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組織改革の取組について
About Initiatives for Institutional Reforms

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松本総長からのメッセージ
Message from President Hiroshi Matsumoto

京都大学の組織改革の実現に向けて
Looking Ahead to the Achievement of Institutional Reforms at Kyoto University

時代や社会の変遷に伴い，学問諸分野の発展は従来にも増して加速し，昨今の高等教育を取り巻く環境もめまぐるしく変化するなか，大学には，社会からこれまで以上に強い関心と期待が寄せられ，これらの変化に迅速かつ柔軟に対応することが求められています。

In keeping with the changing times and the shifts occurring in our society, academic fields are evolving at a faster rate than ever before, and the environment surrounding higher education today is transforming at a dizzying speed. Against that backdrop, society's interest in and expectations of universities are stronger than ever before. Universities must respond to these changes with speed and flexibility.

京都大学渉外部広報・社会連携推進室
http://www.kyoto-u.ac.jp/

また，文部科学省からは，平成24年６月に「大学改革実行プラン」，平成25年11月に「国立大学改革プラン」が示されたことを受け，私が京都大学の総長に就任して以来，各国立大学の改革に向かう気運がますます高まっていることを実感しています。

このような状況のなか，我が国の学問の維持・発展を先導すべき京都大学において重要なことは，優秀な教育者・研究者が組織の枠を超えてより広く活発に交流することにより，あらゆる問題意識を共有し，これからの教育研究のあり方について共に試行錯誤しながら，全学一丸となって京都大学の将来像を描いていくことです。「京都大学の持続的発展を支える組織改革の骨子」に基づく学域・学系制の導入は，そのような土壌を醸成し，本学の伝統である先取の精神にのっとり，学際分野や新しい学術分野の創成，社会ニーズ等に対応した教育研究プログラムの創出や組織再編を自主的・自律的に進めるために大変有意義であると確信しています。

この改革を遂行するなかで，全学の叡智を結集し，伝統を基礎とした革新と創造の魅力・活力・実力ある京都大学としての強み・特色を社会に強く明示し，優秀な学生や教員を確保しつつ，次の第３期中期目標・中期計画，さらにその先を見据えた教育研究機能の強化をより強力に推進してまいりたいと思います。

これからの京都大学の明るい未来のため，引き続き皆様のご理解・ご協力をお願いします。

In addition, with the announcement by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) of the “University Reform Action Plan” in June 2012 and the “National University Reform Plan” in November 2013, I have felt an ever-increasing momentum toward reform at all of the national universities since I became president of Kyoto University.

In that context, what is important for Kyoto University, as an institution that must take the lead in sustaining and developing scholarship in our country, is to share our awareness of a wide range of issues by encouraging broad-based, active exchange among talented educators and researchers, regardless of institutional boundaries. While exploring through trial and error how to shape education and research in the future, our entire university must come together as one to mold the future image of Kyoto University. I believe that the introduction of the division/section system based on the “Summary of Institutional Reforms to Support Kyoto University’s Sustained Development” will provide fertile soil for such endeavors. I am confident that this will be a significant measure that will allow us to capitalize on the university’s traditional spirit of taking the lead, as we independently and autonomously create interdisciplinary and new academic fields, while at the same time developing new education and research programs and carrying out institutional reforms in response to the needs of society and other important factors.

As we carry out these reforms, I hope that we can pool the collective wisdom of the entire university and clearly demonstrate to society the strengths and unique characteristics of Kyoto University as an institution that is grounded in tradition, yet is innovative and creative, with tremendous appeal, vitality, and capability. While securing exceptionally talented students and faculty members, I hope that we can powerfully promote a further strengthening of our education and research functions with an eye to the upcoming 3rd Mid-Term Targets/Mid-Term Plan, and beyond.

I hope that you will continue to give us your understanding and cooperation as we work to build a bright future for Kyoto University.

江﨑総務・企画・情報環境担当理事からのメッセージ

Message from Prof. Nobuyoshi Esaki, Executive Vice-President for General Affairs,Planning and Information Infrastructure

組織改革に係る検討と骨子について

Regarding the Summary of Institutional Reforms and its Formulation

国立大学法人化以降，大学の基盤的経費である運営費交付金の逓減などの厳しい財政状況に加え，国内の18歳人口の減少や世界的な大学間競争の激化など，高等教育を取り巻く環境は厳しさを増しています。このような状況下で，京都大学が世界のリーディング大学として人材育成と学術研究の

Since the incorporation of Japan’s national universities, the environment surrounding higher education has become increasingly challenging. In addition to the difficult financial conditions, including the gradual reductions in the management expense grants we receive to cover the university’s basic expenditures, the 18-year-old population within Japan is shrinking, and there is fiercer global competition than ever among universities. Given those circumstances, in AY2011 we formulated the “Ten Years On: System to Reform

中核を担いながら大学全体としての機能強化を図るため，平成23年度に「10年後の京都大学の発展を支える教育研究組織改革制度」を策定しました。

平成24年度から，その組織改革制度に基づき，私が委員長を務める企画委員会のもとに教育研究組織改革専門委員会を設置し，将来の京都大学の教育研究活動のさらなる活性化・発展を支える組織体制の確立に向け，学外有識者のご協力をいただきながら，部局と本部執行部との間の「対話（熟議）」等を通じて，およそ２年にわたり検討を重ねてまいりました。

その結果，このたび，本学における組織改革の大枠の方向性となる「京都大学の持続的発展を支える組織改革の骨子」（平成26年３月27日役員会決定）［資料１］を策定するに至りました。

今後，本骨子に基づき，主に以下のことを実現するために，第２期中期目標・中期計画期間の最終年度にあたる平成27年度中に学域・学系制を導入することを目指して具体的な検討を行い，第３期中期目標・中期計画の策定に向けた京都大学の将来構想に関する検討も併せて行っていくこととなります。

（１）広い視野と全学的視点で優れた教員を確保する体制の構築（人事の透明性の確保）
（２）定員削減への対応
（３）部局の枠を越えた教育研究の全学実施体制の構築
（４）社会ニーズ等に対応した教育研究プログラムや学際・新学術分野の創出と組織再編等の実現

なお，骨子の中で謳われている学域・学系の組織体系，組織再編を促進する体制や教員人事体制のイメージについては［資料２］を，また，全学の機能を支えるインフラ的な機能を果たす機構等（以下，全学機能組織という）のあり方のイメージについては［資料３］をそれぞれ参照ください。

これまでの検討に関わってくださった学外有識者をはじめ，部局長，教職員の方々に感謝申し上げるとともに，今後の学域・学系制の導入と教育研究組織改革に向け，引き続きご協力くださいますようお願いいたします。

Education and Research Organizations to Support the Future Development of Kyoto University," which was designed to enable Kyoto University, as a global leading university, to play a central role in human resource development and academic research, and to strengthen the functions of the university as a whole.

Based on that institutional reform system, from AY2012, an Expert Committee on Education and Research Organization Reform was established under the Planning Committee that I chair. With the goal of establishing an organizational structure that will support the further invigoration and development of our university's education and research activities in the future, the Expert Committee has been examining the issue for roughly two years through ""dialogues" (careful deliberations)" between representatives of the faculties, schools, and institutes, and the officials of the Administration Bureau, and also in cooperation with experts from outside of the university.

As a result, we have produced the "Summary of Institutional Reforms to Support Kyoto University's Sustained Development" (approved by the Board of Executive Directors on March 27, 2014) [Document 1], which provides the direction for the general framework of Kyoto University's institutional reforms.

Based on this summary, in order primarily to achieve the four goals listed below, we will hold concrete deliberations aimed at introducing the division/section system in AY2015, which will be the final year of the 2nd Mid-Term Targets/Mid-Term Plan period. At the same time, we will hold deliberations on the future vision for Kyoto University as we look to draft the 3rd Mid-Term Targets/Mid-Term Plan.

(1) Construct a system for securing outstanding faculty members with a broad outlook and university-wide perspective (ensure transparency of personnel system)
(2) Respond to quota reductions
(3) Create a university-wide system to carry out education and research that transcends the frameworks of faculties, schools, and institutes
(4) Create education and research programs, interdisciplinary fields, and new academic fields, and carry out institutional restructuring in response to the needs of society and other demands

In addition, please refer to Document 2 to see how we envision the division/section institutional structure, the system to encourage reorganization, and the faculty personnel system that are stipulated in the summary, and to Document 3 to see how we envision the university-wide organizations that fulfill an infrastructure-like function in support of the entire university.

I would like to thank all those involved in the deliberations to date, including the external experts that we consulted, as well as our deans, directors, and faculty members. At the same time, I would like to ask for your continued cooperation as we look ahead to the introduction of the division/section system and to the reform of our education and research organizations.

大嶌副学長（大学改革担当）からのメッセージ

Message from Prof.Koichiro Oshima Vice-President for University Reforms

平成26年２月18日に大学改革担当副学長を拝命し着任しました。今回の組織改革の骨子の決定を受け，今後の京都大学のさらなる発展に向けて改革の推進に寄与していく所存です。

さて，学内組織の中には，学部・研究科や研究所等の教育研究組織のほかに，現在，私が部局長を務めています環境安全保健機構などの，全学の教育研究を支援する役割を担う全学機能組織があります。

本骨子では，この全学機能組織について，業務体制のあるべき姿を明確にし，効率的かつ機動的な運営を促進するとともに，その活動内容を学内外により見える形にしていくこととされています。

今後は，これまで私が機構長として得てきた知見を生かし，第２期中期目標・中期計画期間終了までに，学域・学系制の導入と合わせて，当該組織の整理・見直しについても積極的に取り組んで参ります。

何卒ご協力くださいますようお願いいたします。

On February 18, 2014, I was appointed and took up my post as vice-president for university reforms. Following the formulation of this summary of institutional reforms, I am determined to work on their implementation to further enhance the development of Kyoto University in the future.

Currently, among the various university structures, in addition to the faculties, graduate schools, research institutes, and other education and research organizations, there are also university-wide organizations that play a role in supporting the entire university's education and research activities. These include the Agency for Health, Safety and Environment, for which I currently serve as director-general.

In this summary, the vision for the operating system of these university-wide organizations is clarified, which will encourage efficient and flexible management, and at the same time will make the content of the organizations' activities visible to those both within and outside of the university.

I hope to utilize the insight I have gained as director-general of that organization, and, in keeping with the introduction of the division/section system, I will actively work to organize and review the relevant organizations by the end of the 2nd Mid-Term Targets/Mid-Term Plan period.

I humbly ask for your cooperation as I work to carry out these objectives.

