

**For Reinforced Governance Reform at the
National Universities of Japan
(Proposals)**

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The Japan Association of National Universities (JANU)

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1. Introduction

The national universities of Japan were incorporated in 2004 to enable their autonomous operation so as to revitalize education and research and improve operational efficiency. Japanese national universities have since promoted various reform measures under their respective flexible operational systems to enhance their attractiveness as research and educational institutions. At present, in a social context marked with a range of challenges, including globalization, the emergence of a knowledge-based society, and Japan's low birth rate and accelerated population aging, many Japanese national universities are experiencing great difficulty in maintaining the very foundation of their education and research activities, as manifested by declining governmental subsidies, which constitute an essential component of the university budget, as well as by a decrease in the number of younger faculty members and the material decay of university facilities. At the same time, however, the national government, the industrial community, and other sectors of society expect national universities to play an increasingly greater role in society, as a locomotive that sets in motion the Japan Revitalization Strategy – “Japan is Back” – adopted by the Japanese government and the Fifth Science and Technology Basic Plan of the Ministry of Education, Culture, Sports, Science and Technology (MEXT). In other words, despite their difficult situation, Japanese national universities are required to do their utmost to reinforce their actions to obtain more financial resources, and to pursue their reform programs to realize their future visions in response to society's expectations. For university operation in such a situation, a medium- to long-term perspective is essential, just as a stable supply of diverse and quality human resources is extremely important. For national universities to further pursue their reform programs, reform in university governance is an essential prerequisite. Accordingly, the School Education Act and the National University Corporation Act were revised and implemented in April 2015. The revision of the National University Corporation Act accompanied that of the Act on General Rules for Incorporated Administrative Agencies, which occurred as part of the incorporated administrative agency system reform. The revised National University Corporation Act stipulates, among others, matters regarding auditors: their scope of authority for investigation, the obligation to compile auditing reports, the obligation to examine documents and other materials relating to legally prescribed permits and licenses, the obligation to report irregularities and legal violations committed by university officers to the university president and the Minister of Education, Culture, Sports, Science and Technology, and a term of appointment of four years.

Considering that large sums of public financial aid and donations and other external funds are provided to national universities and that their internal governance is being reinforced, and their operation improved, based on advice and feedback from outside their organization, it is essential that national universities be actively accountable for their vision, reform plan, financial situation and the like to taxpayers, donors, and society at large.

In view of the above, marking the passage of the first year following the system reform, the Japan Association of National Universities (JANU) established the Working Group for Research and Study on National University Corporation Governance under the Board of Directors of the Association, to investigate substantial actions for governance reform by the national universities, collect and share information on pioneer cases, identify challenges relating to university governance, and conduct research to orient future problem solving. The Working Group has since conducted various studies, including a fact-finding questionnaire survey about national universities' governance and the exchange of opinions with external experts. This report presents the results of this survey.

2. Leadership of the university president

(1) Survey results

The survey results indicate that national universities are actively working on the establishment or reinforcement of leadership of their president, by building systems of assistance to the president and promoting a strategic distribution of resources in various aspects of university administration and operation, such as education, research, and various programs in collaboration with local and international partners and other universities.

(Systems of assistance to the university president)

The construction of systems of assistance to the university president involves the following:

- Reinforcement of the university's executive unit through the appointment of executive directors, vice presidents, and assistants to the president
- Establishment of an organization directly reporting to the president, namely the President's Strategic Office, which handles reform-related conception, planning, and coordination with mobility and flexibility so as to enable the president to promote strategic university operation
- Selection and appointment of department deans, unit leaders and the like, based on the president's decision from a university-wide perspective
- Placement of highly specialized professionals responsive to globalization and conducive to industry-academia collaboration and other such initiatives
- Establishment of an IR Office or a similar section for the centralized management and utilization of in-house information.

Specifically, 78 national universities have a conception and planning section as an organization that assists, and directly reports to, the president, and 39 national universities have an organization with IR functions.

With regard to the selection of department deans, unit leaders and the like, at 59 national universities, the president selects and appoints them from among candidates recommended by the departments and units. In most cases, at least two candidates must be recommended. At 34 universities, the president, the board of directors or other section in charge of selection interviews candidates before making the final decision on selection and appointment. At 15 universities, the president selects and appoints them based on views and opinions that the president independently collects from related parties without recommendations from the departments or units.

