

**INTERNATIONAL SYMPOSIUM  
ON PROFESSIONAL DEVELOPMENT  
IN HIGHER EDUCATION  
(PROCEEDINGS)**

**PROGRAM B  
ASPECTS OF  
PROFESSIONAL DEVELOPMENT  
HOKKAIDO UNIVERSITY  
JULY 30-31, 2009**



**HOKKADO UNIVERSITY & UNIVERSITY OF TSUKUBA  
JAPAN**



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JULY 30-31, 2009**

**CENTER FOR RESEARCH AND DEVELOPMENT  
IN HIGHER EDUCATION  
HOKKAIDO UNIVERSITY  
SAPPORO, JAPAN**

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TSUKUBA, JAPAN**



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## Preface

Hokkaido University and University of Tsukuba in Japan jointly hosted the International Symposium on Professional Development in Higher Education, July 27 -31, 2009. The two universities established a formal agreement to collaborate in research and development for enhancing the quality of teaching and learning in undergraduate and graduate education on both campuses. This joint international symposium was part of their efforts to provide an opportunity to learn the innovations in higher education in Japan and other countries. The aim of the symposium was to introduce to the Japanese higher education community a variety of faculty development programs. University of Tsukuba hosted the first two days of the Program (Program A) on the Tsukuba campus, in Ibaragi Prefecture. It focused on training graduate students and general education. Hokkaido University hosted the last two days of the program (Program B) at its Sapporo campus. The focus of the Sapporo program was a variety of methods used for evaluation of and improving the quality of teaching.

In the Sapporo program, the panelists were directors of teaching and support centers to improve the quality of education at leading research universities in North America and East Asia. They introduced the most advanced programs and practices of their institutions, such as graduate teaching assistant training programs, e-learning, surveys on student engagement, microteaching, and writing programs. On the other hand, Japanese panelists described their institutional efforts to improve the quality of education by adopting or modifying a variety of approaches developed primarily in North America. In the title of the Symposium, we chose the term “professional development” instead of “faculty development.” The former concept encompasses a wide range of approaches to helping cultivate and develop university professors for teaching. The symposium was a great success and an eye-opening experience.

Hokkaido University, a pioneer institution in Japan, introduced a workshop-style faculty development program as early as 1995. The Center for Research and Development in Higher Education at Hokkaido University now coordinates two-day workshops twice a year. The numbers and diversity of faculty development programs are increasing on our campus, resulting from the policy change that mandates that all Japanese higher education institutions offer a faculty development program,

effective in 2007 for graduate schools and in 2008 for undergraduate faculties. Therefore, comprehensive and more elaborate models for faculty development programs are crucial at Hokkaido University. The information, views, and resources provided during the International Symposium have become a valuable asset for our Center and should be utilized effectively for improve teaching and learning at Hokkaido University.

This report documents the presentations and discussions of the Sapporo Program. It is based on transcriptions of audio-recordings made during the symposium. Midori Yamagishi, Professor, Center for Research and Development in Higher Education, Hokkaido University, has served as volume editor, coordinating the preparation and editing of this report.

I hope that this report will facilitate sharing our experiences at the symposium with those involved in establishing professional development programs in higher education within and outside of Japan, and that it will make a significant contribution to improving the quality of teaching and learning in higher education.



Minoru Wakita, PhD  
Vice President and Director  
Center for Research and Development in  
Higher Education  
Hokkaido University

**DAY 1**

**JULY 30, 2009**

**CHAIR: TOSHIYUKI HOSOKAWA**

**SESSION 1**

**PROFESSIONAL DEVELOPMENT  
IN HIGHER EDUCATION**

**THE CASES IN CANADA,  
THE UNITED STATES, AND  
JAPAN**

## Opening Address

*Minoru Wakita, Vice President, Hokkaido University*

Good morning, and welcome. It is my pleasure to make these opening remarks on behalf of our host institution, Hokkaido University. Hokkaido University and University of Tsukuba are co-sponsoring this International Symposium on Professional Development in Higher Education. It consists of several workshops, lectures, and discussions.

We are able to convene this symposium due to the efforts of many people. The key person is Professor Ogasawara, who moderated the Tsukuba Program. He is both professor emeritus at Hokkaido University and specially appointed professor at University of Tsukuba. He has played a bridging role between the two institutions, which has led to the materialization of this conference.

University issues are becoming social issues. The reality here in Japan is that most students now complete high school and then enroll in university. In the past, the quality of education at various universities was not questioned; now, however, there are differences in the level and quality of teaching that various universities offer, so that the same education cannot be obtained at all institutions. Hence, depending on the quality of the students, the nature of the techniques and methodologies used for their education ought to vary. The symposium taking place this week, I believe, is very significant in this regard.

At University of Tsukuba, workshops and leading-edge attempts were presented. Here at Hokkaido University, professional development is the theme. Various concepts, examples, and practices will be put forward, and I believe that the presentations and discussions on these topics will be in-depth and useful. As was the case in Tsukuba, here in Sapporo we hope that they will contribute to the advancement of your work, and to improvement in the quality of higher education at institutions and universities. We hope that all who participate here today, and especially the guest speakers from North America, China, and Korea, will enjoy the program. We thank you heartily for your participation.

## **Graduate Teaching Assistant Training (and Development) at a Research University: The Case of Dalhousie University**

*K. Lynn Taylor, Director, Centre for Learning and Teaching,  
Dalhousie University*

Good morning, everyone. I would like to begin by thanking all of my colleagues in Japan who have created this opportunity for us to come together and share what we have learned about supporting the educational development of everyone who teaches in universities, from graduate students, to early-career faculty, to experienced colleagues. It is a unique opportunity for me, and I appreciate the work that has been done to create this international symposium.

My presentation will focus on how at Dalhousie University, we work to help graduate students develop as teachers. In our university, graduate students play an important part in the education of our undergraduates. Some graduate students are responsible for learning and safety in laboratory settings. Others facilitate discussions on course materials with smaller groups of students than can be accommodated in bigger classes. Still others conduct problem-solving tutorials in subjects like mathematics. There are also graduate students who specialize in grading students' essays and assignments, and giving them feedback that will help them be more effective learners and writers. And as you know, these are extremely important aspects of undergraduate education.

### **GTAs at Dalhousie**

Graduate teaching assistants, or GTAs, are part of our formal academic human resources structure. They and their teaching roles have become essential in a number of ways. First, they allow us to provide more innovative learning experiences to our students because they can work with them in smaller groups. Second, they have become critical to managing professors' workloads as courses have gotten larger. Third, graduate students also provide a very unique resource because of their intermediate level of understanding. Though GTAs can engage in advanced discussions with professors, they have a unique level of expertise that allows them to explain to undergraduate students very complex ideas in ways that are accessible to them. We consider them a very important teaching resource in our community.

GTAs also benefit from their apprenticeship as teachers. But they

benefit much more if they receive support for their professional development before and during their teaching experiences. Though GTAs can certainly learn by trial and error, this is a very inefficient strategy. At Dalhousie University, we provide graduate students with a lot of support, which we hope does a number of things:

- Allows them to be better at the jobs they do while they are with us.
- Gives them the kind of education they need to be more effective teachers when they come into faculty roles.
- Builds their skills and confidence for the many other careers they might pursue.

### **Purpose of the Presentation**

The purpose of my presentation is to describe how we support the education of graduate teaching assistants at Dalhousie University. Specifically, I hope to achieve three goals. The first is to describe what we do: what are the components of our program and how are they organized? The second is to show how these learning experiences really have an impact on the development of the participants as teachers. And the third is to tell you about some of the challenges that we experience, in the hope that if you know what has happened to us, you will be able to avoid or at least deal with your own challenges more effectively.

### **Context**

#### ***Institutional Context***

To set the stage, I will tell you about our institutional context because in educational development, understanding the local context is an important aspect of our work. We were founded in 1818, which makes us in Canadian terms (though maybe not in Japanese terms) an old university. We are the second oldest university in Canada, so we have many very strongly developed traditions. We have 16,000 students, making us a mid-sized university in Canada. We have 1100 faculty members, teaching more than 3600 courses in 180 programs. Our faculties include all of the professional schools—medicine, dentistry, health professions of various kinds, engineering, management, and law. Consequently, we do a lot of teaching.

But we also do a lot of research. For our size, we actually obtain a high level of research funding (\$128 million and growing), and we are recognized internationally as a very high-quality place to study. For a number of consecutive years, *The Scientist* has recognized Dalhousie University as one of the best noncommercial institutes for doing research in the life sciences in Canada. If you want to know more about Dalhousie, you can visit <http://www.dal.ca/about/video/index.php>. You can see that one of my roles as an educational developer in this university is to

advocate for teaching and learning issues in a research-intensive environment, and I think we have a very good balance at our university.

### *National Context*

In addition to our institutional context, our national contexts share some similarities, and there are a few things I would like to emphasize. The first is that we are increasingly experiencing greater demands for accessibility. In Canada, two-thirds of new jobs require post-secondary credentials. Whether you look at it from a human capital point of view, or a social justice point of view, it is absolutely imperative that we open our doors to a broader spectrum of students. And this, indeed, is what has happened. Like Japan, Canada has a very high rate of participation in post-secondary education (Canadian Council on Learning, 2009).

When we open our doors and more people come in, the result is increased diversity. Compared to twenty years ago, our students are much more varied. They are more diverse in their age—we have a lot more older students that we used not to have—and in their ethnic and academic backgrounds. Students have responsibilities for work and for family that previous generations of students did not have. They are a very different group of people. For their part, professors at our university are concerned that students' motivation for studying is often quite career-oriented, and not learning-oriented.

Making things more accessible does not translate directly into greater opportunities. It is a mistake to assume that if we make education more accessible, opportunities will happen for students. We need to change our traditional ways of teaching to help students with very different backgrounds be successful in their learning.

A third dimension of context related to teaching is an increasing emphasis on basic skills development. In addition to discipline knowledge, professors are explicitly charged with developing what we call basic skills: academic writing; non-academic writing; oral communication; teamwork; problem-solving and critical thinking; and the ability to find, evaluate, and apply information in an independent way (Conference Board of Canada, 2000). We are asked to teach these things in addition to the specific knowledge of our particular discipline.

You can see that our teaching task has become much more complex, and that it requires greater expertise. At the same time, there is a public demand for increased accountability. Universities are increasingly required not just to demonstrate our excellence in teaching, but also to demonstrate that students learn what we promise they will learn. We are expected to retain more students and to help more of them be successful, even though many of these students need a lot of support. And of course, the provincial and national governments are also expressing these expectations.

A major change in how universities operate in Canada is growing government influence. Even though universities were publicly funded, government in the past did not attempt to dictate what and how we should



teach. Now government funding often comes with the expectation that we will offer programs in particular subject areas, that we will enroll more students and help them be successful, and that we will provide evidence of their success.

In Canada, we have a situation where teaching has become more complex and the level of accountability has increased, but where faculty resources per student are dwindling (Association of Universities and Colleges of Canada, 2007). Our national challenge is to do more, with more students, with fewer resources. Thus, it has never been more important to make sure that our graduate students are well prepared for their teaching roles because they are expected to accomplish a great deal right from their first year as new faculty members.

### ***Centre for Learning and Teaching Context***

A third piece of the context is what we do at our Centre. Graduate student training and development is not the only thing we do. We have a very broad spectrum of work if we are to support everybody involved in the teaching and learning enterprise. We work not on just faculty development, but on curriculum development, and instructional development with technology. We also work on organizational development, helping our university become a stronger supporter of student learning. In so doing, we interact with faculty, academic administrators, and also graduate students. We must balance our work across these groups and among these tasks.

### **Why invest in GTA Development?**

So with all that we are mandated to provide, why do we invest in GTA training and development? I think Lee Shulman captured it best when he said, “The PhD recipient is expected to serve as a steward of her discipline or profession: dedicated to the integrity of its work in the generation, critique, transformation, transmission and use of this knowledge” (Shulman, 2002, quoted in Golde & Walker, 2006, p. 3). From this perspective, GTA development cuts right to the heart of academic integrity. If we do not do a good job in teaching students, we have failed as stewards of our disciplines. To be a good steward, it is not sufficient for faculty to know only the content of their fields. Pruitt-Logan and her colleagues argue very convincingly that “they also must understand effective teaching and advising, and understand how to relate to students as learners” (Pruitt-Logan, Gaff & Jentoft, 2002, p. 65). Although knowledge in a discipline is essential for effective teaching, it is not enough. We must also understand how students learn and how we can put that knowledge into practice in the classroom.

There are also some very practical reasons why we invest in GTA development, not least among them the fact that these students teach in our learning environment, and we want them to do the best job they can. If we do not provide support for their learning, they will teach just as they were taught, even when they say they will do otherwise. Sometimes that is a

good thing; sometimes it is not.

Development also helps GTAs with their multiple roles. We ask students to be teachers to other students. They have to change roles, and sometimes they need help with that. We also ask them to be both students and employees, roles that carry different sets of responsibilities. They also have very different relationships with the professors that they teach for and with. Professor Hye-Jung Lee, from Seoul National University, spoke in the Tsukuba Program of this Symposium about a very interesting study that she did, in which she could see how the roles of the tutors varied, depending on whether or not the tutor was a student of that faculty member. GTAs need to develop a different relationship with their faculty member, who may be their advisor, which is not always easy for them. So some of the training we do helps them understand where the responsibilities and boundaries lie between being a graduate student and a graduate teaching assistant.

Perhaps the most important reason from my point of view is the mountain of evidence of the huge gaps between graduate training and the realities of the faculty experience (Austin, 2002; Austin & McDaniels, 2006). There is so much that we do not teach people about faculty roles in graduate school (but that they need to learn), and that is what our program is about. We get them ready for a career transition, and hopefully make it smoother. People who are well prepared for their teaching roles are more satisfied with their new jobs. They experience less stress and they stay in their academic positions, so we don't lose them (Menges & Associates, 1999).

### **The Evidence Base for GTA Development**

We had a lot of help in building our program, from a number of different places. We were first informed by graduate students themselves. We asked them, "What is it you need to know?" Their responses were interesting because the students know some things they need to know, but are also unaware of many things they need to know, and so they can only tell us so much.

When we looked to the research literature to tell us what students needed to know, we found three major points. One was concerning the very specific differences between what we teach in graduate programs and what new faculty need to know (Austin, 2002; Gaff, 2002; Nerad, Aanerud, & Cerny, 2004; Nyquist & Woodford, 2000; Wulff & Austin, 2004). We had to look at the experience of new faculty members (Menges & Associates, 1999) and work backwards to prepare people for that experience. We also found that beginning teachers need to learn different things than experienced teachers (McKeachie, 1997), and you will see that reflected in our program. The third thing we discovered was that learning to be an effective teacher is an iterative process of knowledge acquisition, which involves learning things, practicing them, and integrating them into your knowledge base (Simon & Ruijters, 2004; Timperley, 2008). We

work hard at not just telling our students things, but having them experience teaching, learning from that experience, and then integrating their formal knowledge with their lived experience as teachers.

There's also a large body of GTA development research, for instance, around what we need to teach students, and on the impact of different teaching strategies (Marincovich, Prostko & Stout, 1998; Park, 2004). We have Jody Nyquist participating in the Symposium, who has been a leader in that area of the literature (e.g., Nyquist, Abbott & Wulff, 1989; Nyquist, Austin, Sprague & Wulff, 2001). We also assessed our own programs to determine what kinds of learning experiences are most effective within and across institutional contexts (Schonwetter & Taylor, 2003; Taylor, Schonwetter, Ellis, & Roberts, 2008). In addition, there were extensive resources available for GTA development that were extremely valuable to us, particularly on the web.

One of the good things about educational development is that we share knowledge freely, and we work with other Canadian programs to learn from each other. We have two national meetings a year where we share our practice and our scholarship. This has been hugely important to us in becoming more effective at the work that we do. Forming a national network is one of the things I would strongly recommend to you, if you do not have one already. There is a well-established group within the professional and organizational development network in higher education in the U.S., called the TA Group. Linda von Hoene, who is also participating in the Symposium, has been a very effective leader in that group. I am surrounded by my mentors today, and I hope that we will all share in some of the discussion later.

### **GTA Programming at Dalhousie University**

We used all the aforementioned sources of information to develop our program, which has four components. The first component is a TA orientation. The second is a professional development series that we run about once a month, sometimes more often. The third component is a graduate course on university teaching. The fourth is a comprehensive Certificate in University Teaching and Learning (CUTL). CUTL is built on the first three components organized in a specific way and includes further learning experiences. We grant successful candidates a certificate in university teaching and learning that is recognized on their transcripts. This has been a successful series of programs for us. Though they stand alone, and any student can do any one of them, if a student would like to combine all four, then they all fit together in a nice nested way, which makes our work very efficient.

You may have noticed that I have shifted from talking about training to development. This is an important shift for us. What we mean by training is teaching very specific skills and strategies that help people get off to a good start. Since students need this, all four of our components have some training elements. But all four also have a development element,

where, in addition to strategies and skills, we try to build conceptual understanding. As part of their personal development, we try to help people integrate their beliefs about teaching with those concepts, and to help students learn from that reflection. This has had a powerful impact on our outcomes. But first I will tell you a little more about each of the four initiatives.

### ***TA Days***

The TA Days event is an orientation that targets inexperienced GTAs and focuses on concrete strategies and skills that will help them get off to a strong start. They are new, they are anxious, and they want good strategies; so that is what we provide the first time we meet them. We talk with them about what to do on the first day of class, motivating learning, lecturing, interactive learning strategies, and how to give feedback on written assignments so that students develop as writers. We help them with evaluating learning, and also with leading discussions. At this developmental stage, students are preoccupied with their own performance; they are focused on themselves as teachers, and they need help getting off to a successful start.

It is also interesting to look at who the teachers are in the TA Days. Some of them are faculty members. Others are fellow graduate students (acting as senior GTAs), student services professionals, librarians, and educational developers. We always aim to recruit one or two research chairs, who hold very prestigious positions in our university. We are trying to send two messages. One is that professional development is something professionals do for each other—we share our knowledge. The other is that even high-profile researchers are committed to teaching in our institution, which is an important lesson for the students to learn.

### ***Professional Development Series***

Once students complete the orientation, we have a second strategy—a distributed professional development sessions. At one time, we had separate sessions for faculty and for GTAs. Now, sessions are open to everyone with an interest in teaching. We make it clear when a session is particularly useful for TAs, or particularly useful for faculty, but we invite everybody. Seeing experienced faculty colleagues still working on their teaching has a positive impact on the students who benefit from faculty members' experience and expertise. In turn, faculty have benefited from the fresh insights of the graduate students. This reciprocal learning has created an effective synergy in our program.

The Professional Development Series consists of two kinds of activities. One is a lunch-hour discussion where we send a short paper to people who register for the event, and then they come for a free-flowing discussion about that topic. For instance, we could discuss creating a positive classroom environment. The second kind of activity is ninety-minute workshops for which there is no preparation for participants, but in which students are engaged in practically applying ideas to their teaching.

Students have an opportunity for deeper learning about specific aspects of teaching. They achieve more integration in their own practice, so the ideas discussed are not just isolated skills and strategies anymore. Most importantly, these professional development sessions help us build community. They are structured events that bring people together to talk about teaching; they actually form a community of people who are interested in teaching, and who continue to talk with each other outside of these events.

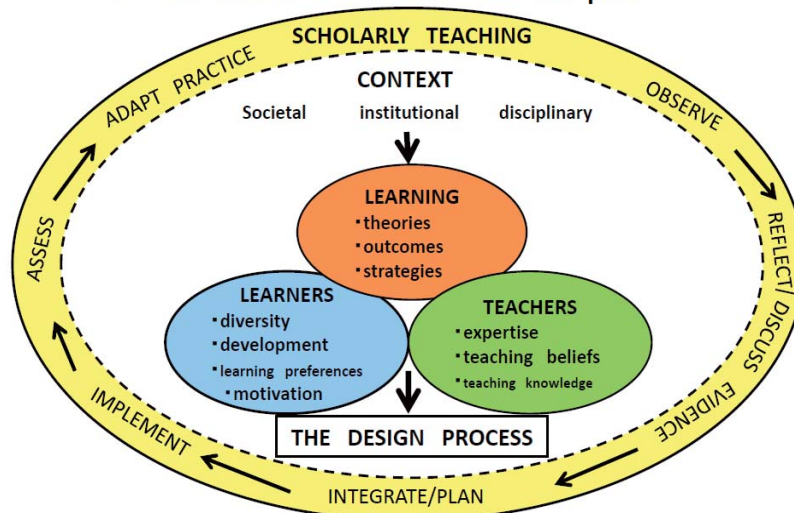
### ***CNLT 5000: A Graduate Course***

The third component is the graduate course, CNLT 5000, which I have been teaching for four years. It integrates teaching and learning concepts, discipline knowledge, course design principles, practical advice, and scholarly teaching. It fosters a critical evaluation of students' personal beliefs about teaching, and checks that they are in line with effective teaching methodology. The course is designed around planning a course they will teach, so that it is very practical. It covers one of our terms, and classes are held three hours a week for thirteen weeks. Though it is a non-credit course, students do receive a pass/fail grade that is noted on their transcript. CNLT 5000 is provided at no cost to Dalhousie graduate students, and other people can participate at the going rate for a graduate course.

Since the learning outcomes for this course are complex, I use a diagram (see Figure 1) to help my students understand our shared goals. The first learning outcome is an understanding of the context in which they teach. One of the most important aspects of context is to appreciate how their discipline influences their teaching decisions. Disciplinary expertise influences not only the content, but also the organization of the course, teaching and learning activities, and how we evaluate student learning. We work primarily from that base of disciplinary knowledge. At the same time, students must also understand their societal and institutional obligations, as universities in Canada currently have a much stronger contract with society than they have had previously.

We also work on conceptual development about learning, learners, and teachers. These conceptual tools are carefully chosen so that students develop an evidence-based framework for understanding teaching and learning in their classrooms. They also learn about the design process—how to plan a course from start to finish.

## CNLT5000 Course Concepts



**Figure 1. Dalhousie University GTA Program Graduate Course Goals**

In all of these activities, students are challenged to be scholarly teachers. They are asked to bring a spirit of inquiry to their teaching, just as they do to their research: to observe what is happening in their teaching, and to ask, “What is really going on here? Can I use that information to improve what is happening in my classroom?” Then they make a plan, assess whether it works or is likely to work, and if it does, change their practice accordingly. Of course, this is a continuing process. The cycle of inquiry never stops in our research. It should never stop in our learning about teaching either.

This course has had a very positive impact. One student said, “This course was extremely useful to me—especially in this stage of my career [post-doc]. I feel that it will really improve my teaching.” Other students appreciate the different kinds of learning it offers, and feel that is a valuable contribution to their development as academics. “This experience will play a big role in how I develop as a teacher in my career.” Not only does the course give students useful information about teaching and learning, it provides a framework for their ongoing, independent development as teachers.

One of the strongest comments came from a student whom we interviewed eighteen months after graduating from the course. When she was a first-year professor, somebody asked her to develop a new master’s program. Though it was a challenge, she used a model from the course on university teaching, and she felt that it really worked well for her. “I knew every step of the process I needed . . . to put that course together,” she said.



Obviously, we are very pleased with these kinds of results.

### ***Certificate in University Teaching and Learning***

The final of our four components is the Certificate in University Teaching and Learning. In it, we build on the other three pieces to provide a more comprehensive learning experience. Students may take the graduate course, or if they choose, in the spirit of scholarly teaching, they may do an independent study. Most participants choose the course option. To the theory component we add a practice component, where we ask students to do three different rounds of teaching, just one class at a time. They plan each class, are observed by a professor (or in some cases an experienced peer) and receive feedback, and then write a reflection about what they learned.

We also have a professional development component consisting of twenty hours of open-choice development workshops. This is the piece of the program where we ask the students to identify what they need to learn. They can use the TA Days and professional development programs, as well as other learning opportunities. We ask them to write a short paragraph about why they chose a particular workshop, what they learned that will be useful to them in their future teaching, and how they are going to apply that learning. This is the integration piece that we are always pushing toward. In this element of the CUTL we are trying to teach the habit of professional development: how to monitor their own learning needs, be aware of what they need to learn, and find those resources in the community so they can be more successful. Finally, we ask them to put all of these pieces together in a teaching dossier component, which is practical because they need this document to help them find academic positions. Even if the universities do not ask for the dossier, the work that CUTL candidates do to create it gives them the ability to articulate what they know about teaching. Many of our students echo the comment “I had such a good interview because I’ve had practice talking about teaching and learning.”

### **Evidence of Impact**

To determine the impact of the Certificate program, we are conducting a research project. We run research projects on our work because they help us ask better questions and to listen more carefully to the answers. Although we began this longitudinal study just three years ago, we are already seeing some trends.

### ***Entry and Exit Survey Differences***

Some trends are emerging from comparisons of responses on entry and exit surveys. When students start the program, they are focused on earning the credential—getting something on their CVs that will help them get a job. By the end of the program, they are seeing the value of the program in terms of what they have learned. At the beginning of the CUTL, they lack confidence and experience; by the end there are demonstrable

differences in their confidence, and how they talk about teaching. On entry, they think they are going to acquire skills that will be useful to them in a job search, but on exit they have changed the way they think about teaching, and have learned to reflect on their experiences. When they first come into the program, they understand teaching as delivering knowledge, but when they leave, they can articulate a much deeper and more complex understanding of teaching-learning connections.

Surveys also reveal changes in how CUTL participants regard learners. When GTAs first enter the program, they feel it is their students' responsibility to understand and engage with the material. As one candidate explained, "If the students are not engaged, there's nothing I can do about it. It's the students' fault if they don't learn." But by the end of the program, they really have come to enjoy teaching, and they see themselves as having an important role in motivating and encouraging students. They have a different attitude towards the students as learners.

### *Interview Data*

In interviews conducted eighteen months after graduate students have completed the full CUTL, the responses are notable. The CUTL students demonstrate a deep learning. One student noted that "we're supposed to be critical in our research, and we need to be critical and reflective in our teaching as well." That is something we try to achieve in this program: deep learning, and development of an identity as a teacher.

The interviews reveal that students had different outcomes. One graduate did not go into an academic position. His work involves the commercialization of research for a university and in his job he pitches scientific ideas to businesses. In retrospect, the value of the Certificate program to this candidate is that "having a deeper understanding of university teaching and learning has helped me. . . . I have to be able to communicate [technical] details to a variety of audiences. . . . And so in that sense, I try to apply the things that I learned through the CUTL program and my graduate student teaching responsibilities so that I assess who is my audience. . . . So I try to tailor what I'm saying to the person that I'm saying it to. . . ." And for him, of course, it is especially important because his productivity in terms of contracts depends on it.

There is also evidence of the "softer" sides of students' learning experiences. One mature student came to the university to learn how to do research, with no intention of teaching. She says that the program "really gave me the confidence to go into the classroom that I would not have had otherwise." But the result that has surprised us the most is how important building community is to these graduate students. They feel isolated in their own programs, and they value being able to get together with students from other disciplines to talk about something they have in common, which is their interest in teaching. As one interviewee explained, "[Graduate school is] a lonely existence . . . so it's nice to have some way of being with other people who are engaged in a similar undertaking. . . ."

There are emerging patterns that suggest that the more deeply we



engage students in learning about teaching, the more they learn, and the more independent they become in their ability to keep on learning after they leave us.

### **Some Challenges We Experience**

But not all graduate students choose to learn this deeply. Why not? There are a number of challenges that contribute to this outcome. First, there are the hiring practices at our institution. In many departments, we tend to hire our GTAs after classes begin, so they miss the orientation. Also, because they are unionized, whether or not they attend the orientation is voluntary. Hence, we have the challenge of reaching the students, then motivating them to attend.

Academic culture sometimes works against us. In Canada, the notion of “time to completion” is powerful. We expect that doctorates will be earned in three to four years, and advisors become concerned if we ask students to spend their time doing something besides their research project. This applies to bench scientists in particular, since people working in sciences and engineering are expected to be in the lab all day. Taking time to come to a teaching workshop or a course is more difficult for them. Many of these problems exist because of the gap in expectations between graduate programs and the institutions that hire those graduates (Adams, 2002). Some graduate supervisors do not understand the realities facing new professors, and are often not well informed about how important teaching development can be to help their students in their careers.

We also had an issue around academic credit for the graduate course. The Faculty of Graduate Studies did not assign academic credit for this course, and many of our students wanted credit in recognition of their hard work. Then there are other students who worry about a credit course in an area that is not their specialty. This issue is creating some tension.

Student culture can also be challenging. We have a number of students who resist the writing and reflection component, or who find it difficult. They also have concerns about their advisors valuing the course. Many of the PhD students are not required to reveal to their advisor that they are involved in the Certificate program, and some advisors actively counsel against it. It is not just that advisors are ambiguous or ambivalent; they are sometimes very antagonistic and demand that the students stop. Consequently, students get very mixed messages. We say that teaching development is important, and their advisors say it is not. Finally, graduate students often feel overwhelmed. They think they work harder than everybody else in the university and they never have any time to do anything. So their own culture is sometimes a challenge.

Finally, it is important to recognize the cognitive challenge. Learning to become a teacher is a very complex cognitive task. There are many different ways to learn to become a good teacher. There is no recipe. Since the influence of the disciplines is essential, we must integrate teaching and learning with disciplinary culture and structure. That is hard

work, intellectually. It's a dynamic and interactive process of acquiring knowledge, trying it out, reflecting on it, seeing how it fits with what you believe about being a teacher, and balancing all those things to form an identity and a knowledge base that will guide you in your teaching.

## Conclusion

From both these results and challenges, you can see why the scope of our educational practice includes not only working with individual teachers, but also working with our university, and helping it become an academic community that values both teaching and learning and the development of teaching. We need to make room in the lives of academic staff and of graduate students for this learning to take place. So with all the hard work involved, why do we place such a high priority on the development of our graduate students? Simply put, it is worth it. In the words of a particularly good GTA who is an accomplished chemist and has won several awards, "What the [CUTL] program . . . mainly did was help me think about my teaching. Not just teach for the sake of teaching but to think about teaching the way I do and how to improve it." He has become the reflective practitioner that we wish all of us could become. That is what continues to motivate our work.

## Questions and Answers

**Question 1.** What kind of talks do high-profile researchers give to TAs during the TA Days?

**Answer.** I'll give you an example from this year. We have a very prestigious researcher. Her name is Mary Ann White, and she's a chemist. The title of her session is "What I Learned about Lecturing through Thirty Years of Experience." We give the professors a range of topics that would be useful to grad students, but they choose their own. This researcher chose to help students understand how to give a good lecture.

**Question 2.** I have a question about the responses you receive from other universities that hire your students. What do they think of your Certificate program? I know they must appreciate it, but does it present some extra challenges for your students?

**Answer.** Actually, I have heard of few challenges. Most of the responses are inspirational. When our Certificate students are interviewed, they say they enjoy the program, they learn from it, they value it. When they come back from their job interviews, they say, "They told me that I could really talk about teaching." New professors seldom can do that without specific training. Our students are very excited about their performance in job interviews. We hear from hiring institutions via our students that all things being equal, they find the Certificate credential on the CV intriguing. If they were not good researchers, they would not be invited for an interview, but it really helps their application to have both good research skills and this formal type of training.

When we began the program, there were only three universities in

Canada offering certificates. I did a quick survey before I came here, and there are now 13. Still, for students in the early adopting universities, it is an advantage.

We sometimes hear from other universities that the program is really helpful, and that they can see the difference. But more often, it's through our students talking about their experience in the interview, and when they start work.

**Question 3.** Thank you for your excellent presentation. My question is: Are all graduate students in Canada expected to be involved in this program? How do you select them?

**Answer.** We don't select them. They self-select. So far, that has not been overwhelming. About ten to fifteen percent of our doctoral students are coming forward for the full Certificate program. Many more participate in workshops and pieces of the CUTL. I was asked that question when I put forward this proposal. They asked, "What are you going to do when there are too many?" And I said, "I'll let you know." I'm not concerned about there being too many because people have many competing priorities. We have about one hundred thirty students now in our certificate program, and we have probably graduated about thirty in the last two years. However, word of mouth is growing. In some departments, everybody wants to participate. In others, nobody participates. Though people do not have to participate, I think that in many disciplines they see it as a real advantage.

**Question 4.** Are there currently any international students in the program?

**Answer.** It's a huge draw for international students, because they see it as a way to meet other graduate students to practice English. As the course instructor, I give lots of good feedback on written English. They seem to enjoy the community that is created around this program, and we have excellent international participation from engineering students in particular.

**Question 5.** In your presentation, you talked about how Canadian graduate students, especially from engineering or science backgrounds, were reluctant to work outside of the lab. But in Japan, the situation is more serious. There, PhD candidates conduct the management of the labs with their professors, and professors are hesitant to let their students participate in educational development. Many professors directly tell such centers to stop recruiting their students. In Canada, what kind of solutions are you providing for these problems?