The English edition is from page 4190（英語版は4190ページから）

資料１

平成26年３月27日
役　員　会　決　定

京都大学の持続的発展を支える組織改革の骨子

１．組織改革の必要性・目的

昨今の学問諸分野の発展は従来にも増して加速し，異分野の統合発展の可能性がますます拡大している。一方，学問の発展は分野の細分化をもたらし，ともすれば大学の教育研究組織の硬直化を引き起こす可能性がある。本学が，このような状況に対応し，学問の発展を支え，それを積極的に主導するためには，全ての教員ならびに組織がそれぞれの力を存分に発揮しつつ，互いを知る機会を拡充して相互に協力し合うだけでなく，その協力のあり方を適切かつ柔軟に変えてゆける組織体制を構築しておくことが不可欠である。

国立大学がおかれている環境に目を向けると，国立大学法人化以降，大学の基盤を支える運営費交付金は毎年定率で減額され続けており，国立大学の持続的発展にとって必ずしも好ましくない状況が続いている。また，国内の18歳人口の減少や学生獲得をめぐる国際的な大学間競争の進展，大学教育に対するニーズの変化など，本学が教育面で対応を迫られる問題も増加している。このような状況は今後も継続すると考えられることから，本学としてはこうした環境変化にしなやかに対応しつつ，各種の課題を適切に解決しうる組織体制を構築しておく必要がある。

すなわち，基礎的・基盤的な学術分野における教育研究を維持しつつ，先駆的な取組を柔軟かつ迅速に行いうる体制であり，なおかつ学問の発展や社会的ニーズの変化等に応じて，本学における教育研究のミッションや組織のあり方を随時自律的に見直しうる体制が求められている。

本学には国内トップの総合大学としての強みがある。本学の持てる総合的な力を存分に発揮できるよう，そのスケールメリットを活かしつつ，組織編成の効率化･合理化や教育研究に係る基盤的資金･競争的資金の拡充を図り，既存の組織の枠を超えて連携協力する体制の構築を目指す。

国内外の社会からの本学に対する期待はますます増大しており，本学の果たすべき使命・社会的責任は重い。本学がその使命と責任を果たし，世界をけん引する大学として輝き続けられるよう，全学一丸となって大学改革に踏み出そうとするものである。

２．学域・学系制※1の導入について

○学域・学系（教員組織）の設置および教育研究組織からの人事・定員管理機能の分離

教員の新たな所属先として学系を設置し，教員の人事に係る機能を果たす。複数の学系を学術分野等に応じて大括りにした集合体系として学域を設ける。

教員は教育研究組織に所属したまま，同時に学系に所属し，現在，教育研究組織が有している定員管理※2や教員候補者の決定等に係る機能を学系において果たす。学系は，より広い観点に基づき，教育研究組織に対して，教育課程および研究の実施に必要となる担当教員を確保する責任を負う。

なお，教育研究組織の機能を全うさせるという，学系が自らに課せられた責任を果たしていないと判断される場合も想定されるので，それを防止するために，責任の履行を確保する全学的な仕組みを設けるものとする（後述の全学会議を参照）。

※1. 教育研究組織の枠を超えた兼担等を柔軟に安心して行えるようにするための制度であり，本制度の導入後も教育・研究は，従前どおり，教育研究組織で行われる。また，予算配分は教育研究組織に対して行われること等からも，教育研究組織の教育・研究機能自体に変化が生じるものではない。

※2. 学系で管理する「定員」の定義については，今後の人事制度の改正に伴い変更がありうる。

○学域・学系制の導入による効果

(1) 広い視野と全学的視点で優れた教員を確保できる体制の構築(人事の透明性の確保)

教員人事の実施にあたる組織の適正な規模と教員選考基準を定め，人事の透明性を担保することにより，国内外からより優秀かつ多様な教員を確保する体制を構築できる。また，学内における諸学術分野の人材に関する情報を全学的に共有することにより，部局の枠を超えて，教育研究に必要な教員を確保できる。

(2) 定員削減への対応

定員削減の状況下においても，専門分野等を同じくする教員が，組織の枠を超えて広く教育研究に係る協働関係を構築することにより，大学全体としての教育研究機能を維持することができる。

(3) 教育研究の全学実施体制の構築

本学の強みである国内トップの総合大学としてのスケールメリットを活かして全学の人的リソースを有効活用し，教育研究活動の有機的連携を図ることにより，学部・研究科，研究所・センター等の組織の枠組みを超えた全学的な連携・協力が可能となり，学部教育・大学院教育や研究活動をさらに充実させることができる。

(4) 社会ニーズ等に対応した教育研究プログラムや学際・新学術分野の創出と組織再編等の実現

先駆的な取組により学問の源流を生み出してきた京都大学の伝統を踏襲し，教員が所属する教育研究組織の活動を強化して基礎的・基盤的な学術分野における教育研究を発展させつつ，多様な学問的・社会的ニーズに対応した新しい教育プログラムや研究プロジェクトを柔軟に進めることにより，学際分野・新学術分野の創成を活性化できる。

教員組織である学系に教員の所属が確保されていることから，教育研究活動の継続性を担保しつつ，教育研究組織における教員の所属を複数化あるいは変更することが容易になる。また，学系ならびに教育研究組織相互の闊達な協議を通じて，教育研究組織の機能が強化され，教育あるいは研究の先駆的な取組が進み，必要な組織再編も自律的かつ円滑に誘発されると期待できる。

このように，学域・学系制を導入すれば，既存の教育研究組織の枠を超えて教員同士が相互に交流することで，教育研究を支える組織のあるべき姿に関する活発な議論がなされ，結果的に京都大学の教育研究機能がさらに強化されると期待できる。

この取組は，教育研究の現場から教員の意識を乖離させてしまうものではなく，自由な発想や活動に基づき全学の教員が協働することで，むしろ教育研究の現場や教育研究組織の活性化に繋がるものである。

3．学域・学系制の制度概要

○学域・学系の設置

＜学系＞

・教員人事，定員管理，各教員の服務およびエフォート管理に係る機能を有する教員組織として，新たに学系を設置する。各教員は従前どおり教育研究組織に所属するとともに学系にも所属する。
・学系は，基本的に現在の教育研究組織に対応し，原則として30～100名程度の規模とする。
・学系間で特に緊密な関係に基づく連携を図る必要がある場合は，複数の学系で連合し，学系群を構成することを可とする。
※後述の学域を超えた学系群を構成することも可能

＜学域＞

・複数の学系を学術分野等に応じて大括りにした集合体系として「人文･社会科学域」,「自然科学域」,「医・薬学域」,「学際・先端学域」の４学域を設ける。各学域において学系間の協力体制を構築するとともに，各学系間の人事情報の共有等を通じて人事の透明化を図る。
・各学系はいずれかの学域に属する。ただし,その学系の構成等により主となる学域以外の学域(副

学域)へも属することを可能とする。また，専門を同じくする教員が学系・学域を超えて協議を行う等，学域にとらわれない全学的な協力関係を築くことも可能とする。

○学系間による協力体制の構築

・各学系は，定員削減や新たな教育研究プログラムの創成等，教育研究上の問題や課題に対処するため，関連分野の学系間で協議体を構成し，調整を図るとともに将来構想等について検討を行うこととする。

※学域を超えた協議体を構成することも可能

【補足説明】

■学系について

・学系における人事

教育研究組織に人員を配置する必要が生じた等の際，学系会議(教員選考委員会)において，学域共通の教員選考基準を踏まえて学系ごとに定めた教員選考基準および教育研究組織の教育・研究方針に基づいた教員選考を行うとともに，属する学域に教員選考内容(選考実施前)および選考結果(選考実施後)の報告を行う。

・学系長

各学系に学系会議(教員選考委員会)の委員長(当該学系に属する教員の互選に基づき総長が任命)として学系長を置く。

・学系群

複数の学系が一体となって人事に関する協議等を行うことができる。ただし，学系群を構成する場合においても，学域を通じて各学系の人事に関する情報をその他の学系へ提供するものとする。

■学域について

・学域の主な役割

各学系間の教員人事に関する情報の共有を密にすることを通じて，関連分野等の教員による議論の場(プラットフォーム)としての役割を担う。

具体的には，学系から人事に関する(事前および事後の)報告を受けた場合，その情報を各学系に提供することによって情報共有を図るとともに，学系の人事に他の学系の教員の参加を促すことで人事の透明性の向上を図る。また，学系の教員選考結果については，教員選考基準との照合・確認を行い，総長に任命の上申を行う。

このように，関連する学系同士による意見交換や同一学問分野の教員同士の協議の機会を生み出すプラットフォーム機能を果たすことにより，横断的に教育研究組織の発展的見直しに繋がる素地を醸成する。

・学域長

学域会議の議長として学域長(各学系長の互選に基づき総長が任命)を置く。学域会議により，全学の教員選考基準を踏まえた学域共通の教員選考基準を定める。

・主学域と副学域

原則，学系はいずれか一つの学域(主学域)に属することとする。ただし，その学系を構成する教員の陣容等の理由により特に必要な場合は，複数の学域(副学域)に属することも可とする。

なお，人事等の手続きにあたっては主学域を通じて行うものとするが，選考にあたっては副学域に属する他学系の意見を取り入れることができることとし，主･副の両方の学域に対して事前･事後の人事情報の提供を行うものとする。

■学系間における協力体制について

学系は個別人事の審査を行うほか，配当定員管理を通じて，教育研究組織に対して必要となる教員を配置し，また，エフォートを確保する。定員削減等により自学系のみでこれらの責任を果たすことが困難となった場合には，他の学系と協議体を構成して協力関係を形成し，教育研究組織に対する責任を全うするものとする。

教育研究組織の再編に関し，各学系は，全学の将来構想を踏まえ，教育研究組織と十分な連携を図るとともに，複数の学系が関連する場合には協議体における検討を通じて対処するものとする。
なお，学系は協議体を構成するが，分野の特性等のため不適切な場合は，この限りでない。

○新たな全学会議および将来構想検討委員会（仮称）の設置による企画機能の強化

＜新たな全学会議＞

・分野横断的な教育研究（プログラム）に関する調整，新たな学際分野の創出支援，学系の運営に関する調整および今後の教育研究組織のあり方の検討などを行う会議体として，執行部と各学系長からなる全学会議を新たに設ける。

＜将来構想検討委員会（仮称）＞

・新たな全学会議の直下に，全学の将来構想を検討する組織として全学将来構想検討委員会（仮称）を新たに設ける。

【補足説明】

※「新たな全学会議」および「将来構想検討委員会（仮称）」について，その構成等の詳細，部局長会議をはじめとする現制度における全学会議との相関関係や位置づけについては今後検討する。

■新たな全学会議

学域内，または学域をまたがる学系間の協議に基づく教育研究プログラムの企画や運営に関して，全学としての戦略や将来構想を踏まえた調整や新たな学術分野の創出にあたっての支援，今後の教育研究等に関する重要事項について審議を行う役割を有する。

その他，全学の教員選考基準の策定を行うほか，学系が教育研究組織に対して必要となる担当教員を確保する責任を果たさない場合には，教育研究組織の長の求めに応じて，その責任の履行を確保する役割も果たす。

■将来構想検討委員会（仮称）

これまで本学の特色としてきた教員の自主性を尊重しつつ，それを基礎として組織のあり方を決定していくにあたり，学系の自発性と学系間による協働作業を促すとともに，全学および学域の将来ビジョンの検討・作成を行う組織として設置する。

そこで，社会や国の動向等を踏まえた全学的な視点に立ちつつ，学問の動向等を見据えた学系間の議論の成果も踏まえ，将来ビジョンの検討・作成を行うことを通じて，本学としての教育・研究やその実施主体である教育研究組織等の将来のあり方を検討することにより，本学の運営基盤の強化に繋がることが期待できる。

