

## Summary of the Fourth Academic Staff Evaluation (2018 to 2020)

University Evaluation Committee

October 6, 2021

The academic staff evaluation program, which was officially launched in 2008, has two primary objectives: first, to help staff to ascertain the current status of their education and research activities through self-evaluation and thereby to obtain clues for making improvements, and second, 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 and so that they can work to revitalize their organizations.

The fourth academic staff evaluation (covering the period of 2018 to 2020) was carried out in accordance with the document “Implementing Academic Staff Evaluation at Kyushu University (Basic Policies),” which was determined by the President on March 17, 2006. The evaluation results for academic years 2018 to 2020 are as shown below.

### **1. Overview of Evaluation Results**

The academic staff evaluation has two parts: (1) an evaluation of the status of educational and research activities and (2) area-specific evaluations for such aspects of faculties’ and institutes’ operations as Education, Research, International Exchange, Collaboration with Society, and Administration & Management.

Overall, only a very small number of areas garnered an evaluation of “L: Low-level of activity,” and we believe that a certain level of quality characterizes activities in all areas and that academic staff are doing a good job.

In particular, close to 70% of respondents offered high evaluations of either S or H for activities in the Education and Research areas, and faculties and institutes offered many positive comments such as the following:

- “Initiatives are being carried out in an energetic manner.”
- “Evaluation results accurately reflect the status of overall faculty/institute activities as well as of individual academic staff activities.”

Evaluations of the International Exchange, Collaboration with Society, and Administration & Management areas included more M and L results than did those of the Education and Research areas, reflecting some degree of lag in performance. However, faculty and institute comments describe how the COVID-19 pandemic led to unavoidable restrictions on movement and to the cancelation of events, and it can be assumed that a more energetic level of activities will resume once the impacts of the pandemic fade.

The following reflect the general tenor of comments from faculties and institutes concerning overall issues with the evaluation process:

- (1) High evaluations of S and H in self-evaluations incorporate an extremely high degree of subjectivity, and some reflected judgments with which supervisors would not concur.
- (2) Academic staff members differed in terms of the standards by which they evaluated themselves, making it necessary to provide example self-evaluations in advance.
- (3) Although some academic staff members are working diligently towards ambitious goals which they've set for themselves, others have established less demanding goals that readily support S and H evaluations.
- (4) The tendency of academic staff to divide along the lines of adopting either qualitative standards or quantitative standards made the evaluation process challenging.

With regard to issues (1) and (2), many faculties and institutes have established their own standards to enter into use with the fifth academic staff evaluation and clarified how ratings are to be used, and we expect those efforts to go some distance towards resolving these problems. With regard to issues (3) and (4), the Basic Policies include the following provision: "Faculty/institute deans, faculty/institute Committees for Academic Staff Evaluation, and others in leadership positions may interview academic staff members and coordinate the goals and plans established by those academic staff members." As a result, faculties and institutes need to take the first step towards reducing these discrepancies internally. In any case, it is desirable that all academic staff members in faculties and institutes be made aware of the significance of academic staff evaluations as well as of the manner of their implementation and their underlying approach.

When the overall evaluation is broken down by faculty and institute, there is a significant amount of variability, with high marks of S and H accounting for more than 70% of all evaluations in some faculties and institutes but less than 30% in others (see page 4). In light of the fact that these variations are impacted to a significant degree by the characteristics of individual faculties and institutes, and considering that the Basic Policies include a policy of "not conducting relative evaluations that transcend faculties/institutes," this variability does not necessarily constitute an issue that needs to be addressed. However, it is desirable that faculties and institutes cultivate a sufficient internal discussion of proper evaluation techniques.

Unlike the fourth academic staff evaluation, the fifth academic staff evaluation (2021 to 2023) in principle will be conducted using standards set individually by faculties and institutes, and that approach can be expected to yield more objective evaluations.