(Strategic distribution of resources)

The strategic distribution of resources is promoted through various actions, including the following:

- Strategic distribution realized through the setting of ranges within which decisions may be made at the president's discretion with regard to personnel affairs, budgeting, organizational readjustment and the like
- Establishment of new departments and units through the redistribution of enrolment capacities from existing departments from a university-wide perspective

Most national universities have a university-wide personnel affairs committee that makes decisions regarding faculty assignment, with the president's discretionary range set in place to allow for priority-based appointments. To decide on specific cases of selection or employment, 44 universities hold university-wide deliberations.

With regard to budgeting, many national universities ensure a flexible distribution of resources by setting and using the president's discretionary portion or retaining a certain percentage of the initial budget and reallocating resources based on the evaluation of operational execution by the departments.

Many national universities introduced measures such as those cited above during the second mid-term plan period. These universities are clearly aware of the challenges that face them, which mainly concern questions as to how to secure and reinforce the stability of the university's financial foundation, how to reflect IR activities in decision making, how to attract, retain and develop highly specialized faculty members, and how to manage communication between the university members and the president or the executive unit. With regard to the financial foundation in particular, many national universities recognize as their most pressing issue the diversification of sources of income, through such means as partnerships with the industrial community, expansion of donations, and the efficient investment of financial assets.

(2) External experts' views

The external experts consulted for this report expressed the following views:

- Leaders are required to work creatively, which requires ample time. The president of a national university is responsible for the university's administration and operation (education and research), each of which requires a different management approach and different competences. It is not easy for the president to assume these responsibilities alone. It is indispensable for the president to appropriately delegate authorities to executive directors and vice presidents.
- The university president, to fully demonstrate his or her leadership, must have authority over the allocation of financial and human resources. The president must also indicate a clear vision for the university's future and pursue policy making while effectively communicating with the department deans and other university members. This necessitates a strong link between the executive unit and the department deans, with the former disseminating relevant information to parties both within and outside the university, to build a relationship based on trust with the university members, cultivating in them an awareness of being actors directly involved in national university reform.

(3) Proposals

The president of a national university is required to demonstrate leadership, which is necessary to indicate a clear vision for the university's future and effectively communicate with the department deans, university members, and other stakeholders within and outside the university so as to deepen discussions on the expected role of a national university and promote various reform programs in a continuous and sustainable manner.

A university being a complex entity with diverse, varied, and often highly specialized and distinctive educational and research activities, it is practically next to impossible for a single individual, the president, to have a complete understanding of university life in its entirety and make responsible decisions accordingly. Yet, at the national universities of Japan, the president is required to seamlessly supervise the university's operational and administrative aspects, exerting his or her leadership to reinforce the university's functionality. It is therefore essential that the systems of assistance to the president should be improved and reinforced to realize effective role sharing.

In the systems of assistance to the president, key roles are played by not only executive directors and vice presidents but also an organization or organizations in charge of conception and planning that directly report to the president. Department deans, unit leaders, and others in responsible positions also play a major role in the university's administration and operation as members of the Management Council, the Education and Research Council, and other such organizations, and as intermediaries between the executive unit and the university members. Therefore, it is necessary to ensure that the most suitable persons are assigned to these posts from a university-wide perspective.

To enable the president to effectively demonstrate his or her leadership, there should be a system that allows a strategic distribution of resources, and it, if already existing, should be further improved with regard to personnel affairs, budgeting, organizational readjustment and the like from a university-wide perspective.

Moreover, it should be noted that the faculty plays a great role in today's university reform, which requires advanced specialization in an increasing number of cases, particularly in the process of administrative strategy conception and planning. In view of this, the president should strive to enable the faculty members to improve their skills and abilities through recruitment and placement, on- and off-campus training, and support for career development in accordance with individual abilities and aptitudes, establishing or improving an administrative system that enables them to develop their abilities to the fullest. In this regard, for reinforced university governance, the JANU or a regional group of universities should organize training programs for managerial or specialist faculty members so as to develop highly specialized human resources and promote active staff exchanges with other national universities and related external organizations.