**Answer.** It is a shared challenge. Even though it is hard for bench scientists to leave the lab, sixty-six percent of our students are in this group, so it doesn't stop them. I've chosen to teach the course from 5:30 to 8:30, when most people have finished their normal working day. Also, we generally offer the professional development series at lunchtime. We try to be very conscious of "time to completion." We also encourage students not complete the CUTL in a short time. We encourage them to do it over two

to three years because most programs are four years. We do this for learning reasons, in that they have time to process and integrate the information, but also because the requirements for this program are very reasonable if you distribute it over two or three years. If you try to do it in one year, it takes a lot of time away from your work. We offer the experiences at times when it is possible for most people to be away from the lab. The teaching takes place in their home departments, and generally, professors are glad to have them participate. It is a challenge and there is a bit of tension, but as long as we do not try to take too much time, it works very well.

**Question 6.** As the last speaker just said, getting bench scientists involved in this kind of program is a critical issue. I believe that PhD students might want to get involved in this program, but that due to the challenges they face in the laboratories, their professors and so forth, it is a challenge. I want to know if a student is expected to produce a particular output. Is the program very demanding in its expectations, or is it relaxed enough that a student can take the time to reflect on what he or she learns?

**Answer.** There certainly are expectations, and the students produce a portfolio at the end that we do not negotiate on. It has to be of a certain quality. But the pieces of the portfolio are completed in very small chunks, and we coach the students on the way. So yes, there is work to be done, and the course is particularly structured. But I'm very careful to structure the work through the term so that it is not all done at the end. Part of the solution is to make the workload manageable over time, and not to demand too much of students at one particular time.

Also, because we work with faculty, administrators and graduate students, we do a lot of networking and talking about the program in the community, in the new faculty orientation, and in our departments. Many of our students now present in the departmental seminar series, on a teaching and learning topic, or on something that they are doing. But that took three years to happen, so it does not materialize overnight.

As I previously mentioned, we began small and we are still small, with one hundred thirty students out of a thousand. However, students are beginning to be more open with their professors about their participation in the program. Every year, we have a celebration where the students graduate and receive a certificate, and we started inviting their supervisors, though not directly. We said to the students, "If you would like to invite your supervisor, please bring them." When the supervisors come, some of them are surprised that their students have done this. We give a citation about something particularly valuable in each student's portfolio, and the supervisors are converted. They think their students are wonderful; they think the program is wonderful. We have had some significant progress by doing strategic things like this.

**Question 7.** To be candid, I don't find anything substantially new in your approach. You are just saying that something that is normally on-the-job training should be pre-job training, and that people should be

certified before they get on the job. I think that we run the risk of making all prospective teachers go through some sort of centralized certification process, which could turn into certification imperialism in the long run. Don't we run the risk of advocating for certification imperialism?

*Answer.* That's true. I will tell you my motivation for doing it this way, and I am very committed to it. In the U.K. and Australia, there is a mandatory certification process when people come into new jobs. That is extremely stressful. I used to do research on the experience of new faculty members. It is a very tough place if you are a new faculty member without any training. So I shifted my emphasis to prepare graduate students more effectively for that experience. It is not compulsory, and I am not in favor of making it compulsory. It is an opportunity for people who recognize they have this learning need. There are people who are very effective teachers and never had a certificate, who have done quite well. But I know from the literature, and from my own research experience, that it can be very, very difficult for a new faculty colleague, especially with the high level of performance that is demanded in today's academy. We do a lot of work within the departments, as well as centrally, so I wouldn't say that it's only a central program. We often go out and work with TAs and faculty in different programs, and we invite our candidates to give and attend seminars in their disciplines as part of their professional development. I am motivated to do the course by seeing what happens with new faculty members, and wishing for them to have a more positive experience.

*Question 8.* As was previously mentioned, in Japan, our scientific laboratories are very research-oriented, and it's difficult for students to participate in teaching programs. On the other hand, there's a lot to be said for practical experience. Most of the graduate students in the master's or doctorate program participate in actual practical experience programs, and the education methodology encourages them to master the basics. What you have introduced is, in the Japanese sense, what is offered at the undergraduate level. Basically, in Japan in the graduate level, students do participate in practical experience in education. In Hokkaido University it is mandatory. Some universities do this well and some do not. So how do we make sure that all of the students have the basics, the fundamentals?

*Answer.* In our system we have no mechanism to ensure that all of the students have the basic fundamentals. Because of the way that we are structured and our union agreements, all participation in teaching development in our university is voluntary. We try to arrange our programs so that they are accessible, but also so that they are attractive. Part of wanting to have a certificate program is to have a credential that is recognized on the transcript, so that students feel compensated for their work. So we are almost working in the other direction. Right now, there's a movement afoot in Canada to look at some attributes for graduate students that cover a broader spectrum of academic skills, not unlike the Preparing Future Faculty Program in the U.S. For now, that initiative is

sitting with the Canadian Association for Graduate Studies, which will have their conference this fall. Actually, I and a colleague will be presenting there. But it is only in the works, so you are probably doing a better job at the basic level than we are.

**Question 9.** You mentioned that now there are thirteen colleges and universities in Canada that have a program like this.

**Answer.** That I know about.

**Question.** And you have about thirty students who have graduated. I'd be really curious to see how many of those students then go to their new university or college and either use the knowledge to help their TAs, or try to create a program like yours. Do you have any idea, or is it really too new?

**Answer.** Well, it's new, but we're conducting research. There's an entry survey and exit survey, and then eighteen months after they graduate, we follow up with an interview. We are doing the first set of interviews right now. One of the things that we encourage in the program is graduate students' doing sessions for other graduate students, so they get the practice of educational development. We are hoping it has a very good influence, but we are just launching that phase of our research. I cannot answer your question more definitely, but all the signs are there that at least for some people, it has encouraged them to be more active.



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## **The Orientation Program for New Faculty, Faculty Development, and TA Training at Hokkaido University**

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To begin my presentation, I'd like to give a brief introduction to our university and an overview of what our government is doing. Then I'd like to talk about our university's orientation program for new faculty and TA training, and also about faculty development.

Hokkaido University is one of the oldest universities in Japan. It and Tokyo University were established around 1880, making them not quite as old as Dalhousie University. Currently, our undergraduate population is around 12,000, and we have about 6,000 graduate students. We have 12 faculties (schools and colleges) with about 2,000 tenured professors. In 2007, 2,675 bachelor's students and 1,518 master's students graduated. The number of PhD graduates is 526.

### **Changes in Japan**

Over the past two decades, our government has gradually changed, and this has had some implications for university education. One such change is a huge deficit of 700 billion yen following the collapse of the 1980s bubble economy. Since 1990 we've had serious economic problems.

By contrast, our system of university education has remained the same for 60 years, since just after the Second World War. Not until recently has it begun to change. In 1991, the university curriculum, previously regulated by the Ministry of Education, was released from government jurisdiction. In 2004, all of our national universities were made independent administrative entities. Though the Ministry of Education has begun to acknowledge the universities' important role in both research and education, they get little financial support. In the past five or six years, financial support for national universities has decreased at the rate of about one percent per annum.

Since 2004, when all universities became independent administrative entities, each one has been required to present a middle-term (seven-year) plan, which the Ministry reviews. This plan serves as a guarantee that the institution offers quality education. Previously, if you

wanted to go to a university, there was no way to check that it met a certain standard of education and research. Now the Japanese government checks and reviews its qualifications. We also have a special committee, which we call the Central Education Council. Though it was active before the change in regulations, now it has even more of an effect on our educational system. Indeed, this council has the power to change universities. If it discusses an issue and makes a recommendation, we have to adopt it.

Because of this situation, each university in Japan has made some changes. The first one to be generally adopted was reducing the number of subjects in liberal arts. Our university did not do this. Another was restructuring the Division for Liberal Arts. Though we did this, our university still offers general education courses.

Next, in 1995, some universities established a Center for Education, as we did. Nowadays, more than 40 national universities have this kind of center.

The fourth change was that each national university established a new system for education. Our Director will speak about it later. But you can see that this type of effort is too late, maybe 20 years behind the United States and Canada. We've tried to introduce this kind of system in a single decade.

### **Changes at Hokkaido University**

The first innovation was introducing student evaluations. The second was making data on each professor's educational and research credentials available to the public. Faculty development and the use of TAs have also been adopted. Our teaching system is brand-new in Japan, as is the concept of a core curriculum. This new teaching style, which may include e-learning, applies especially to introductory science courses like physics, chemistry, and biology. The grade point average system is brand-new. A cap rule has been implemented. In this university, for example, students could take as many courses as they wished. Some students took 40 credits, which is about 20 courses a week. It's too much, so we introduced the cap rule. Finally, we decided to set appropriate standards for grade calculation. Before this, we just asked professors to evaluate the students. This created inconsistencies. Even if two classes required the same level of ability, the professors could mark students differently. Now some grading standards have been introduced.

We started conducting student evaluations in 1992, which is early for a Japanese university. Each professor is evaluated once a year, and gets a certain number of points based on his or her performance. The evaluations show you how you're doing as a professor.

Another part of our system is publicizing information on our professors' research and education. Previously, this kind of data was not accessible outside the university, or even between professors. Our

university introduced this system in the late 1990s. This policy has some problems, however. Though research activity is easy to show because your name is on a publication, educational or social activities are not so apparent. We don't evaluate the data, we just collect it and publicize it. People can find out what each of our professors did in the last several years by looking at our home page.

### Faculty Development at Hokkaido University

That brings us to faculty development, which is also an issue in Japan. We're still unsure how to do it. Various possibilities are conducting a lecture or a workshop, or giving a class. Our university took the workshop route, organizing a two-day meeting in a spa hotel. The lecture we offer is very short, about 30 minutes. Then we ask teachers to form small groups and discuss several issues in education.

Another professional development initiative is a one-day program for new teachers. We have a similar program for teaching assistants (TAs). These two seminars, especially the one for TAs, are important tools.

We showed a diagram of the teaching process (Figure 1) ten years ago, when we started our Faculty Development program. Professors were less aware of the process of teaching. We wanted to teach them the importance and demand that the community of students places on our occupation, our scholarship, and our institution. We have to think of the objectives and strategies for each course. We also have to evaluate the course and alter the objectives and strategies according to student inputs. This develops into a cycle.

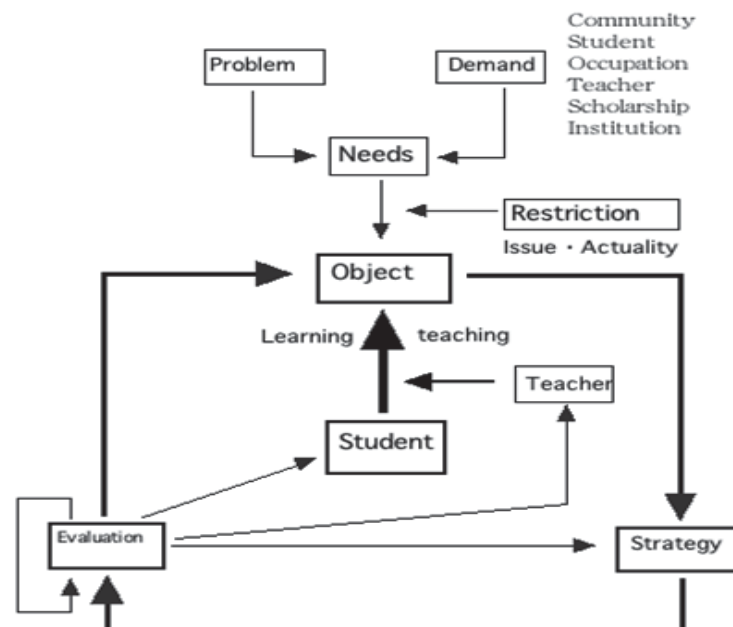


Figure 1. Process of Course Design

Then, in a three- to four-year program, we introduce the concepts of professionalism and ethics. We think this is the most important thing we can teach professors about education. It really is not that difficult. We must treat students with politeness and respect, and maintain confidentiality. Of course, there should be no harassment, and finally, we should consider it our duty to encourage learning.

Figures 2a and 2b show the actual 2003 schedule for the workshop we conduct. We give a lecture on the elements of the curriculum and the syllabus and the objectives of a course. Then each group is given a task. The first is to come up with the title of a new course and develop course objectives. Then we give examples of strategies, and each group finds an appropriate way to teach its course. The next day we talk about evaluation, with the groups once again providing examples. There are other demonstration lectures on physics and literature. In this way, the two-day workshop helps the participants make their own syllabus, and learn about new techniques in education.

The one-day orientation program for new faculty is also workshop-style. Afterward the participants present their results. In the morning we have a couple of lectures, some of which, like Accounting Methods in Hokkaido University, are very useful. In the afternoon we organize discussion groups; the themes this year are guidance and sexual harassment.

The third program is a training course for TAs. By now this is a little bit old. Nowadays we employ about 800 graduate students as TAs, and compared to the United States and Canada, their payment and their education are still poor. TAs are often given few hours; a graduate student might teach just one class. Because of this, their payment is about 40,000 yen, which is not that much. Also, at our university their education only lasts one day.

In Japan, TAs are really assistants. They don't give lectures by themselves, they just help the professors. However, we think that TA training is a good chance to teach prospective faculty members. We think it's a good idea to give them this one-day training course.

This is the actual schedule of a TA training program. This year, Professor Senaha will speak about TAs and their role in the university. Then Dr. Nishimori will talk about the basics of university education. We next have a panel discussion, consisting of two professors and two graduate students who are already experience TAs. In the afternoon, we have group work for the TAs. Currently, because of the number and variety of courses that need TAs, we've divided them into more than ten orientation groups. So, for example, we have TAs for teaching the freshmen seminar, lectures, writing, information technology, experimental science, foreign languages, and so on. Each group is given a case study, consisting of a problem they might encounter. They discuss it, then make a presentation.

8:30	Roll call
8:45	Departure by bus
	Orientation on the bus
9:55	Arrival at Hotel Kitanoyu
10:00	Report from HU President Nakamura: "Challenges and New Initiatives at Hokkaido University" (30 min.)
	Discussion with President Nakamura (30 min.)
11:00	Mini-lecture 1: "University Professors as a Profession" "What is a Workshop?"
11:30	Mini-lecture 2: "Elements of Teaching" Breaking the ice
12:00	Lunch
13:00	Mini-lecture 3: "Elements of Curriculum and Syllabus" "Course Objectives"
13:30	Orientation for group discussion 1
13:40	Group discussion 1: "Developing a Course Title and Objectives"
14:40	Presentation and discussion 1
15:30	Break
15:50	Mini-lecture 4: "Teaching Strategies" "Methods for Facilitating Students' Participation"
16:20	Orientation for group discussion 2
16:30	Group discussion 2: "Selecting Appropriate Teaching Strategies and Revising Course Objectives"
17:30	Presentation and discussion 2 (50 min.)

**Figure 2a. 2003 Workshop Schedule, Day 1**

8:30	Mini-lecture 5: "Assessment and Grading"
9:00	Orientation for group discussion 3
9:10	Group discussion 3: "Determine Grading Methods and Revising Teaching Strategies"
10:10	Break
10:20	Presentation and discussion 3
11:10	Demonstration lecture 1 Professor Syusuke Yomo (Physics)
12:00	Lunch
13:00	Demonstration lecture 2 Professor Yoshihide Sakurai (Humanities)
13:50	Sharing and reflections on the experiences of the workshop
15:10	Departure by bus

**Figure 2b. 2003 Workshop Schedule, Day 2**

I'd like to give you some more information about each of these orientations. In the TA training, at the beginning we had 50 participants, but now the number of students that join this program is between 200 and 300. For new faculty orientation, the number of teachers is about 50 to 100. We closed this orientation course in 2006, and moved into the two-day faculty development workshop, which can only accept about 40 professors. Since 2007 we have held it twice per year, so we can teach about 80 professors annually.

We also have other faculty development activities. For example, we publish a journal each year and a newsletter every two months. We sometimes develop new subjects (such as ethics), or introduce new methods (such as e-learning) and so on. We also publish relevant data on our home page, which everyone can access.

### **Current Issues of Faculty Development in Japanese Universities**

Finally, I'd like to show you some new trends in Japanese faculty development. The first one is diversification and structuralization. The second is development in each faculty. And the last is consortium formation.

Nowadays, faculty development is done through diversification. This includes student evaluations, class observation, consulting for the lecture, the lecture itself, and modification of the curriculum. Structuralization is also important, and will be discussed later by Dr. Ogasawara. We think our faculty development program should include these three things: a sense of ethics, a systematic theory of education, and a learning strategy for new technology. The first and the second of these

should be considered basic knowledge, and should be developed separately by each institution. They should be almost the same everywhere.

But developing a strategy for dealing with technology, though necessarily a separate process for each faculty, can be done more effectively by a consortium or an academic society. For this reason, in the past two years, the number of consortia has dramatically increased. There are now around 30 consortia in Japan, and Hokkaido Prefecture has established four of them. We have several hundred universities and colleges here, many of which are small and lacking the resources to hold this kind of faculty development program by themselves.

In conclusion, Japanese universities have made many recent changes in the way they practice education. Faculty development is still in process. It makes a university better in many senses, though it makes us busy, of course. We need to make both students and teachers more serious about their learning and their teaching, because most professors are still more interested in doing research. To me, this is still an important issue in Japanese universities.

## Questions and Answers

**Question 1.** Thank you very much for your presentation. I'm from Hakodate National College of Technology, Hakodate Kosen, and I'm in charge of doing faculty development. I really understand and agree with your final point: It's difficult to ask teachers and students to be more serious about learning and teaching. Though teachers like to teach, it's difficult to help them learn about teaching. I wonder how you try to establish a platform and cultivate a strong motivation for faculty development in a teaching community of over 2,000 people. Also, how do teachers set up a standard for grading students?

**Answer.** The first question is difficult to answer. Our Center was established about 15 years ago. For about the first 5 years, most professors were very serious about research as opposed to teaching. We took it one step at a time. We had to negotiate to open this kind of a professional development program. We needed approval from the president or vice-president. That was the first step. Then we could set up a place to work.

**Follow-Up Question.** Did you focus on a single approach?

**Answer.** No. Though we usually approached it from the top down, we tried a bottom-up approach as well. We tried to exploit all of the possibilities, and only some were successful. You need to exert a considerable effort to develop a sense of the importance of teaching.

The second question is also difficult to answer. We discussed it over a long period of time, maybe four or five years. Dr. Ogasawara knows about this area in more detail and he can give you a better answer.

**Professor Ogasawara.** I have also worked at this University, so I'd like to answer this question to the best of my abilities. The question was, what is the platform? When it comes to faculty development, training, and



e-learning systems, you need an infrastructure or platform. Liberal arts is a good starting point, because at Hokkaido University, all of the departments of the school are responsible for general and liberal arts education. So the platform had a field. Since there was a university-wide responsibility for general and liberal arts education, we were able to do training and interact with the teaching staff on this subject. So it was top-down as well as bottom-up in the sense that it came from the grassroots level.

The second question, how to do the grading, is related to the first. It's very dependent on the different faculties and disciplines, so it's not a problem we can easily resolve. Regarding faculty development, there were many complaints from the students about 15 to 20 years ago. We made an effort to improve liberal arts education and grading standardization in response to these criticisms. It's in the process of penetrating to all levels. So the direct answer to your question is that the liberal arts was the starting point, and it began to penetrate throughout the University.

**Question 2.** I don't have a question, just a comment to further the discussion. I was a TA at Hokkaido University from 2000 to 2003. Now I teach at a private university and I have my own TAs. So I can say that I have been on both ends and I know how things go. I guess in most universities, the TAs, as you said, are not teachers in process. They are assistants to the teacher. Mostly, they prepare photocopies, search, distribute handouts, help the students, and do similar things. When I was a TA, this didn't bother me much because it meant almost no work. It didn't bother me either that I was getting very little pay because it was sort of free. But now I have TAs, and every time I have a new course and a new TA, I see that there are various ways we can use him or her productively. This is also a good learning process for the TAs, and it improves the quality of the teaching. I use my TAs very effectively in the class. The TAs know the students' names, and show that they are being noticed. Before class, I discuss my teaching agenda with the TA, and sometimes I encourage them. This gives them a sense of participation. Though I know I can come up with the lesson plans myself, sometimes TAs give me interesting feedback. They tell me, "You were doing it like this in the class and it was having this sort of impact. If we change it this way, it will have a better impact." That's very helpful, and at the same time it gives the TAs a sense of participation and self-respect. They feel like they are teachers in process, teachers in progress, and maybe future teachers. Is there some way we can have something like this in a more organized and structured form in our Japanese universities?

**Answer.** I think this is an important point. This introduction of a TA system is another chance to change our education, because at least we have to talk about our subject or course with the TA. And in the process each professor has to think about his or her subject more seriously. For this reason, we think that TA development is important.

**Question 3.** I'm a graduate student at Hokkaido University. From your presentation it's very obvious that the TA system is on the way at



Hokkaido University. But the number of students participating is actually low. I want to know what condition or conditions a student must meet to become a TA. Is there a selection procedure, or is it voluntary? Also, how many foreign students participate in the TA system?

*Answer.* I think it's up to each professor. In most cases, a professor asks a student to be a TA. But in some cases, they need so many TAs that they ask all of the university's graduate student population. I'm not sure how they select TAs. The selection process is not a serious one because the job is not difficult.

## **Discussion: Professional Development in Japan and the United States**

### **Part 1: Faculty Development in Japan**

*Haruo Ishida, Director, Educational Planning and Management Office,  
and Professor, Graduate School of Systems and Information Engineering,  
University of Tsukuba*

Thank you very much for the wonderful presentation on the GTA program at Dalhousie. It's a well-organized, well-considered program. As Professor Hosokawa pointed out, we are definitely twenty or thirty years behind you. I'd also like to thank Professor Hosokawa for his good sketch and analysis of the present situation of higher education in Japan, and especially at Hokkaido University.

I have been asked to discuss these excellent presentations. I'm now the Director of the Office of Education, and I'm planning a new regime at University of Tsukuba. But my field is civil engineering and transportation development. I'm also deeply involved in the educational policymaking of our national government. So I've been called for my administrative ability, not my knowledge of the field. I will not attempt to discuss or criticize the two previous presentations and programs at two excellent universities. It's far beyond my ability. Instead, I will give you some background information on faculty development (FD) in Japan.

#### **Seeds of Change**

There has been an increasing trend toward faculty development activities in Japanese universities. In 1996, less than two hundred universities had some kind of FD activities, while in 2006, more than six hundred participated in them. This accounts for about eighty-six percent of all universities. As you can see, FD activities are getting very popular.

Spreading the awareness of faculty development is very important. The distribution of FD activities in 2006 can be seen in Table 1. The most popular activity is giving lectures on FD, followed by establishing FD committees. These are very formal strategies, and not very active compared to the bottom-up approaches at Dalhousie University or Hokkaido University.

Table 1. Distribution of FD Activities in 2006

<i>FD Activity</i>	<i>National</i>	<i>Public</i>	<i>Private</i>
Establishing of FD committee	51	28	228
Establishing university-wide study	41	13	91
Discussing class content and methods	60	29	205
Lectures on FD	78	52	286
Class evaluation by each other	38	13	84
Observing each other's classes	61	21	199
Training seminars for faculty	58	34	204
Training seminars for new faculty	57	22	187

The Ministry of Education is also trying to support FD activities. In September 1999, it mandated efforts to implement FD in universities, and in March 2006, implementation of FD in graduate schools became compulsory. Nowadays, implementation of FD at the undergraduate level is also compulsory. In short, faculty development is compulsory at all levels of all Japanese institutions, and is becoming popular.

However, the reality is a bit different. The Central Education Council issued a report in 2008 listing programs related to FD. There are many lectures on the subject, but only a few practical initiatives. There is still no “peer review” culture in universities, and professors don't like to be taught by other professors, or to pay attention to proper outcome measures of teaching and learning. We also lack a clear PDAC cycle of FD activities. Finally, we have few FD activities for part-time teachers, of whom there are many in universities, and the number is increasing.

The reason for this gap may be that the objectives of FD activities are very narrow. It is thought only to improve teaching and class management skills. For the poor professors, FD is something to tighten up their schedules. They don't want to be harnessed. They are confident about what they have taught, or what they have done so far. They either don't like, or just are not familiar with, true professional development. Though

I'm sure they are eager to improve teaching and learning, there is widespread misunderstanding of FD.

### **How We Can Encourage PD**

To conclude, I'd like to list some issues related to professional development (PD), and possibly to FD as well. For both, it is important to share objectives and goals, especially in Japan, where we are twenty or thirty years behind some other universities. This is the reason we called this conference the International Symposium on Professional Development. We need to think about and clearly define PD in a way that will persuade the very traditional and conventional professors in Japanese universities to adopt it.

We also need to have a wide range of targets: faculty—current, new, and future—staff, and TAs. I think we need to invest in improving the university's environmental infrastructures, like equipment and staff. It's very important to have good PD or FD programs, and to develop a network through multi-university cooperation to share know-how, ideas for PD activities, and their results. Of course, it's also important to conduct studies on the relationship between PD activities and their learning outcomes. It's essential to enhance these activities. Thank you for your attention.

### **Questions and Answers**

*Question 1.* I just wanted to focus on the concept of faculty development in your presentation. The Ministry has made this compulsory. So what does that really mean? For example, in my understanding, in China, professional development for faculty includes disciplinary learning. But here it seems to focus on teaching and learning skills. Does this mean that FD in Japan is focused just on these skills, or does it include disciplinary development?

*Answer.* Japanese universities are not in this situation. The focus of the Ministry is very wide. FD probably includes any activities that improve education, teaching, and learning. In our short history of interpreting this concept, FD is mainly used to improve teaching skills. That's kind of a discrepancy between the formal and the actual meaning of the concepts. We need to have a clearer view of what FD and PD actually mean in order to involve a greater number of professors who want to improve their educational activities. That's our duty, I think.

## **Part 2: Professional Development Resources for Faculty at the University of Washington**

*Jody D. Nyquist, Director Emeritus,  
Center for Instructional Development and Research,  
University of Washington*

I am pleased to be here today. It is such a wonderful occasion, and I am excited that we can come together from several Asian countries, Canada, and the United States, to share the same issues, the same challenges, and the ways by which we might meet those challenges. I am particularly pleased to be here because I think the Japanese are such wonderful hosts, and it is fun for me to return to this lovely, civilized, kind, and very tidy country.

The academic work that is going on around enhancing teaching and learning is one that really compels our best intellectual capital. I say this because I've spent my whole career thinking about how to assist faculty to enhance their teaching and learning. I'm old enough now to be a pioneer. I think I have heard almost every argument why we cannot do what we are trying to do. I have heard many resisting comments, and I would like to report that though it's slow work, I think we can overcome the resistance. Often, the resistance is simply because we don't understand each other across disciplines, and because sometimes we don't share a common vocabulary for talking about teaching and learning.

Some of you know that I was principal investigator for a large project funded by the Pew Charitable Trusts, called Re-Envisioning the Ph.D for the 21<sup>st</sup> Century. From 1998 to 2000, I spent 18 months on an airplane and conducted 450 interviews with everyone involved in the Ph.D. process. I listened to many people: the people who prepare PhDs, the people who fund Ph.Ds, the people who hire Ph.Ds as well as Ph.D students. Through that research project, I learned a great deal about teaching in many settings. One of the themes all the way through was the lament that "Your students are not prepared to teach effectively."

I learned that in the private sector, in pharmaceutical labs, in leadership positions in business and industry, in government, and in the not-for-profit world that our graduates will be teaching. They will need to explain what they are doing to their superiors, or they need to lead a team of their subordinates, or address their various publics. I was accused, at that time, of defining teaching and learning too narrowly. My interviewees said that we at universities only think about teaching and learning in terms of preparing graduates to go to colleges and universities to teach in

classrooms. My informants argued that schools do not own teaching and learning. Business, industry and government workers believe that they own teaching and learning as well, and we need to prepare our graduates to teach in settings other than classrooms in higher education. That was a very transformative moment for me. I began to look more broadly at teaching competency needed outside the Academy and at better ways of providing and enhancing professional development for graduate students that includes preparation for teaching in many environments. I became convinced that we need to do this within the context of research universities, like mine, since we are the ones who prepare Ph.Ds for many kinds of careers.

### **A Sketch of University of Washington**

The University of Washington is a major research university. We have about 4,100 faculty and 47,000 students. We bring in over a billion dollars a year in research funding. We are always among the top four universities funded by the US federal government. Much of the time, we are first. The only institution that routinely surpasses us is Johns Hopkins University.

Our libraries hold about 7.4 million volumes and 67,000 serial subscriptions. Eighty-six of our faculty are members of the National Academies. We have the fourth highest total among all the public universities, and we are 12th among all universities in terms of the stature of these faculty. We have six Nobel Laureates and we have had ten McArthur Awards, which provide \$500,000 to each recipient.

The University of Washington is a major research institution. Our faculty, like yours, face the same pressures. Faculty must bring in grant monies, and they must complete significant research every year. They need to teach extremely effectively. They are accountable to expectations which are very high, and we need to give them resources and support to accomplish all of this.

Our University has recently declared, “We are going to make a commitment, that not only are we a major research institution, but we are a major research institution committed to teaching and learning.” Now, what does that mean? Well, the University publicly claims on its website that “UW is first and foremost a place of learning.” Research is absolutely essential but not sufficient—the heart is teaching and learning which means that faculty must have adequate resources to both teach and conduct research effectively.

### **Consortium of Teaching and Learning Resources**

We have been trying to organize current resources into some kind of logical scheme to make them accessible to faculty. We're bringing together all of the various units on campus that have anything to do with the enhancement of teaching and learning, and organizing a Teaching and Learning Consortium (TLC), a collaboration of effort to enrich the

educational experience of the entire University of Washington community. It's not a center for teaching and learning. For now, we just call it The Center. That's the only title we have. And we have yet to know what that Center is going to be like.

The Consortium currently consists of representatives from the following units on campus:

- Catalyst
- Center for Curriculum Transformation
- Center for Engineering Learning and Teaching (CELT)
- Center for Instructional Development and Research (CIDR)
- Faculty Council on Instructional Quality (FCIQ)
- UW Graduate School
- UW Libraries
- Office of Educational Assessment (OEA)
- Office of Minority Affairs and Diversity (OMAD)
- UW Teaching Academy
- Undergraduate Research Program (URP)

Some of these will probably not make sense to you. For instance, the unit that is called Catalyst manages, maintains, and trains faculty in the use of technology for instructional purposes. This consists of helping faculty to put their courses online, to do their grading online, to respond to student papers online, to have students submit their papers online, to set up discussion groups among the students in their courses, and to develop innovative ways to utilize technology to enhance teaching and learning.

The next unit, the Center for Curriculum Transformation, is devoted to looking at our curriculum, course by course, to see if it makes information available to all students, no matter what their background. If the curriculum is not accessible because it presents obstacles to learning given diversity in cultural backgrounds, or because it perpetuates inaccurate, longstanding assumptions about minorities or Caucasians. The unit works with faculty to revise curricula so that education will be accessible for everyone in the university community.

The third one is the Center for Engineering Learning and Teaching (CELT), which now has a major responsibility for focusing on engineering courses. This addresses one of the questions that was raised earlier: How do you get scientists to pay attention to teaching and learning? In the United States, the Committee on Science, Engineering, and Public Policy (COSEPUP) published a report which resulted in the adoption of requirements for accreditation that included competency in teaching and learning. Colleges of Engineering now require that graduates be able to work in teams, to be able to make presentations, to obtain a number of competencies in addition to research skills. When that decision came down, Engineering really had to think about what they were doing. On our campus, that meant creating a whole center to respond to the COSEPUP



requirements.

The Center for Instructional Development and Research, where I was Director for 20 years, is a more typical teaching and learning center. We consult with faculty, teaching assistants, departments, and other programs, put on the TA Conference, which I will talk about briefly, and host numerous other events to enhance teaching and learning, many similar to those described by Dr. Taylor earlier. TA Training is a huge effort at the Center

The Faculty Council on Instructional Quality (FCIQ) is our policymaking group. They are the ones that prepare legislative recommendations for the Faculty Senate on issues of teaching and learning. Although the departments sometimes ignore policy, FCIQ is a unit that is working to enhance teaching and learning by influencing policy decisions.

The Graduate School also participates in the consortium. Many of you know that graduate schools are different in the United States. They're separate schools that monitor programs across the University. Faculty must be voted upon and appointed as graduate faculty meeting the criteria of each department. Here in Japan, it seems to me that everything is a graduate school, and most people are graduate faculty. It's just a different system.

Then we have the Libraries, the Office of Educational Assessment (which measures student satisfaction outcomes, as is done in almost every university), the Office of Minority Affairs, the UW Teaching Academy (which I'm going to describe in a minute), and finally, our Undergraduate Research Program. One of the big pushes in the last few years at the University of Washington has been to allow undergraduates, not just graduate students, to be involved in real research: to work in labs with professors, and to write and present their own papers. We asked, what is the difference between an undergraduate going to a research-intensive institution and one going to a teaching-intensive institution? Well, if they're coming to a research-intensive institution, they probably ought to be exposed to and engaged in the process of research.

