

**Why does the Japanese academic profession recognize that there is a competent leadership in my institution?**

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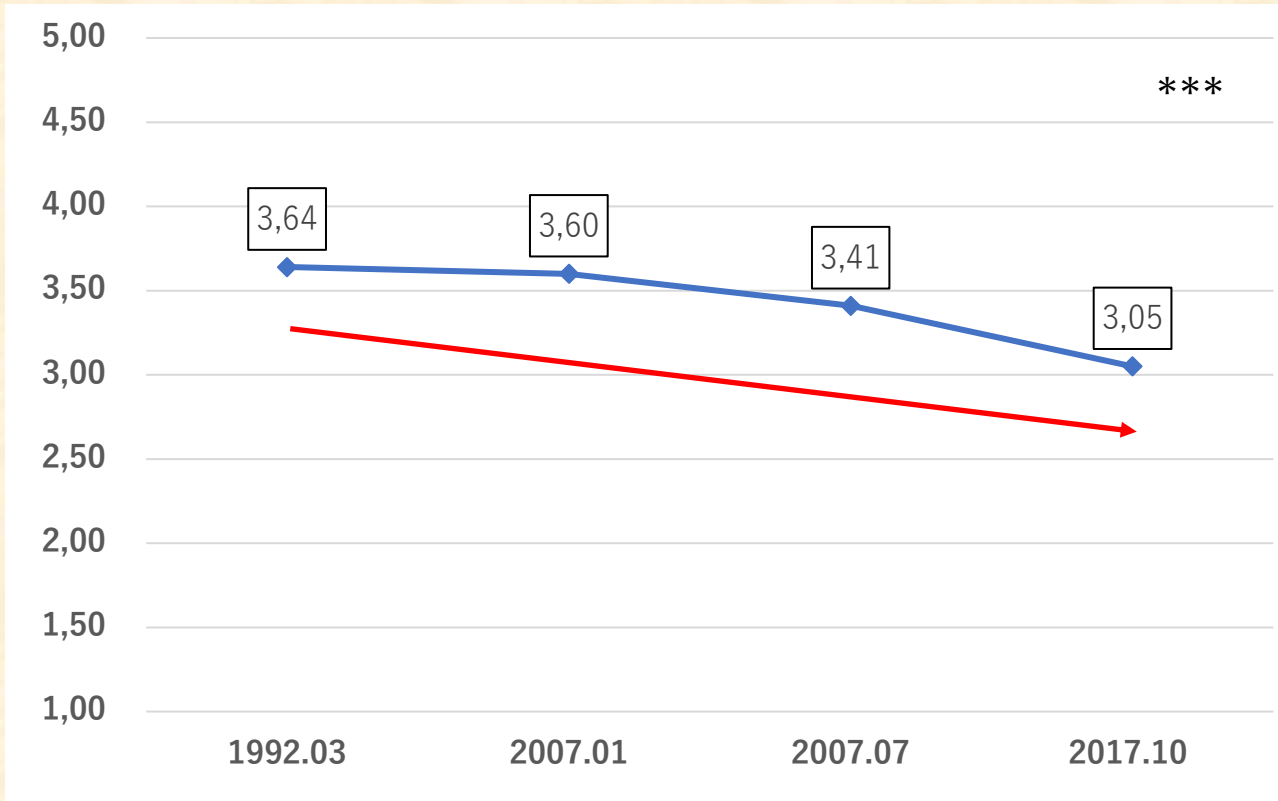
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# Background

Enhancing academic leadership in higher education institutions has become one of the most important challenges in government reform agenda in Japan (Chuoh Kyouiku Shingikai 2014). The interest on academic leadership is not limited to Japan, since there have been rising interests in academic leadership elsewhere in the world.

In the United States, management, governance and leadership have always been one of the major topics in the literature of higher education studies (Gerber 2014; Ginsberg 2011; Mortimer and Sathre 2007; Tierney ed. 2004; Trachtenberg et al 2013). In the European countries, governance has been one of the most discussed topic in the field of higher education (De Boer and File, 2009; Huisman 2009; Paradeise et al eds. 2009; Shattock 2014,).



According to the academic profession questionnaire survey that carried out from 1992 to 2017 in Japan, the level of the Japanese academic profession replying agree to “At your institution, there is a competent leadership” dramatically decrease.

**Fig.1 Time series variation of the responses to “At your institution, there is a competent leadership?”**

Note: The numbers in the figure is the average that is calculated by using the Strongly agree=5, Agree=4, Neutral=3, Disagree=2 and Strongly disagree=1.

\*\*\*  $p < 0.001$

# Purposes

The purposes of this research (research questions) are to search for following two points using 2017 AKIKS data and 1992 Carnegie data.