4．全学機能組織における活動内容の透明化，効率的・機動的運営を図る体制の構築

○全学機能組織教員の学域・学系または全学機能教員部（仮称）への所属

・全学機能組織のうち，業務の比重が高い組織に所属する教員は，学域・学系とは別種の教員組織である「全学機能教員部（仮称）」に所属し，従来どおり全学機能組織にも所属する。なお，研究の比重が高い組織に所属する教員は，それぞれの学術専門分野に対応した教員組織である「学系」に所属するとともに全学機能組織にも所属し，また，関連分野の教育研究組織における活動を兼ねることができる。

＜全学機能教員部（仮称）＞

・全学機能教員部（仮称）に所属する教員の定員管理，労務管理，業務評価の実施等は，本部執行部が全学に対して説明責任を果たす。
・全学機能教員部（仮称）の教員人事は，本部執行部のもとに教員選考会議を設け，本部執行部で定めた教員選考基準に基づき，関連する学系の協力のもと，全学機能組織の業務方針に沿った選考を実施する。

（全学機能組織）
・高等教育研究開発推進センター
・総合博物館
・附属図書館（図書館機構）
・環境安全保健機構
・国際交流推進機構
・情報環境機構
・産官学連携本部
・学生総合支援センター
・大学文書館
・女性研究者支援センター
・白眉センター
・学際融合教育研究推進センター
※注：対象組織は現在の教育研究組織改革専門委員会（部会）の区分による。

【補足説明】

■全学機能組織教員の学系または全学機能教員部（仮称）への所属による効果

全学機能組織における研究の比重等を考慮し，教員の所属を「全学機能教員部（仮称）」と「学系」のいずれかとすることにより，それぞれの学術研究分野の視点から教員人事の検討等が可能となる一方で，全学機能組織の活動を包括的にとらえ，評価の観点や活動内容の透明化等を行うことが可能となる。また，多くの全学機能組織の教員が全学機能教員部（仮称）に所属することから，人事管理・労務管理の簡素化・効率化が図れるほか，スケールメリットを活かし，大学全体の方針に沿った機動的運営が可能となる。

■全学機能組織の見直し

全学機能組織は固定的な組織とはせず，中期目標期間ごとに全学機能教員部（仮称）のあり方と併せて見直しを行うこととする。

■教員配置について

継続配置の必要性，増減員の必要性，雇用職種の適切性を見極め，経営戦略に則った配置を立案・実施するとともに，各教員の任務・活動の内容（業務・教育・研究・その他）と各々のエフォート率，ならびに人事の状況（昇任の基準，手当等のあり方を含む）を可視化し，学内外への説明責任を果たす。

■教員評価について

主業務や他の任務の状況をエフォート率に照らして評価し，昇給や勤勉手当に反映させる。また，各教員のキャリアパスに配慮し，全国の同業教員コミュニティにおける活躍の状況，リーダーシップの有無を把握する。

5．今後の検討の進め方

・第２期中期目標・中期計画期間終了までに，本骨子案を基本として，組織改革の土台となる枠組みの導入を目指す。なお，枠組みの導入に向けた本骨子案の具体化にあたっては，本学にとってより良い改革の実現のために，学内の提案を積極的に受け入れつつ，検討を進めるものとする。

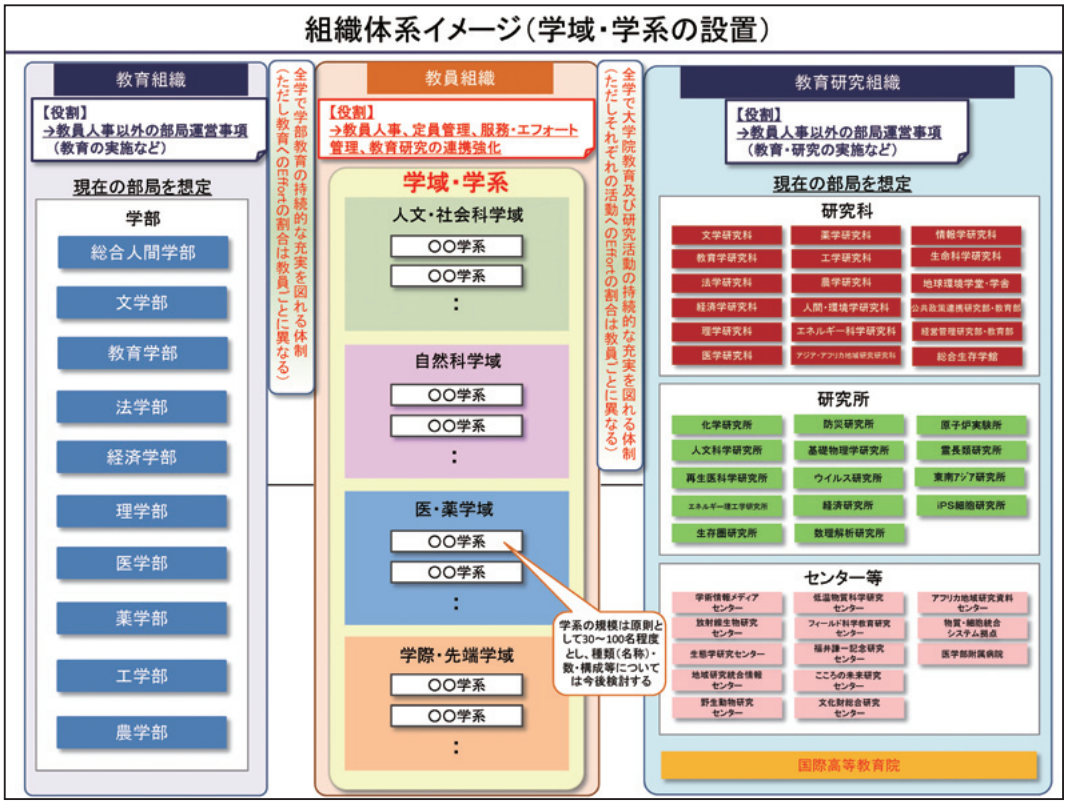
・上記の検討は，全学に開かれた検討体制のもとで行い，学内の実情等を踏まえ合意形成を図るものとする。なお，その検討体制や具体的な検討の進め方については企画委員会で定める。

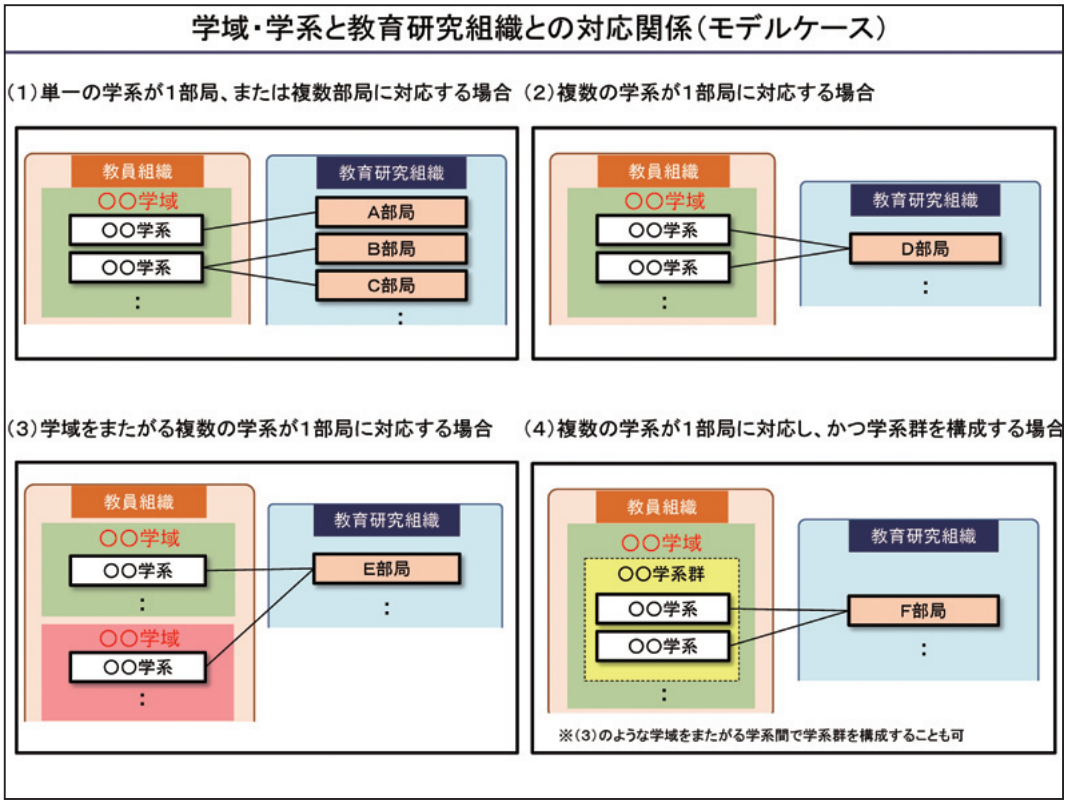
・組織改革の枠組みの導入後も，その効果等の検証を含め，定期的に見直しを行うものとする。

