

Third Academic Staff Evaluation (2014–2017) Results

University Evaluation Committee

October 18, 2018

Kyushu University had our basic philosophy of “Through continual internal reform and quality education at an international level, we aim to be a top-level education and research hub marked by vitality and a willingness to address the issues that will confront us in the future” on the occasion of our 100th anniversary of founding in 2011. At the same time we set our aim to expand and make further progress in our world highest level education, research and medical activities with our basic philosophy.

Academic staff evaluation, which was officially commenced in the 2008 fiscal year, is one of the measures that will help to ensure that we achieve these aims. There are two purposes. One is to help staff to ascertain the current status of their education and research activities through self-evaluation. The other is to help deans and directors to understand the overall status of education and research activities within their faculties and institutes so that their findings can be utilized to create various measures of their future plan.

Our third evaluation was conducted based on the document “Implementing Academic Staff Evaluation at Kyushu University (Basic Policies),” which was determined by the President on March 17, 2006 (hereinafter referred to as the “Basic Policy”).

The procedure for the evaluation was as follows: At the beginning of the 2014 fiscal year, each staff member presented an activity plan for the period of the third evaluation in five areas: Education, Research, International Exchange, Collaboration with Society, and Administration & Management. After the completion of the 2017 fiscal year, staff members then evaluated their individual progress in light of their own activity plan. At the same time, they also evaluated their degree of involvement in each of the five areas.

Based on these activity plans and the progress of each staff member, the dean/director or the Committee for Academic Staff Evaluation, in each Faculty/Institute, etc., then evaluated the results of the staff self-evaluations.

2014–2017 fiscal year evaluation results are as shown below.

1. Implementation Structure

A Committee for Academic Staff Evaluation was established in almost every Faculty/Institute with 20 or more staff members that were subject to evaluation, while the dean/director oversaw evaluation in all the other Faculties/Institutes.