Those are the centralized resources for supporting teaching and learning at the University of Washington. I was asked to focus on the UW's Teaching Academy and their Faculty Fellows Program.

### **The University of Washington Teaching Academy**

The Teaching Academy is composed of faculty at our University who have won the Distinguished Teaching Award or the Graduate Mentoring Award, both of which are extremely prestigious honors. Only four Distinguished Teaching Awards are given each year and one Graduate Mentor Award. I have heard in Japan that these kinds of awards do not mean very much. The University of Washington has worked very hard to make sure that they would mean a great deal. If you receive one of these awards, your picture goes in the paper, and you are given a substantial monetary award, and you are honored and vetted by the President and the



Provost of the university. Your picture goes on the wall in the central administration building. We really celebrate anyone who wins the Distinguished Teaching Award or the Graduate Mentoring Award.

The idea is that members of the Teaching Academy are top people in the University. As described on their website, the Teaching Academy's mission is to “provide leadership that will encourage and foster life-long critical thinking and learning for both undergraduate and graduate students. The Teaching Academy is committed to support the development of attitudes, thought, and practice needed to create a successful learning environment in a premiere research university. This desired learning environment, based on a deep-seated respect for students, faculty and all the individuals that work to support the university's teaching mission is embedded in a culture focused on inquiry, diversity, innovation, and excellence.”

### **The Faculty Fellows Program**

The Academy has all kinds of activities—workshops, faculty consultations, and many other things during the year. One of the activities is what we call the Faculty Fellows Program, a six-day program for new faculty. It's similar to some of the programs that were presented previously. I will point out two things that I think might be unique in our program.

The economy has hit us as it has everyone else. We usually hire about 200 faculty a year. We only hired 16 faculty for 2009. So, this fall, we will not even have a Faculty Fellows Program. The 2009 cohort will be blended in with the 2010 cohort next year.

In 2008, we provided the typical kind of faculty orientation experience that we plan to return to in the Fall of 2010. But I think two things are unique. One, we start off with the Resource Fair, where all the different campus units come and talk about how they can help new staff in their teaching, learning, research, and other aspects of faculty life. New faculty can go to each booth, pick up information, and establish connections with any unit that interests them. This element of the week's activities is always rated very highly.

Following that, we have the usual kind of presentations. You know, the important “suits,” the presidents and provosts who say how wonderful it is that the new faculty are here and what central administration expects of them. Then we have undergraduates and graduates talk about their experiences here, and what they hope for in their college educations. Then we present the new faculty with a survey of UW undergraduates and graduates that's specifically about what students at the University of Washington want and expect of their teachers. Students, as was said earlier, do not know what they do not know, of course, so programs cannot be designed exclusively around what they ask for. But considering their expectations assists in designing effective learning. And when new faculty come to the University of Washington, they receive every statistics you can imagine on what our undergraduates are like. Sometimes they are

shocked. For instance, ninety percent of our undergraduates come from the state of Washington. If faculty come from a Midwestern or Eastern school, where this is not the norm, they will be very surprised and will need to explore the implications of that fact.

We then talk about how the library can help. Next, Dr. Stan Chernicoff, a well-known researcher in earth and space sciences talks about everything that he did wrong when he started teaching. This is an effort to help new faculty avoid those mistakes.

In our university, the grading system is unbelievable. I don't know about your universities, but we have A, A-, B+, B, B-, C+, C, C-, on all the way through to F, and trying to figure out the difference between an A- and a B+ is difficult. Many faculty have not had to use this kind of a grading system, so they have to learn it- the “nuts and bolts of the UW grading system.”

These sessions are followed by microteaching sessions. Every year, this element of the Faculty Fellows Program, which is titled, “How Do My Students See Me?,” is rated as the top session. Yesterday, I had four professors from Hokkaido University go through their first microteaching session, and we had a delightful time. On the rating sheet for this activity, they rated every item a five, which is the top mark. They seemed very enthusiastic when they left, so I am optimistic that you also will find the technique helpful. We spend a lot of time at UW using microteaching to allow faculty to see themselves teaching, to demonstrate how faculty can assist each other to become more effective teachers, and to encourage them to meet and create relationships with each other. We have found that many friendships, even future joint research activities, especially across disciplines, are a result of this first shared microteaching experience.

Following those sessions, we have typical presentations on effective lecturing, facilitating group discussions, diversity, the Office of the Ombudsmen (where to get help if you get in trouble), and the services provided at the Center for Instructional Development and Research (CIDR). Then come workshops on various topics. The new faculty bring a syllabus that they have prepared for their first classes at the University of Washington. Experienced faculty members take them through the processes of course design, teaching a course with TAs, making writing assignments, and understanding the student athlete. At the University of Washington we have many student athletes and we have a whole program for them which we think new faculty need to understand.

The next day we talk about tenure, contracts, and promotion. As you can imagine, every single new faculty member is there for those sessions. They break them out into groups and department chairs and others describe each group how to get tenure in their particular department. What they mostly do is send the faculty back with the appropriate questions to ask their Chair, and the people who that will be voting on their tenure decision. The sessions are attempts to make sure that obtaining tenure at the University of Washington is not a mysterious process.

## TA Training

I've given you a one-page handout about TA training at the University of Washington, with some websites where you can go and look it up. The one thing that I think is distinctive about our TA training, which is a big part of professional development for us, is the fact that the departments themselves decide what topics and what workshops should be presented during the TA Conference. Moreover, they require their students to attend certain sessions. This provides a real incentive because, though I might not attend sessions on my own, if my department says I am to go to a particular TA session, I will be there.

Thank you very much for your time. I look forward to talking to you again on microteaching.

## Questions and Answers

*Question 1.* This is not exactly a question about your very stimulating presentation. It's more of a comment about the focus of our sessions here today. My name is Tom Gally and I'm at the University of Tokyo. In our school, the Graduate School of Arts and Sciences, in the College of Arts and Sciences, the faculty have established three criteria for hiring associate professors and full Professors: research ability, teaching ability, and administrative ability. Faculty at our university, and probably at most other universities, are not only researchers and teachers, but also administrators. In the sciences, they will run laboratories. In the Humanities, they will direct educational programs. They will manage academic affairs. We have quite diverse administrative duties. The first pillar, the preparation of young scholars for research activities, is a well-established area of professional development. The area of preparing teachers, as several people have noted, hasn't been done as well as perhaps it should have. But as we can see from these presentations today, there are very active efforts to make it better.

But I wonder, what about that third pillar? In my case, I'm now an administrator. Half of my time is spent doing administrative duties. I received no training for that. When I look at my colleagues, some are very skillful administrators and some are not. In the business world, there's a whole field devoted to training employees to be better managers. But I wonder, in the academic world, is there anything that corresponds to that? Are there programs training people who have trained as researchers, to become not only better researchers, and not only better teachers, but also better administrators?

*Answer.* I would respond by saying this is absolutely correct. A number of our PhD programs have now implemented another kind of certificate program with colleges of business. For example, professors will get the kind of management tools they need to be able to supervise grants, to be able to manage a payroll and market a product. That kind of management is really tough if you haven't been prepared for it. This is another big piece of our Preparing Future Faculty Program.

**SESSION 2**

**PROFESSIONAL DEVELOPMENT  
IN HIGHER EDUCATION:  
THE CASES IN CHINA, KOREA, AND  
JAPAN**

## **Institutional Strategies of Professional Development at Tsinghua University**

*Shi Jinghuan, Executive Director, Institute of Education,  
Tsinghua University*

It is my great pleasure to be back at Hokkaido, having previously worked here as a specially appointed professor in 2006. I always feel more than happy to be back with my colleagues. This symposium gives us a larger platform to discuss the issues in which we are all interested.

Today I'm going to talk about faculty professional development in China, using Tsinghua University as an example. Since I'm the only speaker on this subject, I'd like to take some time to give you a general review of the country's higher education. I think two words need to be explained. One is *expansion*, and the other is *transition*.

I will also talk a bit about strategies for improvement in higher education. In the past, the government has focused on building, i.e., trying to involve more students and have enough facilities. But in recent years, there has been a policy shift toward emphasizing educational quality. Though building is a basic necessity, you need high-quality professors, supporting staff, and a number of other relevant resources. So growth and improvement are the macro background, with a special focus on academic professional development. When I talk about academic professional development, it should be understood in a broader sense, as I will explain later. I will use Tsinghua University to show how faculty professional development is being planned and carried out.

In the global context of higher education, I think there are several current trends. Massification, the big expansion of higher education systems, and marketization, are very new factors in China, but very strong. Globalization is another trend of the future, especially competition among higher education institutions for the status of top research universities. That's why Tsinghua University is seeking to make itself a world-class institution.

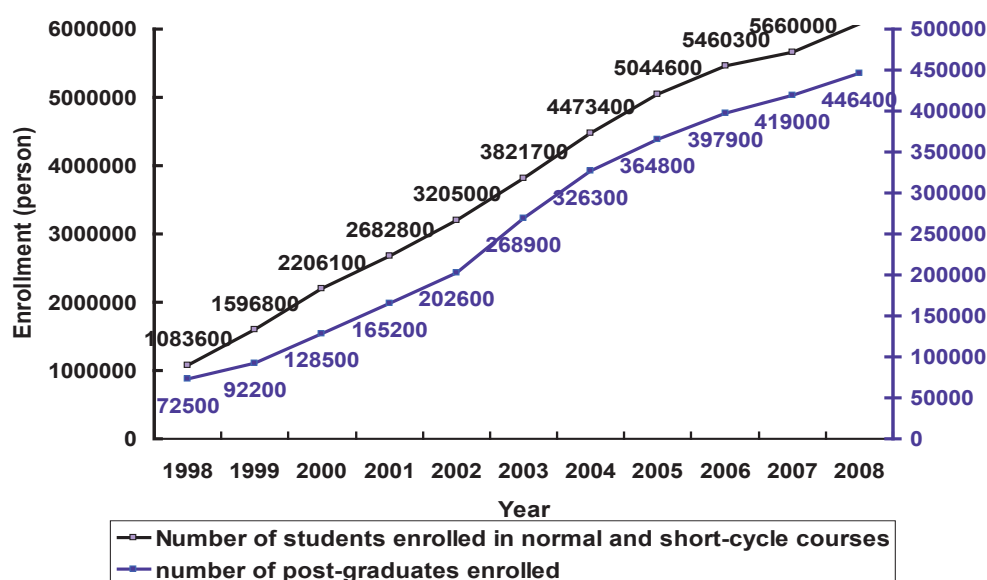
Another trend I want to point out is something called the academic revolution. Philip Altbach, in his report for the UNESCO 2009 World Conference on Higher Education, found that this academic revolution, which has taken place in the past half-century, "fundamentally redesigned the nature of the university worldwide." He also says that "the academic profession is under stress as never before" (Philip G. Altbach, Liz

Reisberg, Laura E. Rumbley, *Trends in Global Higher Education: Tracking an Academic Revolution: A Report Prepared for the UNESCO 2009 World Conference on Higher Education*). I think I quite agree with him.

That's the general background, globally. Let's focus now on China.

### National Expansion in Higher Education

You have to see the level of expansion our education system has undergone. Figure 1 shows annual enrollment in higher education from 1998 to 2008. Undergraduate enrollment rose from 1,000,000 to 5,000,000, while the number of graduate students rose from 72,000 to 440,000. This big expansion in both the undergraduate and graduate populations really changed the higher education system.



(Source: China Education Statistic Year Book 1995-2008)

Figure 1. Enrollment in Higher Education, 1998-2008

As Table 1 shows, the average size of higher education institutions (HEIs) during these ten years increased considerably. The national average almost doubled; the number of students taking bachelor's degrees rose from an average of 4,000 to 13,000, while those taking vocational programs also increased. That's the situation we have to face. There has also been an increase in faculty members. The total number of faculty and staff doubled from 1,000,000 in 1998 to 2,000,000 in 2008; the number of full-time teachers increased two times in the same period. But compared to the increase in the student population, there is a big gap.

Table 1. Size of Higher Education Institutions, 1998-2006

year	1998	2001	2003	2004	2005	2006	Times increase
National average	3335	5870	7143	7704	7666	8148	1.44
Bachelor's HEIs	4418	8730	11662	13561	13514	13937	2.15
Vocational HEIs	1701	2337	2893	3209	3909	4515	1.62

This kind of expansion means that the ratio of students to teachers in Chinese higher education institutions is changing (See Table 2). Before the expansion, in the early 1990s, the teacher-student ratio was 1 to 7. Then in 2000, it was 1 to 16. It peaked at almost 1 to 20. Now it's about 1 to 17 nationally.

Table 2. Students per Teacher in Regular HEIs in China, 1992-2006

Year	Total	University	Non-university tertiary
1992	6.83	6.63	7.30
1998	11.62	11.63	11.09
2000	16.30	16.04	17.65
2002	19.00	20.60	14.20
2004	16.22	17.44	13.15
2006	17.93	17.77	18.26

Before the big expansion, T/S ratio was 1:7. The ratio increased to 1:12 in 1998, reached to 1:20 in the peak time in 2002 and stayed in 1:17 within these years. Higher T/S ratio means more working loads for teachers, less time for study and other activities in professional development .

We also need to understand some features of the academic profession in China. We now have more young faculty members. Seventy-five percent of all full-time faculty members were under 45 years of age in 1998, which increased to 80% in 2006. Another factor is more faculty members with doctoral degrees. Only 4.6% of full-time professors had PhDs in 1998; now it's 10%. That's still very low. At Tsinghua University, over 70% of the staff have PhDs, so there are big gaps between institutions.



Based on a recent survey of 4,000 faculty members on their professional commitment and job satisfaction, 20 percent of those surveyed wanted to change jobs, indicating a low level of commitment and job satisfaction. The top four reasons they mentioned were low income, stringent research and publication requirements, high pressures to achieve, and heavy workload.

### **Faculty Professional Development in China**

In this context we need to understand what professional development really means in China. Faculty professional development is a pathway to creating great professors and a great university. Government and institutional policies all emphasize raising the quality of faculty education. As Altbach mentions in his report, “No university can achieve success without well-qualified, committed academic staff. Neither an impressive campus nor an innovative curriculum will produce good results without great professors.” (*Trends in Global Higher Education*, UNESCO 2009.) The report mentions that the university is an endogenous environment. I think that's true.

So faculty professional development is important. A great university should research its research and train its trainers. I think we are trying to better understand what universities really mean, especially for the people who work there. That's the framework that I have developed from the previous research, and I've tried to make it more conceptualized.

There are three types of professional development activities. One is self-directed learning, which refers to learning activities we do on our own. As knowledge-driven professionals, we are all pressured to learn and improve on the job. When we prepare classes, design new courses, or supervise the writing of papers, that's a kind of learning. Self-directed learning happens everywhere, all the time. Then there are formal learning programs, which are usually run by professional organizations. They include professional meetings, workshops and conferences, monitoring programs, etc.

Finally, there are institutional development strategies. These, I think, must be systematically planned efforts for change. They must be implemented through a centralized office of faculty professional development, and be based on the institution's needs, not necessarily the professors' needs. A combination of self-directed learning, formal learning programs, and institutional development strategies will produce the best results.

### **A Sketch of Tsinghua University**

Now I will talk more specifically about Tsinghua University. In 1911 we were established as a preparatory school for Chinese students studying abroad. In 2011 we will celebrate our 100-year anniversary. We became a college in May of 1920, were officially named as the National Tsinghua University in 1928, and added a Research Institute in the late



1920s. By the late 1940s, we were the top comprehensive university in China. Starting in the early 1950s, we became a polytechnic institute because of the government's reorganization of the higher education system. Tsinghua focused on engineering and technology education.

In the 1980s, we began to reestablish other academic disciplinary areas, and gradually became a comprehensive research-intensive university again. In the late 1980s the university developed strategies to raise itself to world-class status. Now the university has 13 schools and 45 departments, with around 2,800 faculty, 14,000 undergraduates and 18,000 graduate students. That's the general picture.

As a top university with special support from the government, we've aligned our development strategies with China's national goals. These were established by the government in 2002 and encourage nationwide capacity-building and creating an innovative country. That's part of Tsinghua University's vision for itself. Building a world-class university within 30 to 40 years is another of our goals. To do this, we must attract and maintain the best scholars, professors, and researchers, and form the best academic programs. We must also train the best students and provide the best services. That's what we need to really make the University into a world standard.

To help with this process, we have a roadmap for these goals. From 1994 to 2002, we laid the foundations for our comprehensive research university, hiring qualified professors for our eight new schools. In the second stage, from 2003 to 2011, we want to maintain our reputation in established disciplines and to leap forward in new ones. At Tsinghua University, this means improving the quality of our strong subjects, engineering, natural science and technology; then strengthening our performance in the humanities, social sciences, management, and other disciplinary areas. During this period, we are also focusing on forming a better faculty team. We wish to increase research funding and output, transform the university's focus from engineering to research, and make a more diverse university culture.

From 2012 onward, we will try to reach world-class status. I think the real meaning of this process is not the time-bound plan, but the need to take action. In China, many universities talk about raising their quality. But what does that really mean? For Tsinghua University, it means all this, and we have a detailed plan for accomplishing our goals.

### **Faculty Development at Tsinghua University**

Let's move on to faculty professional development. Here I will tell you about the two-wheel theory applied by our former presidents and by former ministers of education. Before the Cultural Revolution in the 1960s, Mr. Jun said, "A good university should have both a strong team of high-quality academic scholars, and high-quality administrators and supporting staff." With these two wheels supporting them, universities will become good institutions. We've designed our in-service training

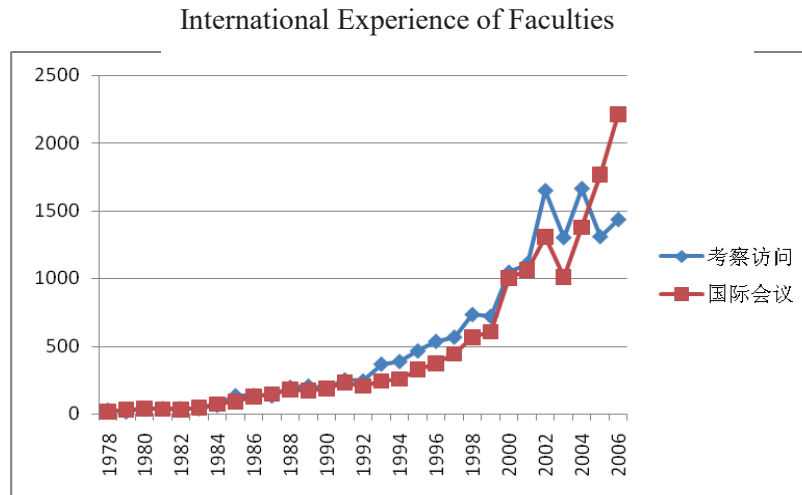
programs based on this theory. We have a general in-service training and rewarding system for all faculty members, including administrators and staff. We also have specialized training programs for academic scholars and for administrators.

### *Training for Academic Scholars*

We are applying several strategies. One is conducting special training programs for new and young faculty. Every newly hired professional, whether a professor, a full-time teaching assistant, or a researcher, needs to receive training at both the university and college department levels before beginning his or her job. This training includes a general orientation to campus life; the basic regulations and cultural heritage of the institution; and specific knowledge and skills needed in teaching, research, and management. The new hires are usually given mentors, who observe the young teachers' class work and help them improve in the first year. Also, department chairs and institutional directors are responsible for observing new faculty's teaching and giving feedback. Young teachers' competitions are organized regularly at the department, college, and university levels. The top ten young teachers at the university level are recognized by the president, which is quite a great honor.

Our strategies also include special support programs for young scholars. Because we have so many students, we have developed several programs focusing on them. These special programs include grants, higher priorities in training opportunities, etc. For example, we have a support program for young scholars in basic science. Though we are strong in engineering and technology, we are not strong in basic science. Applying to support programs gives young, leading scholars a competitive edge. We also give rewards for new academic stars and for excellent young teachers. Both academic work and teaching are recognized. We also offer support programs for backbone teachers, who are young or middle-aged academic professionals. With this support, the total number of young scholars at Tsinghua University receiving national funds for excellent scholarship increased from 11 in 1998 to 115 in 2008, making us number 1 in China.

Faculty professional development at Tsinghua University is not just about teaching skills. As you can see, because of our expansion, increasing our disciplinary capacity is also essential. Figure 2 shows the university's efforts to send our faculty, especially our young scholars, abroad, to gain a global perspective and international experience. In 2006, we had around 2,800 full-time teachers, and almost all of them had the opportunity to go abroad for conferences and visiting experiences. We believe this is an important part of our faculty development program.



**Figure 2. Increase in Global Perspective, 1978-2006**

### ***Training for Administrators and Staff***

Additionally, we have special training programs for administrators and staff, the other wheel. It's a well-organized credit-based training. At Tsinghua University, the Department of Human Resources Management, a powerful administrative agency, manages the program. Regular in-service training programs for administrators and staff are based on their levels and credit requirements. You have to receive enough in-service training credits by a certain time to retain your position.

There is also a curriculum of courses to be taken on an individual basis. Every semester, the Department of Human Resource Management publishes a list of the courses it provides, and administrators and staff select the courses based on their own needs. The course list and design are changed based on the feedback of the participants. This way, the training is assessed by the administrators or trainees, who give comments and suggestions.

These courses are a combination of generic knowledge and skills training. For example, last year I taught administrators and supporting staff a course on institutional research. In this course I explained what institutional research really means. Then I organized them into groups based on their work, where they used problem-solving skills to select their research topics. Finally, they drafted research proposals for their topics.

### ***University-Wide Discussion***

Reaching a consensus through university-wide discussion is an integral part of faculty development, which I think is quite special about Tsinghua University. We participate in what we call the Tsinghua Symposium of Education, which we've held every 4-5 years since the 1980s. The word *symposium* doesn't mean that only a few people are involved. All the professionals and students participate in different ways, and discussions are focused on one or two urgent issues for the university's development. This is a process of forming institutional perspectives

through discussion. For example, building a world-class university used to be our president's goal. Through this university-wide symposium, this issue was discussed in departments, colleges, student services, curriculum development, and the institution in general, based on each entity's own needs and specialties, to work out a strategy or roadmap for achieving this goal. For example, how to construct a world-class university in Tsinghua was the topic discussed in 1995 and 2000.

Currently, we are having our 23rd symposium. It usually lasts the whole year; all kinds of activities are going on. The topic is Missions and Strategies for Fostering Talents and Leading Figures in Tsinghua's New Century. For our 100<sup>th</sup> anniversary, we're focusing on how to improve our teaching to make our students better prepared.

### ***Faculty Research in Education***

Finally, we encourage our faculty to reflect on their teaching philosophy and experience by doing research in education. Tsinghua Association of Educational Research was established in 1986, with the university president as the chairman. This association promotes volunteer membership, topic-based problem-solving, and a focus on learning, institutional research, and interdisciplinary teamwork. Its secretary is in our Institute. Based on these criteria, every year we select the best papers on education written by these scholars, not by professional researchers in education, which are recognized by the university president.

These are the incentives for professionals to publish papers on their teaching experience or pedagogy. So, for example, a keyword search for the term "world-class university" in the Database of Chinese Journals and Magazines shows that 89 published papers were written by scholars affiliated with Tsinghua University in the past 20 years, putting it in first place among all higher learning institutions in China. Many of these papers are not written by us, the professional researchers in education, but by professors or administrators from different departments.

### **Conclusions**

Now for our conclusions. From our experience, we quite agree with Professor Salmi, who recently published a book called *The Challenge of Constructing the World-Class University* on behalf of the World Bank. He mentioned that concentration of talents, including great teachers, students, staff, and researchers, is one of the three characteristics of world-class universities. The other two are abundant resources and good management or governance. Great teachers are not born, but professionally trained, and they must grow up. Faculty professional development is one of the pathways to this training.

Among the three types of faculty professional development activities, the third, institutionalized strategies, is the one most in need of development, at least in our situation of transition. Well-planned and implemented institutional faculty professional development will help to increase the overall quality of our university. In our case, finding a

consensus based on institutional and cultural beliefs through organized activities or institutional strategies is particularly crucial.

Just as professional development is a life-long process for a person, for a university it is an endless journey toward the future. There is much we need to learn on this topic, and I appreciate this symposium for providing the opportunity for scholars from different countries and different universities to focus on these issues.

### **Questions and Answers**

**Question 1.** Thank you very much. I'm very impressed with your method of enhancing teachers' motivation by giving them rewards. Our school has been doing something similar, praising the best teachers and giving them rewards for several years. But after five or six years of this, we find that the teachers we recognize are usually the same. Other teachers have very few chances to be praised or put in the spotlight. So how do you motivate the average teachers in your school?

**Answer.** That's a good question. Tsinghua is a big university, so we have different levels of rewards. For example, department and college level rewards will cover more people; only if you receive rewards at the department and college level can you compete at the university level. Also, the university has rewards just for young scholars. Faculties can apply different support or rewards policies. And rewarding, I think, is just one of the strategies to stimulate professional development. For example, the university rewards excellent young teachers, but student organizations also do this, and have their own standards and selection criteria. This is actually equivalent to the university's rewards and is more fun. Students design all kinds of activities to show their respect and their warm feelings toward these young teachers. In short, I think you need to come up with different strategies and methods.

## **Faculty Development and Quality of Teaching at Seoul National University**

*Hye-Jung Lee, Director, e-Learning Support,  
and Professor, Center for Teaching and Learning,  
Seoul National University*

Thank you for inviting me to speak here today, and to share ideas with scholars from all over the world. The day before yesterday, at Tsukuba University, I talked about some challenges in building a tutoring system in higher education. Today I'm going to introduce the Faculty Development Program and how it seeks to improve the quality of teaching at Seoul National University.

### **A Sketch of Seoul National University**

Before I start, let me tell you about Seoul National University. Founded in 1946, it's the top national university in Korea, with the largest campus in Seoul. It has sixteen colleges, one graduate school, and nine professional schools. The fact that we have one graduate school can be misleading. All sixteen colleges have their own graduate programs, but we have another graduate institution to administer all the graduate schools belonging to the individual colleges and the professional schools, like law school, medical school, etc.

Seoul National University is one of the largest universities in Korea. We have around two thousand full-time professors, and two thousand part-time lecturers. Including undergraduate and graduate students, we have a population of twenty-five thousand. We teach more than seven thousand courses a semester. To attain world-class university status, we are doing a lot of publications and research, like other universities. Our ranking is going up and up. In 2009, Seoul National University was ranked forty-seventh highest in the world by the Times Higher Education – QS World University Ranking. Harvard is first and University of Tokyo is twenty-second.

### **Organizations of Teaching and Learning Support**

Faculty development at Seoul National University is organized as follows. The Center for Teaching and Learning consists of four divisions: Teaching Support, which basically conducts the faculty development program and gives off-line support; Learning Support, which supports



“learning how to learn” for students, e-Learning Support, which assists with the faculty development program using ICT; and the Academic Lab, a writing center that supports students' writing.

E-Learning Support, of which I am the director, has three teams: content development, system management, and media production. There are managers of each team, and some engineers. Teaching Support consists of a director, a manager, a researcher, and assistants. It is mostly in charge of the faculty development program.

## **Faculty Development Programs**

### ***Workshops and Forums***

Let me introduce some activities in the faculty development program at Seoul National University. We provide several different kinds of workshops for different target audiences. Our programs for new faculty are similar to those that Dr. Nyquist introduced this morning. But our program is much shorter than the six-day seminar at University of Washington. Our new faculty members are very busy, so they can't take six whole days to participate in this type of faculty development program. At first we provide a one- or two-day program, and then we adjust the training individually over the semester. We provide workshops several times throughout the semester, and new faculty are required to take part. We also offer micro-teaching workshops, videotaping lectures, lecture analysis, and other training as requested. We regularly open workshops for current and future faculty members. Future faculty refers to TAs or tutors who are teaching for the first time. Moreover, Seoul National graduates are becoming teachers or professors in other Korean universities, so we feel an even greater responsibility to produce good teachers.

We have a students' open forum for teaching and learning. This is actually kind of “hot” for students, because they get to sit on a panel and tell us what kind of teaching they want in this university, and what kind of teaching they don't want. They can be very frank. This kind of open forum is held in this university from time to time, and journalists generally report on it in the newspapers. This exerts a kind of indirect pressure on professors. We hold another forum where both professors and students can participate, to talk about what kind of teaching and teachers they want or do not want. This allows for the development of innovative teaching methods and their application in the university environment.

We are doing developmental research in major-specific teaching methods. We provide a small fund for a professor to develop the best practices or teaching methods in his or her specific area.

Our workshop for future faculty is similar to the programs at Dalhousie and Washington, but it's not mandatory for any future professors except TAs teaching core common curriculum courses. TAs are required to take this workshop to teach a core common course, which is part of liberal arts education.

### ***Teaching Analysis***

As I mentioned, we provide what could be called micro-teaching, but we sometimes just call it teaching analysis, getting consulting about their teaching. A couple of years ago, the Dean of the College of Engineering decided to make this teaching analysis mandatory for getting tenure. Even though this has met with resistance, it has spread throughout the college. After his work as a Dean of the college, he became the Minister of Education in Korean government; he has been trying to make this type of teaching-excellence policy mandatory in all universities in the country. It hasn't happened, though.

So, to apply for tenure, every professor has to go through this procedure at the College of Engineering at Seoul National University. First, he or she has to record a lecture. It's not micro-teaching, it's a live lecture recording, with the professor teaching to actual students. Next, the professor has to watch his or her recording with analysts for reflection. Most of them are shocked because they didn't know they were teaching that way. They say, "That's me? No way." Then the participants get together to discuss and reflect on this process.

We also get students to anonymously evaluate the professor's teaching, and then review the survey results with the professor. We record the professor again to see how much he or she has improved. He or she gets further consultation, followed by a group evaluation. In fact, the process takes about a semester. It's not just a one-time event. Professors must take consultation for at least one entire course. Since they usually teach many courses, they get to pick which one they have to get recorded and evaluated. The consultation is based on student feedback as well.

Since this process includes not only self-reflection, but excellent feedback from experts in teaching analysis, the analysts' capabilities are critical. As a national university, we provide training programs to nurture experts for this position. We are raising up these consultants at Seoul National University to distribute to other universities in Korea.

### ***Best Practice Development***

We've developed some excellent lecture series. We've recorded the lectures of some professors who have received distinguished teaching awards over one or two semesters, and tried to understand why they are such effective teachers. It's not about the content. It's not about the subject. It's about the excellence of their teaching methods.

We have done research on teaching conditions and on areas for teaching improvement. Somebody asked the day before yesterday, Who can decide what is good teaching or bad teaching? We have researched these issues as well.



## **e-Learning for Teaching Excellence**

### ***eTL***

We support teaching using technology. This is our e-Learning platform, called eTL, which stands for e-teaching and learning. eTL includes many application programs, such as Blackboard. Blackboard is basically a program for LMS (Learning Management System) like Moodle. In addition to Blackboard, we developed many applications like LMS templates, DRM Board, and Voice Authoring Tool. I will explain these in more detail.

eTL, which operates Blackboard, is integrated with the SIS (Student Information System) from the computer center at Seoul National University. It's interoperable. It supports eleven different languages, including Japanese and English, and it enables various kinds of evaluation. It can manage assignments and grade reports, and allows for a bulletin board for specific courses and tracking messages. In Korea, using technology for teaching is not new anymore.

### ***SMS Service***

Professors can provide announcements to students on this website, and send text messages to students' cell phones automatically from the course website. Professors don't have to know the students' phone numbers. Every student can find their registered courses on eTL, and students can communicate with one another easily.

In terms of SMS service in eTL, professors didn't use this system much at first, so I asked why. They answered, "Who will pay for it?" I told them the university would cover the cost. So we actually added, in red bold letters, that Seoul National University would pay for this messaging. Since then the usage has been expanding.

### ***Menu Templates***

To make it easier to start using technology, we developed four different menu templates (see Figure 1). We first divided our professors' computer literacy into four levels. Level 1 is just being able to type. Level 2 is being able to make PowerPoint presentations. Level 3 is knowing just a bit about HTML. And level 4 is knowing everything. We give the easiest parts of this LMS template to level 1 professors.

Level assignment was based on pilot implementation of the system. We got assistance from seventeen professors to see what was appropriate for each level. Professors are supposed to select which level they can use; it covers all their courses.