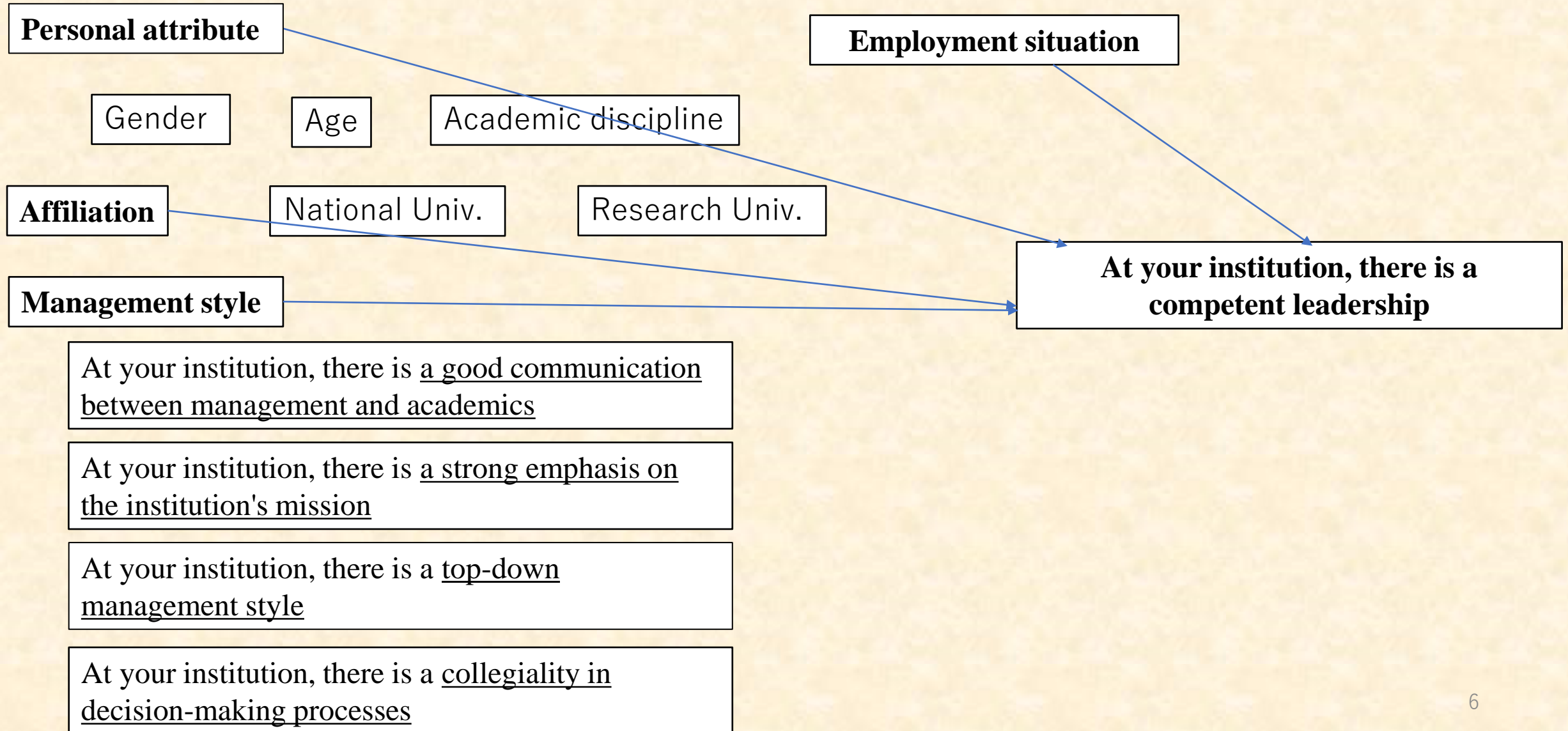
RQ1: What kind of Japanese academic profession recognizes that there is a competent leadership in my institution ?

RQ2: Why the level of academic professions who reply agree to “there is a competent leadership in my institution” decrease from 1992 to 2017?

The nature and consequences of “leadership” are critically dependent on the social and institutional contexts (Birnbaum1992, Bowen and Eugene 2015).

# Analytical framework and Data

**Figure 2 Analytical framework**



# Data

**Table 1 Used variables**

1992Carnegy survey(1992.03) : 4,853 faculty were selected randomly from 19 universities. Valid responses number was 1,889 (38.9% valid rate of return).

2007Carnegie follow up survey(2007.01) : 4,590 faculty were selected randomly from 19 universities.

