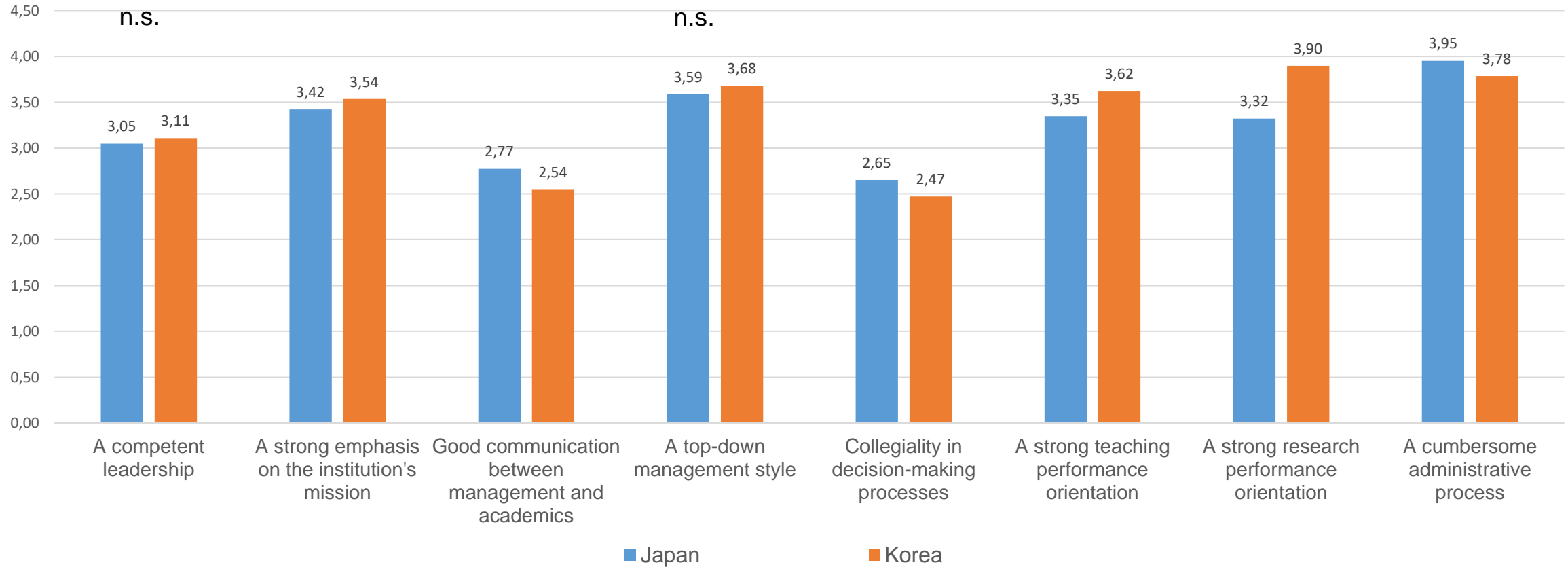
- The Korean Ministry of Education (MOE) adopted a neoliberal policy which was the comprehensive education reform entitled *5.31 Education Reform*.
- Changing funding mechanisms:
  - proposal-based contract funding (Shin & Kim, 2017)
  - individual-based competition (Shin & Jang, 2013)
- The MOE uses its funding mechanisms to drive reforms in university governance as an indirect way (Shin & Kim, 2019). For example, Seoul National University was incorporated in 2012.

# Table 1 Methods of data collection

		Japan	Korea
Population		171,904	89,859
Sample		1,835	847
Gender	Male	1,487	594
	Female	342	237
Age	Under 40	445	137
	41-50	522	326
	51-60	525	294
	Over 61	312	66
Academic rank	Full Professor	1,039	381
	Other	796	466
Tenure	Tenured	1,193	413
	Other	642	434
Discipline	Soft	545	362
	Hard	861	345



# Figure 2 Overall answers by Japanese and Korean respondents to the statements



Overall, the largest number of Japan’s respondents agreed with “A cumbersome administrative process”, followed by “A top-down management style”, and “A strong teaching performance orientation”. While the largest number of Korea’s respondents agreed with “A strong research performance orientation, followed by “ A cumbersome administrative process”, and “ A top-down management style”. But no significant differences could be identified in their responses to “A competent leadership” and “A top-down management style” in their institutions. Importantly, the smallest number of both Japanese and Korean respondents agreed with “Collegiality in decision-making processes”, although slight differences can be identified between their responses.

## Table 2 Answers to the statements by gender

Statement	Japan			Korea		
	Male	Female	sig.	Male	Female	sig.
A competent leadership	3.06	2.98	n.s.	3.09	3.13	n.s.
A strong emphasis on the institution's mission	3.43	3.39	n.s.	3.53	3.53	n.s.
Good communication between management and academics	2.80	2.64	**	2.56	2.48	n.s.
A top-down management style	3.54	3.78	***	3.66	3.73	n.s.
Collegiality in decision-making processes	2.67	2.56	n.s.	2.52	2.34	*
A strong teaching performance orientation	3.32	3.48	*	3.56	3.76	*
A strong research performance orientation	3.35	3.19	n.s.	3.85	4.01	n.s.
A cumbersome administrative process	3.93	4.05	n.s.	3.79	3.75	n.s.

Concerning gender, significant differences are found in Japanese answers to "Good communication between management and academics", "A top-down management style", and "A strong teaching performance orientation". While significant differences are found in Korean answers to "Collegiality in decision-making process", and "A strong teaching performance orientation". Further, significant differences are confirmed in their answers to "A strong teaching performance orientation" between Japan and Korea.