In view of the above, to enable the president of a national university to ensure university management with strong leadership as the person responsible for the university's operation and administration, national universities should do as proposed below in accordance with each university's specific situation:

- (1) The president should indicate a clear vision for the university's future, actively disseminate information on and off campus, and communicate effectively with stakeholders so as to obtain support and understanding from within and outside the university.**
- (2) The president being responsible for both university operation and administration, the systems of assistance to the president involving executive directors and vice presidents should be improved and reinforced to realize appropriate role sharing.**
- (3) Administrative formalities should be put in place that ensure the selection or appointment of the most suited persons as department deans, unit leaders, and other responsible posts, as intermediaries between the executive unit and the departments and units from a university-wide perspective.**
- (4) The system for strategic distribution of resources should be further improved with regard to personnel affairs, budgeting, organizational readjustment, and the like.**

3. Selection and term of office of the president and human resource development for future managerial posts

(1) Survey results

The survey results have revealed that national universities are taking various measures to clarify the scope of authority and responsibility of their President Selection Committee, review the president's term of office, and develop human resources for future managerial posts.

(Selection of the president)

All national universities select their president in conformity with the revised law. First, an ideal president profile defined by each university's President Selection Committee is presented, along with a public call for candidates. The results of a preliminary vote held to extract the university members' general intentions are regarded as reference information for final decision making by the Selection Committee.

The survey results indicate that 11 universities do not hold a preliminary vote. The universities that hold a preliminary vote variably call it "hearing on intentions" (18 universities), "survey of intentions" (17 universities), "vote to survey intentions" (3

universities), or “vote to hear intentions” (2 universities), clearly indicating that it is a procedure for checking and confirming general intentions and that the final responsibility and authority for selecting the president reside with the Selection Committee. Furthermore, the universities have a mechanism that informs the university members of candidates’ views on university operation through the presentation of policy statements, hearings, and open debates.

The survey results have also confirmed that some universities actively utilize the system of calling for candidates for the presidency from outside the university.

For the president’s performance evaluation, many universities use, every one to three years, an auditing report, activity report, policy statement, evaluation results by the National University Corporation Evaluation Committee of MEXT, self-evaluation by the president, action plan, and other materials and gatherings.

(Term of office of the president)

The survey results indicate that the term of office of the president is four years at 53 universities (62%), which is the most prevalent, followed by six years at 18 universities (21%) and three years at 15 universities (17%). As for the second term following the president’s reappointment, the duration is two years at 54% of the universities where the initial term of office is four years, and three years at all the universities where the initial term of office is three years. At all national universities, except three, where the term of office is six years, the president cannot be reappointed for a second term. At most universities, the president may be reappointed only once, while two universities allow for up to two reappointments and six universities put no limits on the number of reappointments. The longest possible combined term of office of one president is therefore a relatively short four years at three universities, six years at 66 universities, and longer than six years at 17 universities.

Regarding the term of office considered desirable, a relatively large number of universities are inclined toward slightly lengthening their present duration either by extending the initial term of office to six years or relaxing the restrictions on the duration of a second term or the number of reappointments. With regard to the timing of selection, some universities stated that it would be desirable to select the next president one year in advance so as to provide to him or her ample time to work on mid-term goal setting for the next term.

(Human resource development for future managerial posts, including the presidency)

In the survey, some universities responded that their human resource development for future managerial posts involved promoting suitable persons already working at the university to the post of assistant to the president or executive vice director, and later to the post of vice president or executive director, thereby allowing them to participate in university administration from the early stages. At the same time, the survey results indicate that many universities are conscious of the need to devise an in-house system of human resource development for future administrative posts to secure persons well versed in university administration, which can be a challenging task.

In this connection, a survey conducted by the secretariat of the JANU on the career paths of the current presidents of the 86 national universities has revealed that 43 of them have previously served as executive director and 59 as vice president at the university of their current appointment, and 64 of the 86 presidents have previously worked either as executive director or vice president. Furthermore, 15 have also worked as hospital directors, and 42 as department deans, although there are some overlaps in these appointments. In other words, many of the national university presidents have engaged in university administration before assuming their current post. On the other hand, two presidents have never worked as a full-time academic faculty member at the university of their current appointment.

(2) External experts' views

With regard to the formalities of university president selection, and in particular the connection between a call for candidates from outside the university and the preliminary vote, some external experts consulted for this report stated that the preliminary vote was unnecessary if candidates were solicited from outside, whereas it was necessary if all candidates were from within the university so as to garner support for the reform that the president is expected to lead upon taking office. Some also argued that the preliminary vote was unnecessary if the President Selection Committee could narrow down candidates to one person. The need for discussion was pointed out on the problem of the final decision being largely influenced by the size of candidates' affiliated organizations. Considering the extremely important role that external members of the President Selection Committee play in the selection process, especially in the evaluation of candidates' managerial competences, the experts pointed to the need of ensuring that the external members are fully informed of the university's present situation, its future plan, and other relevant matters.