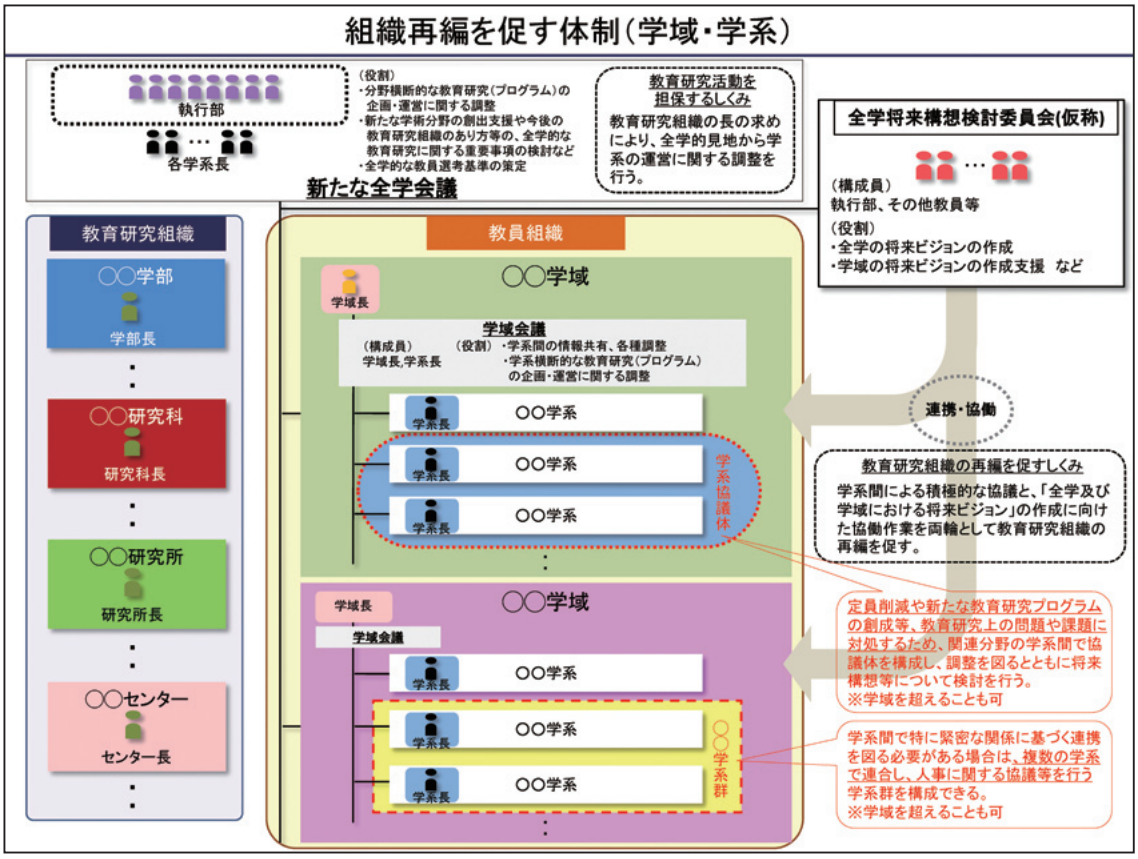
以上

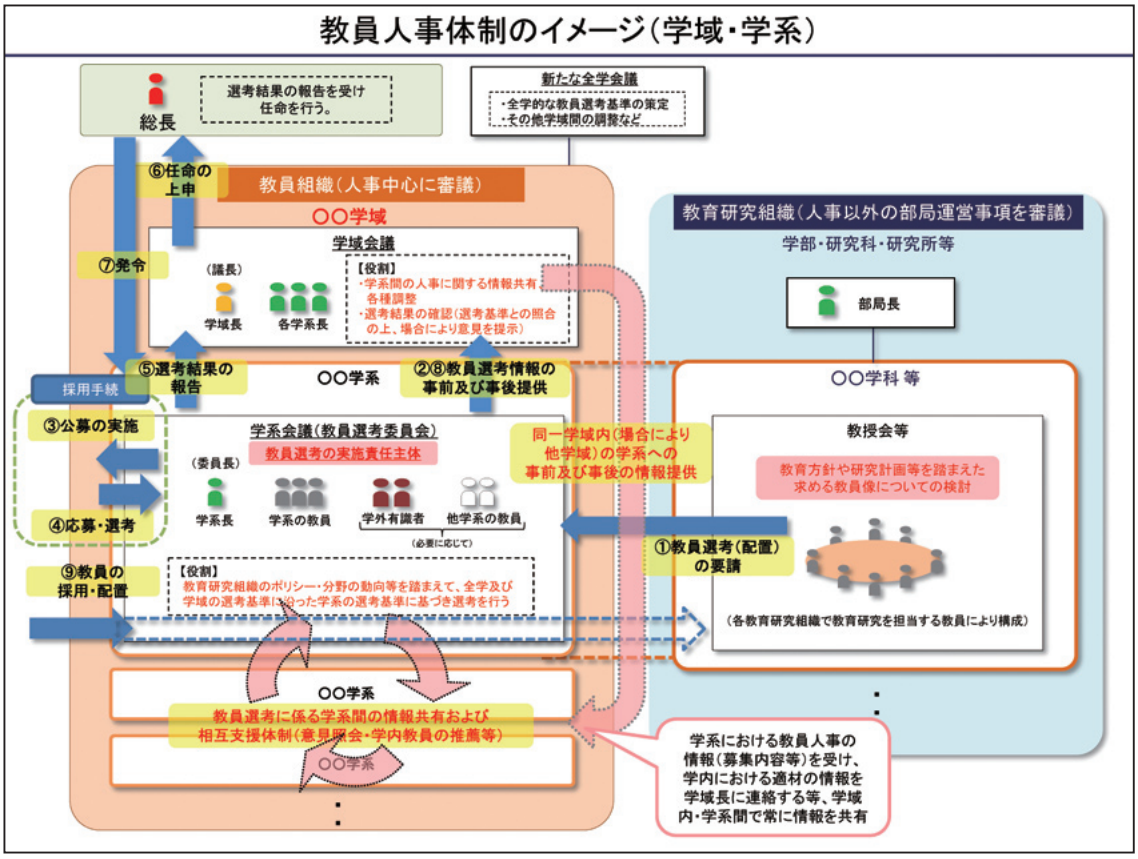
資料２

○組織改革を推進する体制の構築（学域・学系制の導入）






組織再編を促す体制（学域・学系）
執行部
各学系長
（役割）
・分野横断的な教育研究（プログラム）の企画・運営に関する調整
・新たな学術分野の創出支援や今後の教育研究組織のあり方等の、全学的な教育研究に関する重要事項の検討など
・全学的な教員選考基準の策定
新たな全学会議
教育研究活動を担保するしくみ
教育研究組織の長の求めにより、全学的見地から学系の運営に関する調整を行う。
全学将来構想検討委員会(仮称)
（構成員）
執行部、その他教員等
（役割）
・全学の将来ビジョンの作成
・学域の将来ビジョンの作成支援　など
教育研究組織
○○学部
学部長
○○研究科
研究科長
○○研究所
研究所長
○○センター
センター長
教員組織
○○学域
学域長
学域会議
（構成員）
学域長,学系長
（役割）・学系間の情報共有、各種調整
・学系横断的な教育研究（プログラム）の企画・運営に関する調整
学系長
○○学系
学系協議体
連携・協働
教育研究組織の再編を促すしくみ
学系間による積極的な協議と、「全学及び学域における将来ビジョン」の作成に向けた協働作業を両輪として教育研究組織の再編を促す。
定員削減や新たな教育研究プログラムの創成等、教育研究上の問題や課題に対処するため、関連分野の学系間で協議体を構成し、調整を図るとともに将来構想等について検討を行う。
※学域を超えることも可
○○学系群
学系間で特に緊密な関係に基づく連携を図る必要がある場合は、複数の学系で連合し、人事に関する協議等を行う学系群を構成できる。
※学域を超えることも可


教員人事体制のイメージ（学域・学系）
総長
選考結果の報告を受け任命を行う。
新たな全学会議
・全学的な教員選考基準の策定
・その他学域間の調整など
⑥任命の上申
教員組織（人事中心に審議）
○○学域
学域会議
⑦発令
（議長）
学域長
各学系長
【役割】
・学系間の人事に関する情報共有、各種調整
・選考結果の確認（選考基準との照合の上、場合により意見を提示）
⑤選考結果の報告
○○学系
②⑧教員選考情報の事前及び事後提供
採用手続
③公募の実施
④応募・選考
学系会議（教員選考委員会）
教員選考の実施責任主体
（委員長）
学系長
学系の教員
学外有識者
他学系の教員
（必要に応じて）
⑨教員の採用・配置
【役割】
教育研究組織のポリシー・分野の動向等を踏まえて、全学及び学域の選考基準に沿った学系の選考基準に基づき選考を行う
○○学系
教員選考に係る学系間の情報共有および相互支援体制（意見聴会・学内教員の推薦等）
○○学系
同一学域内（場合により他学域）の学系への事前及び事後の情報提供
教育研究組織（人事以外の部局運営事項を審議）
学部・研究科・研究所等
部局長
○○学科 等
教授会等
教育方針や研究計画等を踏まえた求める教員像についての検討
①教員選考（配置）の要請
（各教育研究組織で教育研究を担当する教員により構成）
学系における教員人事の情報（募集内容等）を受け、学内における適材の情報を学域長に連絡する等、学域内・学系間で常に情報を共有

資料 3

○全学機能組織における活動内容の透明化，効率的・機動的運営を図る体制の構築

学域・学系制における全学機能組織（機構等）の考え方

全学機能組織に係る組織改革のイメージ
全学機能組織の研究や業務の比重などを鑑みて以下のA、B二つの方式を設定し、教員は、原則としてそれぞれ所属する組織に対応する方式により、各学系または全学機能教員部（仮称）に所属するものとする。

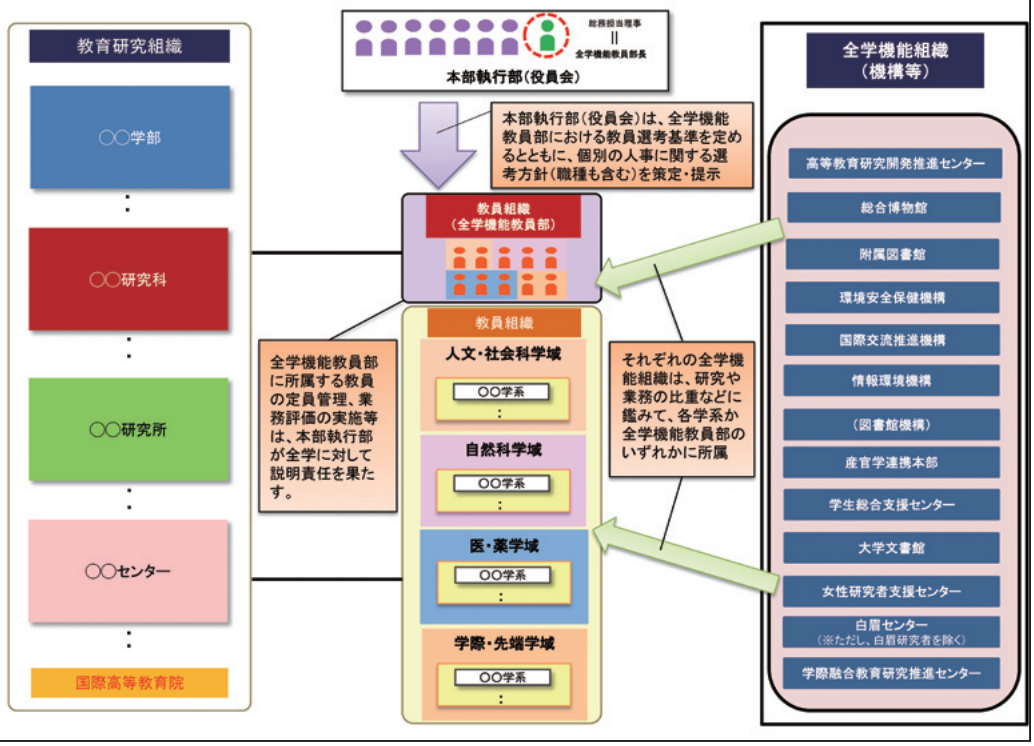
【A方式】学域・学系構想における各学系への所属
全学機能組織のうち研究の比重が高い組織に所属する教員は、それぞれの学術専門分野に対応した教員組織（学系）に所属し、分野に関連する教育研究組織並びに全学機能組織にも所属するという形態