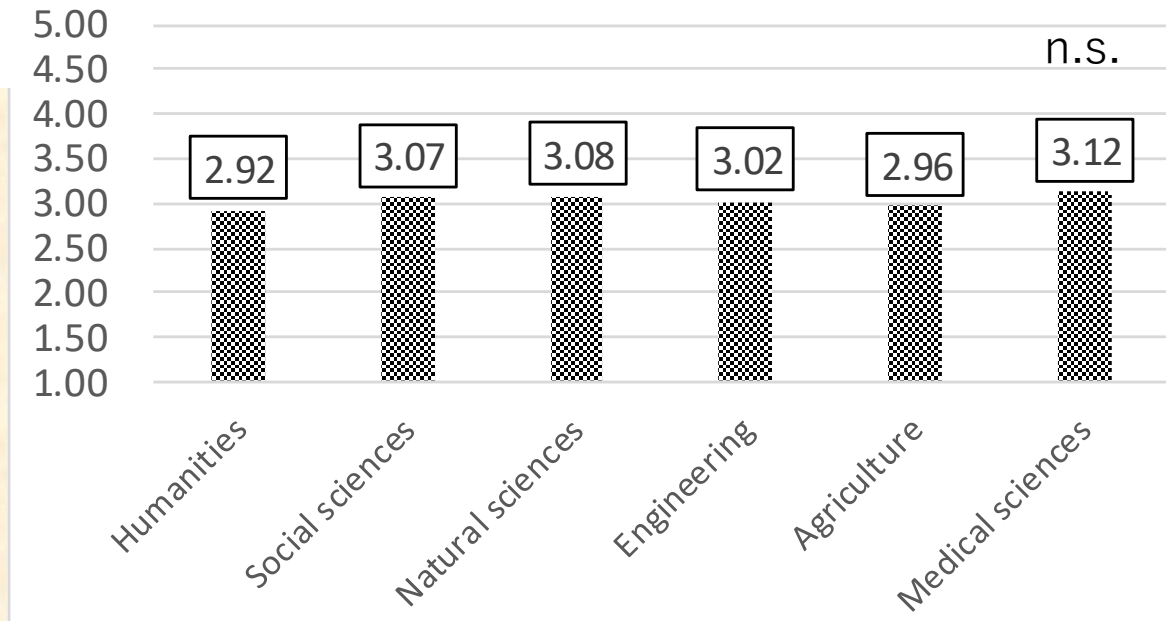
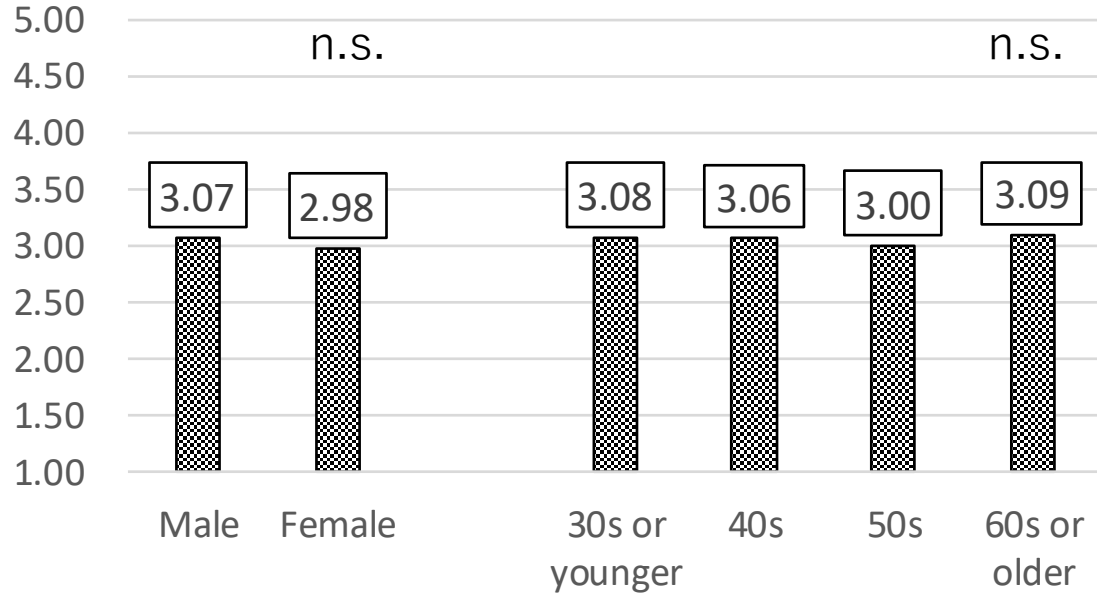
Valid responses number was 1,100 (24.0% valid rate of return).

2007CAP survey(2007.07) : 6,200 faculty were selected randomly from 18 universities. Valid responses number was 1,408 (22.7% valid rate of return).

APIKS2017(2017.10) : 8,805 faculty were selected randomly from 34 universities. Valid responses number is 2,124 (24.1 % valid rate of return).