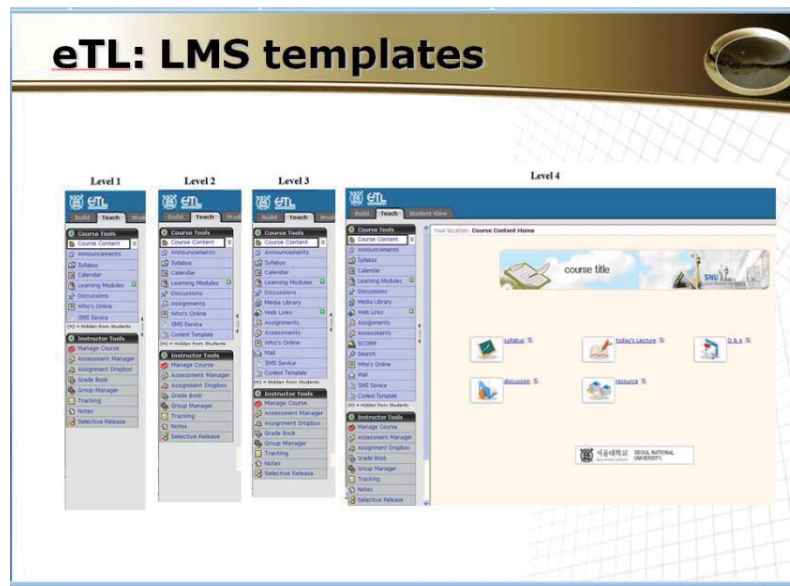


Figure 1. Menus for Four Levels of Computer Literacy

### ***DRM Board***

Also, some professors are worried about the copyright of their materials, so we added a Digital Rights to Management (DRM) Board on the eTL system. Professors can allow students to view or print material only, and if they allow students to save it, it will be deleted after one semester.

### ***Voice Authoring Tool***

Sometimes professors complain that it's difficult for them to type because it's a slow process, and that it's hard to get typed feedback to students. They said they would rather record their assignments or their comments. With our voice authoring tool, you can open a student's assignment, then record your vocal feedback on that material. Then students can download it onto their MP3 devices and listen to it during their commute, their walk, etc. Professors can make notes on or highlight students' assignments as well. Moreover, if a professor has any difficulty with these tasks, we can support him or her remotely.

### ***Use rate***

The use of eTL is growing. Before we started supporting this system, the use rate was less than 10%. So we provided all kinds of training strategies. Now usage is increasing and is at almost 70% of more than 7,000 courses a semester. However, the interesting thing is that only 25 or 30% of usage is accounted for by professors. The rest is by students using it without their professors' intervention. They are using it voluntarily because they want to communicate with their peers. Before we had this system, they interacted through commercial sites. Because all students are supposed to be given a membership in our system automatically, they don't have to use other software. They don't have to register with another

site, so it's easier for them to opt for this one.

### **Content Development**

We provide several different kinds of content, as well, for professors. We offer a variety of materials on our website, which is free for everyone without logging in. We call it SNUOCW. This is another familiar faculty development strategy.

One interesting FD strategy is Seoul National University's online liberal arts special lectures series. It's a series of special lectures on social science, the humanities, natural science, medical science, and art. In each special lecture series area, we also developed some online courses from their famous, popular off-line counterparts. In addition, we are planning to open these courses to the public outside the university. Last Monday we began a two-week registration period. But only four hours after we started, 500 seats for this pilot project were all sold out. The interesting thing is that out of the 500 registered, 350 were students, 100 were staff, and 50 were professors. Even professors are interested in what kind of teaching is being done in other areas of our university. If I'm a chemistry professor, I may not know about humanities or social science. This course is not for credit at the moment, but the response has been great.

For example, Figure 2 shows lectures of "Psychology for Life Design." It's a core common course, and uses a problem-based approach. The first problem is introduced as a case study, and students have a chance to discuss it. We record what other students are thinking about this problem, so this course requires an interactive response. You see the Story of Law, in which the professor talks about his experiences as a judge and a prosecutor, and lets people know how the legal system works. Another is called Economics with Body Temperature; it's taught by a famous Korean economist, so everybody was interested in it. And there is Life Innovation Bioengineering, which is all about stem cell DNA. One is taught by an oncologist, and talks about cancer. We also have courses on Western and Eastern art.



Figure 2. Lectures of Psychology for Life Design



Figure 2. Lectures of Psychology for Life Design (continued)

### *Video Conferencing and PowerPoint Support*

We're also doing a lot of video conferencing with other universities, like Tokyo, Beijing, and Hanoi. Figure 3 is a PowerPoint template that professors can use to design their slides.



Figure 3. PowerPoint Template for Video Conferencing

### *Text Technology*

Text is the most frequently used content in an online environment, but it is important to know how to write the text, especially for e-learning. Our textbooks can incorporate dramatic, funny, and interesting elements. Though professors know about their own subject, they may not know how to write well. Hence, we are developing not only online visual content, but also textual and audio content, with the help of professional writers and dramatists. If professors understand the basic principles of writing, they can write more effectively, more efficiently, and more attractively. This is our rationale for this instructional design.

### *Other Services*

In addition to this kind of development, we provide visiting and one-to-one services. We developed and published a guidebook (See Figure

4), as well as an online program for e-Learning instruction and methods. For this program, we collected and tried to resolve students' and professors' complaints. These included things like, "I don't have enough time to interact with students online," "What should I do in the classroom if I upload all my teaching materials on the website?" and "I try to get students to discuss the material, but they won't. What should I do?" Our online program provides solutions for these complaints. This is just one of the many support services that we're providing at Seoul National University to improve the quality of teaching, especially of teaching using technology.



Figure 4. e-Learning Instruction Guide

## Summary

I think it's essential to have an organization in charge of professional development. Most Western universities have probably established such organizations, while Asian universities have not done so thus far. Even in Korea we have established this kind of Center for Teaching and Learning, or e-Learning Center, or whatever you want to call it. We established our center in 2001 because one of the government's criteria for university evaluation was whether there was such a center or not. Nowadays, not only do we care about the quantity, we care about the quality of professional development.



As you already know, professors are resistant to change, so tailoring a program that fits the discipline is very important. The use of various workshops, steering committee members, and forums covered by the press is also effective.

One strategy to ensure quality teaching is to make professors' performance transparent, so that everyone all over the world can access their evaluation results. This is kind of threatening to the professors. In Korea, we have been saying that we need to publish the results of students' course evaluations, but professors are resisting this. At Seoul National University, though the Provost Office and presidents wanted to publish the results of student course evaluations, they met with too much resistance. However, student unions published the results online, and, off the record, the Provost Office and presidents didn't actively stop them. It's just another strategy.

Finally, though faculty evaluation criteria are important, professors won't put their energy into teaching if they are not recognized or appreciated by the university. All policies and strategies should be based on expert research, but should also have a human element.

### **Questions and Answers**

***Question 1.*** I found it very interesting to hear that you have individual consulting, and that to get tenure you have to have a consultation. Who takes charge of consulting, organizes the process and evaluates the teaching? Are there specialists involved?

***Answer.*** Yes, specialists are involved. We have four professors at the Center for Teaching and Learning in charge of faculty development, who are doing this analysis. However, we do not give our clients prescriptive training. Instead, we try to describe aspects of their teaching in the classroom of which they might be unaware, and to get them to reflect on their practices. Anyway, the analysts are the professors at the Center for Teaching and Learning. Since the centers at other universities don't have such professionals, we provide workshops to train these specialists over several semesters, thus enhancing our accountability as a national university.

## **Teaching Centers and Professional Development for Faculty at Japanese Universities**

*Takuo Utagawa, Professor, Hokkaido University of Education*

I'm a professor of sociology at Hokkaido University of Education and a researcher at the Center for Higher Education, Hokkaido University. Though this session of the symposium is called "Professional Development in Education: the Cases in China and Korea," I won't be talking about either of these countries. I'm going to give you the inside story on teaching centers and professional development in Japan.

Last May, when we were about to finalize the program for this symposium, one of the committee members, namely Director Ando, said that we should invite some lecturers to explain the situation in Japan, and all the members agreed. At that time, I didn't know that I had to lecture twice in this program, today and tomorrow. Though it was difficult to prepare for two lectures in such a short time, I found it gave me the opportunity to look back on what we have done during our more than ten years in this field of teaching improvement.

### **Historical Context**

Let me give you some background. Teaching reform at Hokkaido University started in 1995, when the Division of Liberal Arts and the Center for Higher Education were both founded. A research group was created to look for ways to reform science education, and I was invited to participate as an outside researcher. Hokkaido University was suffering from a severe depletion of financial resources, and they planned to save money by utilizing information technology and TAs. The former Director of the Division of Developmental Research of the Center for Higher Education, Dr. Ogasawara, traveled all over the world searching for good examples, and finally discovered the now famous class, Chem IA at UC Berkeley, which fully utilized multi-media technology and TAs. We used to call this the Berkeley model. We were sent to UC Berkeley to observe the class. I noticed that behind the technology and TAs was a strong system of TA training. I also discovered the existence of a Graduate Student Instructor (GSI) Center, and found this TA training system was just one of its roles. What the GSI Center was doing will be discussed tomorrow.

In the spring of this year, we succeeded in getting three grants for doing scientific research in Japanese and submitting it to NSF in the United States. We thought this would be a good time for us to disseminate the knowledge we have gained so far. This is why we planned this international symposium, at which we are all present.

In 1991, to allow universities to adapt to the social changes caused by economic globalization and the development of Information Technology (IT), the Ministry of Education deregulated the University Act of 1949. As it also wished to strengthen liberal arts education, universities changed the fixed Liberal Arts curriculum that had been mandated in 1949. The seven major national universities created Centers for Higher Education by 1996, many of which were responsible for delivering liberal arts education. Some centers focused on pedagogical research, others worked on teaching support, and still others coordinated organizations that did not have full-time staffs. Providing teaching support was included in their duties, but little attention was paid to this role at first.

Hokkaido University has a tradition that respects the practical use of knowledge, service, and the application of the results of research and teaching to society. These values have been passed on to its Center for Higher Education. After years of trial and error, it gradually developed teaching support services that were aligned with these values, and its faculty development seminars and TA training programs are ranked highest in Japan.

### **Centers of Higher Education**

Table 1 is a list of centers of higher education at the seven major national universities: Hokkaido, Tohoku, Tokyo, Nagoya, Kyoto, Osaka and Kyushu. These used to be the seven imperial universities, and are sometimes called the Seven Brothers. I think they can be divided into three groups. Tokyo and Kyoto focused on research; Hokkaido and Nagoya focused on teaching support; and the others simply concentrated on liberal arts education, and they have, from my point of view, less autonomy. Hokkaido University had 80 staff including liberal arts instructors; teachers over 40; and language, science and physical education instructors; while Osaka didn't have a full-time staff until 2004. In all of these Centers, except for Hokkaido and Nagoya, this structure persisted for ten years.

If you read their mission statements, you can see that the place of teaching support has recently become prominent. Tokyo says that its “primary philosophy is to contribute to the improvement of undergraduate education.” Osaka changed its name to the Institute for Higher Education Research and Practice. It seems that both university departments and society in general want to improve teaching support at our centers.

The characteristics of centers for higher education are influenced by various factors, including their institutional history. Sapporo University was founded in 1876. William Smith Clark, President of the Massachusetts Agricultural College, was invited to direct the establishment of Sapporo



Agricultural School after the pattern of his own university. The Hokkaido Imperial University was founded in 1918, and by 1930, it had three

**Table 1. Centers for Higher Education at Seven Major National Universities**

Institutions	Enrollments	Year of foundation	reorganize	staff	note
Hokkaido	17,997	1995, Center for Research and Development in Higher Education	no change	10	
Tohoku	17,860	1993, Research Center for Higher Education	2005, Center for the Advancement of Higher Education	80	with liberal arts teaching instructors. with a separate honors institute (elite education)
Tokyo	28,772	1996, Center for Research and Development of Higher Education	2004 The primary philosophy is to contribute to the improvement of undergraduate education.	5	teaching is done by a separate department
Nagoya	15,893	1996, Center for the Studies of Higher Education	no change	10	
Kyoto	22,698	1995, Research Center for Higher Education	Center for the Promotion of Excellence of Higher Education (2003)	15	a member of Institute for the Promotion of Excellence of Higher Education
Osaka	19,942	1994, a committee w/o full-time staff	2004, Institute for Higher Education Research and Practice	14	full-time staff in 2004
Kyushu	22,555	1994, Center for Research and Advancement in Higher Education	2003, 2006, sub division of Organization for Higher Education	24	with liberal arts teaching staff(10). with a honors course(elite education)

departments, Agriculture, Medicine, and Science. On the webpage you can see the Mission of Hokkaido University: frontier spirit, global perspectives, all-around education, and practical learning. It says, “The University’s fundamental missions are teaching, research, and public service.”

Tokyo and Tohoku universities were founded by the central government to train scholars to translate and interpret Western culture and technology, while Hokkaido University applies its knowledge to society. Once the Center for Higher Education was founded, it was natural for the professors of Hokkaido University to focus on teaching.

Hokkaido University has a strong science department, while the Department of Education is small, and I daresay, minor. The professors at our university prefer to cultivate the practical use of knowledge. They do research, but they do it for practice, not for its own sake. I think these are the reasons why the Center for Higher Education did not become a pedagogical research center, or a coordinating organization.

To return to my previous argument, the Center for Higher Education at Hokkaido University is distinct in teaching support. In this respect, it most resembles the teaching centers in North American universities. However, when compared with the GSI Center at UC Berkeley, some differences appear. The GSI Center is a teaching support center. It specializes in providing support for GSIs and faculty members to deliver high-quality classes. However, while the work of Japanese centers for higher education differs from center to center, they all undertake various duties in addition to providing teaching support. Besides liberal

arts education, the centers sometimes include lifelong learning, new student screening, physical education, foreign language teaching, and research on higher education. These duties are usually undertaken by separate institutes in North American universities.

### **Acceptance of the Importance of Teaching**

The belief that teaching is one of the most important duties of the professoriate has been accepted only in part by Japanese professors. A redefinition of their roles is now in process. In actuality, many professors have neither the money nor the time for research. However, they still think of themselves as scholars or researchers even though it is fairly difficult for them to be successful in this pursuit.

Teaching support is essentially an intramural problem. It's a problem within each university. If a university wants to meet the demands of students and society, and participate in the worldwide competition between universities, it must implement effective professional development programs on campus. Centers for higher education are most suitable for this job. We are in an age of large-scale social change. In general, social change, no matter how extensive, rarely transforms the way well-established professions see themselves overnight. Redefining our professorship is therefore likely to take some time. The change is not nearly complete, and we have to cope with competition between universities. I want to stress the importance of teaching support from a teaching center or a center for higher education in this process.

I have visited many teaching centers in Japan and in other countries, mainly in the United States, and have observed that the teaching center sometimes acts as a meeting place for professors, graduate students and undergraduates from different academic fields. It is a forum to discuss methods of teaching, teaching improvements, work/life balance, and better communication strategies between teachers and students. I think that teaching centers help foster a feeling of collegiality, or the sense of community between colleagues. And with this new collegiality, we can prepare for the future.

**DAY 2**

**JULY 31, 2009**

**CHAIR: TOSHIYUKI HOSOKAWA**

**SESSION 3**

**TOOLS OF PROFESSIONAL  
DEVELOPMENT  
IN HIGHER EDUCATION,  
PART 1**

## **Enhancing Student Success through Faculty Development: The Classroom Survey of Student Engagement**

*Judith Ann Ouimet, Assistant Vice Provost for Undergraduate Education,  
Indiana University*

I'm very happy to be here. It has been a fabulous week, what with everything I've learned from our first two days at Tsukuba University, yesterday's presentations, and hopefully even more heated discussions today.

Yesterday we touched on the triangulation of data, and why it's important for faculty development and training. Transparency was mentioned, as was the importance of different pedagogy for student learning, one being undergraduates actually participating in research. Yesterday we had a kind of umbrella conversation on faculty development. Today, I want to talk about where the rubber essentially hits the road. This is where faculty and students can understand each other a little bit better.

First I'll talk a bit about NSSE and FSSE. NSSE is the National Survey of Student Engagement, and FSSE is the Faculty Survey of Student Engagement. Then I'll discuss the Classroom Survey of Student Engagement. I'll go over the survey instrument itself, the methods of analysis, and hopefully how this can actually improve student learning and faculty development.

### **National Survey of Student Engagement (NSSE)**

The SSE is mainly conducted in America and Canada. There are also versions of it in Australia and China. But since most of you haven't had the opportunity to understand what the NSSE is, I'll give you a little overview. The NSSE is a national survey for first-year students and seniors in which institutions can participate. It focuses on these groups for various reasons. The first year is often very tough. We really want to know what students are doing in and out of class. What are some good pedagogical practices that we hope teachers are actually doing, and students are experiencing? It uses only a sample of the first-year and senior populations, so the results provide only an estimate. However, they still provide an indication of good teaching practices.

In the early 1980s, Chickering and Gamson came out with a report about seven effective education practices. (Chickering, A. & Gamson, Z.

(1987). “Seven Principles of Good Practice in Undergraduate Education.” *AAHE Bulletin* 39, 3-7.) These range from student-faculty interaction, to time on task, to respect for diverse ways of learning. This concept of good educational practices was the foundation for the development of the NSSE.

Student engagement refers to the time and energy students devote to educational activities. We know that the more engaged students are, the more likely they are to succeed. That means they either graduate, or they transfer to another institution where they then graduate. So that's the student engagement aspect of the NSSE.

### **Faculty Survey of Student Engagement (FSSE)**

Then we have the Faculty Survey of Student Engagement. This is something that Bob Smallwood and I first developed; NSSE took it over, and now it is headed by Tom Laird. When we were out in the field talking about the data from NSSE, faculty were thinking, “These are some things that I do. These are some activities that I DON'T do.” We thought it would be interesting to see if they valued these educational good practices. Currently, more than 535 four-year institutions have participated in FSSE, and over 120,000 faculty have taken the survey. More than 1,300 different colleges and universities in the United States have participated in the NSSE over the last 10 years.

So why do we look at the classroom? First, from our own experience, and from what campus administrators have shared with us, faculty's reactions to NSSE data are naive. When faced with the institutional engagement results, they say, “Not my students.” They tend to think that their own students are engaged, and that the students who were sampled were not those who took their class.

To resolve this, we decided to segregate the data at the college level. Faculty being smart, they said, “Ah, the sample size is too small.” Once again, “Not my students.” They said the same thing at the department level.

Fortunately, as is typical of bottom up and across approaches, faculty were asking, “How can we measure student engagement at the classroom level?” Bob Smallwood and I decided to figure that out. We found that faculty called the NSSE results “soft data.” They thought of them as students' perceptions, and questioned their reliability.

That's when we developed the FSSE. We decided we would link the NSSE data to the faculty survey data. We noticed that there's a gap, not across all items, but varying by item. Here's an example of three questions. First, we asked seniors how much they contributed to class discussion, then asked faculty how much they thought their students were contributing. Fifty-six percent of the seniors said they asked questions or participated often or very often, while faculty said they thought 94% of their students did this. When you think about it, there could be one student or five students who asked 95% of the questions. This gap isn't really surprising (see Table 1).

Table 1. Gap Analysis Example

Gap Analysis Example		
Percent Reporting "Often" & "Very Often"		
	Faculty*	Seniors
Asked questions in class or contributed to class discussion	94%	56%
Come to class without completing readings or assignments	87%	25%
Worked on a paper or project that required integrating ideas or information from various sources in your class	83%	83%

\* Faculty who teach seniors

The next question asked about coming to class without completing readings or assignments. Faculty tend to think students are not doing the preparation, while students think they come prepared all the time.

Finally, we asked whether students worked on a paper or project that required integrating ideas or information from various sources. Not only do we have a match, it's a perfect match. This is kind of humbling. So we have good news, we have okay news, and we have some bad news—all of which faculty can embrace, or from which they can run and hide. Unfortunately, we had more faculty running and hiding.

### Classroom Survey of Student Engagement

We then decided to develop the class instrument. There are two surveys (see Figure 1 and Table 2), which I'll be talking about henceforth. The Classroom Survey of Student Engagement measures student engagement at the class level. It asks students how often they do things. The parallel faculty survey asks teachers how important the activity is. We wrestled with whether to ask faculty how often they think students are doing these activities, or which ones they think are most valuable. We thought the second question was much more important.

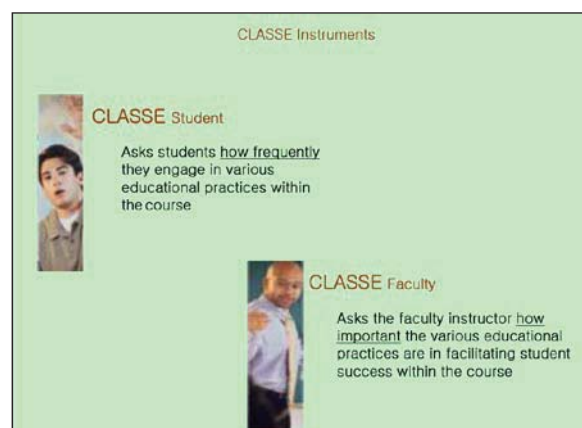




Figure 1. Classroom Survey of Student Engagement, Example 1



Table 2. Classroom Survey of Student Engagement, Example 2

	
<p>Part I: Engagement Activities 19 items</p> <p>Part II: Cognitive Skills 5 items</p> <p>Part III: Other Educational Practices 10 items</p> <p>Part IV: Class Atmosphere Impressions 4 items</p> <p>Part V: Optional Course-specific Items 8</p> <p>Part VI: Demographic Items (not for comparison)</p>	

We used many of the items from the NSSE, because we wanted to triangulate the data. We have the national representation and the college data, and now we can funnel it down to the classroom level. For example, an institution could see that overall, 50% of students report they ask questions in class. Then it can get more evidence, specifically at the classroom level, about what's happening.

Now, the key is that this survey is totally voluntary. I think that faculty development offices should encourage professors to do it, and that data should be given only to the faculty member. The faculty member can choose to put it in their portfolio or share it with their department chair. But it really needs to be a safe haven. It should be used to improve teaching, not to threaten teachers. The other issue is that we should be very careful that not every teacher does it every semester, in every class, because this creates survey fatigue for the students. We also want to ensure that faculty members use the data. Just collecting it is not good enough. If this is an approach you embrace, I highly recommend that a faculty member not be allowed to do the survey again until they can demonstrate that they've used the data from the previous one.

I want to give you an overview of the sections. The first section is engagement activities. It has 19 items, including asking questions in class, working on a paper outside, and incorporating ideas from various sources. These items are also on the NSSE survey.

The items in the cognitive skills section are from Bloom's Taxonomy. They are very informative because they indicate that students mostly concentrate on knowledge and memorization, while faculty think they are focusing on synthesis and analysis. Once again, this is an opportunity for faculty development to question where professors do evaluation and analysis on their exams and papers.

The other nice thing is that every faculty member has the opportunity to add five questions that they value in the other educational practices section. Maybe they're doing something unique that they would really like to know if the students are getting.

There are also campus atmosphere surveys. They ask students questions like “Is your teacher approachable?” and other things that, once again, faculty might need a little coaching on.

I've worked on a project in which students from 100- and 200-level math courses participated. It was very interesting to see how faculty used these data, and to give recommendations, in conjunction with our teaching and excellence person, on how to get students more involved in their math education.

This survey can be used as a formative or a summative tool. If we use it as a formative strategy, it can be administered midway through the course. Now, before you can administer the survey, you need to ensure each student has enough experience in the class to give an informed opinion about it, so it wouldn't be something you would do in the first two weeks. If it's done in a formative way, I highly recommend that the instructor then go back into the class, and share what they have learned. This engages the student again as to why they took the time and energy to fill the survey out. It also tells them what the faculty is changing as a result of their input.

I want to show you a bit about the reporting.

### ***Survey Look-Alike Report***

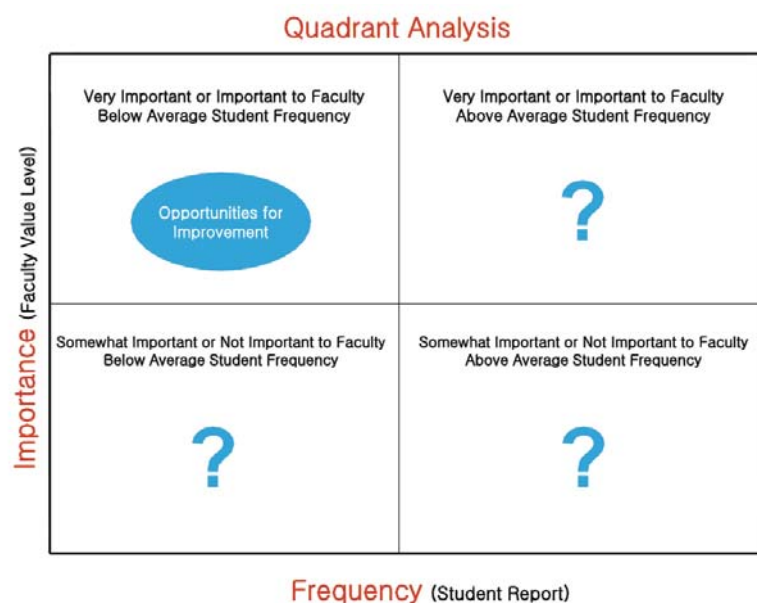
Table 3 is one of the two reports we produce, what I call a survey look-alike. This resembles the actual survey, with added faculty input. For example, you can see that faculty think it's important for students to ask questions in class, but only 51% of the students have asked a question during the semester. This was done in a summative way, at the end of the semester. Compare this to the 76% of students who never prepared two or more drafts of a paper. Well, there's probably not a lot of paper writing in an entry level psychology class, and they're not valuing it very much in the first place. However, if there was a paper, that's not so good. That's one of the quick reports that are created.

**Table 3. Survey Look-Alike Report with Faculty Input**

<div> <div> THE UNIVERSITY OF  <b>ALABAMA</b>  ACADEMIC AFFAIRS </div> <div> <b>CLASSE Survey Look-Alike &amp; Comparison</b> </div> </div>					
<small>This survey includes items that ask about your participation in your <b>Psych 1300</b> and about educational practices that occur in this class. Your honest and straightforward responses to these questions will help us identify targets for improvements and enable us to provide an even higher quality academic experience.</small>					
<b>Part I: Engagement Activities Student</b>	<b>Student Results</b>				<b>Faculty Value Level</b>
So far this semester, how often have you done each of the following in your Psych 1300 class?	Never	1 or 2 times	3 to 5 times	More than 5 times	
Asked questions during your Psych 1300 class	16%	51%	25%	8%	Important
Contributed to a class discussion that occurred during your Psych 1300 class	9%	28%	44%	19%	Very Important
Prepared two or more drafts of a paper or assignment in your Psych 1300 class before turning it in	74%	16%	7%	3%	Somewhat Important
Worked on a paper or a project in your Psych 1300 class that required integrating ideas or information from various sources	10%	68%	16%	6%	Important

### ***Quadrant Analysis Report***

Figure 2 is a quadrant analysis, showing how highly the faculty members rate the items. The one on the top is very important for faculty, but students are reporting that they're not doing it very much. This offers opportunities for faculty development. These other areas have question marks. They are very important for faculty and students are doing them somewhat, making them more or less congruent. These areas are somewhat important or not important, but students are involved. Either they are pedagogically important things about which faculty need to be educated, or they are unnecessary busy work on which students are wasting their time. Either way, they provide opportunities for dialogue. Finally, there are areas of total congruence. Faculty don't value them, and students aren't doing them.



**Figure 2. Analysis of How Faculty Rate Items**

Finally, Figure 3 is a display of how the data come out. These are all tools that we hope even faculty members who are uninterested in or afraid of data can use. We think that this is an easy and approachable way for faculty to find out what's happening with the students in their classes.

Science Methods Course Quadrant Analysis	
Importance (Faculty Value Level)	<p>Very Important or Important for Faculty Below Average Student Frequency (M&lt;2.5)</p> <p>(Q2) Questioned validity, sought clarification (M=2.38) (Q6) Student perception of impact on others (M=2.46) (Q18) Discuss topics with instructor outside of class (M=2.00) (Q34) Students spend 3+ hours preparing for class (M=2.38)</p>
	<p>Very Important or Important for Faculty Above Average Student Frequency (M&gt;2.5)</p> <p>(Q1) Application of class topic in life (M=2.92) (Q3) Students not discourteous (M=2.69) (Q4) Passion for what you do (M=3.23) (Q5) Clear connections btw topics (M=2.77) (Q7) Ask questions (M=3.08) (Q11) Come to class prepared (M=1.77) (Q17) Email to instructor (M=2.77) (Q20) Prompt/informative feedback (M=3.00) (Q24) Discuss class topics with others (M=3.46) (Q25) Include diverse perspectives in class discussions (M=2.85) (Q26) Incorporate ideas from other classes (M=3.00) (Q27) Coursework emphasis on integrating ideas (M=3.31) (Q29) Coursework emphasis on analysis (M=3.54) (Q30) Coursework emphasis on synthesis (M=3.69) (Q31) Coursework emphasis on judgment (M=3.25) (Q32) Coursework emphasis applying concepts (M=3.62) (Q36) Challenging exams (M=3.62) (Q37) Need to work harder (M=3.31)</p>
Frequency (Student Report)	<p>Somewhat Important or Not Important for Faculty Below Average Student Frequency (M&lt;2.5)</p> <p>(Q13) Review class notes (M=2.15) (Q15) Participated in a service learning project (M=1.54) (Q16) Attend a review session (M=1.46) (Q19) Discuss grades/assign w/instructor during office hrs (M=1.92) (Q23) Participated in study partnerships (M=2.15) (Q28) Coursework emphasis on memorization (M=2.46) (Q33) Assign multiple tasks requiring 1+ hr to complete (M=1.92) (Q35) Assign reports &gt; 5 pages in length (M=2.31)</p>
	<p>Somewhat Important or Not Important for Faculty Above Average Student Frequency (M&gt;2.5)</p> <p>(Q8) Participated in class discussion (M=3.46) (Q9) Take class notes (M=3.08) (Q10) Attend class (M=3.38) (Q12) Prepare 2 or more drafts of a paper/assignment (M=2.54) (Q14) Email classmates to discuss assignments (M=2.69) (Q21) Worked with classmates on projects during class (M=3.62) (Q22) Worked with classmates on assignments outside of class (M=2.54)</p>

Figure 3. Results of Quadrant Analysis

This is one of the optional questions that a faculty member created to gauge student perception of impact on others. Students are doing it, students aren't doing it, but faculty are valuing it. This is where a faculty member would strongly encourage their students to increase their activity level, or create assignments that get at these types of pedagogical areas.

I've discussed a few options for using classroom feedback for faculty development. Capturing data at the classroom level provides formative and summative information for faculty to improve their teaching. There's a question on the survey that asks, "How interested are you in the material?" I really liked the item and my colleague did not. He didn't like the item because there was no variance in his responses; I liked it because I had variance all over the board. While I was surveying students in various levels of math, my colleague surveyed only upper division 400-level courses. Of course, a student would be interested in that material because that's their major. At the University of Nevada-Reno (UNR), the Vice Provost teaches a physics class, and he participated in the study with me. This was an upper 100-level course that all majors in physics and engineering had to take. He was distraught because about 30% of the students were not interested in the material. He eventually realized that he was teaching the course toward the physics majors, and the engineers could not figure out why they needed to learn the material. He then started applying his lessons to engineering, and created homework assignments that were more appropriate for engineering students, alongside the assignments for physics majors. He would have two different homework assignments, depending on what their major was. He would never have

done this had it not been for this survey. He was forever grateful for this item that I had to fight to keep in the first place. When you validate a survey, you have to be very careful about who you're sampling.

Once again, this survey is very flexible because faculty can add questions of interest. We're pretty strict with where those items can go because we want to make sure that there isn't any funneling, or gearing them toward a better response. We do this for those institutions that want to do it across all their math classes. For instance, at UNR, we had 56 algebra sections. We aggregated the results for all those courses so the teachers of record could compare their students with the students in all the other sections. They could use the data as a teaching technique for getting students to do certain things. Once again, it's an across-level sharing of ideas.

The other nice thing is that it provides immediate information from the student as to what they're going to learn on the material. You don't have to wait until the end of the semester to capture the data. You can use these data when you teach the class the next semester because students don't change all that much, and you can correct anything you are not doing very well.

### **Questions and Answers**

**Question 1.** I'm curious whether or not you've used this in a large course where faculty are working with GSIs. I can imagine that the conversation this would provoke between the faculty member and the GSIs would be extraordinarily interesting. Do you have experience with that?

**Answer.** I do, actually. At UNR there's a psychology class called SPIN, or self-paced instruction, along with your typical large psychology class. The SPIN class had about 500 to 800 students in it, and it was pretty much run by GSIs. Students had to go to a discussion class. They had to take a quiz every week and pass that quiz. The other class was in a large lecture hall with three GSIs. We had both the instructor and the GSIs fill out the survey, and we fine-tuned it so the students completing the survey knew to focus on the TAs, and then on the instructor. What we found was that some TAs were more approachable. Some gave students the opportunity to ask questions in these small discussion classes. We also found that some TAs were so tired of leading these discussion classes that they would come in and say, "Here's the presentation. Just hit the button and read it, and I'll be back in 45 minutes." So there are things that we learned that were good, and things that the Department of Psychology had to correct, that would not have been known without something like this.

