

Autonomy:

Trends in Asia and European Higher Education

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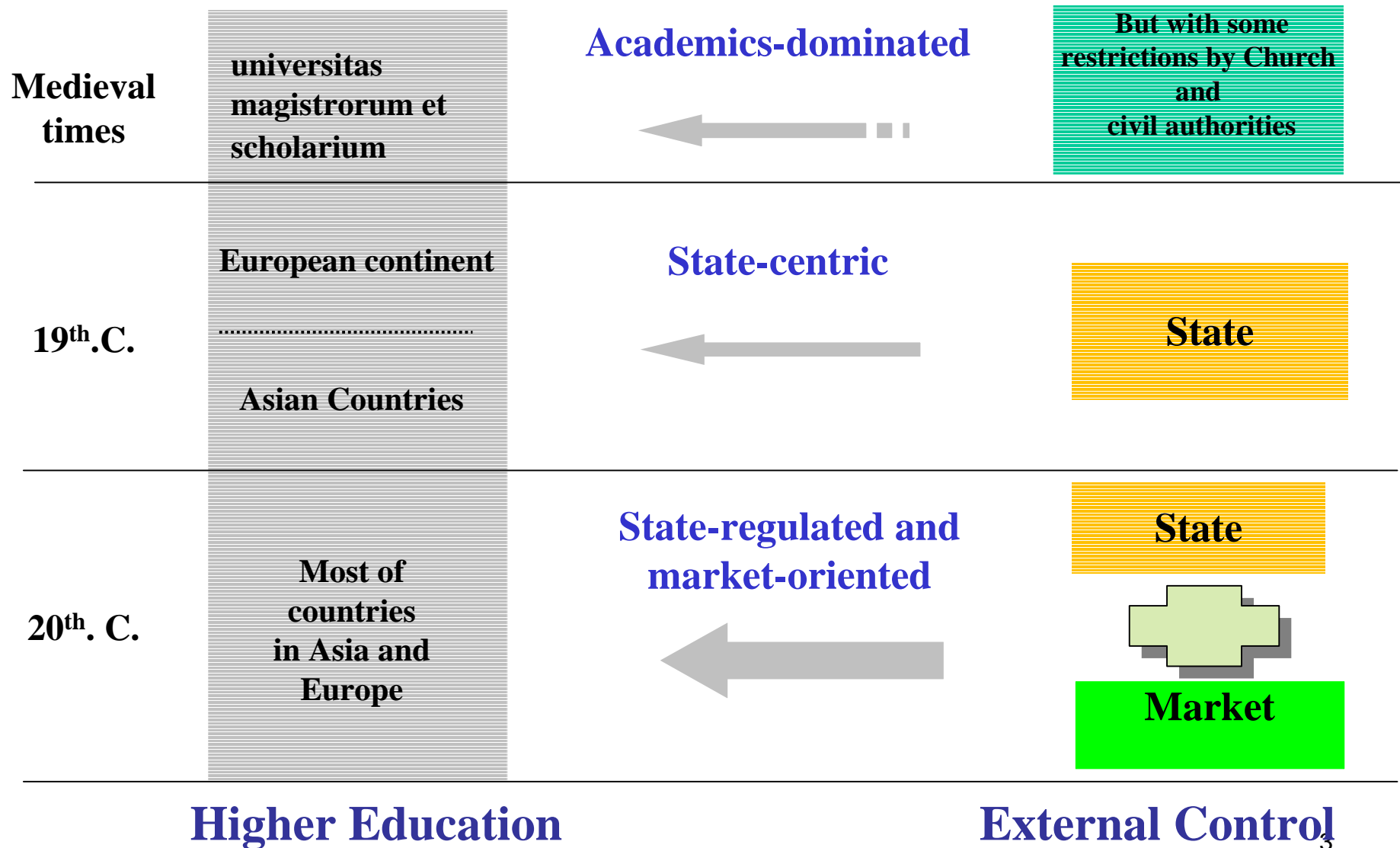
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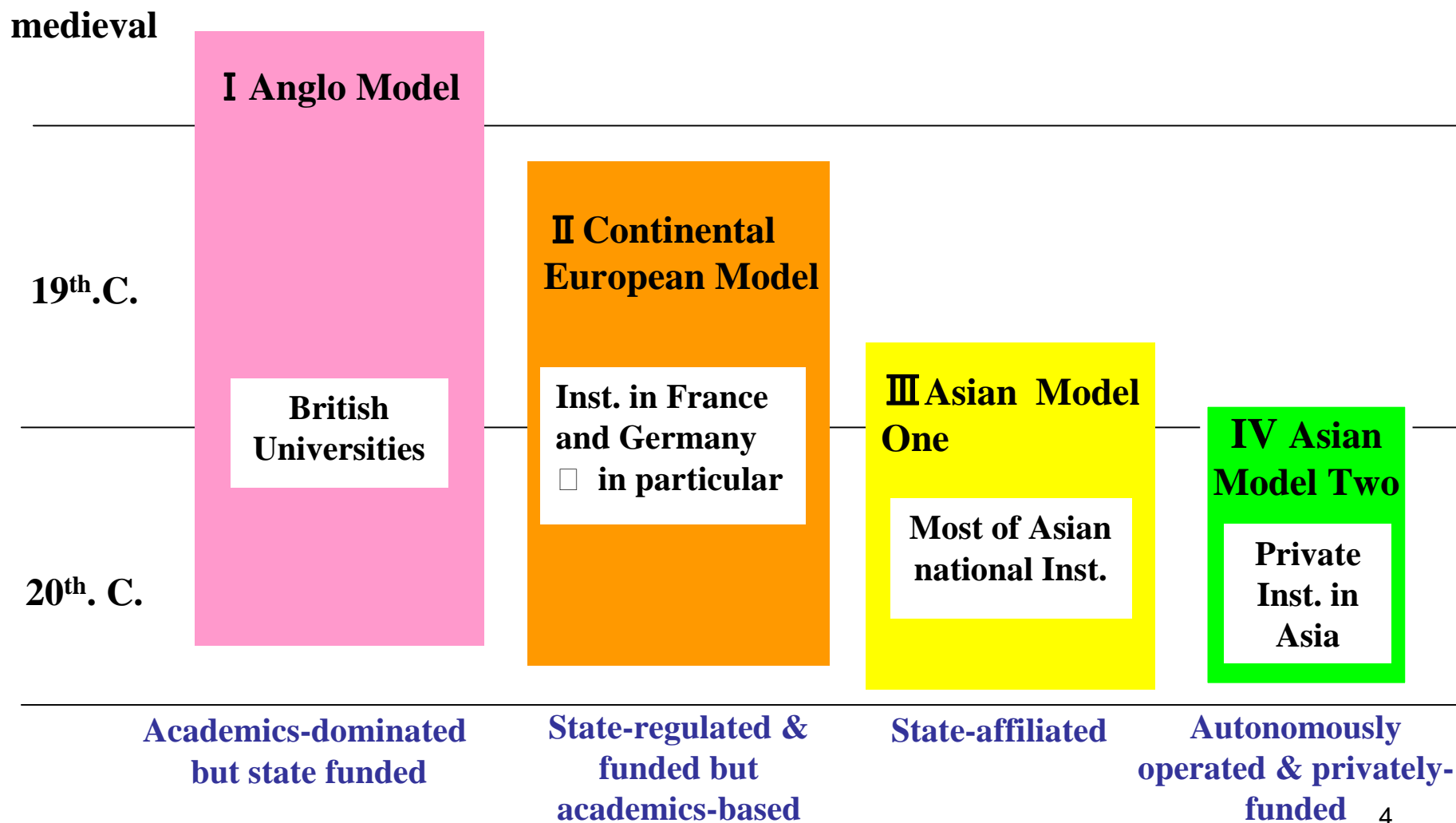
Major content