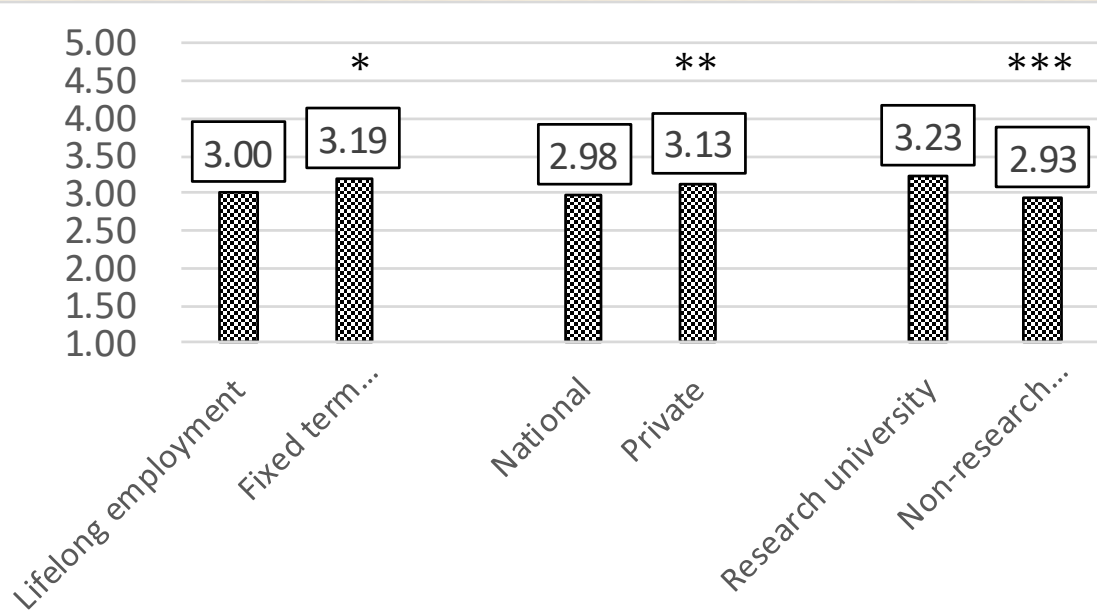
Dependent variable		N	Minimum value	Maximum value	Average	Standard deviation
Variable	Category					
<b>At your institution, there is a competent leadership</b>	Strongly agree=5, Agree=4, Neutral=3, Disagree=2, Strongly disagree=1	1047	1	5	3.06	1.071
Independent variable		N	Minimum value	Maximum value	Average	Standard deviation
Variable	Category					
<b>Personal attribute</b>						
<b>Gender</b>	Male=1, Female=0	1056	0	1	0.85	0.361
<b>Age</b>						
Age30s	39 years or younger=1, Other=0	1049	0	1	0.22	0.413
Age40s	Forties=1, Other=0	1049	0	1	0.30	0.457
Age50s	Fifties=1, Other=0	1049	0	1	0.30	0.458
Age60s	60 years or older=1, Other=0	1049	0	1	0.18	0.388
<b>Academic discipline</b>						
Humanities	Humanities=1, Other=0	1034	0	1	0.09	0.293
Social sciences	Social sciences = 1, Other=0	1034	0	1	0.18	0.387
Life sciences	Life sciences = 1, Other=0	1034	0	1	0.08	0.264
Natural sciences	Natural sciences=1, Other=0	1034	0	1	0.19	0.392
Engineering	Engineering=1, Other=0	1034	0	1	0.18	0.386
Agricultural, forestry, and fishery sciences	Agricultural, forestry, and fishery sciences=1, Other=0	1034	0	1	0.07	0.263
Medical sciences	Medical sciences=1, Other=0	1034	0	1	0.20	0.400
<b>Employment situation</b>	Fixed-term employment=1, Lifelong employment=0	893	0	1	0.09	0.287
<b>Affiliation</b>						
National university	National university=1, Other=0	1075	0	1	0.54	0.498
Research university	Research university=1, Other=0	1071	0	1	0.43	0.495
<b>Management style</b>						
At your institution, there is good communication between management and academics	Strongly agree=5, Agree=4, Neutral=3, Disagree=2, Strongly disagree=1	1047	1	5	2.78	1.038
At your institution, there is a strong emphasis on the institution's mission	Strongly agree=5, Agree=4, Neutral=3, Disagree=2, Strongly disagree=1	1047	1	5	3.45	1.039
At your institution, there is a top-down management style	Strongly agree=5, Agree=4, Neutral=3, Disagree=2, Strongly disagree=1	1050	1	5	3.58	1.063
At your institution, there is collegiality in decision-making processes	Strongly agree=5, Agree=4, Neutral=3, Disagree=2, Strongly disagree=1	1040	1	5	2.66	0.973

# Analytical results



The level of the Japanese academic profession replying agree to “At your institution, there is a competent leadership” is not significantly different in Gender, Age, Academic disciplines.