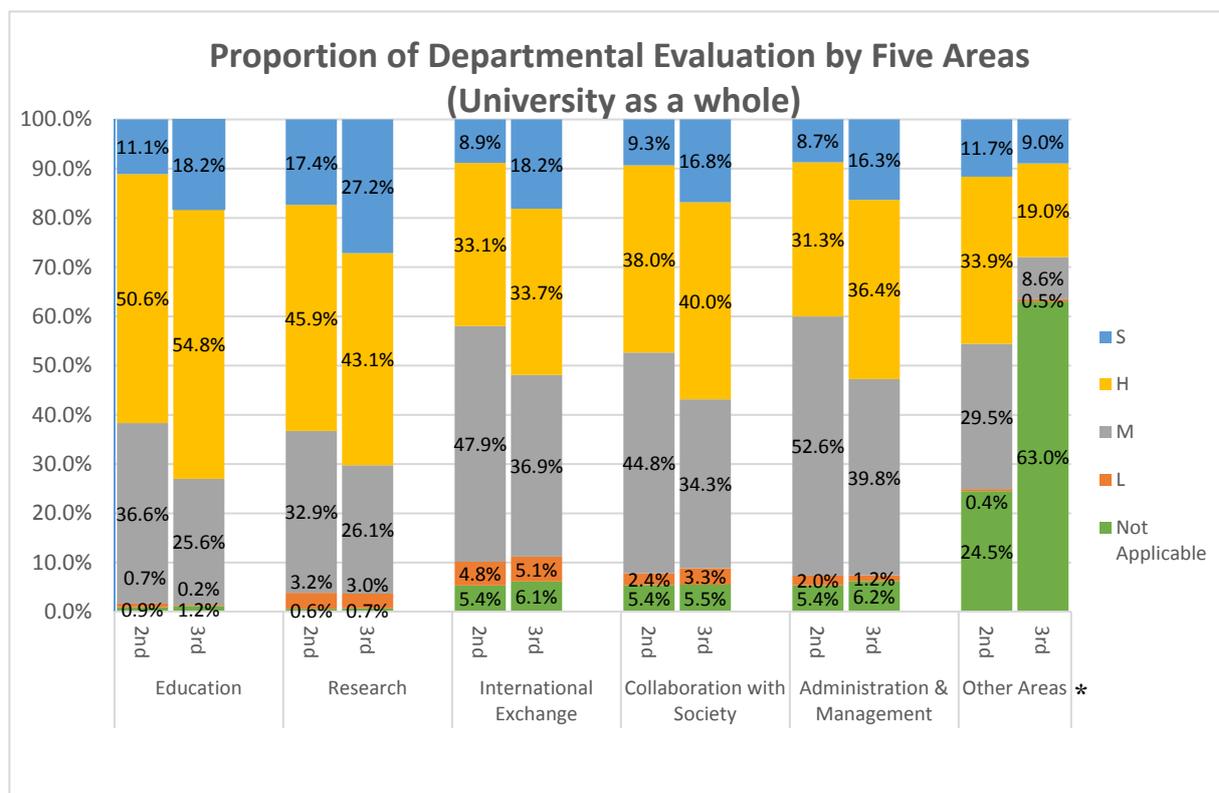
2. State of Evaluation

- Evaluation was conducted in a total of 51 faculties/institutes and involving 2,033 academic staff members.
- Evaluation was conducted in faculties/institutes with full-time academic staff that were subject to evaluation (as a rule, staff entered in the Researcher's Activity Developments & Reports System (Q-RADeRS)). In some faculties/institutes, at the discretion of the dean/director, evaluation was carried out for academic staff involved in specified projects, i.e., Tokutei-Purojekuto Kyoin, etc., that were outside the scope of evaluation.
- In the evaluation, some staff that were subject to evaluation were excluded from evaluation, mainly for the following reasons.
 - They were newly employed or had only been in their position for a short period of time during the evaluation period.
 - They were on long-term business trips, leave of absence from work, or on childcare leave.

3. Overview of Evaluation Results

Number of academic staff evaluated (3rd): 2,033 (Others: 1,530)

(2nd): 2,033 (Others: 678)



* With regard to “Other Areas,” a simple comparison between 2nd and 3rd was not possible due to the use of different aggregation methods.

* “Other Areas” refers to particular areas, for which faculties/institutes established their own evaluation items.

[Key] S Super-high-level of activity H High-level of activity
M Moderate-level of activity L Low-level of activity
** Not Applicable: Staff did not have an activity plan as they had no involvement in that particular area.

Examples of “Other Areas” Established by Faculties/Institutes for Evaluation

- Medical Treatment (Faculty of Medical Sciences, Faculty of Dental Science, Hospital)
- Entrance Examination (Faculty of Languages and Cultures, Institute of Mathematics for Industry)
- Support for Education and Research (The Kyushu University Museum, Center of Advanced Instrumental Analysis)
- Research Planning/Support (Office for the Promotion of Gender Equality)
- Industry-Academia Collaboration (Global Innovation Center)
- Radiation Safety Management, etc. (Central Institute of Radioisotope Science and Safety)
- Health Management Support (Counseling and Health Center)
- Support for People with Impairments (Faculty of Arts and Science)
- IT Administration (Research Institute for Information Technology)
- Institutional Research (Office of Institutional Research)

As a university seeks to realize our basic philosophy, it is essential for all faculties/institutes and academic staff, which are the real core of our university, to engage in active educational and research activities. We therefore outline the results of academic staff evaluation in five areas: Education, Research, International Exchange, Collaboration with Society, and Administration & Management.

Looking at the proportion of evaluation results between these five areas, we can see that they are all similarly balanced in all areas. Compared with the last evaluation results, this time, S and H showed an increase, while there was a decrease in L in the three areas of Education, Research and Administration & Management, suggesting that improvements have been made based on the results of the last evaluation. In the areas of International Exchange and Collaboration with Society, S and H showed an increase but L also showed an increase. The reasons for the increase in L included the fact that the level of activity reported in the Individual Evaluation and the Annual Activity Report was low compared with the initial goals, and the fact that poor research outcomes did not lead to opportunities to present research findings, which resulted in poor results in evaluations, etc. Deans/directors and assistant deans/directors are verifying each situation and providing guidance through face-to-face consultations to improve items with an L assessment. Although it is conceivable that each academic staff has already made an effort to address the situation based on the last evaluation, we should bear in mind that there are still a certain number of L assessments, and it is desirable to continue with efforts to deal with the problems in each faculty/institute in order to improve the overall performance of the university as a whole.

