

Some remarks on
the university evaluation
from a viewpoint of private
universities

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A flood of evaluations? Getting tired of evaluation?

- Internal inspection and evaluation (1991-)
- External evaluation
- Evaluation by certified organisations (2004-)
- Funding or subsidising by evaluation (over 20% of governmental spending for higher education)

Venture to make brief comments on this kind of situation as a member of private universities.

This does not represent opinions of private universities as a whole.

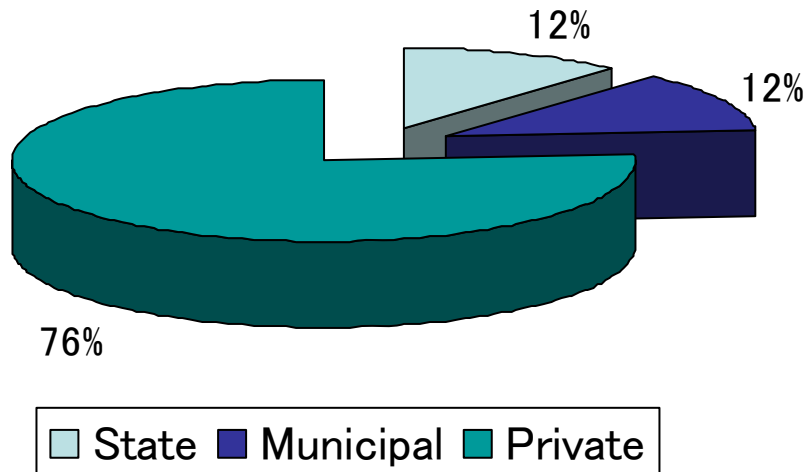
About private universities (1)

Tradition of thinking somewhat peculiar to Japan:
Distinguishing (not classifying) universities and colleges by their funding systems.

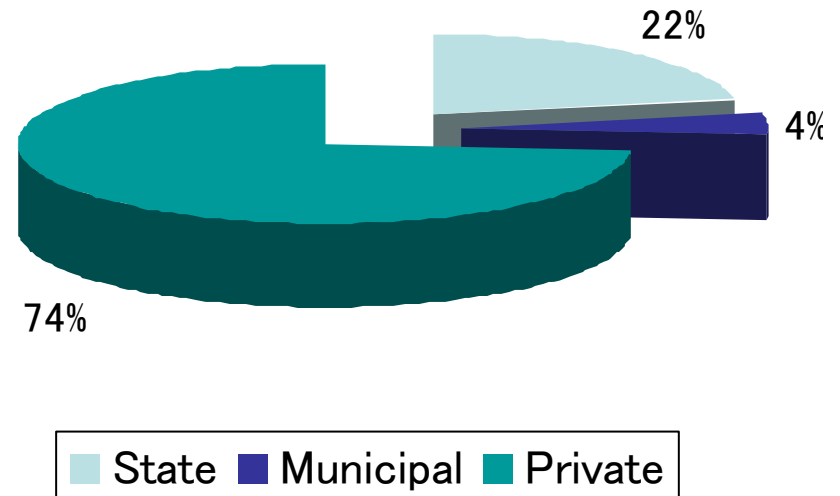
- Governmental (State)
- Municipal governmental
- Private

About private universities (2)

Number of institutions



Number of students

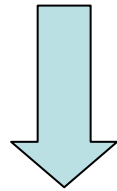


Excluding junior colleges

As of 1 May 2006

About private universities (3)

Contributing to the society and the public welfare through their education and research activities.
Educated people's contribution to the society.

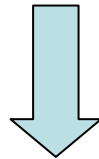


Private activities in the public sphere.

About private universities (4)

Mainly financed by private sectors: tuition, donations, revenue from the fund, and business activities.

Subsidies from the government: c. 10%



The only way to continue their service to the society is to be supported by the public. How to persuade the people is the crucial matter.