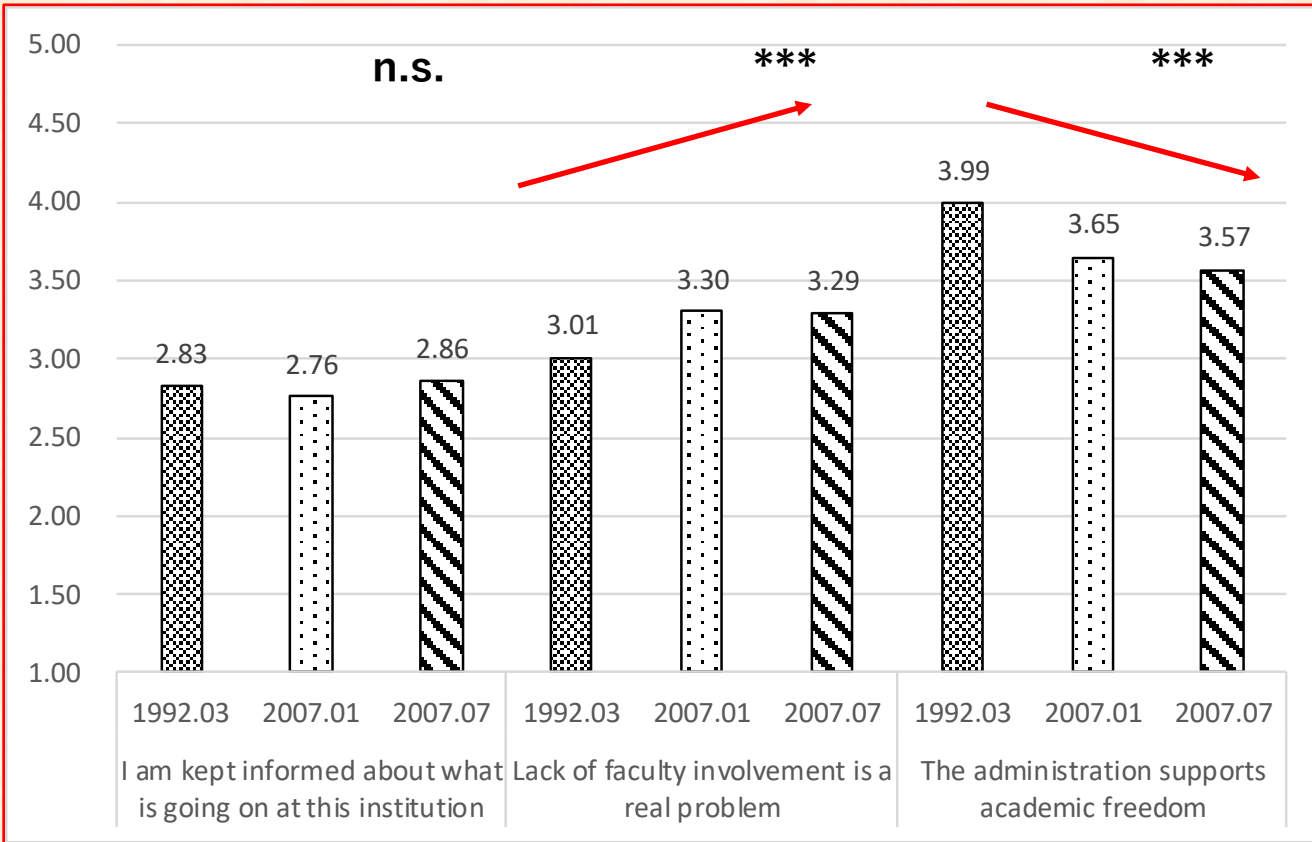
The level of the Japanese academic profession replying agree to “At your institution, there is a competent leadership” is significantly different in Employment situation and Affiliation.



**Fig.3 Relationship between the level of Competent leadership in my institution and respondents' attributions**

Note: \* p<0.05, \*\* p<0.01, \*\*\*p<0.001





**Fig. 4 Time series variation of responses to three questions about the university management style**

Note: The numbers in the figure is the average that is calculated by using the Strongly agree=5, Agree=4, Neutral=3, Disagree=2 and Strongly disagree=1.

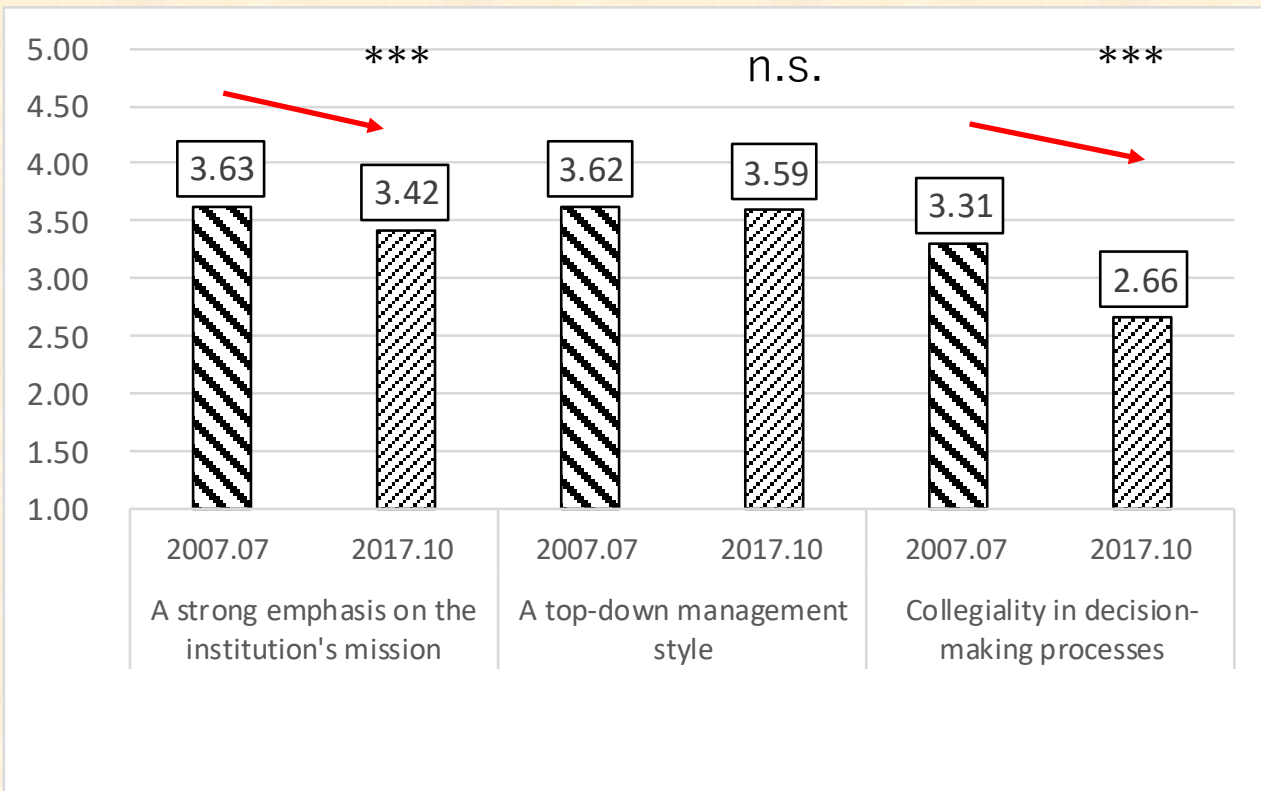
\*\*\*  $p < 0.001$

Three questions about the university management style; "I am kept informed about what is going on at this institution," "Lack of faculty involvement is a real problem" and "The administration supports academic freedom" were asked in three questionnaire surveys from 1992 through 2007. The results are shown in figure 4 .