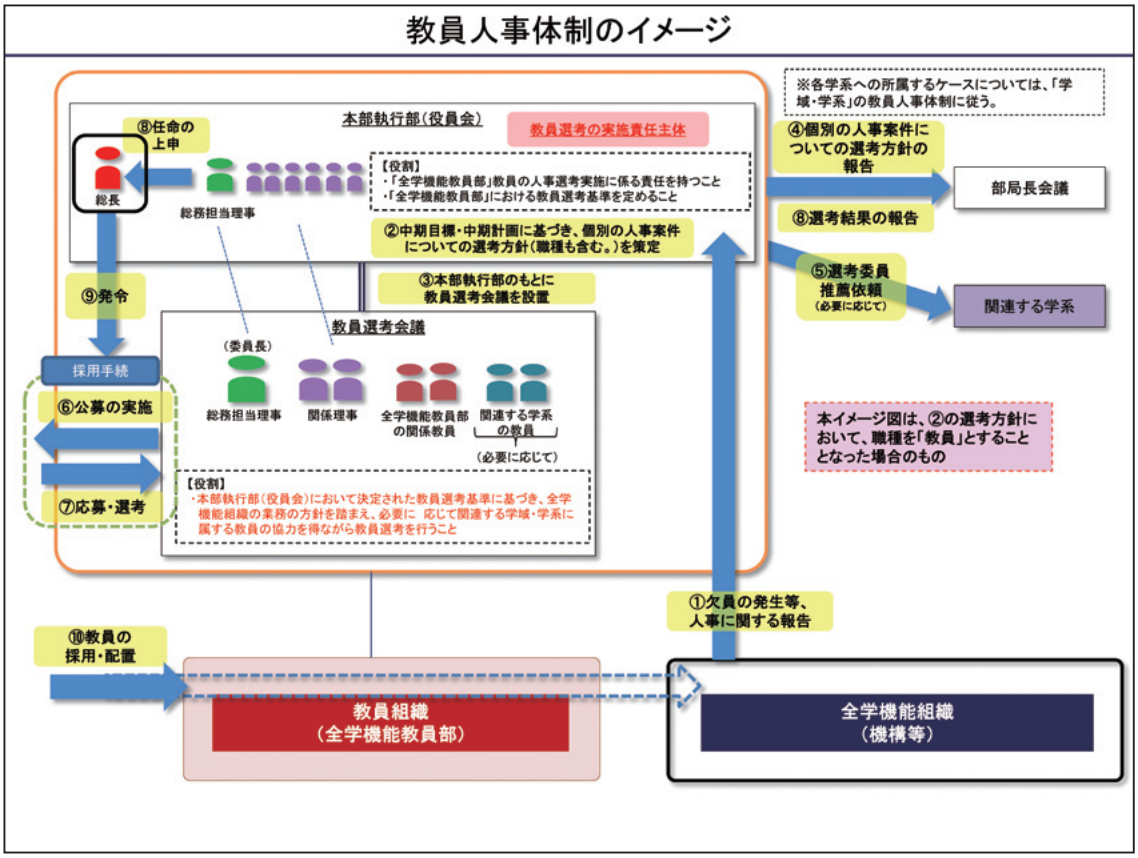
【B方式】『全学機能教員部』（仮称）への所属
業務の比重が高い全学機能組織に所属する教員は、学域・学系とは性格が異なる別種の教員組織（以下、仮称として「全学機能教員部」という。）に所属し、全学機能組織にも所属するという形態

［全学機能組織］
- 高等教育研究開発推進センター
- 総合博物館
- 附属図書館（図書館機構）
- 環境安全保健機構
- 国際交流推進機構
- 情報環境機構
- 産官学連携本部
- 学生総合支援センター
- 大学文書館
- 女性研究者支援センター
- 白眉センター（※ただし、白眉研究者を除く）
- 学際融合教育研究推進センター

※注：対象組織は現在の教育研究組織改革専門委員会（部会）の区分による。

組織体系イメージ（全学機能教員部の設置）




教員人事体制のイメージ
※各学系への所属するケースについては、「学域・学系」の教員人事体制に従う。
本部執行部（役員会）
教員選考の実施責任主体
⑧任命の上申
総長
総務担当理事
【役割】
・「全学機能教員部」教員の人事選考実施に係る責任を持つこと
・「全学機能教員部」における教員選考基準を定めること
②中期目標・中期計画に基づき、個別の人事案件についての選考方針（職種も含む。）を策定
③本部執行部のもとに教員選考会議を設置
④個別の人事案件についての選考方針の報告
部局長会議
⑧選考結果の報告
⑤選考委員推薦依頼（必要に応じて）
関連する学系
⑨発令
教員選考会議
（委員長）
総務担当理事
関係理事
全学機能教員部の関係教員
関連する学系の教員
（必要に応じて）
【役割】
・本部執行部（役員会）において決定された教員選考基準に基づき、全学機能組織の業務の方針を踏まえ、必要に　応じて関連する学域・学系に属する教員の協力を得ながら教員選考を行うこと
採用手続
⑥公募の実施
⑦応募・選考
本イメージ図は、②の選考方針において、職種を「教員」とすることとなった場合のもの
①欠員の発生等、人事に関する報告
⑩教員の採用・配置
教員組織（全学機能教員部）
全学機能組織（機構等）

日本語版は4181ページから(The Japanese edition is from page 4181)

[Document 1]

March 27, 2014
Resolution of the Board of Executive Directors

Summary of Institutional Reforms to Support Kyoto University's Sustained Development

1. Necessity for and Objective of Institutional Reforms

The development of academic disciplines in recent years has been proceeding at an accelerating pace, and there is a greater potential than ever for the integrated development of differing fields. At the same time, the development of these disciplines has brought about a fragmentation of fields, which could potentially produce an ossification of the university's education and research organizations. In order to respond to this situation and to not only support but to actively lead academic developments, it is essential that our university fully utilize the capabilities of each and every faculty member and organization, and that we expand the opportunities to get to know one another and to work collaboratively. Moreover, it is critical that we construct an institutional structure that allows that collaboration to change appropriately and flexibly.

As we look at the environment facing national universities, we find that since becoming national university corporations, the management expense grants that the universities receive to support their basic expenditures have continued to decrease at a fixed rate each year, and the current conditions are not necessarily conducive to the sustained development of national universities. Our university is also faced with an increasing number of issues on the academic front, such as the shrinking of the 18-year-old population in Japan, the increase in the global competition for students, and the shifting needs for university education. Given that these conditions are likely to persist in the future, the university must create an institutional system that enables us to respond flexibly to these types of environmental shifts while at the same time finding appropriate solutions to all types of issues.

In other words, we need a system that will support education and research in basic and fundamental academic fields, while permitting the flexible and rapid implementation of pioneering initiatives. Moreover, we need a system that allows us to autonomously review our university's education and research mission and our organizational framework as needed in response to scholarly developments and changes in the needs of society.

Kyoto University has strength as one of Japan's top universities. In order to make full use of our school's comprehensive capabilities, we must take advantage of our scale, work to optimize and rationalize our institutional structure, expand basic and competitive funds for education and research, and attempt to build a system that fosters cooperation that cuts across existing organizational frameworks.

There are increasingly high expectations placed upon our university by those within Japan and abroad, and our mission and our responsibility to society weigh heavily on us. In order to ensure that our university fulfills its mission and responsibility, and that we continue to shine as a university that is leading the world forward, the entire university must come together as one and embark on a course of institutional reform.

2. Introduction of the Division/Section System[*1]

○Establishment of divisions and sections (faculty organizations) and the removal of personnel and quota management functions from the educational and research organizations

Sections will be established as new organizations to which faculty members will belong, and which will carry out the faculty-related personnel functions. Divisions will be set up as collective organizations that group together multiple sections based on academic fields.

The members of the faculty will maintain their affiliation with their current educational or research organization, but at the same time will be affiliated with a section, and the functions related to quota management[*2] and deciding on candidates for faculty positions, which are currently handled by the education and research organizations, will now be handled by the sections. Taking a broader perspective, the sections will

bear the responsibility for securing the faculty needed for the education and research organizations to carry out their educational programs and research.

Furthermore, we can envision that cases may arise where the sections are deemed not to be meeting the obligations they are tasked with in terms of carrying out the functions previously handled by the education and research organizations, and so to prevent that from occurring, we will create a university-wide system to ensure that such obligations are carried out (see description of the University-Wide Council below).

*1 This is a system that will allow for greater flexibility and peace of mind in holding dual positions that involve more than one education and research organization, and even after the introduction of this system, teaching and research will be carried out by the education and research organizations as it has been in the past. Also, because the budget is allocated for the education and research organizations, the teaching and research functions of those organizations will not change.

*2 In terms of defining the "quotas" that are to be managed by the sections, there may be changes based on the revisions that are to be made to the personnel system.

○Benefits of adopting the division/section system

(1) Create a system for securing exceptional faculty members based on a broad and university-wide perspective (ensure the transparency of personnel decisions)

By determining the appropriate scale for an organizational unit in charge of handling faculty personnel matters and setting criteria for faculty selection, the transparency of the university's personnel system can be maintained, and a system can be created that will allow the university to secure outstanding and diverse faculty members from within Japan and abroad. Moreover, by sharing information university-wide about the human resources available in all of the academic fields within the university, we can transcend institutional boundaries and secure the faculty needed for education and research.

(2) Respond to faculty quota cuts

Even in the face of decreasing faculty quotas, by having faculty members with expertise in the same field build broader collaborative ties that go beyond institutional frameworks, we can maintain the education and research functions of the university as a whole.

(3) Create a system for university-wide implementation of education and research

We must take advantage of Kyoto University's scale—which is one of its strengths as a leading Japanese university—and effectively utilize the human resources throughout the university. Fostering organic linkages among our educational and research activities, it will facilitate the creation of university-wide cooperation and linkages that transcend such frameworks as faculty/graduate school or research institute/center, and allow us to further enhance the education we provide at the undergraduate and graduate levels, as well as our research activities.

(4) To meet the needs of society by establishing education and research programs, interdisciplinary/new academic fields, and through institutional reorganization

In keeping with Kyoto University's tradition of creating sources of learning through pioneering initiatives, this new system will allow faculty to strengthen the efforts of the education and research organizations to which they belong and to further develop the education and research in basic and fundamental academic fields. At the same time, by flexibly promoting new educational programs and research projects that respond to the diverse needs in academia and society, we will be able to add new vitality to the creation of interdisciplinary fields and new fields of academic inquiry.

Because the faculty will secure posts within the sections (faculty organizations), the continuity of education and research activities can be guaranteed, and at the same time it will make it easier for the faculty to hold multiple affiliations with education and research organizations or to change their affiliation. In addition, through

frank and open discussions between the sections and education and research organizations, there will be a further strengthening of the functions of the latter organizations, and as pioneering educational or research initiatives proceed, we expect that the structural reorganization needed to make those initiatives work will be undertaken autonomously and smoothly.

In this way, we anticipate that adopting the division/section system will result in strengthening the education and research functions of Kyoto University by promoting exchanges among faculty members that transcend the existing organizational frameworks, thereby facilitating a vibrant debate on the appropriate form that the organizations supporting education and research should take.

This endeavor is not intended to alienate the faculty from their current bases of teaching and research, but rather to invigorate those educational and research sites and organizations by encouraging cooperation among the faculty throughout our university based on free thinking and action.

3. Overview of the Division/Section System

○Establishment of divisions and sections

[Sections]

- Sections will be newly established as faculty organizations that handle the functions related to faculty-related personnel, faculty quota management, and management of individual faculty members' duties and efforts. While faculty members will maintain their current affiliation with their education or research organization, they will also belong to a section.
- The sections will fundamentally correspond to the existing education and research organizations, and in principle will be on the scale of 30- 100 people.
- In cases where there is a need for cooperation based upon a particularly close inter-sectional relationship, multiple sections may be combined to form a section cluster.