It is also notable that out of all five areas, in many faculties/institutes some academic staff chose “Not Applicable” in the areas of International Exchange and Collaboration with Society. Although it is a fact that some staff do not place an emphasis on International Exchange and Collaboration with Society due to the nature of their activities, it is fair to assume that we are all required to make progress in such areas in order to achieve our aims of fostering global talent, conducting research at the highest global standard, encouraging innovation, creating and assisting with the expansion of local businesses, etc. Furthermore, based on opinions regarding the appropriateness of the goals that are to be set by academic staff, we announced the partial revision of the Basic Policy on March 28, 2017, which contains notes regarding forms for making plans and self-evaluation, including examples. We hope that these improvements have proved to be useful in hiring new staff since the 2017 fiscal year. We kindly request all faculties/institutes to thoroughly understand the revised policy, including the thrust of the evaluation, and to utilize it for the next (4th) evaluation.

4. Evaluation Results by Area

(1) Education

In the area of Education, academic staff who made contributions toward improving the overall quality of education offered by the university by means such as developing and implementing unique teaching techniques, developing new educational methods, contributing to Leading Graduate School Programs and acceptance of Japanese Government Scholarship students, contributing to the formation of the clusters of the Asia Research & Education Organization (provisional name), or enhancing international exchange during learning, and so on, received an S assessment. In terms of efforts being made by faculties/institutes to increase the number of S assessments, activities that are being carried out include: ongoing implementation of NEEP (Next Enhanced Education Program) and overseas training, and awards for excellent academic staff to increase their motivation for education.

Kyushu University has just opened the School of Interdisciplinary Science and Innovation in the spring of 2018. Based on our “Kikan” education to facilitate active learning, the new school will promote the fostering of global leaders who can make a contribution toward solving future challenges. Our quest is to foster personnel who can play a leading role in many different fields in Japan, as well as those who can be productive in Asia and the rest of the world, so that we can contribute to the progress of Japan and global society. To that end, we are promoting university reform. It is our hope that all faculties/institutes can cooperate together in this undertaking and that academic staff further enhance their educational activities in light of the circumstances relating to university reform.

(2) Research

In the area of Research, academic staff who were involved in the acquisition of a major research fund, received an award from a prestigious international academic society, published an article in a top journal, presented outstanding findings, or edited an international journal, etc., received an S assessment. In terms of efforts being made by faculties/institutes to increase the number of S assessments, activities that are being carried out include the hosting of FDs to encourage competitive research grants being awarded, introduction of a sabbatical system and long-term training system, active involvement in international joint research projects, collaboration with faculty/institute support offices to acquire major competitive funds, and the improvement of the research environment.

In the evaluation of the performance of national university corporations in respect of mid-term objectives (2nd period: FY2010-2015), we received an assessment of “excellent” i.e., “非常に優れている” by the National University Corporation Evaluation Committee in terms of our following research activities: many outstanding publications, publications in international academic journals, winning of multiple awards, e.g., commendation for science and technology by the Minister of Education, Culture, Sports, Science and Technology: Prize for Science and Technology and Young Scientists’ Prize, the development of research support systems, including setting up a research center, and providing support for young researchers, etc.

In light of the above, it is conceivable that the overall number of research-related activities is high, which

has led to an increase in the number of S and H assessments.

On the other hand, however, Kyushu University has not satisfied some of the application requirements related to a Designated National University. Keeping this in mind, all staff, not only the headquarters but also faculties/institutes, and each staff should work together in order to increase the overall performance of the university. We also should take this into account when we make future plans for the university including human resources and recruitment plans. It is also necessary for faculties/institutes, as well as individual staff, to utilize analysis tools, such as SciVal and Pure, in their research analysis in order to increase research capabilities, and also the number of S assessments.

(3) International Exchange

In the area of International Exchange, academic staff who were involved in the publication of international co-authored papers and international collaborative research, services as a member of an internal joint research team and an international institution, hosting of an international conference, acceptance of overseas researchers, acceptance of many overseas students, or the arrangement of overseas study for Japanese students, etc., received an S assessment. In terms of efforts made by faculties/institutes to increase the number of S assessments, activities that are being carried out include participation in international academic societies, active involvement in international joint research, initiation of Kyushu University international alumni networking to enhance the level of internal communication, and increased public relations for Kyushu University overseas.