- *Major models of higher education from the perspective of autonomy*
- Changes and trends
- Concluding remarks

Relationships between higher education and external control prior to the 1990s



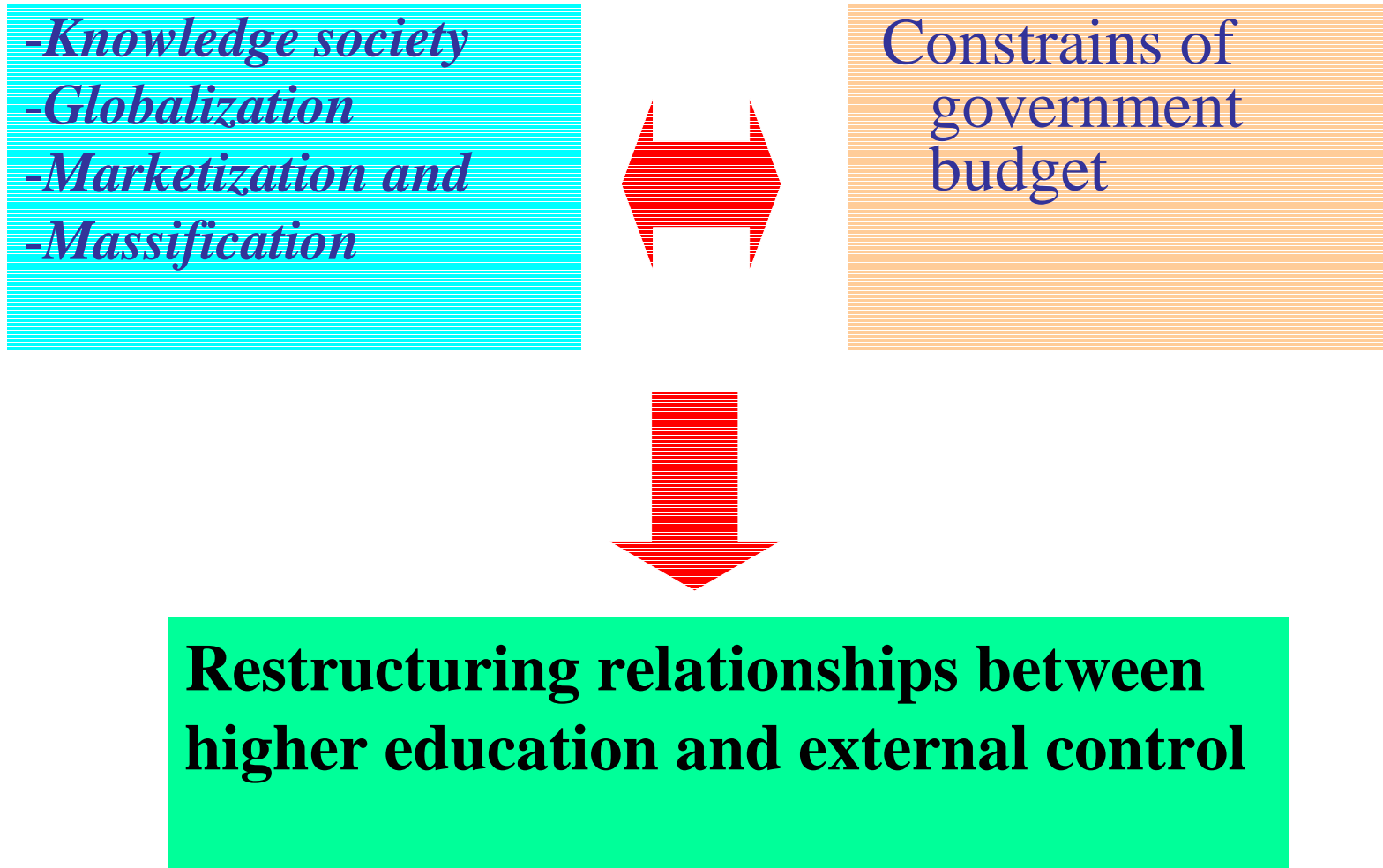
Four models based on relationships between higher education and external control prior to the 1990s