* Section clusters that cut across divisions may also be created (see below).

[Divisions]

- Four divisions will be set up as collective organizations that pull together multiple sections according to academic fields—the Humanities & Social Sciences Division, the Natural Sciences Division, the Medical & Pharmaceutical Division, and the Interdisciplinary & Advanced Studies Division. Within each division, we will construct systems for inter-sectional collaboration, and at the same time, we will try to improve transparency with regard to personnel matters by sharing personnel information between sections.
- Each section will belong to one of the divisions. However, based on factors such as the composition of the section, it is possible to belong to another division outside of the primary division (secondary division). In addition, it will be possible to build university-wide collaboration that is not constrained by divisional boundaries, for example, having faculty members who have the same area of expertise carry out conferences that cut across sections and divisions.

○Establishment of a system for inter-sectional collaboration

- The sections will construct new consultative bodies between sections in related fields in order to deal with problems and issues related to education and research in their field, such as faculty quota cuts or the creation of new research and education programs. These consultative bodies will serve to coordinate among sections as well as to consider future plans.

* Consultative bodies that cut across divisions may also be created.

[Supplementary Explanation]

■About Sections

・Handling of personnel by sections

When an education or research organization is in need of personnel, the Section Committee (faculty selection committee) will make its selection based on criteria set by each section, which in turn are based upon the shared selection criteria within the division, and on the educational and research objectives of the organization in question. The Section Committee will report to the division to which it belongs on the substance of the faculty appointment (prior to selection) and the results of the process (after selection).

・Section head

The chair of each Section Committee (to be appointed by the president based on selection by faculty members within the relevant section) will be appointed as the section head.

・Section clusters

Multiple sections can come together for a given purpose, such as carrying out discussions related to personnel. However, even if a section cluster is formed, information on each section's personnel matters must be provided to other sections via the division.

■About Divisions

・Primary roles of divisions

By sharing information on faculty personnel matters in a concentrated manner among the sections, the divisions will serve as a platform for discussions among the faculty members in related fields.

More specifically, if a division receives a report from a given section on personnel decisions (either prior to or after the decision), the division will provide that information to each of its other sections. This is intended to promote information sharing while at the same time promoting transparency in the personnel process by encouraging the participation of faculty members in the personnel matters of other sections. In addition, the division will check and confirm whether the section's selection results are in keeping with the faculty selection criteria, and will submit the appointment for approval by the president of the university.

By functioning in this way as a platform that creates opportunities for exchanges of opinion among related sections and discussions among faculty members in the same discipline, the divisions will lay the groundwork for a progressive, cross-cutting review of the educational and research organizations.

・Division director

A division director will be appointed who will serve as the chair of the Division Committee (to be appointed by the president based on the mutual agreement of the section heads). The Division Committee will determine a common set of faculty selection criteria for the division that is in keeping with the university-wide selection criteria.

・Primary and secondary divisions

As a rule, a section will belong to one division (its primary division). However, if a particular need arises for some reason such as the line-up of faculty within a section, then it is possible for that section to be affiliated with an additional division or divisions (secondary divisions).

In addition, personnel and other procedures will be carried out through the primary division, but in terms of personnel selection, the opinions of other sections within the secondary division to which the section in question belongs may also be sought, and personnel information will be provided to both the primary and secondary divisions both prior to and after the selection.

■About the System for Inter-sectional Collaboration

In addition to carrying out individual personnel reviews, the section will allot the necessary faculty members to the education and research organizations through the management of the allotted quota of personnel, and will ensure their efforts. If, as a result of faculty quota cuts or other factors, it becomes difficult for a section to fulfill its responsibilities on its own, the section will form a consultative body with

other sections to create a collaborative relationship that will fulfill the section's responsibilities to the education and research organizations.

With regard to the reorganization of education and research organizations, each section should work in adequate cooperation with the education and research organizations in consideration of the future objectives of the university as a whole. At the same time, if it relates to multiple sections, then such a reorganization should be dealt with through deliberations by a consultative body.

However, if a section does create a consultative body, but because of the nature of the field or for some other reason it is not appropriate for the matter at hand, then the above does not necessarily apply.

○Strengthening our planning capability through the establishment of a new University-Wide Council and the Future Vision Committee (tentative)

[New University-Wide Council]

・A new University-Wide Council composed of university officials and section heads will be created as a committee structure to coordinate teaching and research (programs) that cut across academic fields, support the creation of new interdisciplinary fields, coordinate with regard to the operation of the sections, and deliberate on the appropriate future form of the education and research organizations.

[Future Vision Committee (tentative)]

・Directly under the new University-Wide Council, the Future Vision Committee (tentative) will be newly established as an organization to consider the future direction of the university as a whole.

[Supplementary Explanation]

* Further deliberations will be held on the composition and other details regarding the new University-Wide Council and Future Vision Committee (tentative), including its position and relative relationship to current systems such as the Deans and Directors Meeting.

■New University-Wide Council

With regard to the planning and operation of education and research programs based on inter-sectional deliberations either within or across divisions, the role of the council will be to coordinate in a way that reflects the strategies and future objectives of the university as a whole. It will also support the creation of new scholarly fields and will deliberate on important topics related to such issues as future education and research.

In addition, it will set the faculty appointment criteria for the entire university, and in the case that a section does not fulfill its responsibility to secure the necessary faculty members responsible for its associated education and research organizations, then in response to a request from the head of such an organization, the council may play a role in ensuring that responsibility is discharged.

■Future Vision Committee (tentative)

While continuing to respect the autonomy of our faculty members, which has always been a hallmark of this university, in determining our future organizational structure based upon that trait, this council will be established to encourage self-motivated efforts by sections and collaborative work between sections, and at the same time to consider and create a future vision for the university as a whole and for the various divisions.

In considering and creating that future vision, the council will take the standpoint of the university as a whole and reflect social and national trends, while at the same time considering the results of discussions between the sections that consider trends in their respective disciplines. By doing so, we anticipate that the council's deliberations on the future path for our university's education and research, and for the organizations that will play the leading role in implementing those efforts, will strengthen the operational infrastructure of the university.

4. Creating a System to Promote Transparency in the Activities and Encourage More Efficient and Flexible Operation of University-Wide Organizations

○Faculty members of university-wide organizations will belong to divisions/sections or to the University-Wide Organization Department (tentative)

・Among the university-wide organizations, those faculty members in organizations where there is a relatively high degree of administrative work shall belong to the University-Wide Organization Department (tentative), which will be a separate type of faculty organization from the divisions and sections .They will also continue to belong to the university-wide organization. Meanwhile, those faculty members in organizations where there is a relatively high degree of research shall belong to the section (faculty organization) that corresponds to their academic field of expertise, will continue to belong to their university-wide organization, and may simultaneously carry out activities in the education and research organizations in their field.

[University-Wide Organization Department (tentative)]

・The members of the Administration Bureau will be responsible for explaining to the university as a whole the personnel quota management, work management, performance evaluation, etc., for the faculty belonging to the University-Wide Organization Department (tentative).

・A faculty selection committee will be established under the Administration Bureau to handle faculty personnel for the University-Wide Organization Department (tentative). Selections will be made in cooperation with the relevant sections, will be based on faculty selection criteria established by the Administration Bureau, and will be in line with the operational policies of the university-wide organization.

(University-Wide Organizations)

・Center for the Promotion of Excellence in Higher Education
・Kyoto University Museum
・Kyoto University Library (Library Network)
・Agency for Health, Safety and Environment
・Organization for the Promotion of International Relations
・Institute for Information Management and Communication
・Office of Society-Academia Collaboration for Innovation
・General Student Support Center
・Kyoto University Archives
・Gender Equality Promotion Center
・The Hakubi Project
・Center for the Promotion of Interdisciplinary Education and Research (C-PIER)

* Note: The organizations affected are determined by the categories set by the current Expert Committee on Education and Research Organization Reform (Section Meeting).

[Supplementary Explanation]

■The Benefits of having faculty from university-wide organizations belong to sections or to the University-Wide Organization Department (tentative)

By taking into consideration the relative weight of research in a given university-wide organization and having faculty members in that organization belong to either the University-Wide Organization Department (tentative) or a section, it will enable deliberations on faculty personnel issues from the perspective of their respective fields of academic research, while at the same time permitting a more comprehensive look at the activities of the university-wide organizations, and greater transparency in terms of how evaluations are conducted and in the substance of the activities. Also, because many of the faculty members in the university-wide organizations will belong to the University-Wide Organization Department (tentative), we

will be able to simplify the personnel and labor management and make it more efficient. In addition, capitalizing on the scale will allow for more flexible operations in line with the policies of the university as a whole.

■Reviewing the university-wide organizations

The university-wide organizations are not considered to be fixed organizations, and they will be reviewed along with the University-Wide Organization Department (tentative) at each mid-term target interval.

■Placement of faculty members

In addition to thoroughly examining the need for ongoing positions, the need for personnel increases or decreases, the appropriateness of employment categories, and to planning and implementing faculty placements in keeping with the management strategy, the University-Wide Organization Department (tentative) will make visible the content of each faculty member's post and activities (administration, teaching, research, other activities), their rate of effort, and employment conditions (including standards for promotions, faculty salaries, etc.). It will be responsible for providing explanations of these points to those within the university and to the outside community.

■Faculty evaluation

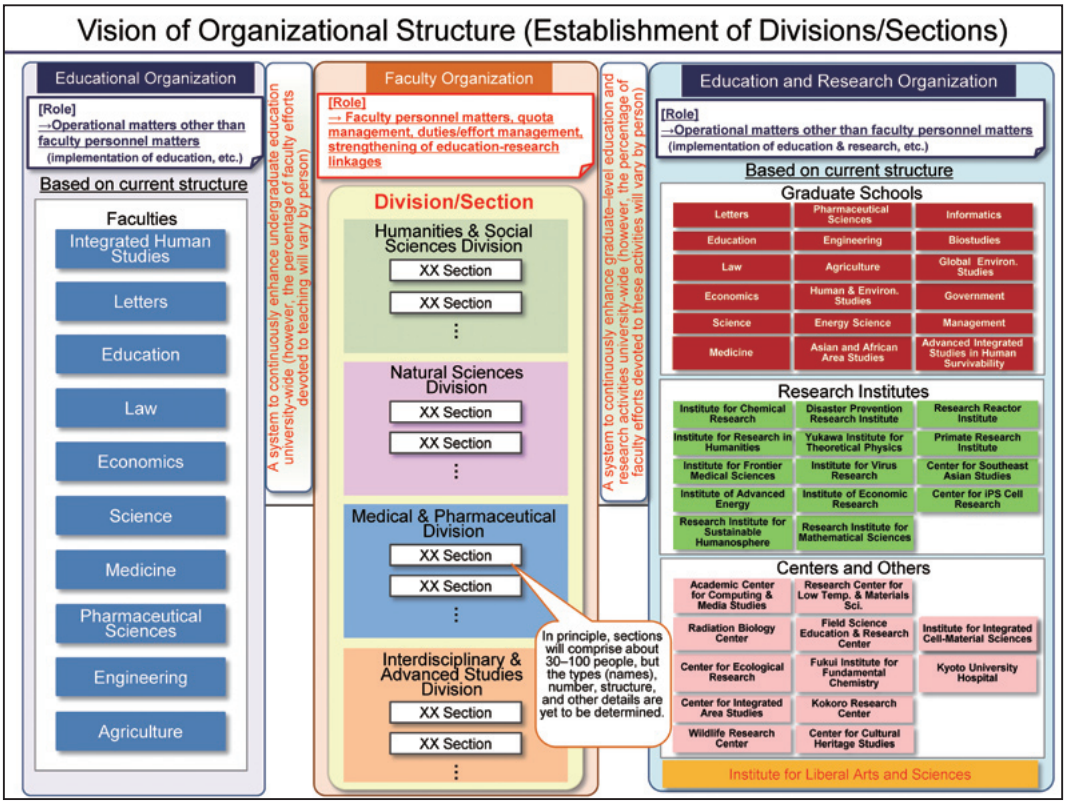
An evaluation will be conducted that reflects the faculty member's primary work and other duties in an effort rating, and this will be reflected in their pay raise and bonus. Also, consideration will be given to each faculty member's career path, the status of their activities in their peer community at the national level, and whether or not they demonstrate leadership.