With regard to the term of office of the president, some experts were of the opinion that four years plus another four years for an eventual second term is ideal, while others said that six years would be best with reappointments permitted, with consideration of the length of the mid-term goal setting period.

Concerning human resource development for future managerial posts, some experts pointed to the need for training for cultivating abilities required of university presidents and those in managerial posts, considering that some university presidents are appointed with no prior experience in university administration.

(3) Proposals

The national universities are striving to select the most suitable person as their president from among a wide pool of candidates from within and outside each university, while clarifying the authority and responsibility of the President Selection Committee. Problems have been pointed out with the system of holding a preliminary vote to feel out general intentions of the university members, such as the influence of the size of candidates' affiliated organizations and the system's being a mere popularity vote. Nevertheless, it is true that the preliminary vote serves the purpose of leading the university members to deepen their understanding of overall university administration, cultivating in them an active sense of participation. Certain merits of the preliminary vote have been pointed out, such as the dissemination of information on candidates' views of university operation to the university members, thus deepening their understanding, and the possibility of a broader search for suitable candidates in and outside the university based on general intentions revealed in the preliminary vote. Therefore, each university should determine whether or not to hold a preliminary vote in view of its actual situation. When the preliminary vote is held, it is important to clearly indicate its purpose, i.e., surveying the faculty members' general intentions as reference information for the President Selection Committee, while striving to improve the system so as to effectively raise the university members' awareness of the importance of choosing someone who truly contributes to the university's development from a university-wide perspective.

Some private universities in Japan have recently reformed their formalities for selecting their president. For example, Sophia University has adopted the following procedure: (1) a survey is conducted to feel out the university members' expectations for the next president's activities based on the university's future vision; (2) the president selection committee examines persons recommended by academic and administrative faculty members based on documents and interviews in compliance with president selection criteria adopted based on the results of the survey, and narrows down candidates; (3) the candidates' policy statements in the form of written documents and video presentations are made available, and a survey is conducted to gauge the university

members' general intentions; and (4) the president selection committee reports the results to the Board of Directors, which comprehensively examines them and holds deliberations to select the next president. This is an example that merits serious examination by the national universities.

With regard to the term of office of the president, an appropriate duration should be set with consideration of the timing of the mid-term goal setting period and to enable the president to work effectively toward the future vision and demonstrate leadership, with support and understanding from the university members.

At present, national universities do not have an organizational system for human resource development for future managerial posts, including the presidency. This is in a sense a greater challenge facing national universities than the issues surrounding the president selection method. To tackle this challenge, actions by all Japanese national universities should be considered in addition to independent efforts by the respective universities.

In view of the above, with regard to the selection and term of office of the president and human resource development for future managerial posts, national universities should do as proposed below in accordance with each university's specific situation so as to secure quality and diverse human resources for the presidency and other posts:

- (1) The President Selection Committee should strive to solicit suitable candidates widely from within and outside the university.**
- (2) To enable the President Selection Committee to select a president responsibly based on ample information, procedural improvement and effective communication with concerned parties should be realized through, in concrete terms, the presentation of candidates' policy statements; the clarification of the purpose of the preliminary vote, if held; the dissemination of information to the university members on the university's situation and issues and the candidates' policy statements; the cultivation in the university members of an active sense of participation in university administration; and the provision of accurate and detailed information on the university's situation to the external members of the Selection Committee.**
- (3) The president's performance evaluation should be carried out in an appropriate manner in comparison with the ideal president's profile adopted by the Selection Committee, in anticipation of a full-scale implementation of more concrete evaluation in the future.**
- (4) An appropriate duration should be set by the President Selection Committee as the term of office of the president with consideration of the timing of the mid-term goal setting period and to enable the president to work effectively toward the future vision.**
- (5) To develop human resources for future managerial posts, national universities should strive to provide young personnel with the opportunity to participate in university administration from a long-term perspective, while all national universities should consider collective system construction, including training programs for future university presidents and other administrative leaders.**