**Question 2.** As far as I know, the NSSE uses a random sampling of students. But when you talk about surveys at the classroom level, especially for students and for faculty, the arrangement seems different. Are the NSSE and the class-level surveys separate?

**Answer.** Yes, they are totally separate. In the United States, you have to have participated in the NSSE within the past three years. The

NSSE is free, but there is no support. We have a macro that you can run, but you have to collect the data. You can use SurveyMonkey.com, which is pretty straightforward and which gives you the information very quickly. This is how we generate our reports. But if you do the survey by hard copy, you, as the institution, have to enter and analyze the data. It's not supported by NSSE at all. It's just a tool. This coming year, I think NSSE will use it more as part of a tool kit.

We caution institutions about the over-surveying of students. I fear that a good faculty development program might give out too many classroom surveys, and students might get jaded. Then when the NSSE comes, they don't fill it out because they've already done a similar survey in class. There are all sorts of repercussions that NSSE is trying to navigate as to how this tool can be used, and not abused.

**Question 3.** I just have a brief comment. I direct a program at the University of Tokyo that just began a year and a half ago. We have ten full-time faculty members teaching in a unified program for first-year undergraduates. One of the issues we've been struggling with is how to find out what the students really think about the course. I just wanted to say, these surveys and your approach will be of great use to us because, not being survey experts, we've had trouble forming questions on our student surveys that elicit responses that we can actually feed back into the curriculum and into the classroom work. It's clear that from the work you've done on these questionnaires, they'll be a very valuable hint for us on how we can improve our own programs. Thank you.

**Answer.** You're welcome, and you bring up a point that I didn't address, but it's one that I think needs addressing. We all think we can write survey items very well. And we can't. Often we figure out we didn't do a very good job after we have spent lots of money and time, and we get the data back and it's junk. There's a reason why there are survey experts. Be very mindful of that when you write those five additional questions. We have a database with types of questions that are appropriate. We allowed these five additional questions because we wanted buy-in from the faculty. But we also want to make sure that the survey items make sense.

**Question 4.** This is a good way to match students' thinking and faculty's thinking. It will be critical in improving how we teach our classes. But though I think this is a good methodology, there are various types of classes. For example, in my case, my classes are often based on knowledge memorization. When I have 15 sections, there are cases where the response and even the design are different every time, and I would be able to find the best practices for the next year. If I were to conduct each of my 15 sections differently, I would probably need to ask different questions for each particular class. I would need to customize the survey every time. What do you think about this?

**Answer.** That's the beauty of the survey. One thing I didn't mention is that when a faculty member teaches multiple sections of a course, we usually have them just fill out one faculty survey. However, if the faculty



member teaches 15 different courses, I'd be impressed. They would fill out the faculty survey 15 times, reflecting on each particular class. If you taught 15 different courses, each one of these surveys would allow you to insert the course name. Then, as the faculty member completing the survey, you would focus on that class. You would customize a survey for each class that you taught.

Now, with regard to teaching the same course at different times, we've found some interesting results. We found that in the math course, students are less engaged after lunch than they are before lunch or even in the morning. The professor says he or she teaches the same way, no matter what time of day it is, but there are different responses from the students' perspective. So everything you said is absolutely true, and if you teach different courses that change every year, then I would beg the question that you have learned something from the previous semester. You may want to survey these new students to see how you changed the material, or to see how you are performing as a faculty member. As long as you're using the data, I don't have a problem with surveying your students every semester. But if you're not looking at the data, I think some time to reflect is valuable. Thank you very much for your insight.



## **JFS and JCSS: A Questionnaire System for Teaching Improvement in Japan**

*Reiko Yamada, Professor, Faculty of Social Studies,  
and Director, Faculty Development Center, Doshisha University*

First of all, I'd like to talk about Japanese student surveys. Though higher education institutions conduct many of these, they are conducted in the framework of research, focusing on student culture, transition to the labor market, student management, adaptation, and competency issues. The College Impact Theory (Astin, 1993), which has been critical for U.S. higher education institutions, is not highly appreciated by those in Japan. Instead, Charter Theory (Meyer, 1977) and Screening Theory, or the nature hypothesis, are preferred. This means that many people believe that a college brand is important, and that students' competency differs according to their institution. Also, there is a lack of longitudinal data on students in Japan.

### **The Significance of Student Survey in the Changing Environment**

As background to this lecture, I'd like to state that learning assessment is underdeveloped in Japan. Although we have many assessment tools, they are mainly based on academic achievement, like the TOEFL or TOEIC. Previous studies have focused on outcomes and academic performance. Moreover, we have few assessment studies based on affective aspects of education.

However, student surveys are becoming increasingly popular. The growing importance of learning assessment is spotlighted by a shift by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) toward teaching- and learning-oriented policies. The development of student surveys emphasizes the affective aspect, or students' psychology or cognition, which can be used between and within institutions over time. Currently, Doshisha University is conducting a MEXT-funded project, called the Japanese Cooperative Institutional Research Program (JCIRP), in collaboration with three other universities including Hokkaido University. The project is intended to utilize these tools to improve learning and teaching in higher education institution.

So, why is it so difficult to implement surveys in Japan? I think there's basically a lack of understanding. It may be due to the culture of Japanese faculty, which is similar to faculty culture everywhere in the

world. Faculty tend to resist learning about the realities of cultural models, student outcomes and satisfaction, and they are afraid of being compared to teachers in their own department or institution, and to those in other universities. Also, they tend not to trust objective data, but to rely on personal, subjective experience. As I was saying, we are now in a new stage of student surveying and research in Japan. There is a high demand for outcome assessment worldwide, in the United States, Europe, Asia and in our own country, which means we have many diverse models of outcome assessment, both direct and indirect. For example, to directly assess student learning outcomes, we can use discipline-based assessment or require a portfolio. Indirect assessment includes surveys on the affective aspects of learning, as well as process-based assessment, which involves evaluating the learning process to improve teaching methods.

The MEXT is changing institutional policy, creating high expectations and demands for university teaching and learning in Japan. Institutions became more focused on the university environment. Faculty, as well as researchers, started to realize the importance of College Impact Theory, which had not been highly appreciated thus far.

### **The Framework of JCIRP**

I'd like to explain the framework of JCSS and JFS. Both surveys are included in the JCIRP. JCSS is the Japanese version of the College Student Survey (CSS). Now it is called the College Seniors Survey, and it was developed by the Higher Education Research Institute (HERI) at the University of California, Los Angeles (UCLA). JFS, the Japanese Freshman Survey, was modeled on the TFS (the Freshmen Survey), and was also developed by the HERI at UCLA. We conducted the JCSS as a pilot study in 2004, and again in 2005 and 2007 (Yamada, 2007). We conducted the JFS for the first time in 2008, and again this year. Items consist of learning behavior, values, motivations and student self-assessment for learning outcome. In these surveys, we focus on the environmental aspect of a college. Previously, college impact has not been considered in Japanese culture, but we try to focus on issues relevant to each institution. We had three major research questions:

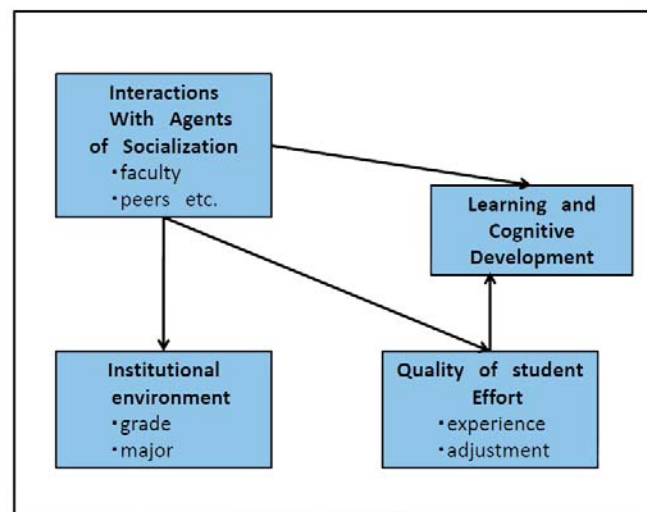
- What is the effect of environmental factors on student development?
- What are the differences and similarities between college environments?
- What is the relationship between environmental factors and learning outcomes?

As previously mentioned, JFS is a survey for first-year students, while JCSS can be given to second-, third-, and fourth-year students. The data from the JFS and JCSS can be compared. We call the whole system the JCIRP as I mentioned earlier. We've published a brochure and several

advertisements to encourage institutions to participate in our program. It can be used for education reform, for recruiting new students, and as a low-cost, indirect form of accreditation. It is also a good benchmarking tool, and allows for comparative analysis of international data.

At the Tsukuba Symposium, I responded to a question from Professor Ogasawara: “What do you do for assessing learning outcome through your program?” I answered that our fundamental model was the Input-Environment-Output or Outcome (IEO) model. It is a theory developed by Dr. Alexander Astin, at UCLA, and it is the basis for the College Impact Theory.

In our 2004 JCSS, we aligned our study framework to reflect the variations between environment and outcome, according to involvement or engagement theory. The development of student learning has a close relationship with student involvement in learning, in both its quality and quantity. Educational policy, practice, and faculty involvement contribute to student involvement, learning, and education outcomes. This is the essence of the involvement or engagement theory. This is our research output over 2004 and 2005. Based on this data, we confirmed the importance of the college environment for learning outcomes. We can say that both student and teacher engagement is important, and that students change through their experiences in the college environment. Figure 1 shows the relationship between the student experience, their interaction with faculty, and outcomes as clarified through our previous research.



**Figure 1. Relationship Between College Environment and Student Learning**

The second purpose of the JCSS and JFS is to examine positive and negative factors for student development on the basis of the affective aspect, and to consider the contribution of students’ feeling of fulfillment to their growth. Table 1 shows a sample from the colleges that participated in JCSS 2005. Unfortunately, only eight national, public, and private

universities participated, with a cumulative population of around 4,000 students. This is a summary of our results.

**Table 1. Participating Institutions and Students**

November 2005~January 2006				
Name and selectivity	N	Founder	Place	Type
A highly selective	1091	National	Urban	Old university
B very selective	322	National	Urban	Old university
C selective	318	National	Local	Old university
D very selective	271	Private	Urban	Old university
E selective	666	Private	Urban	Old university
F selective	242	Private	Urban	Old university
G selective	678	Private	Urban	New university
H moderate	373	Private	Urban	New university
Total	3961	8 National, Public and Private U		

### Results of JCSS 2005

Figure 2 shows students' self-perceived level of satisfaction. We see a sample of students who are satisfied with the reading comprehension programs and a sample of students who are not. We see leadership and motivation. We learned that students who are satisfied with experiences in college tend to evaluate themselves more highly in other areas. They tend to evaluate internal cognition and external affectivity highly. Reading comprehension is an aspect of internal cognition, whereas motivation is an aspect of external affectivity.

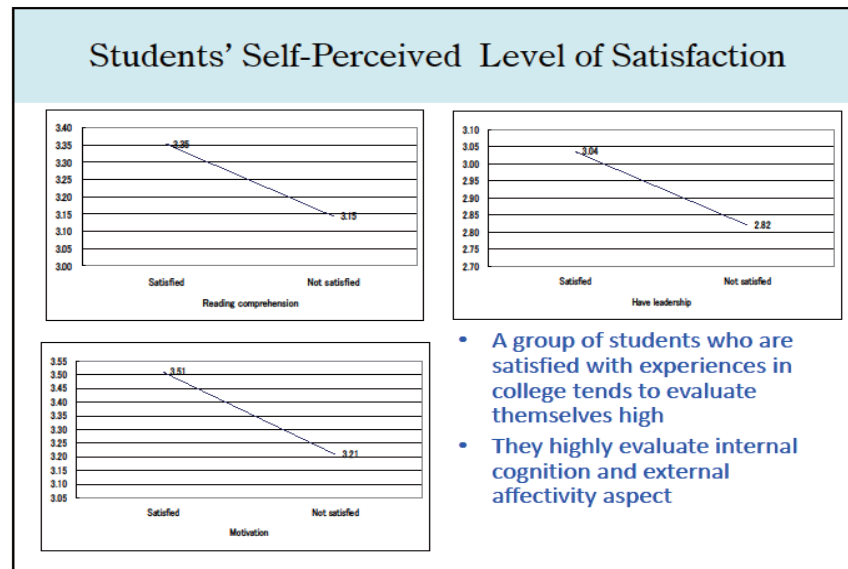
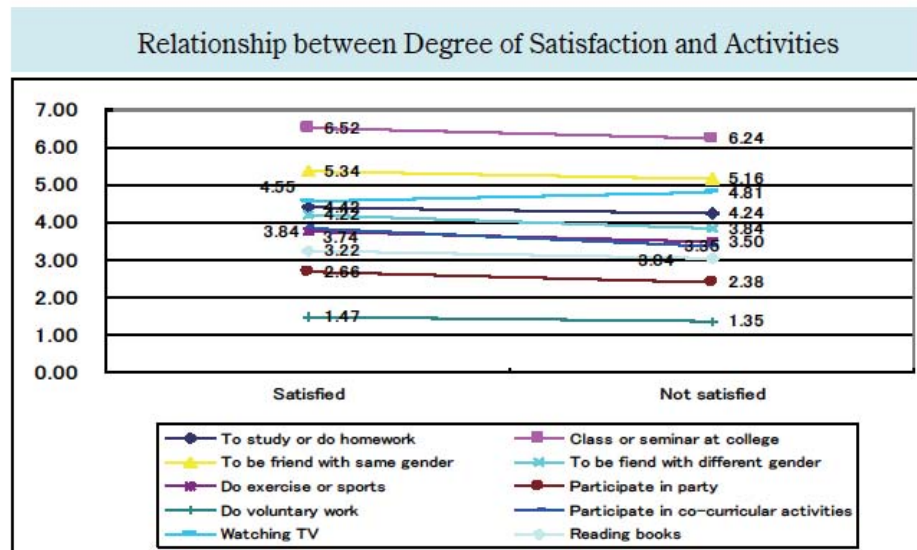


Figure 2. The Findings from JCSS 2005 (1)

Figure 3 shows the relationship between degree of satisfaction and activities. For example, we asked about their level of satisfaction with studying or doing homework, and attending classes or seminars. We found that students who were more satisfied with their college experiences tended to be more active in other areas. They were more active in learning, reading, doing co-curricular activities and being friendly with others. Except for watching TV, which is the same for both. As the figure shows that there are big differences between the satisfied and the dissatisfied students.



- Students who are more satisfied with experiences in colleges tend to be more active in many aspects (except watching TV)
- They are more active in learning, reading, co-curricular activities and being friend with others

**Figure 3. The Findings from JCSS 2005 (2)**

This shows the types of student, positive and negative, and hours of activity in a week. In Japan, college students have to do a project. We analyzed the regional variables and individual skills based on both positive and negative student types. We discovered that positive students tend to be involved in diverse areas, especially in exchange with others and co-curricular activities. Negative students participate in class, but tend not to spend time interacting with others, at a part-time job or doing co-curricular activities. This means that negative students are very dedicated to studying, but do not have good relationships with others.

Figure 4 shows learning activity according to the variable of student type. From student type and skills, we can say that self-determined, positive students are highly motivated for independent learning. Dependent students tend not to be successful in class or homework assignments. Negative students tend to feel bored in class. Positive students are better adjusted to college life than are negative students. We concluded that self-determined, positive students can successfully adjust to every aspect of college life. On the other hand, dependent, negative students are unsuccessful in many aspects. Negative students have enough experience, but they are unsuccessful in leveraging that experience to adjust to college expectations. By contrast, positive students can connect their experience to college life. Hence, we must seek to transform negative students into positive students through their college experiences.

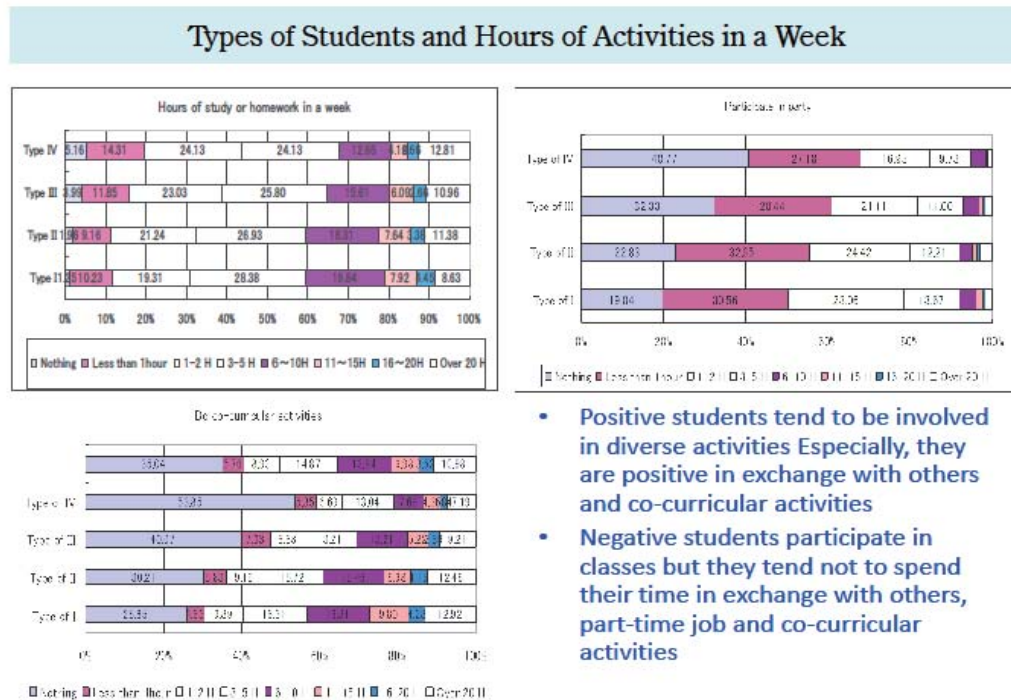
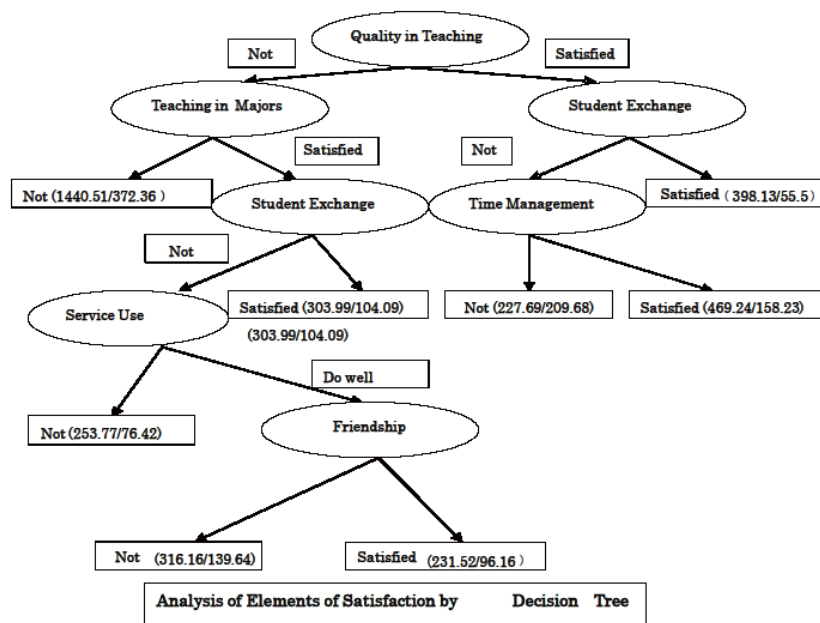


Figure 4. The Findings from JCSS 2005 (3)

Figure 5 is the result of another system, tree analyses. The dependent variable is students' sense of fulfillment in college life. It would seem that the most important element in this is high satisfaction with the overall quality of teaching. Program content and teaching quality in one's major are important elements, too. Finally, friendship, exchange with others, and adjustment to college life are indispensable for a sense of fulfillment. Co-curricular activities and interactions with other students are very important for student growth.





### Figure 5. Students' Fulfillment in College Life

The variables of quality of teaching, interactions with others and good adjustment have more of an impact on affective student outcomes than do equipment and college facilities. Universities can try to improve the campus, the classrooms, and so on, but improving the quality of teaching is more important. In fact, it may be better to work on the “softer” content than on the hardware.

## The Results of JFS 2008

I'd like to explain a bit about the JFS 2008 research. This survey is given to first-year students between June and July, after three or four months of enrollment. One hundred sixty-three four-year colleges and universities participated in our project, with a sample size of approximately 20,000. The proportion sampled for the JFS fits the proportion of overall Japanese national, public and private four-year universities. Though it's not a random sampling of all Japanese higher education institutions, it's pretty close.

Again we divided the students into types based on their skills. One distinction was between positive and negative students. We also classified them based on their learning behavior in high school, through latent classification. Type B students are not purpose oriented, but are guidance or obedience oriented; Type A students are inquiry or entrance exam oriented. Unlike the JCSS, the JFS is more reflective of Japanese high school, college and entrance exams systems. Figure 6 shows the number of student hours per activity in a week. First are the hours spent studying and doing homework outside of class, and then socializing with friends and student club participation. Positive students tend to be involved in diverse

pursuits, especially in interacting with others and co-curricular activities. Negative students participate in class, but tend not to spend time with others, at a part-time job or in co-curricular activities. You'll notice that these results are consistent with those from the JCSS. This means that although the samples are different, both groups have the same tendencies.

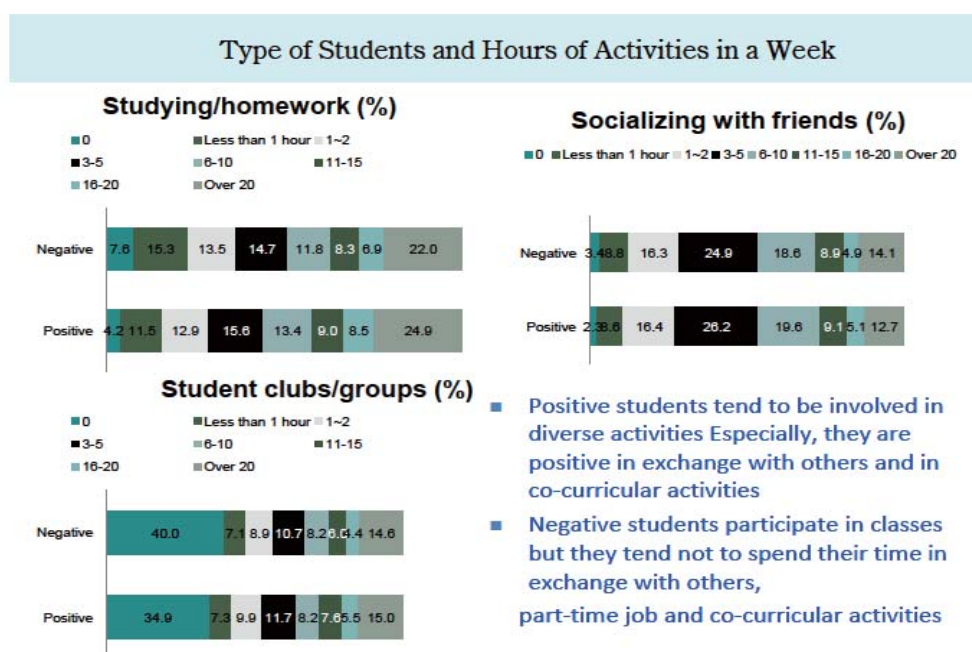


Figure 6. The Findings from JFS 2008

The proportion of students who take remedial English is the highest. We can divide them based on the student skills that I showed before. Guidance-obedience oriented students have the appropriate experience in high school, and are very obedient to teachers' guidance. Many of these students take remedial classes. What does this mean? We hypothesize that guidance-obedience oriented students cannot establish self-motivated learning in high school, which can transfer to university.

### Conclusions from JCIRP

In conclusion, I want to consider the meaning of college impact in Japanese universities. I have five points. The first is that fulfillment of affective conditions makes students positive. If students are happy with the affective, internal aspects of college life, they will become more positive, even if they were not positive in high school or in their first year.

Secondly, there is a relationship between learning outcomes and the affective aspect, too. Sometimes Japanese higher education institutions tend to just focus on achievement or test performance, but it is often more important to focus on good affective conditions. Fostering a sense of fulfillment can improve academic achievement and learning outcomes.

Thirdly, college involvement makes students develop. Faculty interactions with the students, their relationships with their peers, and total involvement in college life is very important in allowing students to develop, and in initiating growth through college experiences.

Fourthly, a longitudinal study of student data can contribute to improving teaching and learning in Japanese universities through education reform. With the cooperation of Hokkaido University, Osaka Prefectural University and Konan University, we can implement a best-practice project in education.

Lastly, our surveys, as a form of indirect or process assessment of student learning, have been proven to be effective, and they can be tied with direct outcome assessment. In addition to this indirect assessment, institutions can introduce direct assessment, such as tests, rubrics and portfolios, to get a better picture of their students. Through this combination of direct and indirect assessment, Japanese institutions of higher education can investigate and encourage the development of good outcomes for their students.

### Questions and Answers

**Question 1.** Thank you for your presentation. Could you explain the College Impact Theory, in brief?

**Answer.** The college has an impact on student growth and development. This means that the student-college relationship and teaching and learning in the college can make the student develop during the four years they attend. This is the College Impact Theory. Dr. Ouimet explained about Chickering's seven effective teaching practices; these and the ideal model developed by Alexander Astin are the bases of the College Impact Theory. Input is the students' high-school experience and social background, the environment is the college, and the outcome is what the student gets from both of these. That is also part of the College Impact Theory. Involvement in the college is a good outcome for the student.

**Question 2.** In your presentation, you talked about positive and negative students. As some of us know, many students in Japan commit suicide. Do you think those people are coming from the negative group? Also, in your conclusion, you said that increasing the sense of fulfillment or affective aspect makes students positive. Do you think this will put more pressure on students, or make them feel more depressed? How can you make these negative students more inspired to study? Do you provide any counseling or encouragement for negative students, not to be more academically successful, but to be confident in living as a student and as a person? It seems like success is the primary, ultimate goal for students. Do you think there is another way to make students more positive and confident in their lives?

**Answer.** These are very important questions. I think the students' internal sense of fulfillment is very important. As you said before, many Japanese students are negative. Most of the negative students in our

samples were negative due to the results of the entrance exam. They failed in the process of applying to universities. If they get their first choice, they are usually positive. Getting their second choice is okay. But students who enter their fourth or lower choice of universities tend to become negative. This attitude can be changed through their college experience. Good college experiences can transform them from negative to positive. This is why faculty interaction with students is so important.

However, I want to add one thing. Our samples of the JCSS 2005 provide a good perspective on the composition of universities. There is still a certain proportion of negative students in the “better” or first-choice institutions, so having negative students is not always related to the university’s brand. Most probably, these students do not or cannot have good relationships with their professors or their fellow students. Counseling is one of the solutions for these students. Universities can give them a service project to help them fit in. Also, building academic relationships is essential.

**Question 3.** Do you think negative students are motivated to seek counseling or encouragement?

**Answer.** In the case of our university, this is limited. Some of our students will not participate in counseling. However, others do go to counseling, or want to be involved in student services projects.

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## **Microteaching: A Tool for Enhancing Teaching and Learning**

*Jody D. Nyquist, Director Emeritus,  
Center for Instructional Development and Research,  
University of Washington*

### **Introduction**

I am delighted to be up here at the podium again, and I hope you've been enjoying this symposium as much as I have. I want to once more thank the two hosting universities, and our excellent interpreters. I also want to thank the participants and the speakers. The ideas from China, Korea, Canada, Europe, and Japan have been stimulating, and the participants' questions have produced vital, interactive sessions. I have heard many new ideas already, and we have more to anticipate from this afternoon.

In my opinion, this opportunity to share our experiences, our successes and our challenges provides a most fruitful kind of exchange. It is important for colleagues and other academics to get together to share our ideas, especially across countries. Thinking about these common challenges, I started a paper last fall that I'll never finish, on the similarities and differences in graduate education between Japan and the United States. It was too ambitious a topic, but just trying to write that little white paper, I was struck over and over, not by the differences, but by the many similarities between the two countries. When we recognize that all of us have the same goal of assisting students to learn at the undergraduate or graduate level, I think we will find many of our challenges to be comparable.

For me, endeavoring to enhance teaching and learning on my campus and on other campuses has been a wonderful calling. I have enjoyed every year, and have been quite passionate about it. I was struck yesterday by Professor Lynn Lee's categories: "professors who don't know how to teach, professors who can't spend time learning how to teach because they are too focused on other things, and professors who don't care."

I think people like you and I can also be put into categories. I would place us into four categories: Sometimes we don't know how to help

the faculty. Sometimes we can't help the faculty because we are overwhelmed with what I call the triumph of trivia. There are so many things to do, and so many people trying to get our attention, that we have a difficult time prioritizing our time in order to work at the individual or group level. My third category for people in this field is the defeated. We get discouraged. We feel hopeless, we lessen our efforts out of frustration. I try to stamp out defeat. That is one of my callings. The fourth category is people like you and me who are here looking for innovative approaches and ideas, people who really do care.

Last night at the party that many of us attended, one of you said to me that I was a "happy warrior," that I had a lot of "fight" in me. I guess I will always be a warrior for enhancing teaching and learning wherever in the world I might be. My experience yesterday and your examples made me want to come to every one of your countries and your centers to see what you're doing.

I think that being a "happy warrior" is a wonderful thing. But it's very challenging, and it takes a lot of energy. To help us be successful, we need tools that will allow us to provide services effectively, and without an enormous amount of time and effort. Microteaching is one of those tools.

### **Microteaching as a Process**

When I began to think about this presentation on microteaching that the planners requested, I of course Googled "microteaching." I was amazed to find over seven full screens of references. I quickly learned that there was much more information on microteaching than I had realized existed, including many other approaches besides the simple way that we use it at the University of Washington. But today, I'll spend most of my time on our approach.

I will begin with a description, and then talk about how we prepare group members to participate; what materials, procedures and guidelines, and equipment are needed for microteaching sessions; and how we form the groups and encourage constructive feedback. I will describe our evaluation process, and, if there is time, I will briefly talk about preparing facilitators to lead microteaching sessions.

### ***Describing Microteaching***

First of all, microteaching can be very elaborate, or it can be very simple. The first book on the subject was written in 1969 by Dwight Allen, while he was at Stanford University and subsequently at the University of Massachusetts. This method of taking a snapshot of a person's teaching, and doing some analysis of it in order to learn from it, has been used in many different ways. The process, however, is really the same, no matter whether in elementary, secondary, college, university, Peace Corps, industry, or corporate environments. Wherever microteaching is used, it is composed of taking a snapshot of someone's teaching, reviewing it (typically using a video recording), and then finally identifying strengths



and areas for change.

By your show of hands, it seems that only a few of you have seen yourselves teaching or have been video-recorded, and it looks to me like you're all North Americans. It is always a shock when you see yourself for the first time. In the Center, we say that the first time people see themselves, it's like a train wreck. All they can see are the things that they don't like scattered about the landscape, and it's very hard to get them to focus on what is working effectively. Microteaching is based on the fact that you can be taught to see what you're doing effectively. Research has shown that in learning anything, we need to work to our strengths, not to our weaknesses. If we identify weaknesses and simply ruminate on them, they get bigger and bigger and bigger. So we must first figure out our strengths, emphasize those elements of our teaching, and then identify aspects that could be changed, and develop strategies for changing them.

I have found that faculty who go through microteaching typically go away with ten things to work on if the facilitator does not adequately structure the experience. No one can work on ten things. Always remember that although microteaching might give you rich feedback, if you're going to work on change, it's just like anything else—New Year's resolutions, dieting, going to bed early. You just have to choose a few things and then work on them systematically in order for real change to occur and be sustainable. Working on a few items at a time, and then a few more, you can cumulatively make permanent changes over time.

Dwight Allen originally designed microteaching for secondary teachers, and he insisted on a very elaborate format. A teacher had to teach real students, usually for an hour-long lesson; then he or she would watch the lesson on videotape and would receive feedback. Next he or she would redo the lesson, followed by further critiques. This is probably the most powerful way to do it, but it takes a great deal of time. And most faculty, as we have been hearing over and over, are very short on time. I will try to talk about how CIDR has adapted microteaching so that it's become the most popular service our Center provides.

### ***Preparing for Microteaching***

First of all, we prepare participants to take part in microteaching. We give them simple materials, procedures and guidelines, and describe the feedback process. The handout shown in Appendix A is what CIDR sends to faculty who are going to be involved in microteaching. As an aside, while doing research for this presentation, I saw that CASTLE, which is part of the Carnegie Foundation for the Advancement of Teaching and Learning, has a handout that looks quite similar to ours. Since no one seems to know the exact origin of the documents, I choose to give them credit also.

