Gender Differences in Time Allocation

The 1995 survey highlights interesting gender differences in how students spend their time. Men are more likely than women to spend six or more hours per week on exercise/sports (62 percent, compared with 41 percent among women), partying (36 percent, compared with 26 percent among women), and watching television (36 percent, compared with 25 percent among women). Men are also far more likely than women to spend time playing video games (37 percent spend one or more hours per week, compared with 7 percent among women). In fact, 1 out of 11 male college freshmen spend six or more hours per week playing video games, compared with only 1 out of 100 among women freshmen.

The 1995 survey shows more students than ever (34 percent) reporting being frequently bored in class.

Women, on the other hand, are more likely than men to spend their time studying or doing homework (41 percent report six or more hours per week, compared with 28 percent among men). Women are also more likely than men to spend one to five hours per week on household/child care (53 percent, compared with 38 percent among men), participating in student clubs/groups (45 percent, compared with 32 percent among men), reading for pleasure (43 percent, compared with 34 percent among men), performing volunteer work (33 percent, compared with 25 percent among men), and talking with teachers outside of class (45 percent, compared with 39 percent among men). Further, women are twice as likely as men to report feeling frequently "overwhelmed" by all they have to do (33 percent, compared with 17 percent among men).

For additional information on the freshman survey or to order the 1995 results, please write or call: Higher Education Research Institute, UCLA, Graduate School of Education & Information Studies, 3005 Moore Hall/Mailbox 951521, Los Angeles, CA 90095-1521. Phone: 310/825-1925, Fax: 310/206-2228; e-mail: HERI@gse.ucla.edu

The Deregulation of Higher Education in Taiwan

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Taiwan's higher education system has entered a dramatic stage of increased activity during the last several years—beginning in 1988, when martial law was lifted. The number of four-year higher education institutions increased 49 percent, from 39 (in 1988) to 58 (in 1994), while the number of students increased roughly by 52 percent, from 224,820 to 341,320. Before 1994, when the University Law (regulating only the four-year degree-granting colleges) was revised, the cabinet-level Ministry of Education dominated almost every aspect of higher education institutions—public and private—including the tuition each campus charged, the courses offered, the students recruited (through a ministry-organized joint entrance exam board), and the appointment of each college's president.

The revised University Law reduced the power of the Ministry of Education over higher education institutions, and campus operations have become more flexible.

Initiative for Deregulation

In 1988, as a friendly gesture to the country's main opposition party (the Democratic Progress Party) and to show its determination to implement real democracy, the ruling Kuomingtang (the National Party) declared an end to the 40-year long martial law. This encouraged many college professors to call for more academic freedom. As a result, the ministry agreed to revise the University Law, which regulated a great deal of college operations. During the period between 1990 and 1994, more than five versions of bills to revise the University Law were sent to the Legislative Yuan, the country's highest legislative body, and received enormous attention from the public. A revised University Law was eventually passed in 1994. The revised University Law reduced the power of the Ministry of Education over higher education institutions, and campus operations have become more flexible.

Selection of College Presidents

Before 1994, the Ministry of Education appointed the president of a public college, without any formal consultation with the college's faculty or students. The new law requires that colleges set up a search committee to screen qualified candidates and then recommend two to three finalists to the ministry (in the case of public institutions) or to the trustees (in the case of private colleges). The ministry (or the trustees) must then form a committee to make a final decision.

Faculty members often complained that the presence of the military on campus undermined academic freedom because very few of these military personnel held the credentials to teach at higher education institutions.

So far, more than 10 colleges and universities have engaged in this new process of selecting presidents. The approaches these institutions have taken may be classified into two categories: the search committee model and the universal (campuswide) election model. The ministry approved of the former but disapproved of the latter, expressing the opinion that "outsiders" would never be elected and that faculty members would be motivated to take sides. However, college faculty members have expressed their preference for the universal election process because of its opportunity for wider participation.

Changing the Military's Presence on Campus

Before the revision, college students were required to take military training courses (for men) and nursing courses (for women) during the first two years. All these courses were taught by military officers. Faculty members often complained that the presence of the military on campus undermined academic freedom because very few of these military personnel held the credentials to teach at higher education institutions. Additionally, college faculty felt that military personnel on campus were playing the role of "watchdog" for the ruling Kuomingtang.

Following heated debate in the Legislative Yuan, the revised law still authorizes the staffing of a Military Training Office on each campus, but the military and nursing courses have become electives. Many colleges have retained their military personnel to staff student guidance offices, and in some cases for doing clerical work. The Ministry of Defense continues to fund the payroll for military personnel on campuses.