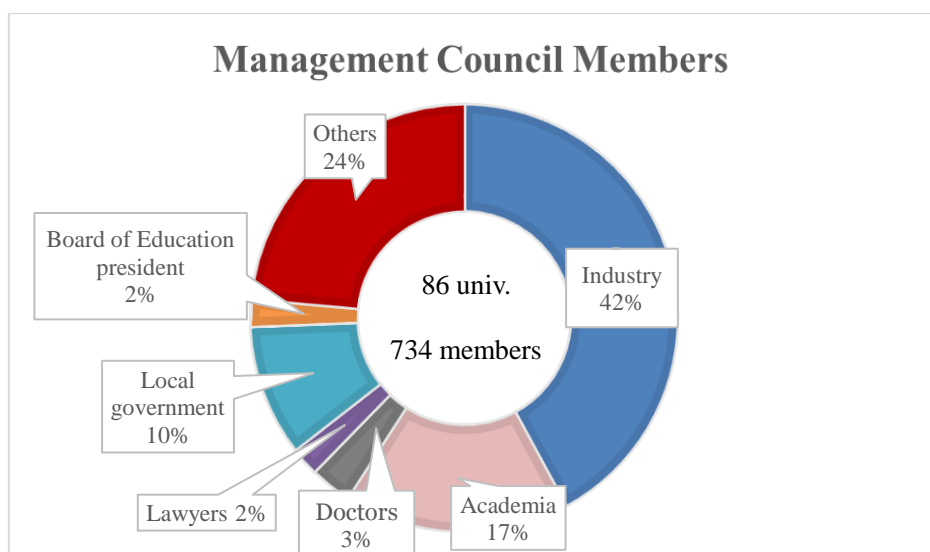
4. Management Council

(1) Survey results

According to the survey results, 31 national universities (about 36%, the highest percentage) have 15 to 19 members on their Management Council, followed by 10 to 14 members at 21 universities (about 24%). Eleven universities (about 13%) do not specify the number of Management Council members.

Each national university has its own method for selecting external members of the Management Council. A survey on the composition of the Management Council as of September 1, 2015, conducted by the secretariat of the JANU, indicates that members of

the industrial community represent the largest percentage (about 42%) with 309 persons among the total of 734 external members, followed by 125 members of academia, including former national university presidents (about 17%), and 73 members of local government bodies (about 10%). Some national universities select the local Board of Education president and their alumni association president as external members (see figure below).



* Others: Members of independent administrative agencies, NPOs, senior high school principals, etc.

The number of Academic Council meetings held during the academic year of 2015 ranged from four to ten, on average about six times per year. Some national universities have increased the number of Management Council meetings to encourage more substantial discussions. On the whole, the universities are taking various measures in terms of meeting organization to realize effective discussions within the limited time available, such as the clarification of priority discussion themes and the setting of a period for free opinion exchange during a meeting.

To build a good relationship between the president and the external members of the Management Council, some universities hold informal gatherings and organize campus visits and invite the external members to university events and information meetings on the university's current situation with opinion exchange. On the other hand, some universities tend to focus on the importance of maintaining a certain measure of tension.

The challenges recognized as facing national universities in connection with the Management Council include the understanding of the university's current situation by external Administration Council members, qualitative improvement of discussions at Management Council meetings, reflection of external Management Council members' proposals in university administration, and problems relating to scheduling.

Since the academic year of 2015, the external members of the Management Council of many national universities have been making efforts to bring the universities closer to the local communities, promoting understanding among various sectors of society about the role each university currently plays locally and publishing statements calling for secured government subsidies for university operation.

(2) External experts' views

The external experts underlined the importance of providing information to the members of the Management Council on various relevant matters, including the following: what strengths the university has in its research activities, which researchers carry out what type of research, and how such research can be linked with the university's

future development, as well as scandals, if any, with the details of each case and how it was handled.

(3) Proposals

In view of the above, with regard to the Management Council, national universities should do as proposed below in accordance with each university's specific situation so as to enable the Management Council to engage in substantial deliberations, without limiting them to important themes relating to university administration, in recognition of the Council's role as an essential platform that gathers opinions on university operation from external parties:

- (1) The Management Council should clarify discussion themes and summarize main discussions in an orderly manner and hold an appropriate number of meetings each year, securing a period for opinion exchange during a meeting.**
- (2) The universities should make efforts to build an appropriate relationship with the external members of the Management Council. They should be informed accurately and in detail of the university's strengths (research and so forth) and researchers, as well as scandals and other negative matters, to have them fully understand the university's actual situation.**

5. Education and Research Council

(1) Survey results

The survey results have revealed that 32 national universities (about 37%, the highest percentage) have 20 to 29 members on their Education and Research Council, followed by 10 to 19 members at 17 universities (about 20%). Nine universities (about 10%) do not specify the number of Education and Research Council members. Five universities (about 6%) have 50 or more members on their Education and Research Council.