The most important parts of this handout are the directions to the participants. The materials recommend the following to participants:



“Choose a teaching topic that you are comfortable with in order to focus on a particular teaching method or element. Tell the audience what your lesson objectives are, and tell them on which aspects of your teaching you are requesting feedback.” We have adapted the process by recommending that participants NOT teach what they are most comfortable teaching. We believe it works better when you bring something that you're having trouble teaching; it's a snarl, and you don't know quite how to effectively enable students to learn it. The last quarter you taught it, the students didn't understand it. The quarter before was the same; the students didn't master the material as was revealed in their tests and papers. So bring that puzzle to the microteaching group. Remember, this is a snapshot, a slice of teaching, that takes only four minutes. (It's always a marvel that academics can do anything in four minutes. We're very well known for talking too long. But participants do accomplish this.) Again, we advocate choosing an idea, concept, or perspective that is difficult for students to understand.

We have faculty fill out a worksheet before they come. They are asked to write down the segment of the material they will be teaching, a portion of their course description, and a key concept that they might be having difficulty teaching. Then they are asked to identify their instructional objectives. They must also list the specific aspects of their teaching on which they would appreciate feedback. Each speaker provides this context before beginning the presentation.

### ***Experiencing Microteaching***

Let me go over very carefully what happens here. The facilitator comes in and introduces himself or herself and the participants to each other. The first speaker speaks, and everyone applauds; the second speaker speaks, and everyone applauds; until all have spoken. Usually we do not do more than five presentations. Once all have given their presentations, we move to watching the playback, one speaker at a time. It is important when responding to the playback that the faculty member who has spoken first goes first. The first speaker needs to identify what he or she appreciated about the presentation, what worked to advance the learning. Then the other people make comments citing what they think is effective about the presentation.

The day before yesterday, I had to challenge the Japanese professors from Hokkaido University to find good things about their presentations. They all wanted to talk about what needed to change. Even if I told them they must find a specific part that they thought worked well, they would identify it and then quickly tack on something critical. I had to keep after them for positive feedback. We are looking for teaching strengths to build on. Only after that should we determine the areas for change, using constructive feedback.

The second step is to identify what might be done differently: the presenter again leads off the comments, then the colleagues make

suggestions. The rich responses we get are amazing. We usually use two hours. We can do it in ninety minutes, but that's a short experience for the faculty. Interestingly enough, for some reason, faculty are amazed that their colleagues, even those from other disciplines, can help them learn to teach, and that they can get very significant feedback from them.

Finally, the facilitator, acting as a qualitative researcher, usually does a synthesis at the end. He or she might say, "This is what I think we've learned from each other. Here are some ideas that were evident in all of the speakers, and here are some things that I heard you saying you wanted to do differently." We try never to have the facilitator be an evaluator. What we're trying to do is help faculty understand that if they observe each others' teaching in pairs, or do microteaching in groups viewing snapshots of teaching, that colleagues can be valuable consultants for each other.

Now, I realize that some people in centers have had the experience of observing faculty give each other bad advice. But I think it's worth the risk. I don't think faculty truly give each other bad advice. Sometimes they don't know the research. Sometimes they might pass on a myth about higher education. But I think, for the most part, they give very constructive feedback. If an important misconception or inaccuracy about teaching is put forth, a knowledgeable facilitator has the opportunity to gently challenge the basis of the comment.

So that is the microteaching process as we practice it. Feedback from participants has always been extremely positive. As I mentioned in my previous presentation, the new faculty at the University of Washington evaluated microteaching as their favorite part of the faculty orientation. The feedback from teaching assistants is always very positive also, as is that from the departments, particularly from department chairs, because they like to have faculty take part in this process. As an aside, we don't usually tell participants that microteaching is more than a one-time process at first, because then they won't come. We just try to have them come once, and then they usually get interested, and will want to do it again.

We always erase the recordings of our sessions. This way, faculty never need to worry that their recording is out there somewhere, where someone can look at that four minutes and evaluate their teaching. This is not an evaluative process. This is a formative process in which we're just looking at a slice of their teaching to find what works, and what they can do differently.

### **Equipment Needs for Microteaching**

One of the important aspects of microteaching is that it requires minimal equipment and can take place in any classroom or equivalent space as long as the space contains movable chairs and a TV or monitor for the playback. Half of the room is set up like a classroom, where participants typically stand to give their four-minute presentations. Then

the other half of the room has a monitor with chairs around it so that the group can subsequently move around the monitor to watch the videotaping and discuss the teaching.

Let me tell you about our new secret weapon. This is our magical pouch. CIDR has six of these, and we use them all the time. The pouch contains the world's smallest video camera. It's high-definition and it does a beautiful job. When we go into classrooms, we usually use a large tripod. But this little camera, which costs \$100, can also sit on its own small tripod. You could almost put it in your pocket. All you need for a microteaching session is a monitor so you can do the playback. This camera does the video-recording in segments. It is a wonderful tool, and we have found that it is making microteaching much easier. Instead of ordering the room, trying to get the video equipment, and not knowing whether it's going to appear or work, you can just bring the camera. It all comes in this lime green or pink pouch that you can carry across campus. It is really quite a wonderful piece of equipment, and I would encourage you to invest in this if you're going to do microteaching. The quality is excellent, and I was surprised that it plays back in high-definition. Of course, you have to have a high-definition monitor to take advantage of this feature.

### **Formation of Groups**

There are two ways of forming groups for microteaching. You can argue that having everyone from a similar discipline gives a richer experience because participants know more about that discipline and can make better suggestions. Hence, people from the humanities and arts, from the social sciences, or from science would be grouped together. On the other hand, you can argue it the other way. If you have scientists and humanists trying to explain concepts to each other, you have smart but somewhat naive learners. If you already know a discipline well, it's more difficult to act as students and see professors as the students see them. Remember, it's much harder for us to recall, as the years go by, how we learned something, and why we understood or didn't understand it. That's what teaching assistants can often do for us, because they are closer to learning material for the first time. You can argue either of those positions. I tend to prefer having diversity in the group so that the professor can work with naive learners, learners more similar to those encountered in the classroom or seminar.

### **Constructive Feedback**

One of the keys to microteaching, of course, is providing constructive feedback. Though I won't spend time on this, I've given you a well-known set of characteristics from Berquist and Phillips (see Appendix B), which were developed a long time ago. All of us think that they did a nice job of defining what constructive feedback is. Always have the participants look at this list, and if you experience participants' giving

negative feedback, you need to help rephrase the comments so that they are constructive. One of the most difficult things about feedback is to get it at a specific level where the person can do something about it. For example, if you say, “You looked like you were bored,” I might not know what to do with that piece of feedback. But if you say, “It would be better if you engaged us by looking at us,” or, “It would be better if you had a little more passion in your voice,” then I know what to do. Constructive feedback, in order to be effective, has to provide particular, detailed ideas for change.

### **Evaluation of Microteaching**

As with all services at CIDR, we evaluate effectiveness. Here are the three items for evaluation of microteaching that we use:

- The session gave me useful feedback about my teaching.
- I feel I can apply the information or skills addressed in the session to my teaching.
- Overall, I think the microteaching session was valuable.

The form is included in Appendix C. I brought with me several past evaluations from faculty on our campus dating from 2006 and found very similar results to those gathered from Hokkaido faculty who evaluated their session yesterday.

The quantitative assessments provided average scores of 4.7-5.0 for the three items on a scale of 1-5. Here are some useful qualitative comments for the facilitator about what faculty thought worked for them, and what they might like to see done to make the session more effective:

- “This was the most helpful section of the orientation.”
- “The feedback was really helpful.”
- “I thought it was great, just as it was.”
- “If we had a bit longer than five minutes, maybe ten, it would help.”
- “We might need to have clearer guidelines.”

Sometimes there was no comment at all. So, overall, the comments are very positive. If the comments are less positive, a facilitator knows what to correct for the next time. From my perspective, the continually positive comments on the technique do reflect and depend on adequately training the facilitators to lead the sessions.

### **The Role of the Facilitator**

I do not want to understate the role of the facilitator. The facilitator is responsible for how the session goes, and changes direction for the process if it is needed. The facilitator does not allow the faculty to find only the teaching elements that need to be improved. So, facilitators are listening actively and working the entire time. It's not magical to just get faculty together, video-record them, and have them watch each other. That will not work and can even be disastrous.

I do think facilitators need training. They need to experiment. If I were over here, I would work with faculty to get them to volunteer to become facilitators. Now, you might say that they will never do this, that they don't have time. I've heard for thirty-five years that faculty don't have time. If it's worth their effort, they make the time. Saying, "I don't have time," usually means, "I don't think it's very important."

We have collected substantial data confirming that if you train as a facilitator, and you facilitate the process with other faculty, you learn an enormous amount yourself. In every session, you work with a group of very knowledgeable professors, whether from other departments, from your own department, your discipline, or from disciplines very unlike yours. The faculty who conduct the microteaching report to us, over and over, that they learn so much that they do not mind investing the time to do this with their colleagues.

Moreover, we know we become excited and pleased to watch our students learn, and it is also true for our colleagues. We are gratified when we have the opportunity to observe that magical moment when the light bulb goes on. It's so satisfying when a student says, "Oh. I get it. That's really interesting. Now I understand." It is the same thing when we watch our colleagues learn to teach more effectively, and to move through difficult concepts with ease. So there is lots of confirmation, and lots of positive feedback for faculty who learn to be facilitators.

In Appendix D, I included everything I thought you might need to know as you attempt this particular technique. You'll see everything right down to "Check for chalk." That's a very little thing, but it is necessary if you want the participants to write their names on the chalkboard, which is particularly useful if they don't know each other. Yesterday, I had the professors wear nametags for me. I would not do this unless the people really don't know each other, or it's difficult to understand the names. But to keep it informal, we usually do not use nametags.

Appendix E provides language and phrases to help you lead the group through the microteaching process. These are phrases that we have found to be successful in helping faculty become effective facilitators.

## **Conclusion**

Microteaching is an excellent tool for enabling faculty to become aware of how students view their teaching. It is a technique that fits our criteria of effective and efficient tools for enhancing teaching and learning. I have tried to be as pragmatic and as practical as I could be in this presentation about microteaching. For those of you who want to learn more, you can Google microteaching as I did and find voluminous information about microteaching and an annotated bibliography of investigative studies. Thank you for your excellent attention.

Now, I believe we have time for questions. As I suggested in my

presentation yesterday, don't ask, "Do you have any questions?" For me, I always ask, "What are your questions?" Then I wait, expecting questions. And I can wait for a very long time until someone feels they have to break the silence by asking a question. So, what are your questions?

### Questions and Answers

**Question 1.** When you're working with four faculty members, for example, how long is the entire session you have with them?

**Answer.** It's usually ninety minutes. We took two hours yesterday because it was an unfamiliar process for the participants, and I probably spent more time in explaining how it works. Remember, of course, that the most effective way to learn about microteaching is simply to do it. I wish that we would have been able to do that today instead of my lecturing about it.

**Question 2.** I'm from the International Affairs Division at Hokkaido University. I'm wondering about the relationship between facilitators and participants. In this country, facilitators should be respected, in order to better convey their message. However, the facilitator can also be a less experienced person.

This year we started the FD program for the Faculty of Letters; six professors have volunteered to participate in this pilot project. Since there was no facilitator, I volunteered. I just joined Hokkaido University last October, and my background was as a teacher trainer at the English language school. I'm not actually a faculty member, but a member of the administrative staff. I was concerned about my inexperience at the beginning. I'm not a professor. I'm probably younger than most of the participants. I wondered if this would work. Since we just started, I guess I'll have to let you know later. However, I learned from Professor Nyquist's microteaching workshop that probably the most important thing as a facilitator is to relax, so that the participants can relax as well. I've started to feel more confident about trying out my new role.

**Answer.** We teach our teaching assistants to act as facilitators for other TAs. We don't send TAs in to facilitate faculty, but people do not have to be full professors to do this. If they are skilled, the faculty will appreciate and respect that.

Facilitators do need to be relaxed so that participants will relax. I've learned that professors are always anxious, all over the world, when they come in to be video-recorded. It's not just the case in Japan, it's true in the United States, and I'm sure in Canada, China, Korea, and Europe. Any time we're going to be videotaped, there's anxiety. You can have fun with that anxiety. You can have fun about being nervous.

Let me tell you one thing that was different yesterday than in the United States. At the end of the session, when I asked the Hokkaido participants, "Were you nervous about coming in? Did you feel anxious?"



they did not want to admit it. In the United States, everybody would have said, “Yes, I could hardly wait till I was done. I was so glad when mine was over.” I had to work with the Hokkaido professors yesterday to get them to finally admit that yes, they were very nervous. But after they all admitted it, I think they felt a lot better. Maybe that's one of the cultural differences here.

**Question 3.** In their five-minute presentations, are the professors allowed to use PowerPoint or overhead projectors? The reason I ask this is that chemists usually cannot speak more than one minute without showing any figures.

**Answer.** I think that could be accommodated. We try not to do this because it's another item you have to have in the room. It makes the session more complicated. But certainly, if this is the way the lecture needs to be presented, I think you can make arrangements for that. We always say that unless you're having trouble using PowerPoint, we would prefer that you not use it. However, I think your point is well taken.

**Question 4.** I am a professor in the Faculty of Letters at Hokkaido University, and I attended Professor Nyquist's workshop on microteaching the day before yesterday. It was a wonderful experience for us. I would like to say that we should not be afraid of microteaching. I didn't feel anxiety during the workshop because Professor Nyquist has much experience as a facilitator. It struck me that Professor Nyquist said not to evaluate ourselves or other participants. I think this is a very important point in microteaching. We teachers are always criticizing our students and our research colleagues. But in microteaching, we mainly have to focus on what our colleagues are doing well. I think this is a positive strategy.

**Answer.** Thank you. There's nothing like having people confirm what you're saying. So, the process is a very simple one. I don't mean that it's simplistic. It really is quite complex, if you think about it. The professors talked about very complex topics such as Nietzsche, the difference between environmental ethics and environmental justice, ethics, and analyzing poetry. They were very challenging topics, which is something we always encourage. Microteaching is effective in that we take a little snapshot out of the presentation of very challenging material, and we can help a faculty member be clearer in what they're doing, and more effective in teaching that particular concept. Although I have focused on presentation skills, as in a lecture, microteaching can also be used for learning to lead discussions effectively. I just do not have the time to talk about that application.

**Question 5.** Are the four-minute presentations supposed to summarize a concept, complete with a conclusion? Are they informative?

**Answer.** They only give us a slice. If presenters don't finish, they don't finish. They shouldn't be jamming something into four minutes to get finished. I don't think that really matters.



**Question 6.** I am interested in trying microteaching in the program that I run. I think it would be very effective for our teachers. I'm wondering, from your experience, what cannot be done with microteaching? It seems as if the teachers would learn a lot about themselves, and be able to improve. But what areas is it not suitable for? I'm thinking in particular about the four- or five-minute time limit. What cannot be done in that amount of time?

**Answer.** You cannot analyze the total construct of a course, for instance, or the full development of an idea, or probably provide the number of examples you would need for a whole lesson. You would have to use video-recording for that. We do a lot of classroom video-recording, so you can view the hour-long process. Often, after they've done microteaching, faculty then want to have a whole segment of their class done, where they can watch themselves over a longer period of time.

I think that microteaching is not as successful in a one-shot only approach. I hope that these professors will start to work on the issues they identified, and then go through microteaching again. By cumulatively working on different things, over a year's period of time, you can be successful in changing behaviors, while a one-shot experience doesn't really allow you to do that. But it gets you interested in exploring how you might do it.

**Question 7.** Microteaching is almost like a study group for faculty on how to become better teachers. You can form a small study group and work on it over the semester or a period of time. It could be designed to have a given number of meetings, so there is an evolving consciousness. If time is an issue, it could be limited to faculty who find this invigorating and helpful.

**Answer.** Yes, but it is not hypothetical. Some of the exercises we do with faculty are very hypothetical, and we do not see the application. Microteaching is the application of what works in effective teaching and what could be done differently.

Now I do need to end my remarks. Thank you for your kind attention and your many excellent questions.

## **Appendix A. Faculty Preparation Handout**

(This material was prepared by Jody Nyquist (Director Emeritus, The Center for Instructional Development and Research, University of Washington) for the Microteaching Workshop held at Hokkaido University on July 29, 2009 13:00-15:00)

### **Microteaching: A Tool for Enhancing Teaching Competence**

Microteaching is a valuable opportunity to learn from colleagues outside of one's discipline teaching/learning techniques that can be adapted to one's own courses; to apply collegial constructive criticisms to improve one's own teaching/learning strategies; and, through assuming the student role, to sharpen one's insight into students' teaching/learning needs and expectations.

Microteaching was developed in the early and mid 1960's by Dwight Allen and his colleagues at the Stanford Teacher Education Program. The Stanford model emphasized a teach, review and reflect, re-teach approach, using actual school students as authentic audiences. The model has been adapted for college and university teaching where it has been used most often for graduate teaching assistants, but with significant success with faculty, especially in New Faculty Programs. It often offers a concentrated, focused form of peer feedback and discussion. A very similar model called Instructional Skills Workshop (ISW) was developed during the early 1970s by British Columbia's Education Ministry as a training support program for all college and institute faculty in British Columbia and has now spread throughout Canada, the US and internationally. While there are significant differences between the two models, they both share some commonalities and were designed to enhance teaching and promote open collegial discussion about teaching performance.

A micro lesson is an opportunity to present a sample "snapshot" of what/how you teach and to get some feedback from colleagues about how it was received. It is not intended to be an example of your "best" teaching. It is a chance to try teaching strategies that you may not use regularly. This is a good, safe time to experiment with something new to you or to get feedback on a technique you've been trying but are not sure about its effectiveness.

The core of this experience is the presentation of a micro lesson by each participant. When one participant presents the lesson as the instructor, the other participants become the students for that lesson. A timer is used to keep to the STRICTLY ENFORCED 3-4 minute time limit. Please don't be offended if you are cut off; it will be necessary to keep to the time limit so that everyone might participate fully. Because this time limit is strictly enforced, it might be very helpful for you actually to practice and time yourself before you arrive. Please DO NOT try and cram an entire body of knowledge into 4 minutes; this is designed to provide a quick snapshot into your teaching methodology. The goal is to provide a

sample of a teaching method or style in order to get a fresh perspective on it from your learners. Your 4 minute lesson can be excerpted from the beginning, middle or end of one course lesson and you will be able to explain this in setting up your lesson and as part of your Microteaching Worksheet (included in this packet). Please fill out this form and **DO COME PREPARED** with your lesson (e.g., 4-6 handouts if necessary).

You have several decisions to make concerning the preparation of your micro lessons:

- 1) Your topic: Choose a teaching topic that you are comfortable with in order to focus on a particular teaching method or element.
- 2) Your lesson objectives: Think about and be able to articulate what you want your students to learn from your lesson (e.g., facts, concepts, skills, and/or values) and how your teaching methodology might work to fulfill your objectives )
- 3) What you want feedback on. You can specify to the group what you would like them to focus on. For example, you may wish to have overall, general feedback or perhaps you might wish for the group to simply attend to a specific issue, such as how you use questions or reinforcement with students.

When you are in the role of students, you should combine the role of student and observer, striving to create as natural a classroom setting as possible. Do not feel like you must role play specific student behaviors, but do feel free to ask questions and comment as a learner in the classroom environment. Try to focus on what is happening during the micro lesson.

### **Ground Rules**

1. Respect confidentiality concerning what we learn about each other.
2. Respect agreed-upon time limits. This may be hard, but please understand that it is necessary.
3. Maintain collegiality. We're all in this together.
4. Stay psychologically and physically present and on task.
5. Respect others' attempts to experiment and to take risks.
6. Listen and speak in turn, so everyone can hear all comments.
7. *Enjoy and learn from the process!*

## Appendix B. Characteristics of Constructive Feedback

1. It is *descriptive* rather than evaluative. By describing your own reactions, it leaves the individual free to use it or not to use it as she/he sees fit. By avoiding evaluative language, it reduces the need for the individual to respond defensively. For instance, you might say, "I found it helpful when you wrote information on the chalkboard because..."
2. It is *specific* rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "in the discussion that just took place, you did not appear to be listening to what the students were saying, and, as a student, I felt forced to accept your arguments."
3. It is focused on *behavior* rather than on the person. It is important that you refer to what a person does rather than to what you think or imagine s/he is. Thus you might say a person "looked at the students two or three times during the presentation" rather than that s/he is a "noncaring instructor." The former allows for the possibility of change; the latter implies a fixed personality trait.
4. It is directed toward *behavior which the receiver can do something about*. Frustration is only increased when a person is reminded of some shortcoming over which s/he has no control.
5. It involves *sharing of information*, rather than giving advice. By sharing information, you leave a person free to decide for herself/himself, in accordance with her/his own goals and needs. When you give advice you tell her/him what to do, and to some degree take away her/his freedom to decide for herself/himself.
6. It involves the *amount of information the receiver can use* rather than the amount you would like to give. To overload a person a feedback is to reduce the possibility that she/he may be able to use what s/he receives effectively.
7. It is *checked to insure clear communication*. One way of doing this is to have the receiver try to rephrase the feedback she/he has received to see if it corresponds to what the sender had in mind. No matter what the intent, feedback is often threatening and thus subject to considerable distortion or misinterpretation.

Adapted from: Bergquist, William and Steven R. Phillips (Gary H. Quehl General Ed.). (1975). *A HANDBOOK FOR FACULTY DEVELOPMENT*. Published by the Council for the Advancement of Small Colleges, WA. D.C., Dansville Press, Inc., New York.

## Appendix C. Evaluation Form

### MICROTEACHING SESSION EVALUATION FORM

Department \_\_\_\_\_ Date \_\_\_\_\_

Facilitator \_\_\_\_\_

*Strongly  
Disagree*

*Strongly  
Agree*

- |  |                                 |
|--|---------------------------------|
| 1. The session gave me useful feedback about my teaching.                                | 0 --- 1 --- 2 --- 3 --- 4 --- 5 |
| 2. I feel I can apply the information or skills addressed in the session to my teaching. | 0 --- 1 --- 2 --- 3 --- 4 --- 5 |
| 3. Overall, I think the microteaching session was valuable.                              | 0 --- 1 --- 2 --- 3 --- 4 --- 5 |
| 4. What part of the session was most useful?   |                                 |
|  |                                 |
| 5. What would have made the session more useful?   |                                 |

## Appendix D. Facilitator Guide

### Microteaching Facilitators' Notes

#### Before you start:

1. Try to get to the session a little early to chat with the participants, “relax” them as much as possible.
2. Arrange the room (check for chalk, overhead pens, etc.) to suit your needs.
3. Make sure extra paper / worksheets are available so participants have a place to write comments while they observe.

#### Microteaching session outline:

1. Introduce yourself and the session: (Try to keep this part short - participants may be nervous)
  - Identify the goals and benefits of microteaching (What is microteaching?)
    - designed to assist in improving very specific instructional skills,
    - allows presenter to see what s/he looks and sounds like, giving him/her a sense of how students might perceive him/her;
    - by watching one another, some new strategies may be generated.
  - Describe your role: you're not evaluating the participants; you're here to keep the session moving smoothly
  - Describe what it might feel like to be videotaped in this situation (Have group members been videotaped while teaching before? What has your own experience been?)
  - Outline the process (as in steps 2 and 3 below)
  - Set some parameters:
    - Need to adhere to time limits
    - Should keep what happens here in confidence
    - Tape will be erased after the session
    - Try to be as supportive as possible when giving feedback to presenter
    - Group takes the role of undergraduate students/student audience described by instructor being taped
  - Ask for questions or comments about the process
2. Videotape the presentations:
  - Determine the order in which faculty will present - write on the board so all can see.

- Ask each presenter to identify a.) what s/he is trying to accomplish or what goals s/he may be working on b.) the student audience s/he anticipates
- Each person in turn presents a 3 to 5 minute lesson to the group. Presentations should follow one right after another, with applause/time for next person to set up as the only break.
- Signal the presenter at 4 minutes; cut them off at 5 (or whatever time frame you determine for your session). Finishing the presentation is not important to the process.
- Take notes during each presentation. Try to think about issues you might want to raise during the discussion.

**[During the break between 2 and 3, rearrange chairs in a semicircle around the video monitor so that everyone can see each other when giving feedback]**

3. Discuss the microteaching presentations (repeat this step for each presentation):

- View the first presenter's tape.
- Ask the presenter what s/he thought went well. Keep feedback focused on the presenter's goals. Try to focus on the actual presentation.
- After giving the presenter time to answer, ask the rest of the group to add their observations and thoughts.
- Ask the presenter what s/he would do differently, why and how (this is a combination of the last two questions on the microteaching form).
- After giving the presenter time to answer, again ask the rest of the group to join the discussion.
- Summarize and discuss specific instructional methods or behaviors the presenter has used already and some s/he might want to incorporate in her/his teaching. Try to relate these back to the individual's stated goals.
- Move on to presenter #2, and repeat process till all have received comments.

4. Gain Closure:

- Thank the participants. Reinforce the goals you started with.

**General things to keep in mind during the session:**

- Try to create the most supportive atmosphere possible.
- Concentrate on specific instructional behaviors.
- Try to make comments directed to one presenter relevant to all participants.



- Move the discussion toward student learning, so the focus is not exclusively on "technique."
- Always have the instructor identify the strengths of her/his presentation first, even if s/he finds it difficult or starts in the other direction.
- Keep the session moving and on schedule; otherwise the last person will not get full attention, and the session may seem to drag.
- Try to get the participants comfortable with critiquing their own teaching performance.
- Depending on the number of participants, you will have to limit the reviewing of tape and feedback to 15-20 minutes per person.

## Appendix E. Language for Facilitators

### Phrases for Facilitating a Microteaching Session

The following is a list of phrases that a facilitator may use while conducting a micro-teaching session. An attempt was made to construct sentences that would be non-evaluative in nature. It is possible that these phrases might be useful in other consulting situations as well, such as guiding discussions, tutoring or conducting writing conferences with students.

#### **Probing participants for strengths:**

“What do you think worked well for you during the presentation?”

“What would you say worked well for you....?”

“Would you mind sharing with us some of the things you wrote down as strengths?” (opening up a client)

“Could you please share with us....?”

“Are there other things you noticed as strong points?” (follow up)

“Could you elaborate on that?” (follow up)

“Could you tell us a little bit more about that?” (follow up)

#### **Bringing in others:**

“What other strengths did people notice?” (opening discussion up for the group)

“Would anybody in the group like to add to the strengths of the presentation that we’ve come up with so far?”

“Did anybody in the group notice something else that you thought worked particularly well in his/her presentation?”

#### **Facilitator’s suggestions:**

“One thing we know from research is that....”

“From my (limited) experience....”

“What has worked for me is....”

“Another strategy/thing you might want to consider....”

#### **Probing participant for changes in presentation:**

“Having talked about some of the strengths, what were some things you would do differently if you had the chance to do this presentation again?”

“If you were to give this presentation again what things would you change or do differently?”

“What suggestions do other members of the group have for what (name of participant) might do differently next time?”

“Think about the feedback in terms of you actually can change in your presentation?”

**Client assignment:**

“From the items we have discussed, what are two things you would like to work on?”

“Do you feel comfortable with the suggestions that were provided?”

“What would you like to work on?”

**Time management:**

“Just to remind you, we will plan to spend about XX minutes on each individual presentation.” (previewing time constraint)

“I’m afraid we need to move on in order to give everyone an opportunity for to receive feedback.” (if too much time is spent with one participant)

“For our purposes in this session, let us focus on.....” (if presenter or other group members get off the track)

## **Instructional Consultants: Who and How to Train Them in Japanese Universities**

*Midori Yamagishi, Professor,  
Center for Research and Development in Higher Education,  
Hokkaido University*

Good morning. I'm a faculty member at the Center for Research and Development in Higher Education, Hokkaido University, where I have been involved in facilitating faculty development. Yesterday, Professor Hosokawa described what we do in the faculty development (FD) program. Basically, it is an overnight seminar, where faculty members engage in group work, which consists of workshops rather than lectures. The title of my presentation today is a little bit misleading, because the focus of my talk is not about how our Center trains instructional consultants. Our Center does not have such a specialist or consultant now. But we anticipate that instructional consultants will play an important role in the next stage of our faculty development program. Today, I'd like to share our experiences at the Center, after having organized faculty development for more than ten years. We are now at a point where we are looking to expand our faculty development program.

### **The Demand for Expanding FD Programs at Hokkaido University**

In the previous session, Professor Nyquist talked about microteaching. This was the first time our Center has been exposed to this concept. Though it's by no means the only one, microteaching has been a very important component of faculty development in North American universities. Recently, our Center has recognized that we need a faculty development program that is tailored more to individual faculty members' needs, and microteaching seems promising.

For the past 10 years, we've run a campus-wide overnight program with workshops. Overall, close to 450 faculty members participated in this program. But we always asked ourselves, "Is this enough of a faculty development program? We need more people to encourage faculty members to participate." In the beginning, our faculty development program focused on educating senior faculty members who were serving on such committees as those for academic affairs or the assessment and evaluation of their faculties. However, over three or four years, the campus-wide faculty development program shifted its focus

toward younger and new faculty. In addition, the University recognized that a one-day faculty development workshop for newly hired faculty members, which our Center has offered since 1997, is not enough. Then in 2007 we started offering two-day faculty development workshops twice a year. A large percentage of the participants are post-graduate students or newly hired professors, either lecturers or those whose primary responsibility is research. Furthermore, several departments implemented their own faculty development programs, largely because faculty development was mandated at the university two years ago at the graduate level and last year at the undergraduate level.

In other words, we need to expand our faculty development program. Thus our university organized a committee to explore the many possibilities for the next stage of faculty development programs. My presentation today is part of the research project conducted by this working group.

### **Teaching and Learning Centers in American and Japanese Universities**

Over the past several years, members of our Center visited teaching and learning centers in foreign countries, especially in North America. Of course, we are aware of the big differences between our own institutions and those we visited in North America. American and Canadian universities have Teaching and Learning Centers whereas ours are called Centers for Research and Development in Higher Education. Probably many of you are wondering what we do in our Centers. Last year, Professor Nyquist spent three months at Nagoya's Higher Education Center. Then she came to our university for a one-day workshop, and she was wondering what we do. Our faculty members, and especially those at Nagoya, went out and gave a lecture. So she didn't understand the mission of our Center.

#### ***A Comparison of Four Institutions***

We selected two Japanese institutions, Hokkaido University and Ehime University, and two American institutions, University of Washington, Seattle, and Portland State University, to compare. This study was done four years ago, so much of the information is a little bit outdated. However, the basic structure is still the same thus far.

Both Hokkaido University and Ehime University have what is translated in English as a Center for Research and Development in Higher Education. But in Japanese, the names are different. Yesterday, Professor Utagawa showed you the mission statement for Japanese centers for higher education, especially among the national universities. Ehime University is smaller than Hokkaido University, so they have fewer faculty at their Center. But their basic structure and what they do are similar to what we do here. Both universities have separate offices to oversee self-study and evaluation activities.

The University of Washington, Seattle, has three large organizations, the Center for Instructional Development and Research (CIDR), the Teaching Academy, and the Office of Educational Assessment (OEA), that facilitate teaching and learning on campus. Portland State has the Center for Academic Excellence (CAE) and the Assessment Committee. In addition, both universities have the Center for Institutional Research, which is a part of the Provost's Office, which collects and analyzes a variety of data to monitor the performance and quality of teaching and research activities at the institutional level. As Professor Nyquist talked about yesterday, there are more offices than the ones mentioned above involved in helping faculties and graduate students to improve the quality of teaching and learning at the University of Washington. We, however, concentrated on the university-wide organization rather than the offices that specialized in certain disciplines.

### *Similarities and Differences*

It is interesting that all four institutions place the Centers and Offices which are involved in improving and supporting university teaching and learning under the top university administrator. In both Japanese institutions, the vice-president for academic and students affairs is the head of the Center for Research and Development in Higher Education. At the University of Washington, the Center for Instructional Development and Research is directed by the Dean of the graduate school, and the Office of Education Assessment is directed by the Dean of Undergraduate Studies at Portland State University. Also, those offices and Centers have full-time faculty or staff members.

However, there are differences, especially on the American side. For example, the University of Washington and Portland State University have teaching specialists and assessment specialists. These people, most of whom have PhDs and advanced degrees, conduct research on teaching and do consultations. Currently, I do not know how many specialists are working in the two American universities. In 2003, University of Washington's Center had 13 people, a large percentage of whom were consultants rather than faculty members or researchers in higher education.