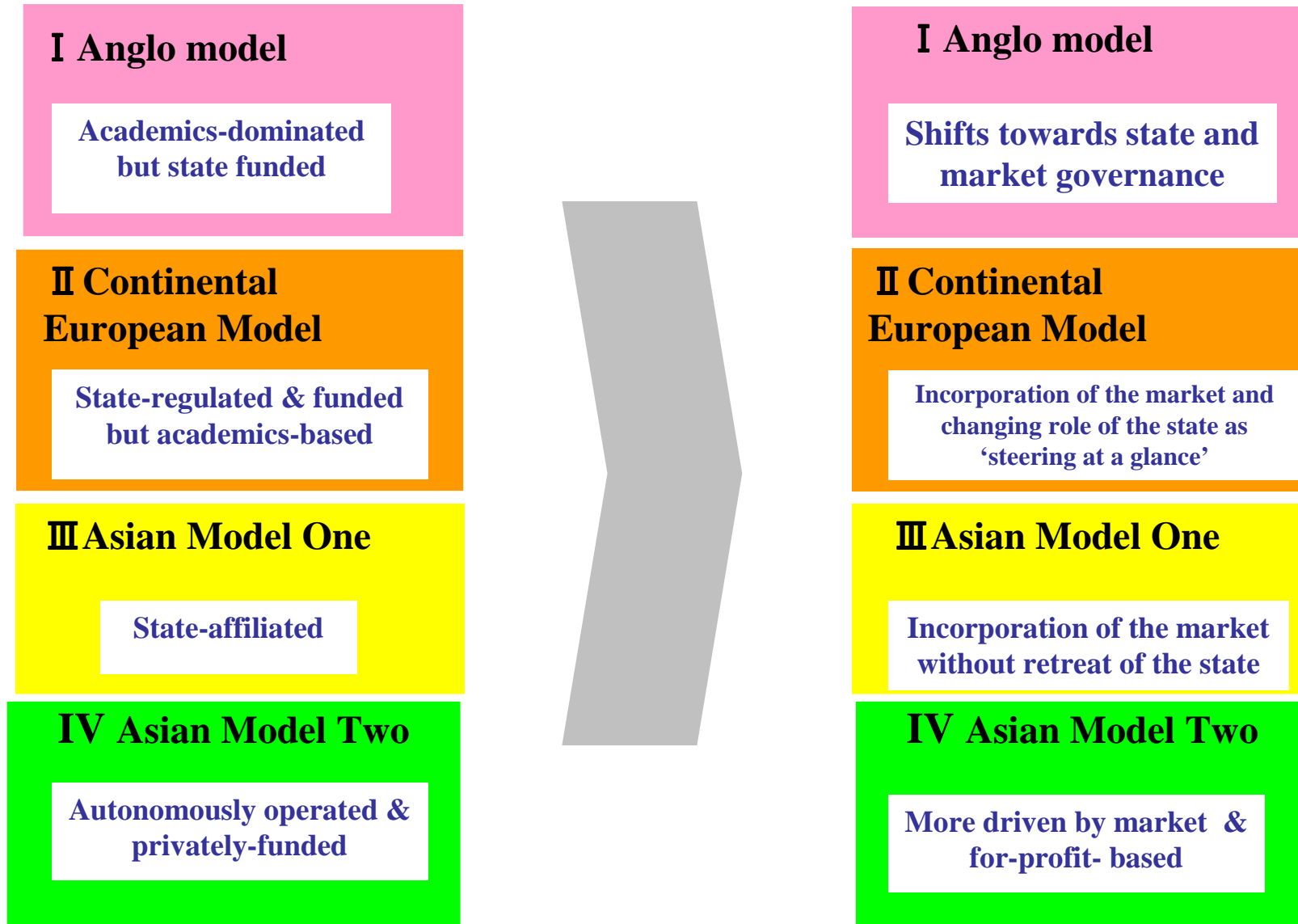
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Similar drivers for changes in the autonomy of higher education in Asia and Europe



Changes in the four models since the 1990s



Two types and a general trend resulting from changes in the four models since the 1990s

Contract-based trend

At a system level, it is proceeding as a means of avoiding privatization and as an outcome of negotiation between various external authorities. Basically state regulates the operation of each university through funding based on evaluation.

At institutional level, efforts are made to reinforce the executive power of institutional leadership and to introduce top-management based on private-sector concepts, as well as to place more emphasis on participation by experts from outside the university.