About Keio University (1)



KEIO 150
Design the Future

150th Anniversary in 2008

- Founded in 1858 by intellectual leader and visionary Yukichi Fukuzawa
- One of the oldest private universities in Japan
The 150th anniversary in 2008
- Comprehensive educational system
(primary through graduate level)
- Media Centers on all campuses house more than 3.7 million books and publications

About Keio University (2)

- 7 campuses
 - **Japan**: Mita, Hiyoshi, Yagami, Shinanomachi, Shonan-Fujisawa (SFC)
 - **Abroad**: Keio Academy of New York (USA)
- 9 undergraduate faculties; 11 graduate schools
 - Keio Business School (KBS) ranked number one in the country
 - **2005**: Establishment of Graduate School of Health Management
 - **2004**: Establishment of professional Law School
- 8 affiliated primary, junior and senior high schools
- 3 overseas offices (USA, UK, Korea)

About Keio University (3)

Faculty & Students *(May 2005)*

- 3,600 Faculty and Staff Members

Professors	718
Associate Professors	342
Assistant Professors	270
Instructors	479
Administrators	1,798
Total	3,607

- 32,000 Students

Undergraduate	27,971
Graduate (Masters)	2,712
Professional (Law School)	507
PhD	1,093
Total	32,283

About Keio University (4)

Enrollment & Degrees Conferred

- New Enrollments (2005)*

	Undergraduate	Graduate
from within Keio system**	1,424	1,220
from outside Keio system	5,054	502
Total	6,478	1,702

- Degrees conferred (2004)

Undergraduate (Bachelor)	6,747
Graduate (Masters)	1,087
Graduate (PhD)	226

- * Correspondence school students not included
- ** 71% of Keio affiliated high school graduates are accepted into Keio undergraduate programs
- ** 97% of students who complete undergraduate degrees at Keio are accepted into one of the graduate schools

About Keio University (5)

Finance

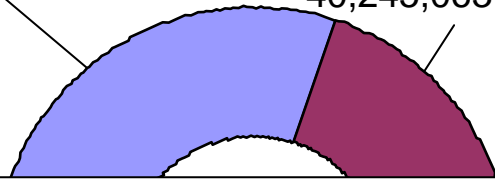
- FY2004 Cash flow statement
 - 169,014,940,000 yen (approximately \$1.5 billion USD)
- Credit Rating
 - Standards and Poors (USA): AA , stable outlook
 - Rating and Investment Information (Japan): AA+

About Keio University (6)

Finance: Revenue & Expenditures (FY2004)

Tuition Fees
43,156,119 (37%)

Income from
Medical Activities
40,245,063 (34%)



REVENUE

117,013,454,000 yen
(approx. \$1.03 billion USD)

Other
9,066,862
(8%)

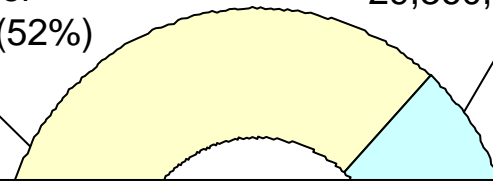
Donations
4,191,527
(4%)

Income from
Business Activities
7,082,375 (6%)

Subsidies
13,271,509
(11%)

Personnel
60,619,249 (52%)

Education and Research
29,360,707 (25%)



EXPENDITURES

116,241,005,000 yen
(approx. \$1.02 billion USD)

Other
1,790,311
(2%)

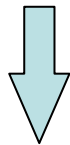
General
Administration
2,661,811 (2%)

Hospital Operation
21,808,927 (19%)

A basic understanding of the current environment for the higher education (1)

Fierce competition in the international market for the higher education.

- Saturated market in OECD countries.
- Penetration of transnational institutions into the rapidly growing market in Asia.
- Technological advance: e-Learning. OCW etc.
- Strength of English as an international language.

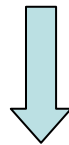


How to add an intellectual value to the educational power.