Retention of Ministry-required Courses

All Taiwanese college students were formerly required to take 28 credit hours of so-called "Ministry-required courses," including Sun Yat-sen's Thought (4 hrs.), Chinese Literature (8), English (8), General History of China (4), Modern Chinese History (2), and 2 hours of courses selected from among four choices: International Relations, Constitution of the Republic of China, Introduction to Philosophy, and Introduction to the Laws of the Country. In 1993, these 28 credit hours were regrouped as follows: Chinese Literature (6 hrs.), English (6), History of the Republic of China (4), the Constitution and National Spirit of the Republic of China (4), and general education courses (8).

The Ministry of Education preferred this new curriculum, claiming that these courses would cultivate a political and social consensus among the country's college students. Although the new law did not specifically mention these required courses, the Minister's Regulations for the University Law state that "the common required courses will be developed by the Ministry in consultation with related personnel from the colleges."

The new University Law has introduced the tenure system as a measure to protect faculty jobs. However, the details of the implementation and regulation of tenure have not yet been specified.

Many professors have raised a furor over the ministry's course requirements and have brought the matter before the Grand Judicial Committee, the nation's highest court of justice. The committee ruled that the ministry had exceeded its authority, citing the first article of the University Law, which states "the University should be protected by the principle of academic freedom, and enjoys autonomy within the spheres specified by law." The minister of education has publicly defended his position and announced that he would work to convince the legislature to revise the law. Under the current political circumstances—the ruling party holds only three more than half the seats in the Legislative Yuan—it is unlikely that the minister will succeed.

The Tenure System

Before 1994, contracts between colleges and the faculty

members covered up to two years of employment. Many stories have been circulated about professors whose contracts were not renewed due to their political orientations. The new University Law has introduced the tenure system as a measure to protect faculty jobs. However, the details of the implementation and regulation of tenure have not yet been specified.

Financial Autonomy of Public Colleges

Under the new law, the Ministry of Education announced that financial autonomy would accompany academic freedom. The ministry introduced a policy to make public colleges responsible for 20 percent of their annual operating revenues. This policy was a great surprise to college administrators, few of whom have any experience in fund-raising. The variety of fund-raising approaches adopted so far include raising money through alumni associations, convincing faculty members and college administrators to donate part of their salaries to their colleges, and offering extension courses to generate extra tuition revenue. It seems likely that with the pressures of financial autonomy, Taiwanese higher education institutions will become more market oriented than ever before.

The Collapse of the Venezuelan University as an Instrument for Economic and Social Development

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What roles does the university fill as an instrument for economic and social development? Perhaps the answers are rather simple: to produce human resources, to create and disseminate knowledge, to be a critical force in the political arena, and to be the institutional leader in the intellectual environment. Within the country, the university should stimulate the realm of ideas that define the cohesion of Venezuelan society. Outside the country, the university should serve to link Venezuela to the global academic community. As such, the university should be both a national institution and a full member of the international world of scholarship.

If this is the case, the university in Venezuela is no longer able to fulfill its proper roles. The Venezuelan university has stopped being an instrument for development and is, perhaps, rapidly becoming a parochial educational institution devoted only to training people in the different professions, unable to fulfill the other above-mentioned roles.

The university has been an observer of economic and social changes, but has never actually led the way for development.

In this South American country, the university has been an observer of economic and social changes, but has never actually led the way for development. During the severe economic and social crisis that began in 1989, the university began its decline. Just this past January, Venezuela reversed the policies of nationalization of both the oil and iron industries, sectors that produce almost all foreign income, which had been declared the national property of Venezuelans under the popular banner of *nacionalización* in 1975 under the first administration of Carlos Andrés Pérez. Today, Pérez is under house arrest, after being thrown out of office in 1993, and foreign companies are back in Venezuela, signing contracts with the government under "the doctrine of fifty-fifty"—according to which oil companies will keep half of their earnings with the country receiving the other half. This doctrine was developed during the mid-1940s under the leadership of Rómulo Betancourt. From a political point of view, no one is protesting internationalization, the same way that no one protested nationalization. But what is pathetic is the lack of any involvement by the university. The only university to play any role has been the Universidad Central de Venezuela, the largest university in the country, which accounts for almost 50 percent of all scientific research done in the country. Some years ago, this university would have been able to lead a national protest on such a significant matter. However, in 1996, the Universidad could do nothing more than publish a full-page newspaper ad, stating its arguments against internationalization, listing a telephone number (that nobody answered) to gather support.

Each of the almost 150 institutions of higher learning in Venezuela lives in isolation, simply taking care of the daily routine of classes, and in many cases doing nothing more than that. While some 30 of these institutions are universities, with the exception of 3 or 4 they are not engaged in any scientific research, nor are they addressing current events, or making any effort to go beyond what in Spanish is referred to as *la línea de la menor resistencia* (the path of least resistance). Private institutions are doing well