The level of the Japanese academic profession replying agree to "I am kept informed about what is going on at this institution" are not significant difference between each years.

The level of the Japanese academic profession replying agree to "Lack of faculty involvement is a real problem" increase.

The level of the Japanese academic profession replying agree to "The administration supports academic freedom" decrease.



**Fig. 5 Time series variation of responses to two questions about the university management style**

Note: The numbers in the figure is the average that is calculated by using the Strongly agree=5, Agree=4, Neutral=3, Disagree=2 and Strongly disagree=1.

\*\*\*  $p < 0.001$

Three questions about the university management style; "A strong emphasis on the institution's mission", "A top-down management style" and "Collegiality in decision-making processes" were asked in two questionnaire surveys in 2007 and 2017. The results are shown in figure 5 .

The level of the Japanese academic profession replying agree to "A strong emphasis on the institution's mission" and "Collegiality in decision-making processes" significantly decrease.

Dependent variable			
	At your institution, there is a competent leadership.	At your institution, there is good communication between management and academics.	At your institution, there is a strong emphasis on the institution's mission.

**Table 2 Determinants of the response to “At your institution, there is a competent leadership”**

Independent variable						
Variable	標準化係数	有意確率	標準化係数	有意確率	標準化係数	有意確率
<b>Personal attribute</b>						
<b>Gender</b>	0.035	0.179	-0.040	0.163	0.027	0.443
<b>Age</b> (reference: Age30s)						
Age40s	0.032	0.385	0.060	0.133	0.002	0.970
Age50s	-0.009	0.798	0.030	0.461	-0.009	0.860
Age60s	0.009	0.791	0.013	0.732	-0.029	0.524
<b>Academic discipline</b> (reference: Humanities)						
Social sciences	0.041	0.282	0.063	0.133	0.052	0.310
Life sciences	0.026	0.405	-0.010	0.775	0.050	0.236
Natural sciences	0.051	0.189	0.016	0.708	0.023	0.659
Engineering	0.028	0.473	0.023	0.593	-0.024	0.643
Agricultural, forestry, and fishery sciences	0.061	0.064	-0.014	0.704	0.066	0.136
Medical sciences	0.023	0.557	0.092	0.036	0.104	0.051
<b>Employment situation</b>	0.050	0.061	0.050	0.086	0.041	0.250
<b>Affiliation</b>						
National university	-0.063	0.023	-0.070	0.022	-0.077	0.039
Research university	0.018	0.507	0.035	0.257	<b>0.236</b>	<b>0.000</b>
<b>Management style</b>						
At your institution, there is good communication between management and academics.	<b>0.330</b>	<b>0.000</b>	*	*	*	*
At your institution, there is a strong emphasis on the institution's mission.	<b>0.443</b>	<b>0.000</b>	<b>0.478</b>	<b>0.000</b>	*	*
At your institution, there is a top-down management style.	0.041	0.125	<b>-0.153</b>	<b>0.000</b>	0.055	0.125
At your institution, there is collegiality in decision-making processes.	<b>0.076</b>	<b>0.007</b>	<b>0.233</b>	<b>0.000</b>	<b>0.237</b>	<b>0.000</b>

Adjusted R2=0.510      Adjusted R2=0.406      Adjusted R2=0.101

The Japanese academic profession's response to "At your institution, there is a competent leadership" is not regulated by Gender, Age, Academic discipline and Employment situation at a significance 1% level.

The Japanese academic profession's response to "At your institution, there is a competent leadership" is regulated by the Japanese academic profession's response to "At your institution, there is a communication between management and academics is poor", "At your institution, there is a strong emphasis on the institution's mission" and "At your institution, there is collegiality in decision-making processes" at a significance 1% level.