A basic understanding of the current environment for the higher education (2)

Competition in the domestic market.

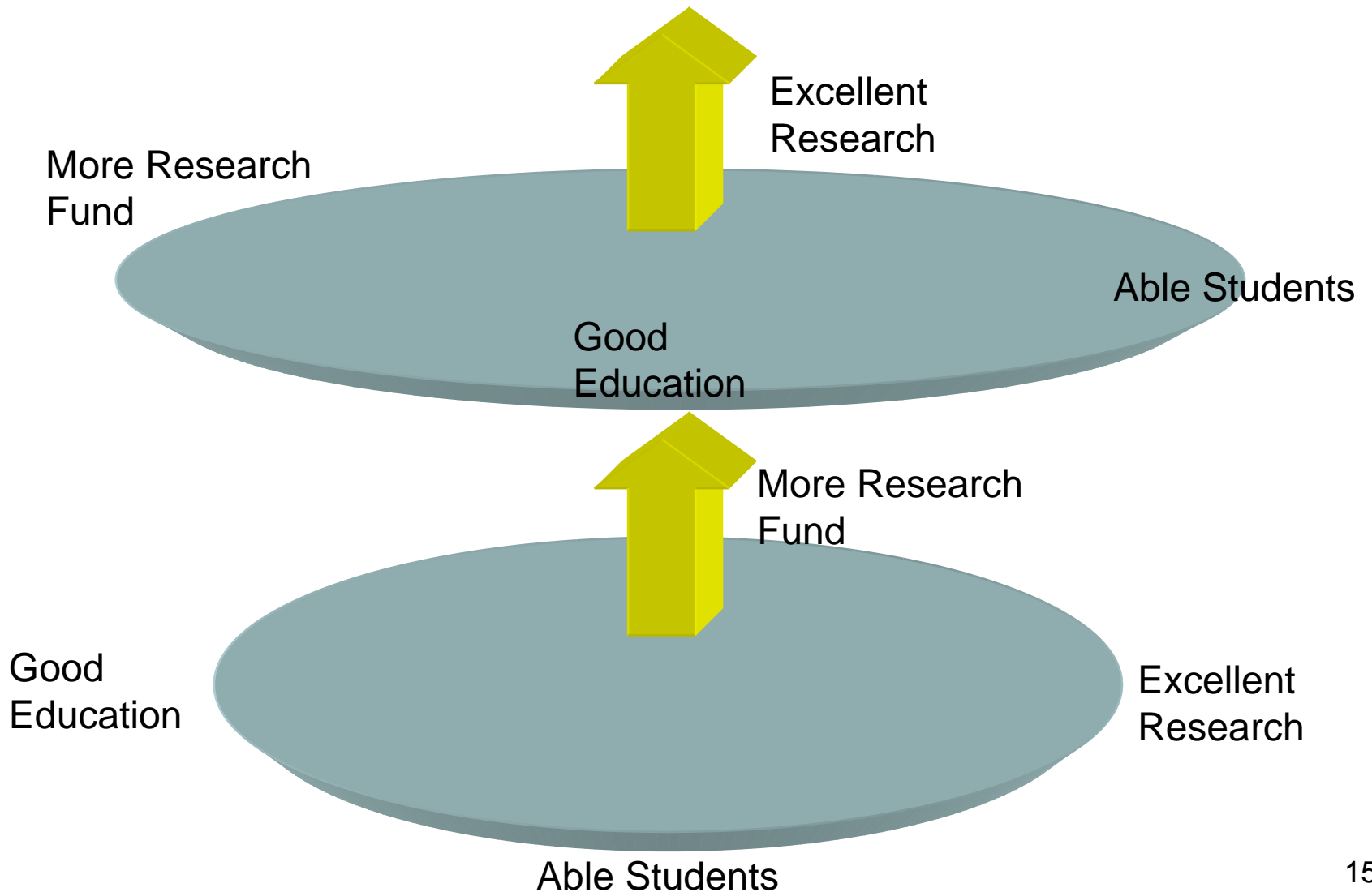
- Demographic change: Decrease in the 18-year-old population
- Diversification of demands for the higher education: multi ages and multi social backgrounds
- Proliferation of 'University' since the 1990s along with the relaxation of the regulations.
- Independent operation of state universities.
- Non-price competition – competition in the quality of education.