# Table 3 Answers to the statements by discipline

Statement	Japan			Korea		
	Hard	Soft	sig.	Hard	Soft	sig.
A competent leadership	3.03	3.02	n.s.	3.02	3.13	n.s.
A strong emphasis on the institution's mission	3.42	3.40	n.s.	3.42	3.55	n.s.
Good communication between management and academics	2.75	2.77	n.s.	2.54	2.50	n.s.
A top-down management style	3.52	3.56	n.s.	3.68	3.68	n.s.
Collegiality in decision-making processes	2.72	2.66	n.s.	2.54	2.38	*
A strong teaching performance orientation	3.27	3.53	***	3.50	3.71	**
A strong research performance orientation	3.43	3.16	***	3.87	3.85	n.s.
A cumbersome administrative process	3.98	3.94	n.s.	3.85	3.72	n.s.

With relation to discipline, significant differences are found in Japanese answers to, “A strong teaching performance orientation” and “A strong research performance orientation”. While significant differences are found in Korean answers to “Collegiality in decision-making process”, and “A strong teaching performance orientation”. Further, significant differences are confirmed in their answers from both Hard and Soft disciplines to “A strong teaching performance orientation” between Japan and Korea.

## Table 4 Answers to the statements by academic rank

Statement	Japan			Korea		
	Full professor	Other	sig.	Full professor	Other	sig.
A competent leadership	3.09	3.02	n.s.	3.13	3.09	n.s.
A strong emphasis on the institution's mission	3.45	3.40	n.s.	3.50	3.58	n.s.
Good communication between management and academics	2.82	2.74	*	2.52	2.57	n.s.
A top-down management style	3.49	3.66	***	3.63	3.72	n.s.
Collegiality in decision-making processes	2.67	2.64	n.s.	2.50	2.44	n.s.
A strong teaching performance orientation	3.43	3.28	***	3.56	3.69	n.s.
A strong research performance orientation	3.28	3.35	n.s.	3.95	3.84	n.s.
A cumbersome administrative process	4.00	3.91	*	3.78	3.79	n.s.

With respect to academic rank, significant differences are found in Japanese answers to “A top-down management style” and “A strong teaching performance orientation”, while no significant differences are found in Korean answers to all the statements.

## Table 5 Answers to the statements by tenure status

Statement	Japan			Korea		
	Tenured	Other	sig.	Tenured	Other	sig.
A competent leadership	3.00	3.14	**	3.12	3.09	n.s.
A strong emphasis on the institution's mission	3.41	3.44	n.s.	3.49	3.58	n.s.
Good communication between management and academics	2.72	2.87	**	2.53	2.56	n.s.
A top-down management style	3.59	3.58	n.s.	3.61	3.75	n.s.
Collegiality in decision-making processes	2.65	2.65	n.s.	2.52	2.42	n.s.
A strong teaching performance orientation	3.40	3.25	***	3.55	3.71	*
A strong research performance orientation	3.30	3.37	n.s.	3.92	3.87	n.s.
A cumbersome administrative process	4.02	3.81	***	3.78	3.78	n.s.

Regarding tenure status, significant differences are found in Japanese responses to “A competent leadership”, “Good communication between management and academics”, “A strong teaching performance orientation”, and “A cumbersome administrative process”, but they are only found in Korean answers to “A strong teaching performance orientation”.

# Table 6 Answers to the statements by type of university

Statement	Japan			Korea		
	National	Private	sig.	National	Private	sig.
A competent leadership	2.98	3.12	**	3.05	3.14	n.s.
A strong emphasis on the institution's mission	3.42	3.42	n.s.	3.34	3.63	***
Good communication between management and academics	2.69	2.86	***	2.61	2.51	n.s.
A top-down management style	3.62	3.55	n.s.	3.44	3.79	***
Collegiality in decision-making processes	2.61	2.70	n.s.	2.74	2.34	***
A strong teaching performance orientation	3.02	3.70	***	3.53	3.66	n.s.
A strong research performance orientation	3.68	2.94	***	3.93	3.88	n.s.
A cumbersome administrative process	4.02	3.88	**	3.96	3.70	***

As for type of university, significant differences are found in Japanese answers to “ A competent leadership ”, “ Good communication between management and academics”, “ A strong teaching performance orientation”, “A strong research performance orientation”, and “ A cumbersome administrative process”. While significant differences are found in Korean answers to “ A strong emphasis on the institution’s mission”, “ A top-down management style”, “ Collegiality in decision-making process”, and “A cumbersome administrative process”. Further, significant differences are confirmed in their answers from both national and private universities to “A cumbersome administrative process” between Japan and Korea.

# Conclusion and implications

- A majority of the academics in the two countries believed that there was a top-down management style in their institutions. Similarly, despite mild degree of differences, less than half of the respondents in the two countries admitted that there was a collegiality in decision-making process.
- There is little doubt that the influences from national policies on forming the characteristics of university governance and management in the two countries are evident and considerable. In a large sense, the national policies on reforming university governance and management in the two countries are effective.

- Perceived by their academics, the cases of Japan and Korea suggested almost the same trend of changes occurred in university governance and management as in many other OECD countries (OECD, 2003; Newby, et. al., 2009).
- Compared to more diverse views of governance and management by Japanese respondents, less differences appear to be found in Korean academics' perceptions of this regard.
- Improvements need to be made in reducing a cumbersome administrative process, fostering a good communication between management and academics, and achieving a more competent leadership in the respondents' institutions. This is especially true in the case of Japan.