The number of Education and Research Council meetings held during the academic year of 2015 ranged from five to 24, on average about 12 times per year. National universities are taking various measures to encourage more substantial discussions at Education and Research Council meetings, including the coordination of agenda with upstream meetings, such as unit leaders' meetings, the prior distribution of meeting documents, and membership downsizing. The challenges recognized as facing national universities in connection with the Education and Research Council include the insufficiency of discussions on essential themes, such as improvement in education and research, due to the large numbers of discussion themes relating to university administration and operation that are taken up at meetings; the members' tendency to speak on behalf of their departments and units; and the overlap of discussion themes covered by the Management Council and at downstream meetings.

(2) Proposals

In view of the above, national universities should do as proposed below in accordance with each university's specific situation so as to enable the Education and Research Council to fully perform its function as an essential platform where deliberations are held on important matters relating to education and research:

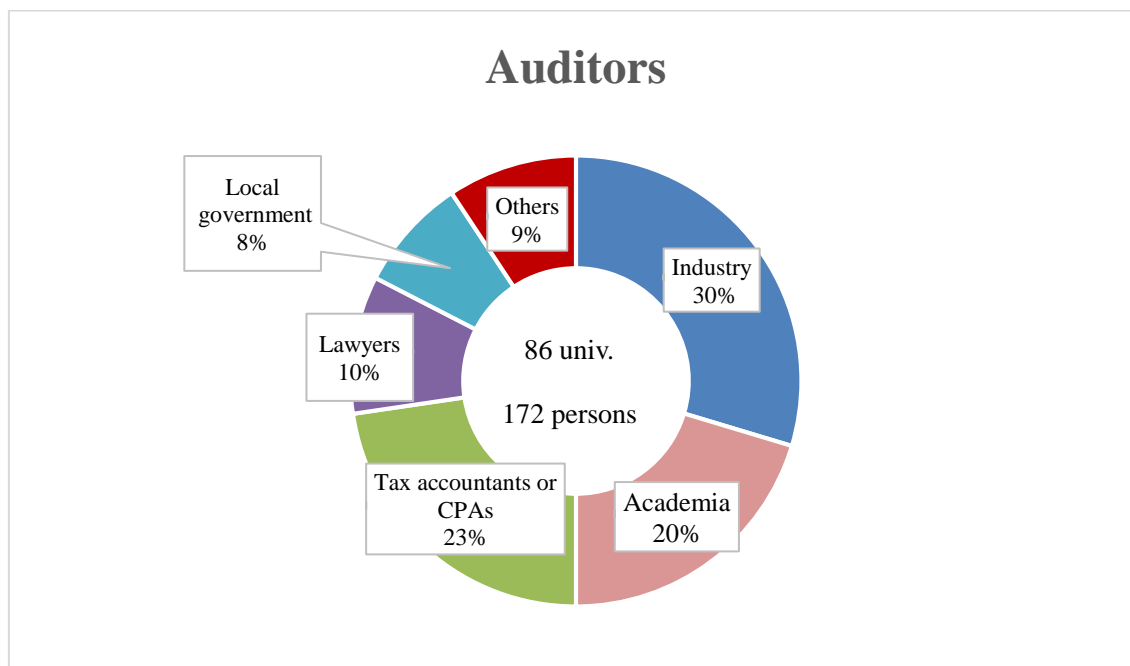
- All Education and Research Council members should fully understand and accept their mission of engaging in a constructive and substantial exchange of opinions for qualitative improvement in education and research at the university as a whole. As well, a clear differentiation from, and linkage with, other internal organizations, such as the unit leaders' meeting and the Management Council, should be promoted in terms of agenda, the number of meetings held per year, and the composition of members, which should also be optimized.**

6. Auditors

(1) Survey results

The survey results indicate that, of the two auditors assigned to each national university, both are full-time employees at one university, one works full-time and the other part-time at 48 universities, and both are part-time employees at 37 universities.

Auditors are appointed by the Minister of Education, Culture, Sports, Science and Technology with consideration of each university's intentions. According to a survey conducted by the secretariat of the JANU about the current occupations of the national university auditors as of October 1, 2016, 51 auditors (about 30%) work in industry, 39 (about 23%) are tax accountants or certified public accountants, 35 (about 20%) are members of academia, 17 (about 10%) are lawyers, and 14 (about 8%) are members of local government bodies (see figure below). Among the auditors, there are five former national university presidents and three former executives at the university of their current appointment.



* Others: Board of Education presidents, senior high school principals, government officials, etc.