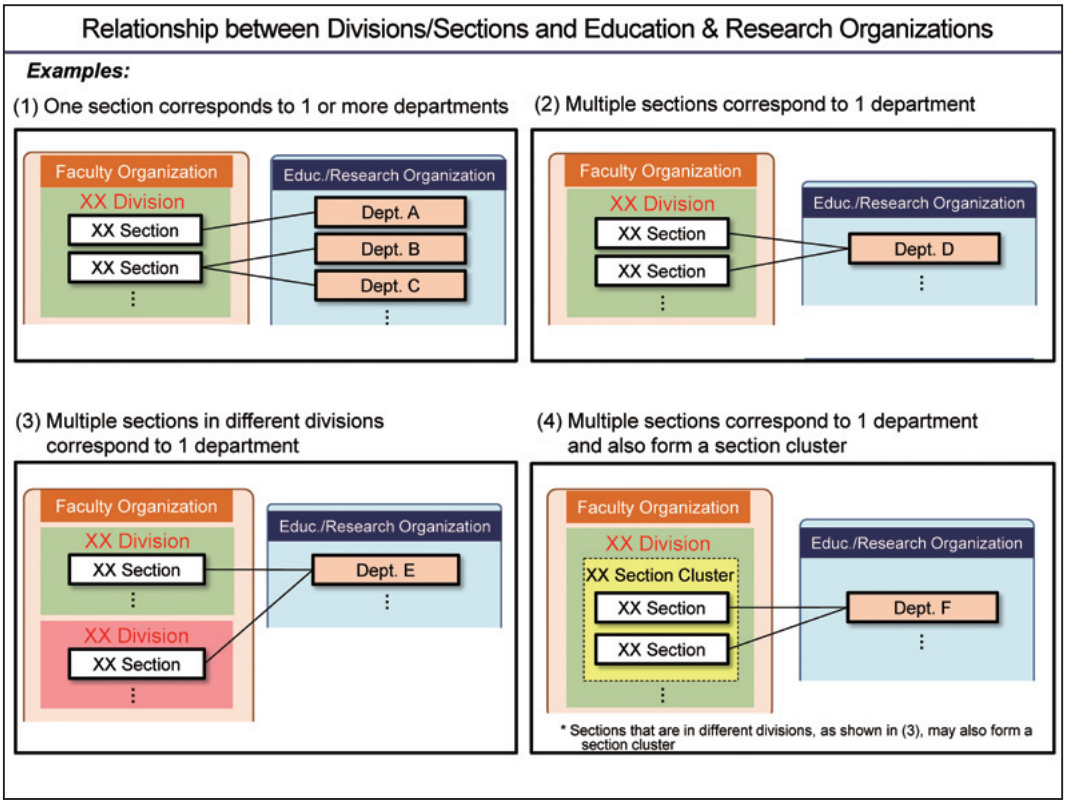
5. Process of Future Deliberations

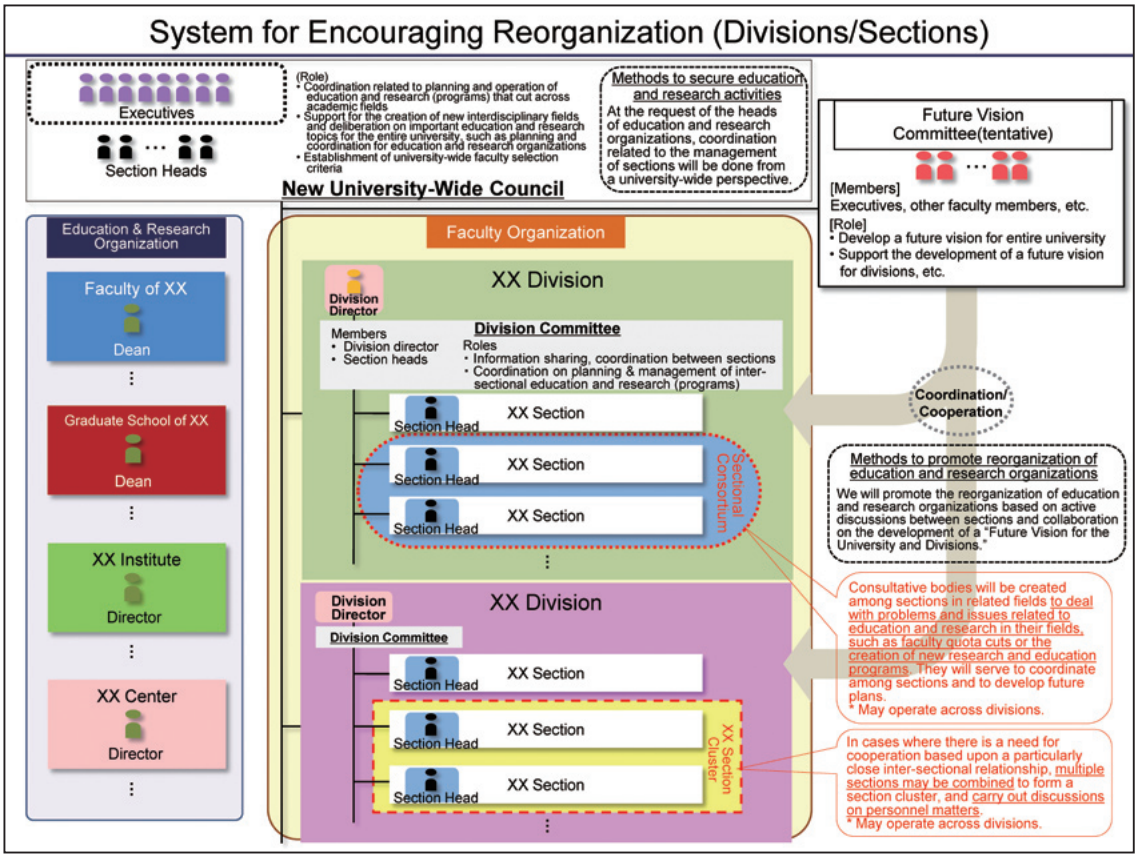
- Taking this draft outline as a basis, our objective is to introduce a framework that will serve as the foundation for our institutional reforms by the end of the period covered by the 2nd Mid-Term Targets/Mid-Term Plan. As we flesh out this draft outline on the path to introducing the new framework, we will continue to actively incorporate proposals from within the university into our ongoing deliberations in order to achieve the optimal reforms for our university.
- The deliberations mentioned above will be carried out through a deliberative system that is open to the entire university, and we will work to build a consensus that reflects the situation within the university and other factors. The deliberative system and details of how the discussions will proceed will be determined by the Planning Committee.
- Even after the introduction of the institutional reform framework, regular reviews will be held, including a review to confirm its effectiveness.

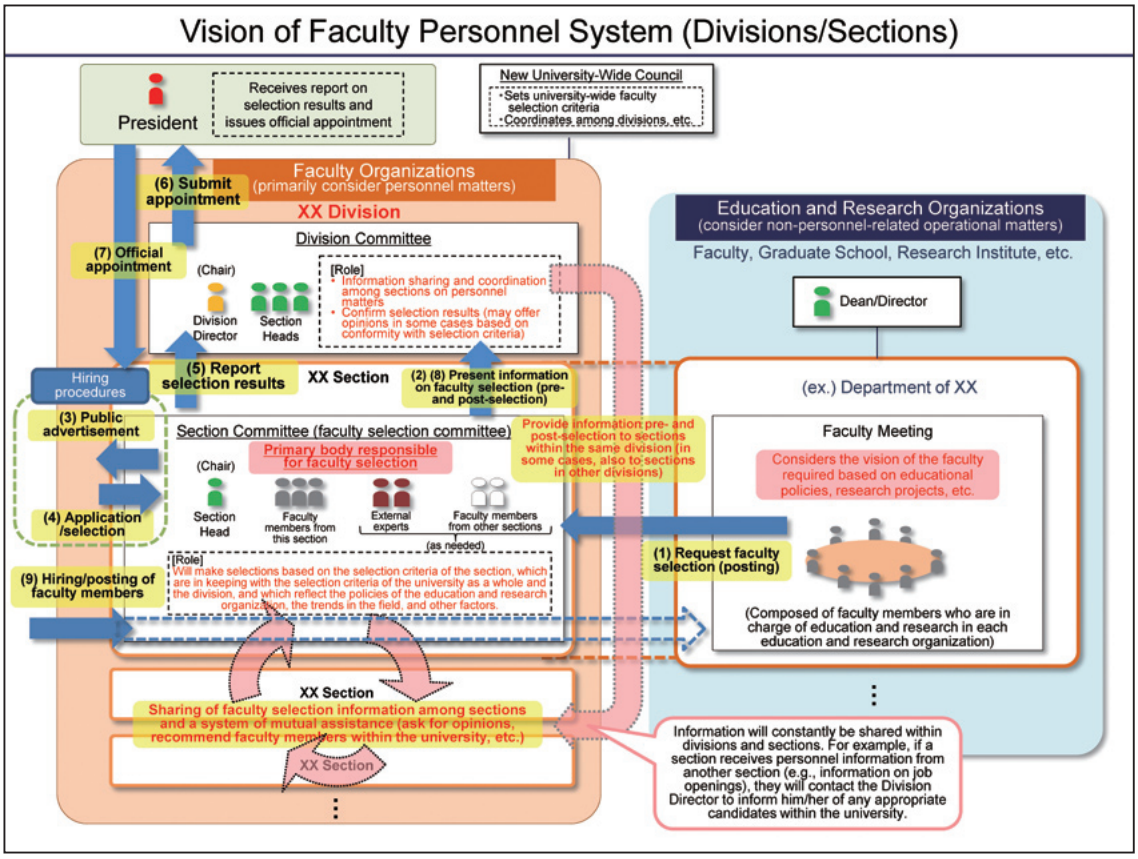
[Document 2]

○Creation of a System to Promote the Institutional Reforms (Introducing the Division/Section System)