On the other hand, both Hokkaido University and Ehime University have a division or unit which is responsible for coordinating and monitoring general education curriculum within the Centers for Research and Development in Higher Education. In addition, Hokkaido University's Center has two research divisions which are responsible for conducting practical research on admission systems and lifelong education, respectively. Therefore, only three faculty members of the Research Division for Higher Education and Development, along with its Division Director, coordinate faculty development program at the Center every year. So the main question in our situation is: How can we meet the variety of needs of faculty members to improve their teaching and learning? A similar situation exists in Ehime University. In fact, a faculty member at

Ehime University's Center for Higher Education, Professor Sato, has been working on a very extensive faculty development program. However, as he also teaches and designs a number of courses, his time is limited.

### The Methods Used for FD in Japanese Universities

Figure 1 shows the methods used for the faculty development program for newly hired faculty in Japanese universities. Around 80% of the program is lectures, while a little bit more than 20% is composed of workshops, with little practical application. For the most part, Japanese faculty development programs are lecture-centered, as shown in Figure 2.

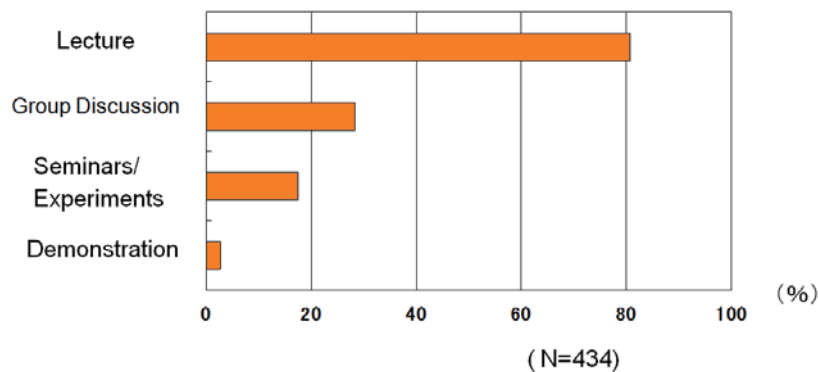


Figure 1. Methods Used in FD for New Faculty

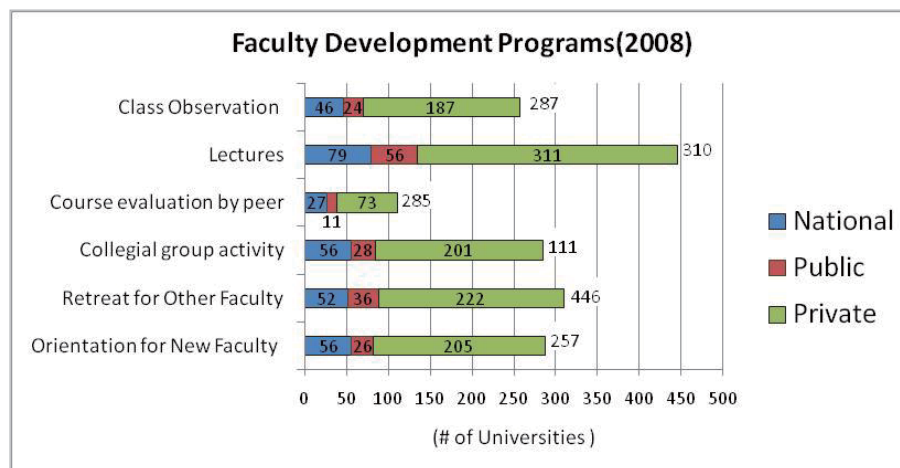


Figure 2. Types of Faculty Development Programs

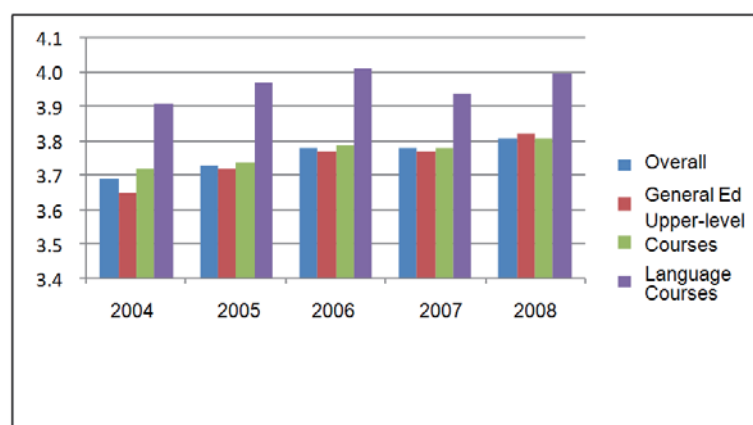
So why are we interested in consultation? Professor Nyquist was one of the first to develop this method for helping faculty members to improve their teaching. In North America, teaching consultation approaches were developed in the 1970s. More recently, Dr. Brinko (1997) wrote that the consultation approach is “the most popular method of helping faculty improve their teaching, measured by student rating.”



This, too, means that Japanese universities must consider creating development strategies that meet the needs of individual teachers. Several Japanese universities have adopted an instructional consultation approach, particularly Ehime University. Professor Sato of Ehime University did job-shadowing under Dr. Wulff, who was a graduate student of Jody Nyquist, and who became the second director of the Center for Instructional Development and Research at UW. He had conducted research on the benefits of consultation. However, the number of professors who have used consulting service at Ehime University is still very small. Consulting services are also provided at Tokushima University and Nagasaki University.

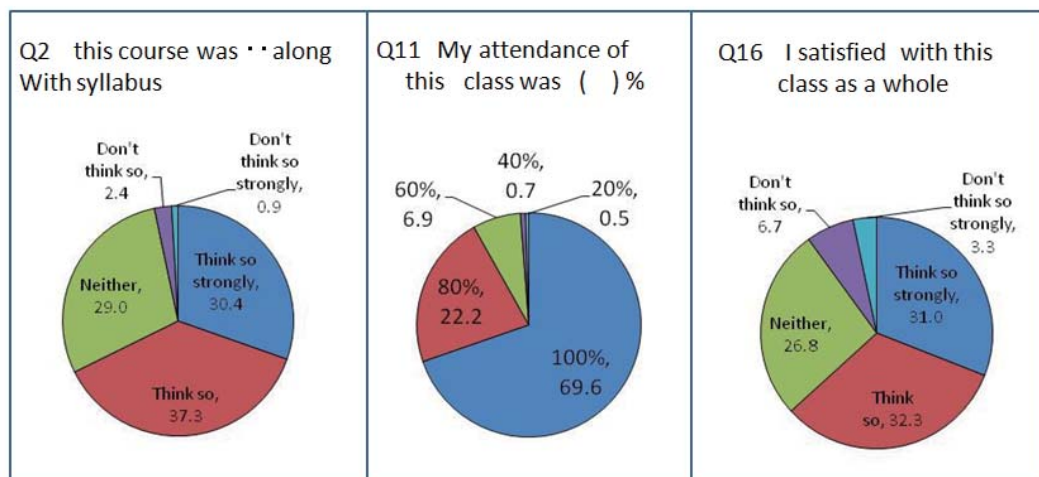
### Student Evaluation of Courses at Hokkaido University

Let's look at the situation at Hokkaido University. Figure 2 and Figure 3 show the results of the student ratings of our courses. Though we've been administering this survey for a while, we do not call it "student ratings" in Japanese, but "survey of courses." Students respond to 16 questions about how the class was organized and how the faculty member conducted the class. Figure 3 shows the average student ratings by course types from 2004 to 2008. When our institution started implementing university-wide student ratings in 1995, the average score was 3.11. Since then, our ratings are gradually improving, with some variation. There are many factors that are responsible for this increase. Overall, 65% of students evaluate their experience positively, so two-thirds of students are satisfied with the courses. However, the other 30% still need to improve their work. (See Figure 4).



\* Average rates are mean values of the ratings of 13 items except three items concerning the student's behavior.

Figure 3. Average Ratings of Courses by Course Types from 2004-2008



"2008 summary report on the questionnaire survey of courses"  
<http://www.hokudai.ac.jp/bureau/tenken/hokoku/2008/s1/00.html>

Figure 4. Student Course Evaluation at Hokkaido University

### The FD Participants' Survey

Our university sought to help faculty members change or improve their courses, especially those that students had some difficulty understanding. We needed to obtain evidence for the effectiveness of faculty development programs over the past 10 years. To do this, we conducted the survey on faculty development, a participant survey, just at the beginning of July this year. Actually we could not locate the list of participants in the first FD program. Over this ten-year period, we've had 13 workshops, in which 416 faculty members participated. Some of these have already retired and some have left the university.

Altogether, we identified 361 current faculty members, to whom we administered a questionnaire. We sent them both an e-mail and paper version of the document, and faculty members responded either through e-mail, fax, or campus mail. The questionnaire was very, very simple. We had only six questions, and the response rate was quite high. A total of 210 (59.8%) faculty members responded. The majority (76.6%) of respondents were those teaching science courses.

So what did they say? To some extent, we were interested in their opinion of the program after they participated. Of course, this is a retrospective evaluation of their experience, so it may not be an accurate reflection of the impact or the effectiveness of our faculty development program. We asked them, "Did your concerns or behaviors change after you participated in the faculty development program?" What they said has changed is shown in Figure 5.

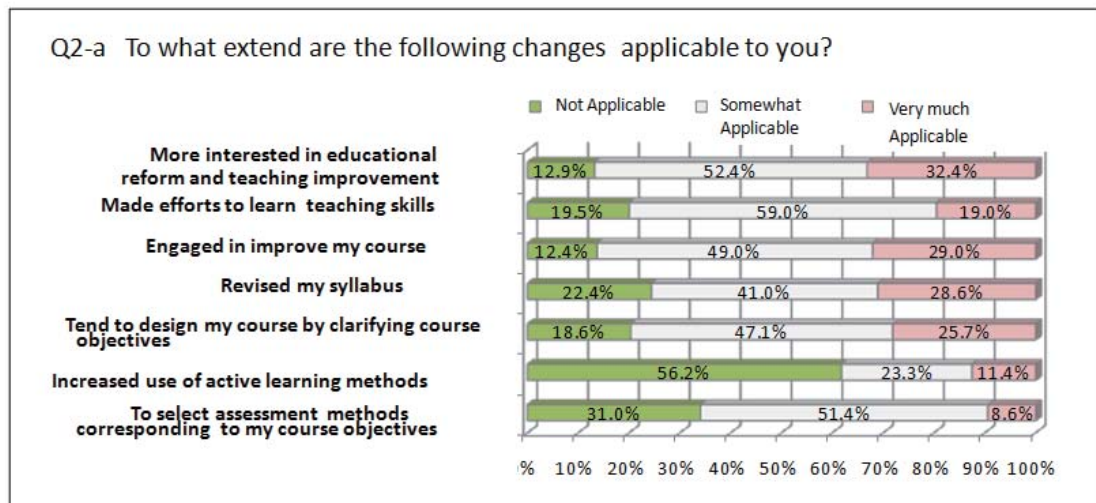
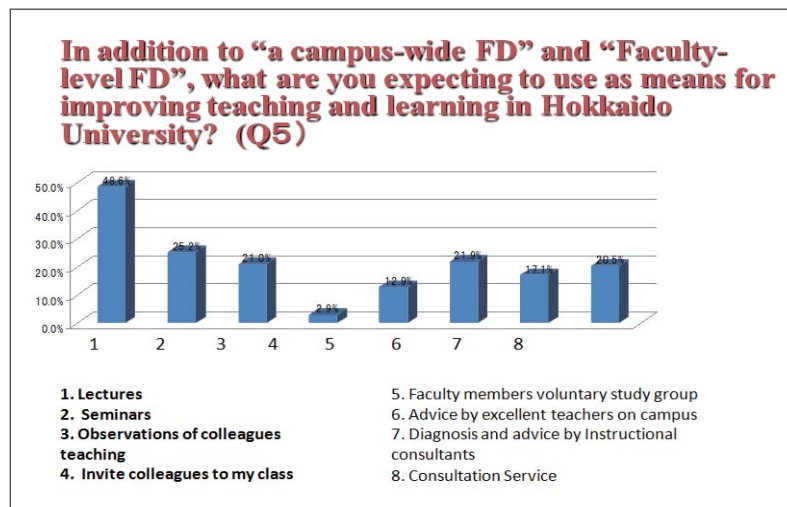


Figure 5. The Effectiveness of FD

We were very pleased with the results. More than 30 percent of participants said they were more interested in teaching reform and educational improvement. Also, 28 percent of people said they revised the syllabus. Our faculty development program provides a very basic overview of how to design a one-semester course. We have three elements or components of course design, which faculty members discuss in a small-group setting. The first task is to identify and clarify course objectives. The second is to develop different types of learning strategies. Then the third component is designing assessment and grading.

Based on our survey results, we feel that our faculty development program has at least had an impact on faculty members who participate. Unfortunately, however, a large percentage of respondents were teaching science courses. Even though some of the faculty mentioned that they wanted to use the active learning strategies we introduced in our program, they had no opportunity to do so.

We also asked about their teaching-related perceptions and behaviors after participating in faculty development, and whether they had subsequently engaged in faculty development activities at the faculty or other levels. Moreover, we also asked them what, besides the campus-wide and faculty-specific faculty development programs, they would propose as vehicles to improve teaching and learning. We specifically asked them what method they wanted to use. The most popular method was lectures on effective methods of teaching, or how to develop skills (see Figure 6).



**Figure 6. Preferred Methods for Improving Teaching**

So many of the faculty members who participated really wanted to improve their teaching skills and teaching methods. To this purpose, we asked, “What kind of topics do you want to see in the future of our faculty development program?” And in fact, teaching methods and lecture skills were the highest. More specifically, faculty wished to improve their teaching skills, and many indicated that they would like to have good examples from faculty members who are recognized as good teachers. Additionally, they wanted to work with consultants who specialize in teaching. Compared to other topics, we identified the need for faculty members to develop better teaching skills, rather than just acquiring knowledge or learning more about what's going on in higher education.

Participating in Professor Nyquist's microteaching lecture on Wednesday was a wonderful experience, and one which encouraged me to hope that microteaching or consulting skills could be learned. As I sat in the workshop, I saw how faculty members interact with each other. They must learn to work as a group with a consultant, which allows them to develop relationships and to recognize and help to meet each other's needs.

### **Typology of Consultation Programs**

Table 1 indicates that there are many different approaches to consultation. Often we think that if we hire a consultant, all our problems will be solved. But actually, there just aren't enough specialists in higher education, especially in Japan. We do not have the qualified people, and you can't hire just anyone. However, there are many different approaches to consulting. The traditional one is just hiring a specialist consultant, but

you can also use a peer consultant, or peer partners. We must find a way to make our faculty members develop as consultants for one another. Unless we create a more cooperative culture for improving teaching, I think just hiring a consultant or providing consultation for faculty is not enough.

**Table 1. Consultation Models**

Instructional Consultation : A typology of programs (Morrison, 1997)			
<i>Method</i>	<i>Role Relationship</i>		
	Developer as Consultant	Peer as Consultant	Peer as Partner
Individual	Traditional	Peer Consultant	Peer Partner
Group	Developer-led Workshop	Peer-led Workshop	Support Group

### The Survey of “Excellent Teachers”

Hokkaido University has been recognizing good teachers each year since 2003. About 30 faculty members are nominated as Hokkaido University excellent teachers based on the student ratings of courses each year. There are no monetary incentives or rewards involved, and the awards are based on student ratings. We disclose a list of those recognized as excellent teachers on the website of the Office of Institutional Research and Evaluation. Those who were in the top 10 of average student ratings were selected in several different categories, for example, those teaching large classes, humanities, and social sciences. Altogether, we have nominated 203 excellent teachers. Actually, we have nominated more, since the same people were recognized several times.

We asked those 203 faculty members whether they were willing to help their colleagues improve their teaching whenever we have a faculty development program. We also asked whether they wanted to serve as a lecturer, a consultant, or an advisor. More than half of the respondents said no. This is largely because their recognition was based on just a one-time rating, and they were not really confident that they were good teachers. Other faculty said, “I’m really busy and I don’t want to.” So this answer includes both positive and negative responses. By contrast, more than 40% of the faculty members said yes. I think this is a good start in using our faculty members as a resource for helping the college community.

The pie chart in the Figure 7 indicates that less than 20% of respondents had been asked to advise their colleagues about teaching. In

fact, Hokkaido University's Excellent Teachers awards were not widely publicized. When we sent the recipients the questionnaire, many faculty told us that they hadn't known they were on the list. Now, the faculty members' names are listed on our website by the Assessment and Evaluation Office.

### “Excellent teachers” as resource for improving teaching at HU

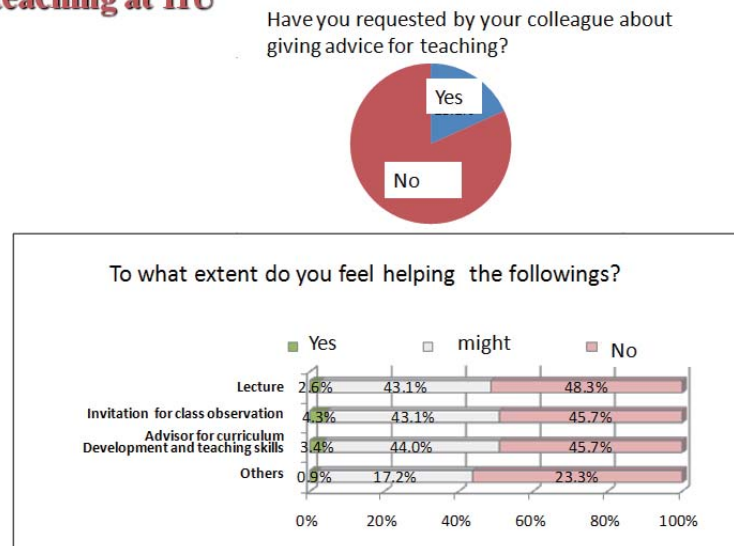


Figure 7. “Excellent Teachers” Attitudes and Behaviors

Although these two surveys are very small scale and target a very small number of faculty members, I think they may help us utilize our faculty more effectively as resource people in the next stage of our faculty development.

### Questions and Answers

**Question 1.** Thank you very much. I was just wondering, are there any differences, not only in the structure of the organization of the faculty development environment, but in the classroom culture? I know there is a difference in the classroom culture between American- and European-style faculty development and faculty development in Japan. There are teachers in my school who think that if the student doesn't understand his lesson, that's the student's fault, not the teacher's. These teachers learned in the Confucian, classic style. How can I foster a Western faculty development approach in such a classroom?

**Answer.** I cannot answer your question because it's just beyond what I've presented here. In our faculty development program, we always emphasized writing student-centered course objectives. We try to make faculty members aware that we have to be student-centered, and that departments and groups of faculty are there to facilitate student learning. These problems and challenges must be resolved by and in each individual



discipline. Now at Hokkaido University, we have a campus-wide faculty development program. In addition, each faculty needs to coordinate its own faculty development program. Problems in specific situations need to be worked out by the faculty for the departments since courses are offered by departments. In short, I don't think a center like ours can develop a scheme to take care of all these issues. I believe several faculties at our university are working on these problems.

**Professor Hosokawa.** From my experience, sometimes the responsibility is on the side of the professors, not the students. It might take a long time to persuade them to change.

**Question 2.** How do you evaluate a teacher who doesn't fit Western criteria, but who still has a great philosophical mind, and who may be quite respected?

**Answer.** Are you saying that our faculty program is very much American-style? I don't think so. We have been running this faculty development program close to ten years. Of course, this is not the only method for improving the quality of education. I think we have to develop a method to conform to the Japanese perspective. We also need to change the Eastern Confucian way. So, I don't have a definitive answer for you.

**Question 3.** There are some Japanese faculty members who are proud of how they have learned, meaning, they have an affectionate feeling toward the Confucian way. Therefore, these types of professors are a bit outside the framework of the faculty development symposiums that I have been attending. From an academic point of view, these professors may be very competent and energetic teachers, but they may be negative about this faculty program program. They may be quite annoyed with our efforts. This is an issue that is always raised when we try to implement a faculty development program, and it's something we actually feel.

**Professor Ogasawara.** We have conducted faculty development activities for over 10 years. We have been emulating the examples of faculty development activities of other countries around the world, and what you have raised is actually a common issue that exists everywhere. You have pointed out that this problem is specific to Japan, but my understanding is that it applies to all other countries around the world. There is always some affection for "the good old days." Therefore, everybody wants to keep the strengths of "the good old days," but to improve upon their weaknesses.

Just for your reference, for example, in the Hokkaido University's faculty development program, we don't have that much to convey. Up till now, we have shown people how to develop a syllabus, but we have never taught the faculty how to lecture or teach. From the survey results in the past several years, they're saying, "We want to learn a new, more effective method of teaching, and we want to learn it through this faculty development program." Therefore, the trend seems to be toward teaching these things through our faculty development programs, from now on.



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**SESSION 4**

**TOOLS OF PROFESSIONAL  
DEVELOPMENT  
IN HIGHER EDUCATION,  
PART 2**

## **Preparing Future Faculty at UC Berkeley**

*Linda von Hoene, Director,  
Graduate Student Instructor Teaching and Resource Center,  
University of California, Berkeley*

Good afternoon, and welcome back from lunch. First, of course, I want to thank the hosts of this conference, both here at Hokkaido University and at the University of Tsukuba, for being so welcoming and for providing such an interesting and pleasant forum for the exchange of ideas across countries. I also want to say that I have found the questions from the participants and the audience extremely provocative, and I think that they're ones that we will continue to consider even after the conference is over.

On Monday of this week, we arrived and did our first presentations. We started off with an abbreviated version of our Preparing Future Faculty Program, and then went on to very hands-on workshops. I did one on creating and using grading rubrics; my colleague, Sabrina Soracco, did one on academic writing. On Tuesday, I had the opportunity to present on a specific program that we offer, our faculty seminar on teaching with GSIs. I realize some of you may have heard some of what I've said, and that others of you are only attending here in Hokkaido, so I will summarize the information on the faculty seminar.

Today, I want to look a little bit more broadly at the programs of the GSI Teaching and Resource Center at UC Berkeley, and how they have evolved over time. They reflect a shift in the TA development movement (to which Professor Taylor alluded, as well) from a focus on skills and the immediate needs of TAs to preparing future faculty. Then, in particular, I want to zero in on the Preparing Future Faculty Program that we have at Berkeley, a summer institute for preparing future faculty that I co-direct with Sabrina Soracco.

First, I'll very briefly give some background information on the use and preparation of TAs at Berkeley. We've done some research on the history of TAs and the Presidential Papers, and I found a couple of quotes that I thought were interesting. Also, I'll quickly summarize the TA development movement in the United States. In fact, I want to single out Jody Nyquist once again, because she is someone I consider one of the mothers of TA development. I say that with great fondness. The TA development movement in the United States would not be what it is, nor

would preparing future faculty or reenvisioning the doctorate, without Jody Nyquist. I want to make sure she gets the acknowledgment she truly deserves.

Then I want to move on, more specifically, to the programs that we have at the GSI Teaching and Resource Center for preparing future faculty. I do the teaching component, and Sabrina Soracco's component is academic writing, publishing, and editing. By the end of the afternoon, you'll get a sense, I think, of how we work together. There is one presentation between ours, but Sabrina will be picking up on our Preparing Future Faculty Program. I'll give you an outline of what we do in that session.

### **Early History of Teaching Assistants**

In 1941, the Economics Department Chair wrote the following: "I have often felt that the administrative authorities of the University do not realize the important part which Teaching Assistants play in the educational scheme on the Berkeley campus. In the case of our very large classes no opportunity is afforded the student for discussion except in his sections. For some years prior to 1914, the sections were given by members of the Department. When we shifted to the practice of using Teaching Assistants, we not only saved the University a very large sum of money, but I frankly feel that at the same time we greatly improved the quality of instruction in the section. In my estimation Teaching Assistants have been of higher quality than one finds among the instructors of other universities."

There's a bit of Berkeley's narcissism there at the end, but it raises a very important question: why do we use teaching assistants? It also reveals some interesting information. We use TAs not just to save the university money, but, in this person's mind, and in the minds of most of us involved in TA development and preparing future faculty, because of the vital and unique role that graduate students can and should play in undergraduate education.

By the way, at Berkeley, teaching assistants are called graduate student instructors, or GSIs. They're the same thing; teaching assistant is the more generic term.

As you can see from the Table 1, the growth in the use of TAs goes hand in hand with the growth in graduate and undergraduate education in the United States. Most people identify the post World War II period, and the passing of the GI Bill, which encouraged the military to participate in higher education upon their return, as the time when the numbers went up dramatically. In addition, the Civil Rights movement, and the consequently increased access to higher education, caused an increase in the student population. As you can imagine, there was a corresponding increase in teaching assistants.

Table 1. Enrollment Growth at UC Berkeley, 1870-2008

Graduate and Undergraduate Enrollments UC Berkeley		
Year	Graduate	Undergraduate
1870-71	3	90
1894-95	100	1,024
1915-16	1,014	5,286
1941-42	2,765	12,426
1946-47	4,787	20,485
1964-65	10,730	19,302
2007-08	10,317	24,630

The 1965 report, *The Use of Teaching Assistants in the University of California*, stated that, “Without teaching assistants in adequate numbers, working in fruitful conjunction with the professors, the University cannot do an effective job of giving students the personal attention and the individual criticism of their work which is vital for intellectual stimulation and development.” I think a couple of things are interesting here. The notion of “working in fruitful conjunction with the professors,” as well as that of giving individual criticism and personal attention, really does guide our work. These are all hallmarks of most TA development centers in the United States.

Now, in 1989, there was a report on undergraduate education at the University of California that suggested the following: “We recommend that each campus provide both campus-wide and departmental training for its TAs in basic content and skills areas. For new TAs, training should be required. Elements of a comprehensive training program include: an orientation before classes begin that introduces TAs to their instructional role, basic teaching skills and concepts, policies affecting TAs, and resources available to instructors; individual mentoring and feedback by faculty, advance TAs, and instructional improvement professionals, based on observation, student evaluations, and/or videotaping; and ongoing seminars and workshops on teaching, as well as access to materials from which TAs can learn independently.”

Just stepping back a bit, what I didn't mention was that even though TAs were used for many years at Berkeley, and at most research universities in the United States, they lacked formal preparation for teaching. There were some exceptions. Most notably, the foreign language departments have had a longer tradition, though it still started up pretty much after World War II, of conducting training in speech, communication

and composition. Nonetheless, a holistic, substantive approach to preparing GSIs for teaching did not exist.

I want to mention that Berkeley is one example of a trend going on in the United States. There are variations from university to university, although less so in terms of how TAs are used. There were some movements on campuses themselves, from the graduate students, calling for TA training, but in the 1980s, one can safely say there was also a lot of public concern. One could say there was a conservative backlash to what had been going on in higher education. I remember Martin Anderson and his book *Impostors in the Temple*, criticizing the system as “children teaching children,” or “students teaching students.” At times, this criticism even reached state legislatures, and it was asked: Were research universities being responsible in using teaching assistants?

### **Origins of TA Development**

So, the mid-1980s is where the TA development movement in the United States truly began. At the Professional and Organizational Development (POD) Network in Higher Education Conference in 1985, they decided to start up a bi-annual professional conference on the employment and training of TAs. These conferences went on for a decade, every other year, generously funded by the PEW Charitable Trusts, and they were where the field of TA development took hold and grew. There was also a journal on TA Professional Development, which has recently been resurrected.

In the early days, most people were concerned with preparing teaching assistants for their immediate roles, although I think there were some exceptions. Indeed, early on, places like UC Davis and Boulder were even looking at the issue of preparing future faculty. But in the 1990s, there were numerous studies on the PhD in the United States, in particular, Jody Nyquist’s study on re-envisioning the PhD. One common theme among many in these studies was that we were not adequately preparing graduate students for the realities of faculty life, where they would be hired.

There is a wonderful book by Don Wulff and Ann Austin, *Paths to the Professoriate*, which contains, in one volume, a summary of most of these major reports. I would highly recommend it if anyone wants to know more about them.

As I previously mentioned, one thing we had in common, among others, is that we were not adequately preparing graduate students for their teaching responsibilities. I’m not going to go into great detail on this; there are other specialists in the room, and there’s a lot of information on the web. I recall the Dean of the Graduate Division in UCLA one time saying, “Faculty imagine that all of their graduate students go on to teach at the exact type of institution where they got their PhD.” The preparing future faculty movement as it began in the United States tried to break that apart, and make people realize that graduate students needed to learn the skills

necessary to succeed as faculty, and to teach undergraduates properly at other types of institutions beyond research universities.

### **Preparing Future Faculty Program**

In the mid-1990s, the Council of Graduate Schools, together with the American Association of Universities and Colleges, launched the Preparing Future Faculty Program. There were a number of different iterations of this, with funding from various partners. I want to stress that in addition to the formal programs that were funded initially, many programs have been started at research universities to prepare future faculty; they've modified some of them, such as ours, from the pristine form of the original ones. This, I think, had a profound impact on the way we thought about TA development. We began to understand that though the early moments of preparing graduate students for immediate responsibilities were, of course, extremely important, we also had to look ahead in terms of what graduate students needed. We also had to think more broadly, not just about the teaching responsibilities that they would have now, and not just about teaching responsibilities generally, but about those other aspects of faculty life that graduate students need to know about, to make good choices for themselves, and to do the best that they can as future faculty. I hope I've done justice to the movement.

### **Preparing Future Faculty at Berkeley**

At Berkeley, there are three centralized sites for preparing future faculty: The GSI Teaching and Resource Center, which is housed in the Graduate Division; Academic Services, also in the Graduate Division, which Sabrina Soracco directs; and the Summer Institute for Preparing Future Faculty, which Sabrina and I co-direct. We feel very strongly that our connection to the Graduate Division has enabled us to make the University see that these programs and the development of this knowledge base and these skills should be part of graduate education.

I also want to mention that there are great things happening in departments. We complement what's going on in the departments, working with and supporting them in the development of their programs. On the Berkeley campus are three major sites: the centralized office that prepares GSIs for teaching; the departments, which are required to offer a semester-long course on pedagogy for their graduate students in the first semester of teaching; and individual faculty in their role of mentoring teaching assistants in individual courses. Right now, I'll focus on the centralized programs. We can say—and it has been of interest to us to watch—that we feel we've had an effect on the departments through the centralized programs, and that there's a great synergy going on between the two as things move forward.

### **Graduate Student Instructor Training and Resource Center**

As I describe the programs that we have at the GSI Teaching and Resource Center, you can see a movement from focusing on the TA to



focusing on future faculty. But you should also realize that we change the programs over time, so I would say that all our programs are now infused with this broader perspective of having to prepare graduate students for future faculty positions. It's also important to recognize that many graduate students at Berkeley do not go into faculty positions. We have created some workshops around transferring the skills of teaching to other professional sites that we think are very important.

### ***Teaching Conference***

We start off the year with our teaching conference for first-time GSIs. Much like the University of Washington and Dalhousie, we bring in the heavy hitters, the Chancellor, etc. We have a faculty member who's won a distinguished teaching award give the keynote address. Last year, we had Robert Reich, the former Secretary of Labor, who talked about critical citizenship in teaching. We've had a faculty member from chemistry talk about learning styles and do Chemical Engineering 101. We enlist faculty who have incredible reputations, both for teaching and research. We also have a disciplinary cluster workshop for three hours, run by advanced GSIs who are trained by our Center. Basically, they try to coach the GSIs in their first moments of teaching, from the first day to the first few weeks, and help them develop some skills that they can use over the long run as well. These include working with students, managing groups, time management, and so forth.

Since we have 750 new GSIs in the fall, and 300 in the spring, this is quite a big event, to say the least. At Berkeley, our Academic Senate Committee, which oversees graduate education, has been quite smart in that we have a Graduate Council policy on appointments and mentoring of GSIs, that lays out for departments, for GSIs, and individual faculty, what their responsibilities are in helping graduate students teach. This is a wonderful document because it allows us to play the "good cop," so to speak, and say, "We want you to succeed in fulfilling these requirements." Because they're also addressed in departmental reviews, we want to make sure that departments and faculty get the assistance they need.

### ***Course Improvement Grants***

Next, we have Course Improvement Grants, which were also among our first programs. I want to say that so much exchange has happened among institutions. When Professor Nyquist said that the form for the microteaching looked similar to one on another site, it reminded me that all these center directors, in that decade, visited and still do visit each other. I know that some of the programs that were initiated at Berkeley are indebted to the programs at places like the University of Washington, for example. Our teaching portfolio programs are incredibly indebted to the Canadian universities and to some of the research that Lynn Taylor has done herself.

Course Improvement Grants are small sums that are given to graduate student instructors for improvements that they would like to make,

or special projects: theater visits to a particular piece, museums, bringing in guest speakers, etc. Over time, the program has changed from just giving out money to becoming a research activity on teaching. Now, participants have to document and reflect upon the effectiveness of the project that they undertake with the money, to look at how it affects undergraduate learning.

### ***Classroom Observation***

We also do classroom observations of GSIs, with or without videotaping. We use a tripartite structure in videotaping as many centers do, where we speak with the individual upfront about what they're going to be teaching. We ask them about their objectives, much like what is done in the microteaching activities; we then sit in on the class, and have a follow-up assessment with the individual GSI.