Communication between the auditors and the president and the university's executive unit is assured through informal gatherings for university officials, regular opinion exchange meetings with the president, and similar functions. Auditing reports put together by the auditors are presented to the president and the executive unit, as well as the Board of Directors, the Management Council, and the Education and Research Council, at whose meetings responses to matters raised by the auditors are presented.

In response to the reinforcement of the auditor's role and the expansion of auditing duties, national universities have established or reinforced their support system for auditors by, for example, increasing the number of staff members assigned to the auditing office.

While aware of the need to retain full-time auditors and hire more specialized support staff members, national universities are faced with the challenge of budgetary adjustment. They must also clarify how the audits of their essential activities, namely education, research, and social contribution, should be conducted, as well as the objectives of audits by dedicated auditors and internal audits and the distribution of functions between them.

(2) External experts' views

The external experts consulted for this report expressed the following views:

- To carry out auditing duties, the auditors should formulate an annual plan containing related matters, including items of focused operational auditing and accounting and financial matters, and submit it to the university president; and attend important meetings at the university to express views from the auditor's perspective, as the need arises.
- The revised law stipulates the auditor's legal obligation to compile auditing reports, reinforcing the auditor's role and expanding the scope of auditing duties. Accordingly, national universities should obtain a good understanding of their auditors' work performance and consider their full-time employment, while establishing a support system for them.
- The importance of operational auditing is understood to be in preventing risks from developing into incidents. It is therefore necessary to clarify what items need to be audited and to what extent.
- Institutional reform should be realized to enable the assignment of at least three auditors to large-scale universities.
- Training for auditors is important since they must continue studying auditing duties.
- In a meeting held on the theme of policy measures for university governance reform, the need was pointed out to maintain transparency in the process of selecting auditors by, for example, establishing a selection committee and clearly defining the ideal auditor's profile. Special attention should be given to this point in the future.

(3) Proposals

In view of the above, national universities should do as proposed below in accordance with each university's specific situation so as to ensure the optimal execution of the auditors' duties:

- (1) The universities should consider the full-time employment of auditors and the reinforcement of the support system for them, with consideration of the expansion of the auditors' role and duties, as well as each university's financial situation.**
- (2) The universities should pursue collaboration and discussion with their auditors, deliberating on how education, research, and social contribution should be audited, and clarifying the objectives of, and the distribution of functions between, audits by dedicated auditors and internal audits, considering that the operation of a national university corporation is the object of auditing.**
- (3) The universities should provide support and cooperation in the improvement of training for auditors mainly organized by MEXT and the Auditors Council, considering that the auditors are required to continually improve and reinforce collaboration among themselves.**

7. Accountability to society

(1) Survey results

The survey did not include questionnaire items relating to national universities' accountability to society and PR activities. Nevertheless, the survey invited the respondents to write freely on related subjects. The unrestrained statements thus collected indicate that national universities recognize the importance of promoting activities centering on alumni associations and similar organizations to win support and understanding from their graduates and local businesses and obtaining concrete positive results from collaboration with local governments and businesses.

(2) External experts' views

External experts stated that the universities should disseminate information on the university's future vision and other relevant topics within and outside the university, a strengthened capacity for outreach on the part of national universities as a whole being essential for university governance. Effective PR activities based on a clear PR strategy can lead to the acquisition of external funds and the securement of governmental subsidies. Experts also pointed to the importance of forming close ties with alumni for national universities.

(3) Proposals

In view of the above, national universities should do as proposed below in accordance with each university's specific situation so as to be accountable to society.

- (1) With all university members being fully aware of the importance of PR, the universities should actively reach out to parties outside the universities, disseminating information on their future vision, financial situation, and other matters, based on clear PR strategies, to win greater support and understanding.**
- (2) The universities should be more actively accountable for their situation and activities to society: to taxpayers, considering that national universities receive large sums of public financial assistance; to donors for the status of activities financed with donations and the utilization of funds; and to the industrial community for research activities financed with external funds and how indirect expenses are spent.**

8. Proposals

Based on the discussion above, the following proposals are presented for the purpose of establishing the president's leadership and reinforcing governance at national universities in the future.