System for Encouraging Reorganization (Divisions/Sections)
Executives
Section Heads
(Role)
• Coordination related to planning and operation of education and research (programs) that cut across academic fields
• Support for the creation of new interdisciplinary fields and deliberation on important education and research topics for the entire university, such as planning and coordination for education and research organizations
• Establishment of university-wide faculty selection criteria
New University-Wide Council
Methods to secure education and research activities
At the request of the heads of education and research organizations, coordination related to the management of sections will be done from a university-wide perspective.
Future Vision Committee(tentative)
[Members]
Executives, other faculty members, etc.
[Role]
• Develop a future vision for entire university
• Support the development of a future vision for divisions, etc.
Education & Research Organization
Faculty of XX
Dean
Graduate School of XX
Dean
XX Institute
Director
XX Center
Director
Faculty Organization
XX Division
Division Director
Division Committee
Members
• Division director
• Section heads
Roles
• Information sharing, coordination between sections
• Coordination on planning & management of inter-sectional education and research (programs)
Section Head
XX Section
Sectional Consortium
Coordination/ Cooperation
Methods to promote reorganization of education and research organizations
We will promote the reorganization of education and research organizations based on active discussions between sections and collaboration on the development of a "Future Vision for the University and Divisions."
Consultative bodies will be created among sections in related fields to deal with problems and issues related to education and research in their fields, such as faculty quota cuts or the creation of new research and education programs. They will serve to coordinate among sections and to develop future plans.
* May operate across divisions.
In cases where there is a need for cooperation based upon a particularly close inter-sectional relationship, multiple sections may be combined to form a section cluster, and carry out discussions on personnel matters.
* May operate across divisions.
XX Section Cluster


Vision of Faculty Personnel System (Divisions/Sections)
President
Receives report on selection results and issues official appointment
New University-Wide Council
• Sets university-wide faculty selection criteria
• Coordinates among divisions, etc.
Faculty Organizations
(primarily consider personnel matters)
(6) Submit appointment
XX Division
Division Committee
(7) Official appointment
(Chair)
Division Director
Section Heads
[Role]
• Information sharing and coordination among sections on personnel matters
• Confirm selection results (may offer opinions in some cases based on conformity with selection criteria)
Hiring procedures
(5) Report selection results
XX Section
(2) (8) Present information on faculty selection (pre- and post-selection)
(3) Public advertisement
Section Committee (faculty selection committee)
Primary body responsible for faculty selection
(Chair)
Section Head
Faculty members from this section
External experts
Faculty members from other sections
(as needed)
(4) Application /selection
[Role]
Will make selections based on the selection criteria of the section, which are in keeping with the selection criteria of the university as a whole and the division, and which reflect the policies of the education and research organization, the trends in the field, and other factors.
(9) Hiring/posting of faculty members
XX Section
Sharing of faculty selection information among sections and a system of mutual assistance (ask for opinions, recommend faculty members within the university, etc.)
XX Section
Education and Research Organizations
(consider non-personnel-related operational matters)
Faculty, Graduate School, Research Institute, etc.
Dean/Director
(ex.) Department of XX
Faculty Meeting
Considers the vision of the faculty required based on educational policies, research projects, etc.
(1) Request faculty selection (posting)
(Composed of faculty members who are in charge of education and research in each education and research organization)
Provide information pre- and post-selection to sections within the same division (in some cases, also to sections in other divisions)
Information will constantly be shared within divisions and sections. For example, if a section receives personnel information from another section (e.g., information on job openings), they will contact the Division Director to inform him/her of any appropriate candidates within the university.

[Document 3]

○Creating a System to Promote Transparency in the Activities and Encourage More Efficient and Flexible Operation of University-Wide Organizations

Concept of University-Wide Organizations under the Division/Section System

Vision of institutional reforms related to university-wide organizations
The two systems, A and B, described below will be established to reflect the relative weight of research or administrative work being carried out in the university-wide organizations, and as a rule, a member's affiliation with either a section or with the University-Wide Organization Department (tentative) will be determined by the system that will be applied to their organization.

[System A] Affiliation with sections under the division/section framework
Faculty members in university-wide organizations where there is a relatively high degree of research shall belong to the faculty organization (section) that corresponds to their academic field of expertise. They will also belong to education and research organizations in their field and their university-wide organization.

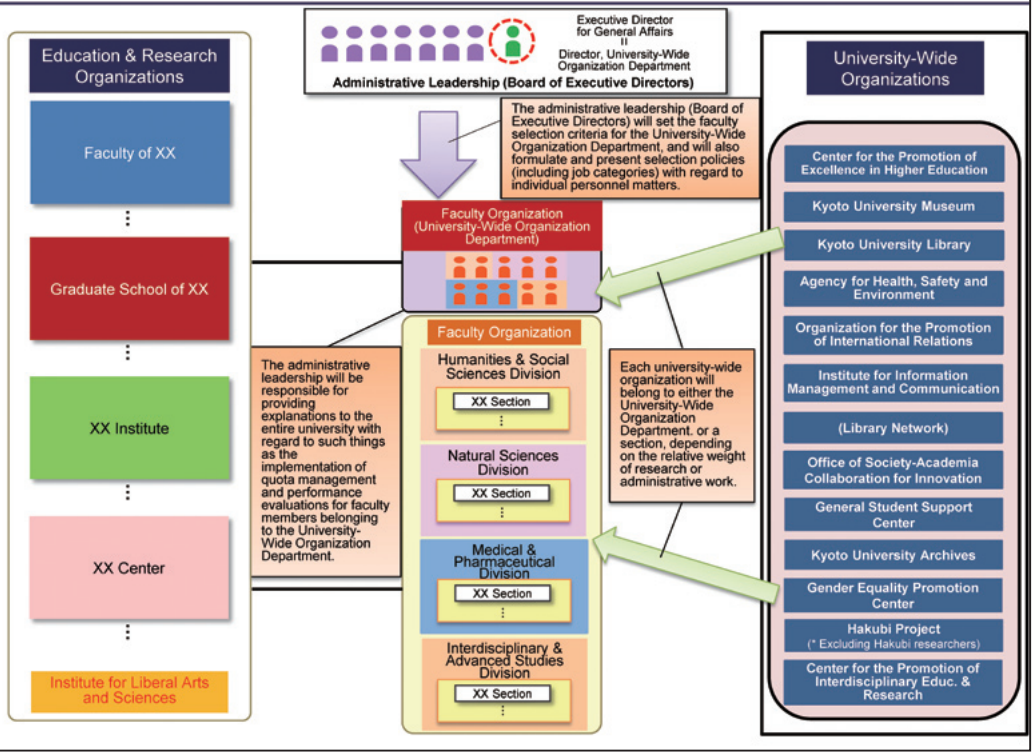
[System B] Affiliation with a "University-Wide Organization Department" (tentative)
Faculty members in university-wide organizations where there is a relatively high degree of administrative work shall belong to the University-Wide Organization Department (tentative), which will be a separate type of faculty organization, different in nature from the divisions/sections. They will also belong to their university-wide organization.

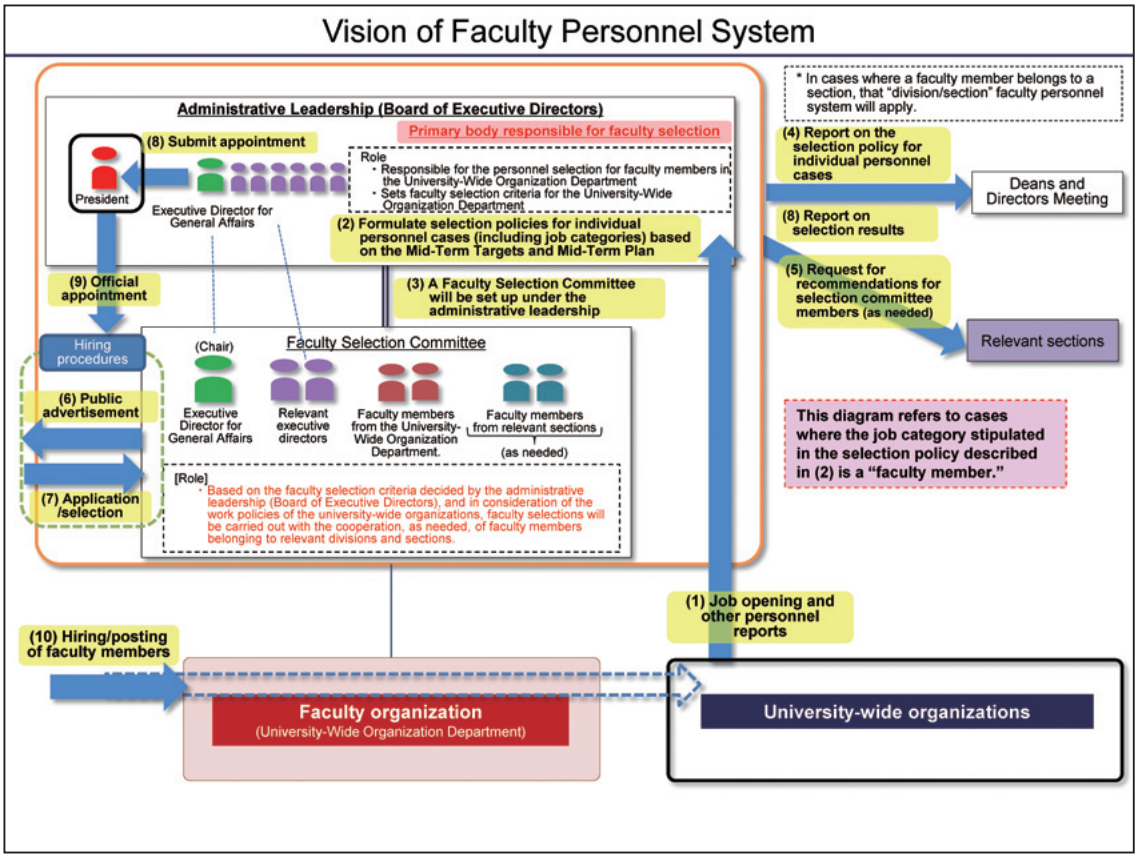
University-Wide Organizations

- Center for the Promotion of Excellence in Higher Education
- Kyoto University Museum
- Kyoto University Library (Library Network)
- Agency for Health, Safety and Environment
- Organization for the Promotion of International Relations
- Institute for Information Management and Communication
- Office of Society-Academia Collaboration for Innovation
- General Student Support Center
- Kyoto University Archives
- Gender Equality Promotion Center
- Hakubi Project (* Excluding Hakubi researchers)
- Center for the Promotion of Interdisciplinary Education and Research (CPIER)

* NOTE: The organizations affected will be categorized based on the current Expert Committee on Education and Research Organization Reform (Section Meeting).

Vision of Organizational Structure (Establishment of University-Wide Organization Department)





ご意見・ご感想をお寄せください。 京都大学渉外部広報・社会連携推進室　〒606-8501　京都市左京区吉田本町　E-mail：kohho52@mail2.adm.kyoto-u.ac.jp
「京大広報」の既刊号は，次のURLでご覧いただけます。 http://www.kyoto-u.ac.jp/ja/issue/kouhou/