Compared with the previous evaluation, the proportion of S assessments has doubled, suggesting a high level of activity by academic staff in this area. On the other hand, the number of academic staff who received an L assessment has increased to 103 in this area, reminding us to be more diligent.

Under the mission of “躍進百大 (Kyushu University leaps into the world’s top 100 universities in every field)” as a global hub, Kyushu University is expected to be as competitive as other prestigious universities, outstanding in terms of education as it fosters global talent, and outstanding in terms of its research as it competes successfully in the competitive global research environment. Kyushu University has not yet satisfied some of the application requirements related to a Designated National University. All staff, as part of their respective faculties/institutes, and as part of the university as a whole, are expected to be actively involved in international exchange in their teaching and research in order to increase the overall performance of the university as a whole.

(4) Collaboration with Society

In the area of Collaboration with Society, academic staff who received an S assessment were involved in service as a specialist with expert knowledge in committees for the state government and local municipalities, involved in academic society and outreach, or contributed to the improvement of hospital management, etc. In terms of efforts made by faculties/institutes to increase the number of S assessments, activities that are being carried out include raising the level of education in society through holding lectures for citizens, and promoting active involvement in academic societies, etc.

Compared with the previous evaluation, the proportion of S assessments has doubled, suggesting a high level of activity by academic staff in this area. On the other hand, the increase in the number of academic staff that received an L assessment reminds us to be more diligent.

In the evaluation of the performance of national university corporations in respect of mid-term objectives (2nd period: FY2010-2015), we received an assessment of “moderate,” i.e., “おおむね良好” by the National University Corporation Evaluation Committee for our goals related to social contributions. The assessment is lower than that in other goals. The stated aim of Kyushu University in the action plan is “to be a university that develops in tandem with society,” and other goals include energetically contributing to the creation and development of regional industry by driving innovation in science and technology. In light of such aims, each of our academic staff is expected to further increase their level of activity in this area.

(5) Administration & Management

In this area, academic staff who received an S assessment were personnel whose contribution to the administration and management of the university as senior vice president, a member of a university committee, or as a dean/director was recognized. Some staff received an S assessment on account of their efforts in establishing the School of Interdisciplinary Science and Innovation. It is reasonable to say that the huge achievement of establishing the School of Interdisciplinary Science and Innovation was only made possible by the active involvement of all faculties/institutes and their staff, which is reflected in the high evaluation ratings for the effort of faculties/institutes.

5. Evaluation of Each Faculty/Institute

The review of departmental evaluation results reveals that each faculty/institute conducted the evaluation sincerely and appropriately in most parts. We would like to express our deep gratitude for your understanding and cooperation in this evaluation project.

Although this evaluation is not a relative assessment, it was observed that from a cross-sectional viewpoint, the balance of each rating varies among faculties/institutes. While it is impossible, of course, to run a simple comparison due to differences in the nature of each faculty/institute and in the duties of their academic staff members, it would appear to be beneficial, however, if more effort could be made to increase the activity level of academic staff in faculties/institutes with many S or H assessments. For example, at the Research Institute for Applied Mechanics, they adopted a system in which a unique standard for S assessment was established within the institute that specifies activity content and clearly indicates the quantified target value. Staff were required to present individual achievement targets for self-evaluation in order to promote the PDCA cycle of individual staff members. As this system is facilitating increases in the activity level of academic staff and making the evaluation process work more efficiently, it is recommended that others too refer to this system.

For those faculties/institutes with many L assessments, it is expected that they analyze the results to ascertain the cause, and take positive action to make changes and promote further increases in activity

level with the aim of achieving even higher levels.

6. Final Comments

We received many opinions regarding the evaluation, including some relating to evaluation methods, evaluation content and Q-RADeRS usability and convenience. We are considering those opinions and will use them as reference in preparation for the next evaluation.

The partial revision of the Basic Policy dated March 28, 2017 includes a change to allow faculties/institutes to make unique standards for evaluation or evaluation methods in order to reduce the workload of faculties/institutes and academic staff during the evaluation process. Please consider using this in your faculty/institute in the next evaluation.