1. Leadership of the university president

To enable the president of a national university to ensure university management with strong leadership as the person responsible for the university's operation and administration, national universities should do as proposed below in accordance with each university's specific situation:

- (1) The president should indicate a clear vision for the university's future, actively disseminate information on and off campus, and communicate effectively with stakeholders so as to obtain support and understanding from within and outside the university.**
- (2) The president being responsible for both university operation and administration, the systems of assistance to the president involving executive directors and vice presidents should be improved and reinforced to realize appropriate role sharing.**
- (3) Administrative formalities should be put in place that ensure the selection or appointment of the most suited persons as department deans, unit leaders, and other responsible posts, as intermediaries between the executive unit and the departments and units from a university-wide perspective.**
- (4) The system for a strategic distribution of resources should be further improved with regard to personnel affairs, budgeting, organizational readjustment, and the like.**

2. Selection and term of office of the president and human resource development for future managerial posts

With regard to the selection and term of office of the president and human resource development for future managerial posts, national universities should do as proposed below in accordance with each university's specific situation so as to secure quality and diverse human resources for the presidency and other posts:

- (1) The President Selection Committee should strive to solicit suitable candidates widely from within and outside the university.**
- (2) To enable the President Selection Committee to select a president responsibly based on ample information, procedural improvement and effective communication with concerned parties should be realized through, in concrete terms, the presentation of candidates' policy statements; the clarification of the purpose of the preliminary vote, if held; the dissemination of information to the university members on the university's situation and issues and the candidates' policy statements; the cultivation in the university members of an active sense of participation in university administration; and the provision of accurate and detailed information on the university's situation to the external members of the Selection Committee.**
- (3) The president's performance evaluation should be carried out in an appropriate manner in comparison with the ideal president's profile adopted by the Selection Committee, in anticipation of full-scale implementation of a more concrete evaluation in the future.**
- (4) An appropriate duration should be set by the President Selection Committee as the term of office of the president with consideration of the timing of the mid-term goal setting period and to enable the president to work effectively toward the vision.**
- (5) To develop human resources for future managerial posts, national universities should strive to provide young personnel with the opportunity to participate in university administration from a long-term perspective, while all national universities should consider collective system construction, including training programs for future university presidents and other administrative leaders.**

3. Management Council

With regard to the Management Council, national universities should do as proposed below in accordance with each university's specific situation so as to enable the Management Council to engage in substantial deliberations, not just on important matters relating to university administration, recognizing the Council's role as an essential platform that gathers opinions on university operation from external parties:

- (1) The Management Council should clarify discussion themes and summarize main discussions in an orderly manner and hold an appropriate number of meetings each year, thus securing a period for opinion exchange during a meeting.**
- (2) The universities should make efforts to build an appropriate relationship with the external members of the Management Council. They should be informed accurately and in detail of the university's strengths (research, etc.) and researchers, as well as scandals and other negative matters, to have them fully understand the university's actual situation.**

4. Education and Research Council

National universities should do as proposed below in accordance with each university's specific situation so as to enable the Education and Research Council to fully perform its function as an essential platform where deliberations are held on important matters relating to education and research:

- **All Education and Research Council members should fully understand and accept their mission of engaging in a constructive and substantial exchange of opinions for qualitative improvement in education and research at the university as a whole. As well, a clear differentiation from, and linkage with, other internal organizations, such as the unit leaders' meeting and the Management Council, should be promoted in terms of agenda, the number of meetings held per year, and the composition of members, which should also be optimized.**

5. Auditors

National universities should do as proposed below in accordance with each university's specific situation so as to ensure the optimal execution of the auditors' duties:

- (1) The universities should consider the full-time employment of auditors and the reinforcement of the support system for them, with consideration of the expansion of the auditors' role and duties, as well as each university's financial situation.**
- (2) The universities should pursue collaboration and discussion with their auditors, deliberating on how education, research, and social contribution should be audited, and clarifying the objectives of, and the distribution of functions between, audits by dedicated auditors and internal audits, considering that the operation of a national university corporation is the object of auditing.**
- (3) The universities should provide support and cooperation in the improvement of auditor training organized mainly by MEXT and the Auditing Council, considering that the auditors are required to continually improve and reinforce collaboration among themselves.**

6. Accountability to society

National universities should do as proposed below in accordance with each university's specific situation so as to be accountable to society.

- (1) With all university members being fully aware of the importance of PR, the universities should actively reach out to parties outside the universities, disseminating information on their future vision, financial situation, and other matters, based on clear PR strategies, to win greater support and understanding.**
- (2) The universities should be more actively accountable for their situation and activities to society: to taxpayers, considering that national universities receive large sums of public financial assistance; to donors for the status of activities financed with donations and the utilization of funds; and to the industrial community for research activities financed with external funds and how indirect expenses are spent.**