How to build up own strength.

How to find its own market.

Reform to survive and grow in the competitive environment.



To participate in the competition

- Quality assurance: variety with a comparable standard though variety is the vital part of private universities.
Bologna Process in Europe
UNESCO/OECD Guideline
Evaluation by certified organisations
- Transparency: To overcome unsymmetrical distribution of information, including financial information of the institution

Essential factors to be a player in the market.

Two aspects of evaluation

1. Valuable opportunity to demonstrate the strength of the institution esp., for private universities.
Strength in education: e.g.. Liberal arts education or Professional education?
Strength in research: e.g.. Science or Literature?
2. Evaluation as a starting point of reform.
Continuous effort to reform the education and research system is the most essential factor to remain in the market.

Evaluation as a starting point of reform

Four stages of evaluation

1. Internal inspection and evaluation of achievements: Common knowledge about the current situation for all members.
2. External evaluation by external advisors: Objectify the internal evaluation.
3. Evaluation by the certified organisation: Commitment to the reform in public.
4. Actions for the reform.

A Case of Keio University (1)

No unified organisation for internal inspection and evaluation before 2003 though continuous inspection and evaluation had been made by various committees, departments and faculties.
e.g.,

Business School's external evaluation body.

SFC faculties as a forerunner in this field.

Keio Yearbook with a viewpoint of internal inspection.

Individual faculty reports and external advisors.

A Case of Keio University (2)

- 2003 All Keio Internal Inspection and Evaluation Committee was formed.
Discussion about the format and procedures.
- 2004 Inspection and evaluation work.
A Provisional Report was published.
External evaluation committee.
- 2005 Application for the certified evaluation to Japan University Accreditation Association with the final version of *the Report of Internal Evaluation*.
- 2006 Evaluation report by JUAA
Obtained the certified evaluation.
Feedback to individual faculties and to University education committee for the improvement of education.

A Case of Keio University (3)

JUAA's Evaluation Report for Keio University

- 98 merits such as vigorous initiative for internationalisation, positive actions for the promotion of research and so on.
- 34 demerits such as a lack of unified system for the evaluation of lectures by students and little effort for the faculty development and so on.
- No deficit indicated.

A Case of Keio University (4)

Feedback for improvement

- Efforts by each faculty – fundamental device.
- Efforts to establish a unified system of lecture evaluation by students and FD system by the University Education Committee: 9 of 34 demerits were concerning these matters. Learning from SFC's experience (a pioneer and the most advanced in this field in Japan).
- The 150th anniversary projects: A structural reform programme for coming 10 years.

A Case of Keio University (5)

Several weak points detected during the process.

- Multi-versity syndrome? : Conflicts between the traditional autonomy of individual faculties and unified efforts as a university.
- Strength and weakness of Keio's fundamental idea: A spirit of 'Independence and Self-Respect' vs. tendency toward licence.
- A 'brand' university's fate? : A lack of 'a sense of crisis' in the rapidly changing environment.

A Case of Keio University (6)

- Necessity to overcome these problems through the persistent negotiations between faculties and the university headquarters for survival and growth in the highly competitive environment.
- Evaluation as a basic material for policy making: How to overcome the 'demerits', and How to develop 'the merits' further.
- Determined to become 'an advanced model of the university in the 21st century'.

For the future of private universities

University Evaluation

- Quality assurance and transparency to be a player in the market.
- Valuable opportunity for demonstrating their strength and persuading the society for their 'reason for being' to remain in the market.
- A starting point of reform to become a strong player in the market