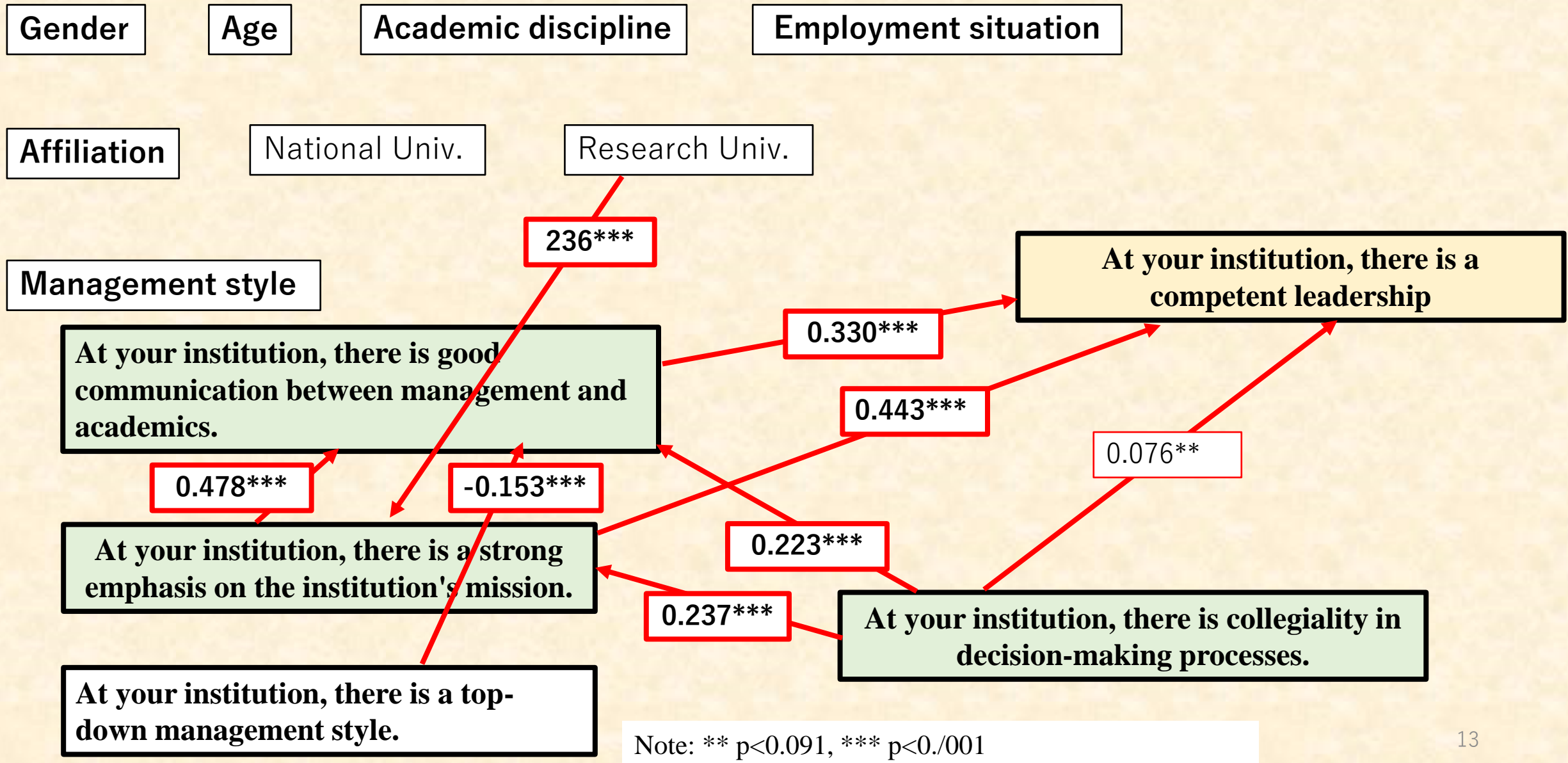
The all regression coefficients of these three significant variables are plus. That is, the faculty who think his higher education institution correspond to "Communication between management and academics is good", "A strong emphasis on the institution's mission" and "Collegiality in decision-making processes", think strongly there is a competent leadership in his institution.

The Japanese academic profession's response to "At your institution, there is good communication between management and academics." is regulated by the Japanese academic profession's response to "At your institution, there is a strong emphasis on the institution's mission", "At your institution, there is a top-down management style." and "At your institution, there is collegiality in decision-making processes" at a significance 0.1% level.

The Japanese academic profession's response to "At your institution, there is a strong emphasis on the institution's mission." is regulated by "Research university" and the Japanese academic profession's response to "At your institution, there is collegiality in decision-making processes" at a significance 0.1% level.

Figure 2 is the result mentioned above.

**Figure 6 Analytical results**



# Summary

## **RQ1: What kind of Japanese academic profession recognizes that there is a competent leadership in my institution?**

The Japanese academic profession's response to "At your institution, there is a competent leadership" is not regulated by Gender, Age, Academic discipline and Employment situation at a significance 1% level.

However, it was revealed that the Japanese academic professions who answered that "there is a competent leadership in my institution." recognized that "There is a good communication between management and Academics" and "There is a strong emphasis on the institution's mission" and "There is a collegiality in decision-making processes in my institution."