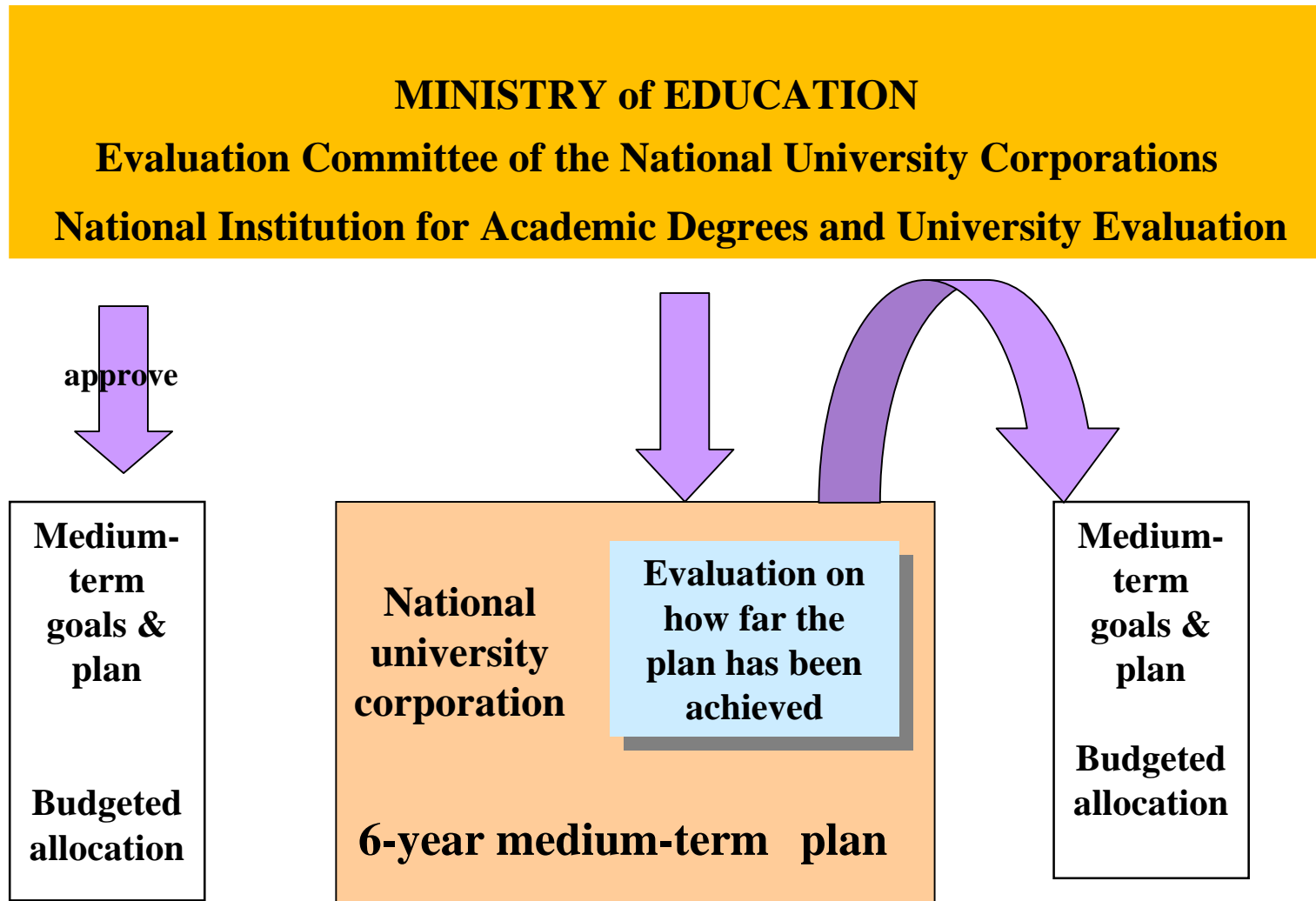
State-centric trend

State supervises universities, mainly through implementation of policies, funding, and establishment of institutional organizations, and appointment of administrators. It is characterized by delegation of limited academic autonomous rights and more managerial powers to institutional or college level, by state while maintaining its strong supervision on individual universities.



External evaluation, largely impacted by market forces, has become an increasingly powerful mechanism for change by state in the governance and management of universities in Asia and Europe