## **2. Future Implementation of the Academic Staff Evaluation Program**

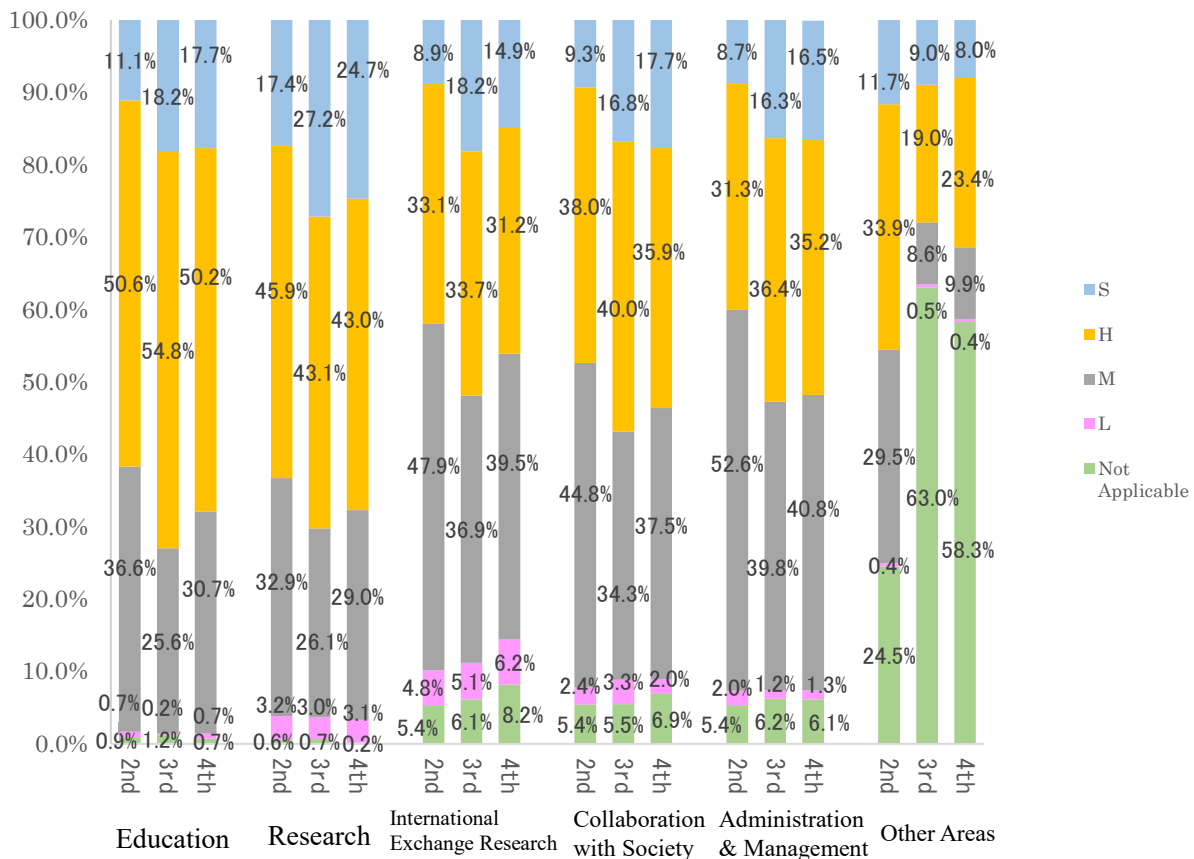
Observers of the academic staff evaluation have pointed to implementation issues, specifically by noting that fair evaluation is made difficult by differences in the level of difficulty characterizing goals set by individual academic staff members and significant differences in the amount of information included in evaluations; they have also raised questions about the significance of the evaluation itself in light of overlap with outside evaluations and other internal evaluations.

Concerning this evaluation program, we would like to see faculty and institute deans, faculty and institute Committees for Academic Staff Evaluation, and others in leadership positions work to carry out fair evaluations by coordinating academic staff goals and plans and establishing faculty- and institute-specific standards so that the program can serve its original purpose of improving the activities of individual academic staff members and offering faculties and institutes an opportunity for organizational revitalization.

With regard to overlap of evaluations, parallel academic staff performance evaluations and other programs cause academic staff members to experience higher workloads, and it will be desirable to study the optimal approach going forward from such standpoint as the manner in which academic staff evaluations should be conducted in the future, their relationship to other evaluations, and their influence on compensation.

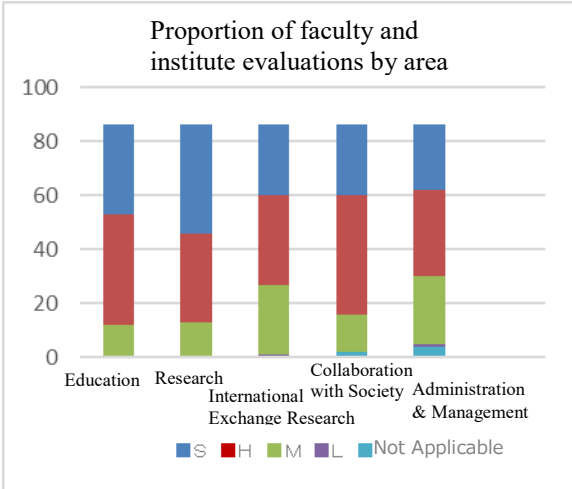
**Overall evaluation**

Number of academic staff evaluated (4<sup>th</sup>): 2,100 (Others: 1,408)  
 (3<sup>rd</sup>): 2,033 (Others: 1,530)  
 (2<sup>nd</sup>): 2,033 (Others: 678)

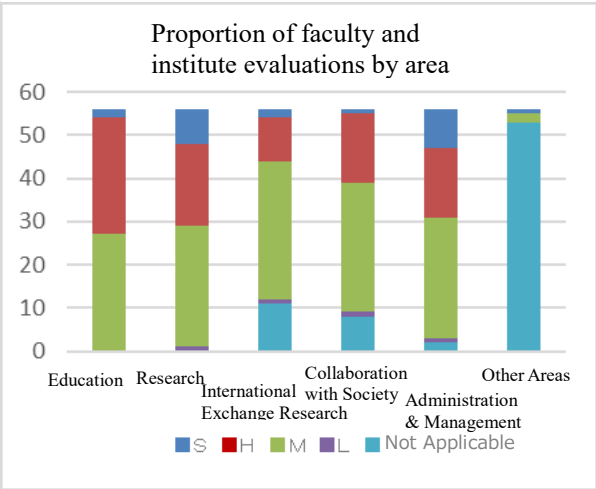


**Faculty and institute evaluation results**

Faculty/institute A



Faculty/institute B



[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.