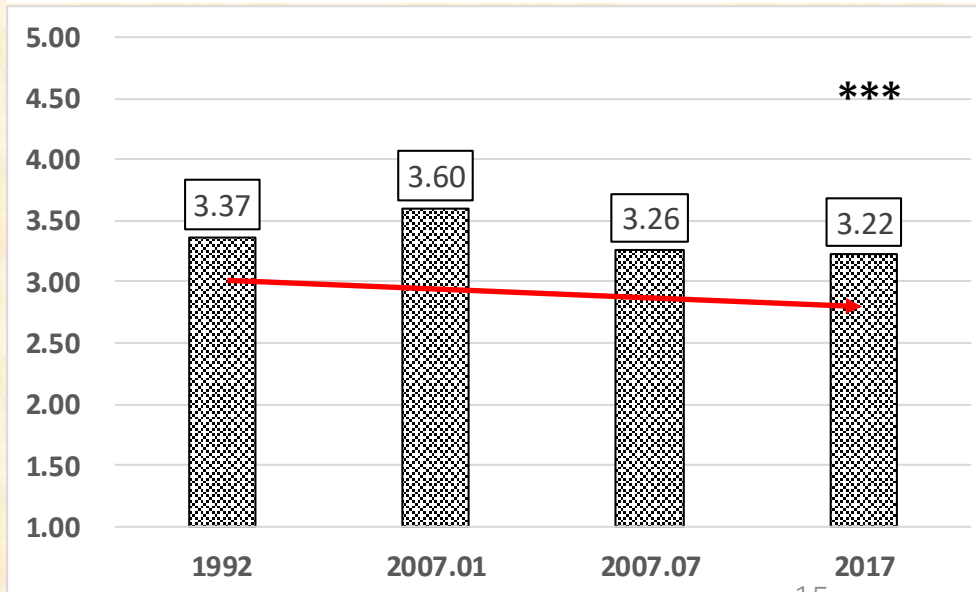
## RQ2: Why the level of academic professions who reply agree to “there is a competent leadership in my institution” decrease from 1992 to 2017?

The level of the Japanese academic professions replying agree to "There is a competent leadership in my institution." is determined by the level of the Japanese academic professions replying agree to "There is a good communication between management and Academics in my institution.".

The level of the Japanese academic profession replying agree to “At your institution, there is good communication between management and academics.” decrease from 1992 to 2017 (Fig.7).

As a result, the level of the Japanese academic profession replying agree to “At your institution, there is a competent leadership” decrease from 1992 to 2017.

**Fig.7 Time series variations of the reply to “At your institution, there is good communication between management and academics.”**



Note: \*\*\*  $p < 0.001$

The Japanese academic profession's response to "At your institution, there is good communication between management and academics." is regulated by the Japanese academic profession's response to "At your institution, there is a **top-down management style.**" and "At your institution, there is **collegiality in decision-making processes**" at a significance 0.1% level. The standardized partial regression coefficient of the former variable is **negative value** and the standardized partial regression coefficient of the later variable is **positive value.**

That is to say, **collegiality in decision-making processes** lead to a competent leadership and a **top-down management style** impede a competent leadership.



# Conclusion: Declining academic autonomy and academic freedom in Japan

In the long history of university, academic guild controlled the governance and administration of university for many years until the rise of modern university. Academics enjoyed autonomy and academic freedom to a considerable degree during the time of medieval university where academic guild had strong power inside university, though other groups such as Vatican, churches, town-states had powers. In the medieval university professors in the chair system as a fundamental operating unit had strong initiative and so they could elect their own deans in the faculties and also their own rectors in the level of universities, though it is different from the U.S. in the modern universities where the steering committees select presidents (Iijima, 1979, pp. 175-181.). In this context, both dean and rector pursuit leadership within the hegemony of professors.

However, relationship between state and university changed the traditional model of guild control power to new model of state control. Emerging national state established their own universities, controlled governance, and administration from outside of university by a top-down type of control. In the modern state universities, they were established by the national government as the state-controlled universities rather than guild-controlled universities.

Accordingly, the academe's traditional and original authority derived from the academic guild was gradually declining. This process from the form of collegiality to the form of enterprise through the forms of bureaucracy and corporation has been observed in the universities of the world (McNay, 1995). This trend was pointed out by W. Cummins based on Carnegie survey in 2013 (Cummings, 2013, p.185).

For example, in the case of Japan, the national state established prewar time several national universities including Teikoku Daigaku, the former Imperial University and the first national university in Japan, and some other national universities, establishing additional universities postwar time. National government controlled these national universities strongly by the national state law to the extent that it controlled the universities' autonomy despite they were still having guild type powers to some extent.

As far as the national universities are concerned, university's autonomy as well as academic freedom has been controlled by the national government in Japan between the prewar time and the postwar time since the establishment of individual university. It is true to say so even after the corporatization of national university in 2004 when it was forced to depend on the national state mostly because of the following two reasons.

First reason was caused by declining management fund supported by the national state government. The state financial support to the national universities decreased as much as 1.4 billion Yen in the fourteen years since their corporatization.

Second reason is caused by introduction of the revised school education law in 2015 when the national state strengthened university control by giving strong power to president to the extent it lost almost completely the power of academic meeting. As a result, the president's power has been strengthened in all the universities and colleges including national, private, and local sectors, since the revised school education law was introduced into them.

In this context, the revised school education law was thought to be a kind of threat impeding academics' initiative and identity situated in the concept of academic autonomy as well as academic freedom. The law was introduced to change university from a traditional guild model to a new enterprise model so that academe is losing its own prestige and is now transforming to an enterprise. President is now changing from rector type to president type rapidly in which president is involved in headship than in leadership, while academics, or the academic profession, is now losing competent leadership. This new situation of losing academic autonomy, academic freedom, and competent leadership is thought to be related to declining academic productivity in the Japanese academic profession (Arimoto, 2015).

Accordingly, the recent academic reform should be concentrated to the problem of academic autonomy, academic freedom, and competent leadership, and in addition how to resolve the present situation of declining collegiality should become important issue to be resolved in the universities and colleges in the future.

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