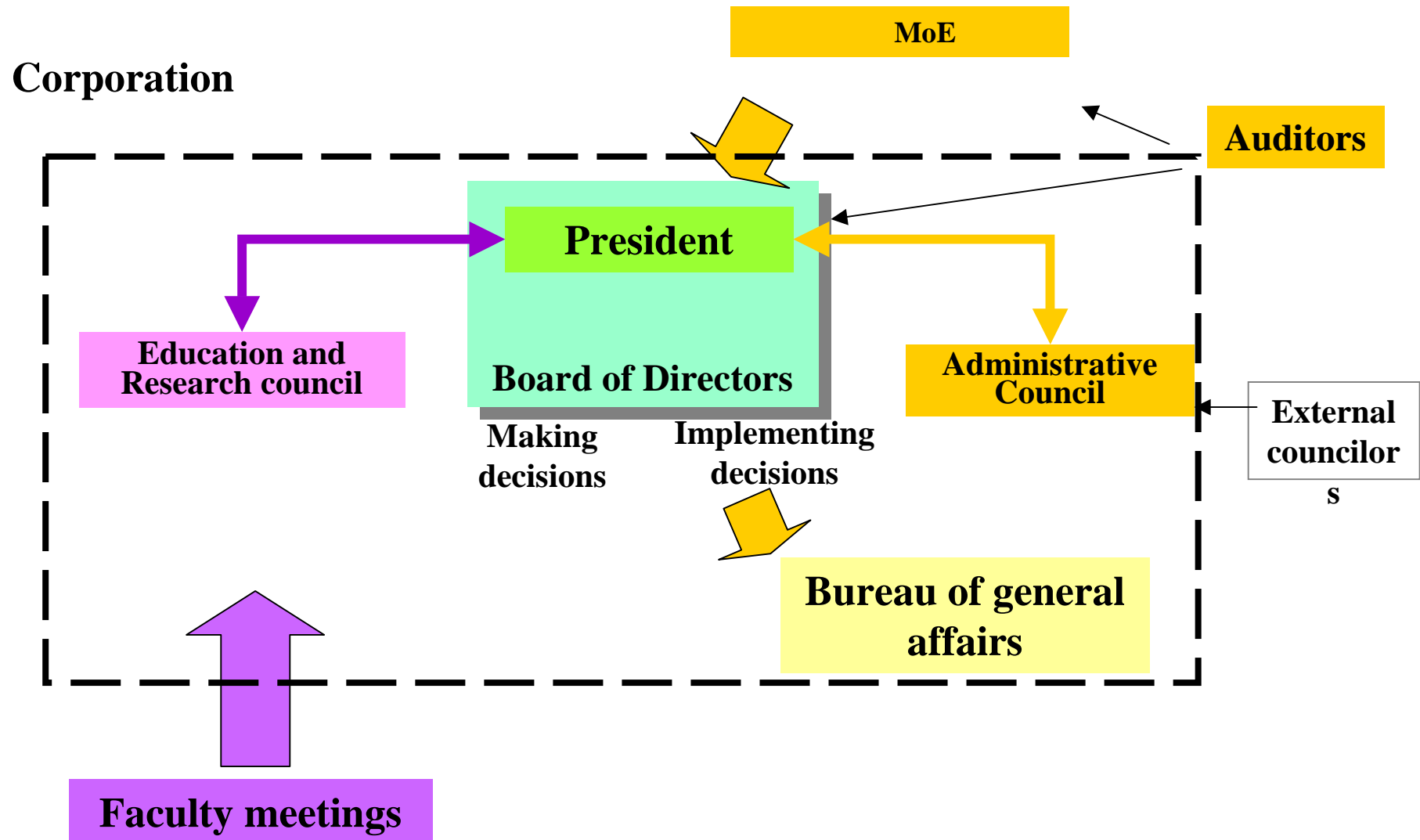
Japanese national university corporations



Japan: at a system level

Ideal	Independent organization from government
Control by government	Through medium-term goals and medium-term plan
Funding	The budgeted allocation based on a third-party evaluation on how far the medium goals have been achieved.

Japan: at an institutional level



Japan is probably providing a clear example of the contract-based trend

- By implementing evaluation based on 6-year goals and plans by each corporation, which need to be approved by MOE, the central government can still influence institutional governance in individual national university corporations.
- At an institutional level, the executive authority of institutional leaders has been greatly reinforced, with a corresponding loss of authority and decision-making powers on the part of faculty meetings at faculty level.
- There has also been a parallel increase in participation on governing or supervisory bodies by representatives and individuals from outside each university corporation.

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- To redefine the term *AUTONOMY* of higher education in a changing world and to work out a universal definition.
- Higher education institutions have to be prepared for new demands and at the same time maintain their own core strengths
- More importantly, national state should play a more decisive role in keeping the balance of power between academics and the market in their impacts on university governance and management.

Thank you