### ***Workshops***

Also, right from the beginning, we've had workshops throughout the semester. We now have about six per term. Their topics range anywhere from using learning management systems in teaching, running effective groups, asking effective questions, teaching students to read critically, helping students write well, to helping non-native speakers of English write well, too. Since the major shift, we have done a lot more workshops that also address the needs of future faculty. We now have, for example, Teaching Large Courses. This coming semester, we're having a panel on civic engagement in teaching. The preparing faculty mindset infuses all of our programs.

### ***Language Proficiency Tests***

We're also responsible for language proficiency testing, and for courses for international teaching assistants who do not speak English as a native language. We have a wonderful testing program and courses to support international GSIs. We also have a separate orientation day for international GSIs at the beginning of the fall semester.

### ***Awards***

We have several awards that we give through our Center. The Outstanding GSI Award is a large award in the sense that Departments can select up to ten percent of the graduate students teaching in any given year. However, they have to send us the criteria and the evidence and the process that they've used to select these award recipients. We want to have a rigorous process. Then all of those Outstanding GSIs are eligible to apply for another award. This award, I feel, really does reflect the scholarship of teaching and learning, or classroom research. Graduate students submit a one-page essay, identifying a problem that they've had in teaching, a solution they've devised to address the problem, and a reflection on the outcome of the project. A faculty committee that works with our unit, the Faculty Advisory Committee for GSI Affairs, selects fifteen of these a year, after it reads all one hundred fifty essays. The

graduate students receive \$500 for the essays, if they win the award. This is really a productive award ceremony, in the sense that the recipients learn a lot about reflecting on teaching. More importantly, other GSIs can also use these essays, and in fact, anyone in this room can access them on our website, and we're very proud of them. They're one page, they're short and sweet, and they're fantastic.

### ***Faculty Seminar on Teaching with GSIs***

One of the hallmarks of our center, I believe, is the Faculty Seminar on Teaching with GSIs. This is a three-afternoon session that's held in March. In it, we try to help faculty work "in fruitful conjunction" with their GSIs. This is where we try to enable the faculty to develop precisely those skills that they DON'T come to their faculty positions with. Some of them are management skills, but many of them are communication skills.

We have three basic topics. The first is working effectively with GSIs, that is, Forging Productive Relationships, and we do some case study work. We bring in faculty who have won the GSI Mentoring Award, and they talk about how they work with their GSIs. The second topic is Helping GSIs Improve Their Teaching. We have presentations on classroom assessment techniques and mid-term assessments, and we have the faculty develop a mid-term assessment form they can use with their GSIs. We also do a presentation on conducting classroom observations, and I actually have them simulate the pre-observation discussion with one another. Then the third afternoon is on guiding GSIs in the grading process. This is very important because much of the work that GSIs do is really about grading. We give the participants a mini-workshop on creating grading rubrics. We have faculty come in and talk to their colleagues about how they collaborate with their GSIs in grading.

About fifteen faculty take this seminar each year. We purposely limit enrollment because we want to have a small-group discussion. We did a research study on this seminar, which showed that when faculty put effort into guiding the work of GSIs or into teaching, the overall time they spent did not necessarily increase. What happened was that, as we found in our study, the work that faculty did with the GSIs became more focused and more efficient. This is very, very important to see. Mentorship in individual courses is a site of professional development for graduate students that has been sorely overlooked. In my opinion, that's something that is quite worthwhile.

Many of our programs are going in a slightly different direction: future faculty, mentoring, research on teaching, etc. This shift in our work is reflective of the transition from TA development to future faculty preparation.

We do a lot of work on teaching and the academic job search, and, like most teaching and learning centers in the United States, many consultations on teaching portfolios. We also get panels of graduate students who have been successful in the academic job search to talk about

their experience, the materials that they created, the questions that were asked, the questions that they asked, and so forth.

We also have a faculty award for Outstanding Mentorship of GSIs, which is a very important honor. Moreover, on the campus, we have an award for faculty just as overall mentors of graduate students in their research. We established this program to give faculty credit for the excellent work they are doing. This is the group of people who often come in and do the presentations for us in the Faculty Seminar on Working with GSIs. This reminds me of the model that Midori Yamagishi was talking about today, where you bring in the faculty who have won awards and get them to work with the others.

### ***Research Seminars***

When I became Director in 2000, we started conducting research seminars. The most popular topic that we offer is on motivation and course design. We've also done seminars on scholarship of teaching and learning, for example, as well. Then in 2003, we started our Summer Institute for Preparing Future Faculty.

### ***Professional Standards and Ethics in Teaching Course***

We also offer an online course on Professional Standards and Ethics in Teaching. We've developed this course, and it is unique. Most research institutions have courses on ethics and research methods, not on ethics and professional standards. This is a five-module, online course. Modules are on topics such as enhancing learning through diversity, the inclusive classroom, teaching students with disabilities, enhancing academic integrity, and preventing sexual harassment. Then one module, which is mine, has all those gray areas of ethics, like advocacy or avoiding advocacy in the classroom, ethics around grading and testing, working with students, etc. UC Santa Barbara is now using this course, and we're hoping to make it available as a flexible template for other universities, as well. The conference and the semester-long course on teaching are required of all first-time GSIs.

We now offer a course on mentoring in higher education, and we are planning to launch our own Certificate in Teaching and Learning in Higher Education in 2010. Lynn Taylor mentioned the number of certificates in Canada. In the United States there are between 40 and 50 universities that now have Certificates in Teaching and Learning in Higher Education.

### ***Summer Institute for Preparing Future Faculty***

Now I want to zero in on our Summer Institute for Preparing Future Faculty. This is a six-week program that runs from the end of May to the beginning of July. It's jointly offered by our unit and Academic Services, which is the writing program in the Graduate Division. We accept approximately forty graduate students each year. We try to limit the number of applicants in many ways because there's too many. We can't

actually accommodate all of them, but do accept graduate students who have finished their qualifying exams and are serious about applying for academic positions. It's open to all departments, and it produces an amazing collaboration across disciplines.

All participants take part in the core course, From Graduate Student to Faculty Member, which Sabrina and I co-teach. Then they also have to choose one elective course: either Academic Writing, Editing and Publishing, which Sabrina teaches; or Developing a Teaching Portfolio, which I teach. Now, the core course runs from 1:00 to 5:00 p.m. on Wednesdays, and the two electives from 2:00 to 4:00 on Mondays and Thursdays. In the core course on Wednesdays, we use the first two hours to do activities around the readings that we've assigned, and other things that they're doing. Then we always have a panel of faculty from a variety of institutions in the Bay area, representing the Carnegie Classifications. We're trying to expose our graduate students to the life of a faculty member at various types of institutions

### *Core Course*

These are the topics that we cover in our core course. I've noticed that many preparing future faculty programs limit themselves to teaching and to applying for academic jobs. What we try to do is to give the graduate students a sense of higher education. We cover topics like the history of higher education in the U.S.; institutional mission and governance across the Carnegie Classifications; the roles and responsibilities of faculty at a variety of institutional types; what it takes to get tenure; current trends in higher education, including areas such as interdisciplinary studies and corporatization of the university; diversity in higher education both for students and for faculty; professional ethics and academic freedom; and a few that I'm forgetting. These are very important current topics in higher education, and the changing nature of the professoriate. Then we also have a week on applying for academic positions and post-doctoral appointments, and in the last week we end with the life of the new faculty member.

### *Elective Courses*

In my elective course we develop, step by step, a teaching portfolio. While each participant walks out of the Summer Institute with a teaching portfolio, it's also a mini-course on teaching and learning in many ways. Writing a statement of your teaching philosophy allows you to examine your beliefs about teaching and learning. We look at selecting appropriate teaching methods, establishing learning objectives, and designing effective courses. They design a course syllabus, for example. We also look at assessing teaching and learning. I have them take their end-of-semester evaluations and work with them very thoroughly, to set goals for their future development. So, this is a mini-course on teaching and learning which they take closer to the end of their degree programs, whereas they take the course in their departments in their first semester. It's like an

advanced course on teaching and learning, but the outcome is a teaching portfolio.

Though I'm not conversant with all of the findings of the reports on doctoral education in the 1990s, I believe that, through a combination of the Summer Institute and the things that we're doing in the Center, we can try to address the concerns that many of us have had and that many people have researched, related to making PhD programs more responsive, not just to society in general, but to the lives of future faculty in particular.

I want to end with just two quotes from our Summer Institute that I think highlight some of the success we've had thus far. "Overall, the course was everything it promised. I feel after so many years in graduate school this is the first time I've gotten a comprehensive, systematic picture of what the field is really like." And another: "I came in with a vague sense that I was dedicated to education, as a way of making the world a better place. But I suspected that I'd have to compromise and set this aside at times. Now I feel that I can keep this objective in mind, and use it to motivate my work." These were very gratifying to read. So thank you very much.

## Questions and Answers

**Question 1.** For U.S. graduate students, research assistantships and teaching assistantships are two major sources of income. Is participation in your general programs obligatory for those who receive stipends? Secondly, one of the issues U.S. educators are discussing about doctoral education is the high attrition rate. Does participation in this kind of program improve the completion rate?

**Answer.** As I mentioned, any time a person is appointed for the first time as a GSI at Berkeley, whether they've had teaching experience anywhere else or not, they have to attend the day-long Professional Development Conference on Teaching. They also have to complete the online course, Professional Standards and Ethics in Teaching. Then they have to enroll in a course on teaching for their specific discipline, which is offered by the departments.

In answer to your second question, some of the research that's been conducted on the doctorate was concerned with the attrition rates in PhD programs. However, we don't have statistics to measure whether our program improves the attrition rate. My sense is that given that our programs address many of the issues that are making graduate students drop out, among them the lack of mentoring, I would imagine, even though we haven't done research to back it up, that they probably have a positive impact. I can say anecdotally that the graduate students who go through the Summer Institute for Preparing Future Faculty have a renewed sense of purpose, in terms of becoming faculty. However, there are some who decide as a result of the Summer Institute, that they DON'T want to be faculty, and that's just as important.



Professor Utagawa mentioned some of the outcomes of the discussion during the first day of our program. Also of interest are the before-and-after essays from the graduate students, in terms of their ideal faculty position. For some of them, it changes, and for others, it doesn't. For most of the scientists who think they want to go to a liberal arts college, going to a research university becomes less intimidating. That, to me, has been one of the most interesting outcomes of our Summer Institute. Even though they know the institution as a student, it becomes less intimidating to them when their expectations become more transparent. I think that making these expectations clear is a real service we're providing. Sometimes, they imagine that they are more frightening than they actually are. That's also because, for the most part, research universities are more explicit about their expectations, for example, for tenure, for faculty, etc. In many ways, this is a result of faculty development, i.e. working to make things more explicit for faculty. Research Assistants do not have to go through any program like this, but, at Berkeley, most of them, at some point or another, become teaching assistants.

**Question 2.** I found it fascinating that you bring in people from the various types of Carnegie Classification institutions. I think many students are not aware of the different levels.

**Answer.** The Carnegie Classifications are actually one of the topics in the seminar. They are basically introduced to the classification system and the changes that have happened. We had one student who was in the job market this year, who was fascinated. Though she didn't get a job, she offered to be on the panel during the week when the former Fellows, or Institute Fellows, come back. During the panel, they discuss their experiences in the academic job search. She volunteered to come back because she wanted people to be prepared for the eventuality of not getting a job, especially in a year when half the jobs were cancelled. She said that in her job interview at Portland State, which, of course, is a pretty enlightened place, somehow the discussion came up about the Carnegie Classifications.

We have a Chancellor of the local community college school district come in each year, along with representation from Mills College, which is a liberal arts college, and St. Mary's College. In the first week when we talk about institutional mission and governance, we bring in faculty who are also administrators. Then, as we get closer to the day-to-day life of the faculty member, we have tenure-track faculty members who aren't necessarily administrators. We want students to be aware of the context in which they will be operating in their professional lives. Just having them understand the notion of shared governance, which is very strong at Berkeley, and issues of academic freedom, is very important.



**Question 3.** You mentioned your language-fluent program for international GSIs. I think this will become a major issue for Japanese universities, as we accept more international students from all over the world. What are you doing at your university?

**Answer.** Some of you may be aware of the organization, TESOL, Teaching English to Speakers of Other Languages. They have a very active International TA (ITA) interest group. In the mid-1980s, the state legislature came out with a resolution that all non-native speakers of English who were going to be appointed as teaching assistants needed to demonstrate oral English proficiency. Now, the new Internet-based TOEFL exam has a speaking section, which it never did in the past. This has made our lives a little bit easier, although it has complicated things in some ways, as well.

We basically offer two types of exams on our campus. The first is the Speak Test, which is the retired version of the Test of Spoken English. Then, if they score within a certain level, where we believe that they may, indeed, be ready for teaching, we give them a second performance-based test to see if they can be appointed. We had standard-setting committees of faculty on our campus to establish the proficiency levels that graduate students must possess to be appointed as GSIs. As you can well imagine, the level of proficiency required for admission is much, much lower, but we want to make sure that the level for teaching is high.

We have a very professional program, and many research universities have something of this sort in the United States. It's not always housed in the same office that prepares the graduate students for teaching. However, Berkeley does not have a separate ESL Center. If the students do not pass the test at the level that they need, they are offered a course on acquiring the language skills needed for teaching in the classroom. I have to say that I marvel at the international graduate students on our campus. They bring so much, and it takes a lot of courage to teach outside one's native language.

**Question 4.** The role of teaching assistants in research universities is becoming more and more important, but we are facing a serious problem, which is that fewer graduate students are available. There are many reasons for this. One reason is that professors, especially those in the fields of science and technology, do not like their students teaching other students, or spending time outside the laboratory. It's not prohibited, but it's very much frowned on. Do you have such a problem at UC Berkeley or at other American universities?

**Answer.** This question came up in Tsukuba, too. The issue is that graduate students do take their lead from their advisors. This is why I said that mentoring in individual courses is so important. If the faculty member gives the message that teaching is not important, the graduate student often internalizes it, or feels he or she cannot exhibit a desire to actively engage in professional development activities.

In most of our science departments, the graduate students have to teach at least one semester. In chemistry, it becomes a matter of staffing both the labs and the discussion sections; in the first semester, the chemists are not yet affiliated with a research group, and their financial support comes in the form of a GSI position. There are about eighty first-time GSIs teaching in Chem 1A in the first semester.

However, there comes a point where if they're showing too much interest in teaching beyond those required semesters, they will run the risk of negatively affecting their relationship with their advisor. That's quite unfortunate. Some graduate students in the sciences, who come to the Summer Institute, have to break the news to their advisor that they don't want to go on to a research university, but to a liberal arts college.

The stigma teaching has had for faculty members is still there. However, I think it is helpful that it is now imperative in the academic job search to demonstrate competency in teaching. For example, in the Summer Institute for Preparing Future Faculty, almost all of the graduate students who take my elective course are from science and engineering.

The situation is fairly similar, but because departments require the GSIs to teach, they do get a basic level of experience. But that sort of attitude is sometimes expressed. Sometimes someone's choice of an advisor depends on whether or not that person is open to his or her wanting to teach. We most commonly find that graduate students have multiple mentors; they'll go to one person for one thing, and another person for something else. However, if the institution doesn't require that the graduate students teach, and those attitudes still persist, it makes it all the more difficult for the students.

**Question 5.** I did a study several years ago, of thirteen hundred job advertisements in North American universities, about half in Canada and half in the U.S. I think we are in a moral dilemma, because there is a disconnect between what advisors want graduate students to do, and what the hiring institutions want in a candidate. We found that about half of these thirteen hundred jobs were assistant professorships, or entry-level jobs. However, the job description asked for evidence of actual teaching, not just of being a teaching assistant. Many of those job ads asked people to submit as part of their application portfolio, teaching evaluations, which means they should have taught a course. We constrain our graduate students to the work that helps our research, and we do not prepare them for the roles that they enter. I think this is a very serious issue, and I'd just like to give that concrete evidence.

**Answer.** That's precisely why these programs exist, because we want them to be able to produce the evidence. I heard Lynn and Dieter's presentation on the survey, and it was fascinating. I think this is the data that has motivated people to make sure that we're on the right track.

I think right now it's in the sciences at Berkeley that I see the greatest number of graduate students producing statements of teaching philosophy, or teaching statements. They are trying to prove to their

potential employers that they can teach, that they're not just interested in research. I can't agree with you more that it is a moral imperative, but I think that's what all these programs are about. I do think we've made considerable progress, though that's not to say it's an ideal situation. There is certainly a financial issue in terms of higher education, as TAs are expected to support the faculty members' research. We must look at this more closely, and ask whether we're serving our graduate students.

**Question 6.** You have talked with many Japanese professors and staff about the faculty development problem in Japan. Especially after hearing Professor Utagawa's presentation, what advice would you give to Japanese scholars, or to people pursuing faculty development? What if you could give only one piece of advice?

**Answer.** I think the question of whether we are trying to apply Western values to the Japanese situation is a very important one. I know it is a concern when I talk about Berkeley's model. I have never advocated that anyone paste the American model onto the Japanese system. Doing this is doomed to failure, because the context is different. If I'm not mistaken, when Chickering and Gamson developed their seven principles, they established a retreat where people got together and came up with them through consensus. What I would like to see happen is that there be more conversations where people can talk about and set the parameters for your institutions. You may already have done this, and I don't want to say you haven't. It's hard for me to say, but I would recommend having a discussion to make sure that everybody's on board.

I think part of this is also what language you're using. Employing terminology taken from an English context brings with it certain practices associated with that context, which may not be consistent with what is best for all of you. I would just recommend continuing the discussion, and ensuring relevant questions are asked. For example, I think all of us in education understand the concern about the imperialism of certification. I don't think that's happening in terms of the certificate programs in Canada or the United States because they are evolving out of the needs of the institutions, and they're very different from place to place. But these are precisely the things we must examine in a Japanese context.

**Question 7.** I did some new research on the condition of assistantships at UC Berkeley.

**Professor Ogasawara.** Every year, forty percent of graduate students were teaching assistants, and forty percent were research assistants. Every graduate student has the opportunity to be either, and not all of them work as TAs. When they write a teaching portfolio, or a teaching statement, they are proving that they consider teaching as their vocation. As I mentioned in my lecture, elitism persists from the undergraduate training, to the doctoral course, to becoming a faculty member, to retirement. If you look into that long-term span, doing research is important. In the United States, some professors actually do emphasize teaching, but I think they are largely constrained by the university's budget.

The university overall chooses either research or teaching, and handles its budget accordingly. Faculty development, as it is currently conducted in the United States, is a positive way for future professors to explore teaching.

## **Training Professors at Japanese Universities**

*Takuo Utagawa, Professor, Hokkaido University of Education*

The purpose of this lecture is not to discuss how our professors are trained at Japanese universities. I won't discuss any tools for faculty development. I will mainly concentrate on our changing roles as professors, and will try to explain why we're in our current situation.

In 2007, as all of you may know, the Japanese government mandated faculty development for all universities. There are two purposes of faculty development. One is to strengthen the ability of our faculty to do research. The other is to strengthen their ability to teach. When many universities started conducting faculty development, they apparently focused on teaching.

However, even if we are very bad at teaching, these faculty development seminars are quite unpopular among Japanese professors. I haven't seen any professors in my department who love to take these seminars. Hence, it would seem that we dislike teaching. However, as professors, all of us know that our duties are to do research and to teach. Moreover, I know many professors like to teach students. But for some reason, we do not enjoy taking faculty development seminars that may help us improve. I think there is some discrepancy concerning the extent of our roles, and that is what I will discuss today.

Before we can talk about the two purposes of professional development, or discuss the conditions under which professors at Japanese universities are trained, we should examine some contradictory situations.

### **A New Kind of University Population**

In Japan and in the United States, as in other countries, universities were traditionally educational institutions for the elite class. Higher education cost a lot of money, and only the elite could afford it. But after World War II, both countries needed a larger university-educated work force to further develop their industries. The government decided to subsidize university enrollment, as the population of the elite class was not large enough to satisfy the demand. Children from the middle, and sometimes the working classes, started to go to university. The traditional way of university teaching had to be adjusted to accommodate them.

Previously, knowledge of elite culture was needed to succeed in higher education. However, students from a poorer background didn't

share this culture. During the 1950s and 1960s, professors at American universities had difficulty teaching these new students. The ways of teaching that they knew did not suit this new generation. Some scholars maintain that these students had less competence, or were not suited to university education. I think this is wrong. I daresay that the teaching methods at the time were simply not effective for them. Students should not be blamed for their lack of knowledge. It is we who must change our way of thinking.

Learning difficulties could be drastic. If a student couldn't learn effectively, he or she wouldn't get the good job he or she had expected. That's denying the realization of the American dream through higher education. Education still depends on something called cultural capital. If you have capital, or enough money, it will help you succeed. On the other hand, cultural capital refers to your knowledge, experience, and good social connections that may also help you do well.

During the early 1970s, the teaching reform movement in higher education accelerated, disseminating the knowledge that good teaching for all students was an important mission for professors.

As was already mentioned by Director von Hoene, higher education changed after World War II. The GI Bill, which was called the Servicemen's Readjustment Act, provided college and vocational education to veterans, with substantial monetary benefits. With this bill, the students, or ex-soldiers, could raise their families and still go to school. At one time, about 50% of university students were receiving this benefit. Also, because of the Civil Rights movement, children from many African-American families started to go to college. So after this GI Bill, soldiers, many of whom were from middle, lower-middle, and sometimes working-class families, started attending college. After them, younger sisters and brothers also started to go to college, followed by their children. Moreover, the government founded new scholarships for minority students. In this way, the number of students increased vastly. But because they had little cultural capital and knew little about the elite culture, professors needed to create new ways of teaching.

### **The Need for Improvement in University Teaching**

According to an article in *Teaching Sociology*, a journal published by the American Sociological Association, "Postsecondary teaching is in the midst of fundamental crises. Among the vexing issues to be confronted is the place of the professoriate. Various significant groups have recently released reports concerned with the quality of education. . . . The causes identified and remedies recommended vary, but there is a general agreement that we must afford more importance to the teaching component of the professor's role." This explains the situation in America, but as you can see, it can apply to the situation in Japan with which we are now confronted. It was published in 1986, more than 20 years ago, and we are at least 20 years behind America. The writer was Hans O. Mauksch, a

Jewish man who barely escaped the Nazis. A specialist in medical sociology, he became a professor of sociology at the University of Missouri, and Dean of the School of Medicine. He was one of the recipients of the Fund for the Improvement of Postsecondary Education, which was given by the U.S. Department of Education starting in 1972. Some time ago I received a similar fund for the improvement of higher education from the Ministry of Education. The situation of this fund-giving is very similar now in Japan to what it was previously in America.

Since the improvement of university teaching is a must for the realization of the American dream, there was a nationwide movement for the improvement of higher education. Many academic associations started to take an interest in teaching. For example, I'm a member of the American Sociology Association, which created a teaching center at its headquarters in 1972. They began to develop teaching materials and a syllabus, which they published and distributed to its members. They have teaching seminars, and started a departmental visit program. This means that if a sociology department wants to reform its teaching, it asks the ASA to dispatch their experts, who visit the department and advise the administrators.

Some private, nonprofit foundations also gave money and help to professors and universities, including the Carnegie Foundation for the Advancement of Teaching, the Lilly Endowment, the Danforth Foundation, and so on. Many universities also started to focus on this, creating teaching centers, teaching support services, TA support systems, etc. Some universities also created a new occupation, non-teaching academic professionals, and I think UC Berkeley is in this line.

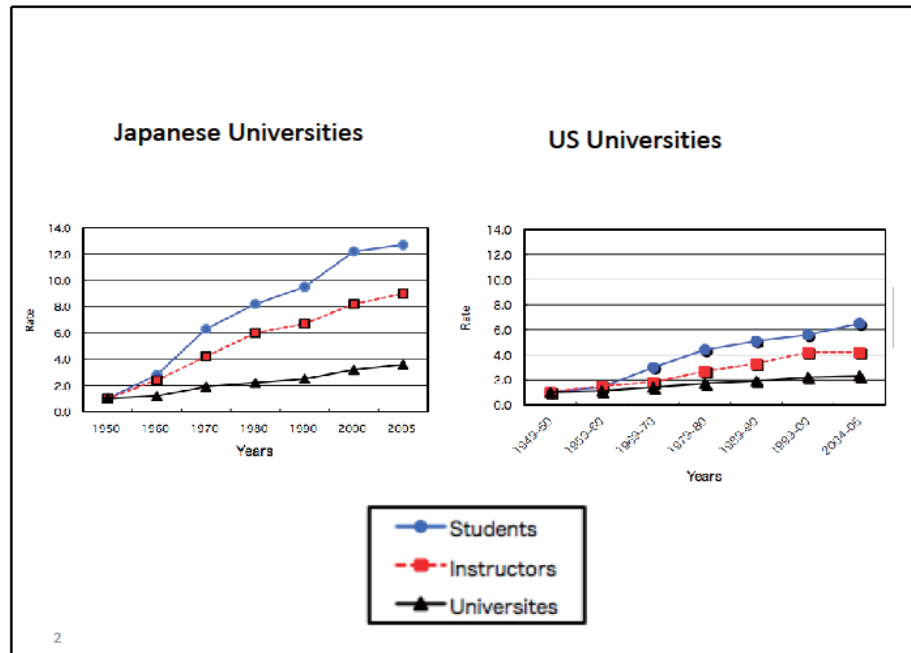
In the United States, the number of students increased 300% between 1950 and 1970. This rapid increase triggered the growing interest in teaching. In Japan, as you can see, the university population increased 630% during the same period. But even now, many professors still pay little attention to teaching. Why are they so reluctant to improve?

### **The Effect of Middle-Class Consciousness on Japanese Higher Education**

Figure 1 illustrates the growth rates of higher education in the U.S. and Japan. There are very few immigrants in Japan, and almost no minorities. These additional students came mainly from the middle, lower-middle, and working classes.

According to the famous sociologist, Martin Trow, when the rate of college enrollment exceeds 15%, there will be a transition in higher education. At the end of World War II, in the United States, the rate was 11%, and it rose to 27% in 1947. The change to mass education started in this period.

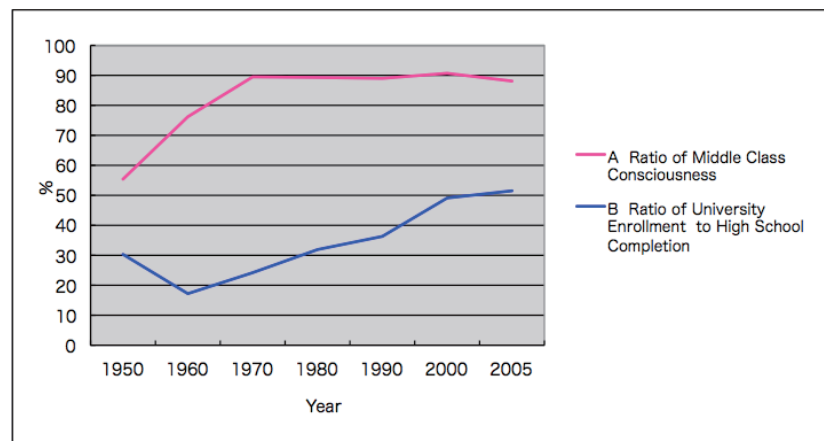




**Figure 1. The Expansion of Higher Education in the U.S. and Japan**

In Japan, the enrollment rate exceeded 15% in 1970, but we have not witnessed any discernable changes. One of the reasons for this has been, in my opinion, our economy. In this country, the benefits of post-war economic development have been distributed among all social classes, and most students are already members of the middle class when they enter university.

Figure 2 shows middle-class consciousness. The data was collected by the Cabinet Office of the government. Since 1970, 90% of people have considered themselves part of the middle class. In addition, all the workers have pension plans, and everyone living in Japan is covered by the public health service. We have a very good infrastructure and reliable public transportation, and we live in a very safe society. Hence, Japanese students are already part of the affluent middle class when they enroll in university. On the other hand, students in the United States must compete with each other to get jobs with decent salaries.



**Figure 2. Middle-Class Consciousness and University Enrollment**

Because of the economic prosperity, good occupations were guaranteed for most university graduates. Moreover, in Japan, university grades do not greatly affect job hunting, and most prefer to enjoy student life rather than study hard. Furthermore, many professors still retain a love for elitism that more or less precludes teaching, and consequently, research is their major mission. Therefore, professors don't bother to teach in ways that help their students get the most out of their classes.

### **Career Options for PhDs**

In 2007, I took part in the Preparing Future Faculty Seminar. At the very beginning of the seminar, the instructors, Director von Hoene and Director Soracco, asked the participants about their career plans. I was very impressed by their answers. Three students said that they wanted to do teaching alone. One said, "I have no interest in research anymore. I like teaching, and I want to do it in my job." These students wanted to get a job at a two-year college or community college, where teaching duty is very heavy. They have to teach maybe five classes a week. Two of the students said that they would like to do both teaching and research. One student wanted to work for a liberal arts college. American liberal arts colleges resemble most of our universities in Japan. Instructors must do research and teaching, and research is required in order to be promoted. In community colleges, research is not required of instructors.

One of the students said, "I don't like the stiff competition of research universities," and another affirmed, "I want to do research with students." This woman had a very good time when she was in a small liberal arts college. Her classmates and instructor went to a river and collected small creatures, observing them with a microscope. They subsequently wrote a paper, and she said she wanted to "let the students know the joy of research." Another student wanted a job at one of the universities in the Bay Area. She and her relatives have been living in the

Bay area for a long time, and she didn't want to move away. There are many liberal arts colleges there. There are also some research universities in that area, namely UC Berkeley and Stanford, to which it may be very difficult for her to apply. She was willing to compromise to maintain her location. Nine students were courageous enough to try to get jobs at prestigious institutions. "I want to get a job at a research university," said one, while another wanted to start a business.

I can see some division of labor in this process. By the time you finish your doctorate, you should know how competent you are, and you should choose from many alternative ways of life. I know one student who was very competent in research. She's very good at teaching, and she received a Best GSI award. But she was married with two children, and her parents and husband were taking care of them. Because of this, she decided to get a job at a small college back home. Her salary might start at \$30,000 or \$32,000 a year, whereas if she got a job at a prestigious university, her salary might start at \$50,000 or so. If she as a science major decided to get a job at a private corporation, such as Grover and Company, her salary might start at \$60,000 or \$65,000. However, she wanted to stay with her relatives and friends, and liked her hometown, so she decided to get a job there. This shows the diversity of American universities. Here, however, it seems as if graduate students have only one choice, to be a professor. I think we should have many more alternatives.

### **The Need to Attract Students**

We are now confronting yet another crisis. Because of the recent economic globalization, the middle class has begun to collapse in advanced countries. Many jobs previously reserved for the middle class are now unavailable. If a university can't promise a good future for its students, students won't go there anymore. Today, universities must make every effort to attract students and help them achieve a better, richer, and happier life. Teaching is a key to overcoming this crisis.

Only when Japanese professors understand the significance of teaching will they want to train themselves to be better teachers.

## **Academic Services: An Academic Writing Program for Graduate Students at UC Berkeley**

*Sabrina Soracco, Director, Graduate Division Academic Services,  
University of California, Berkeley*

As we wind down after this lovely week of discussions, I would like to take a moment to sincerely thank everyone. As many of you know, this is my first time in Japan, and this trip has exceeded all my expectations in every possible way. I've been impressed by the graciousness and welcome of everyone, both at Tsukuba University and here at Hokkaido University, and by the stimulating papers, conversations, and discussions that have been presented. As several of the speakers before me have mentioned, the level of English has been amazing.

I would like to thank some of you individually. First off, here at Hokkaido University, I'd like to thank the Vice President, Minoru Wakita, Eijun Senaha, Takuo Utagawa, Atsushi Ando, Midori Yamagishi, Toshiyuki Hosokawa, and Toshiyuki Nishimori. At Tsukuba University, I would like to thank the Vice President, Kazuhiko Shimizu, Masaaki Ogasawara, Haruo Ishida, Yoichiro Miyamoto, and Chieko Mizoue.

I have also enjoyed talking with my colleagues, Shi Jinghuan, from China, and Hye-Jung Lee, from Korea, about the situations in their respective countries. I would also like to recognize Reiko Yamada and Tom Gally from the University of Tokyo.

Moving to North America, it's been a pleasure for me to finally meet Lynn Taylor from Dalhousie, and her colleague, Susan Spence-Wok. I also got to meet two Americans that I haven't met before. The first is Judy Ouimet, with whom I've had some discussions on Assessment, and the second is pioneering, happy warrior, Jody Nyquist. Linda has spoken very highly of her as the mother, or perhaps we should say the "goddess," of preparing future faculty in North America.

Last but not least, I would also like to thank Minako Sato from Hokkaido University, who coordinated many things for us, and Mami Kawachi from Tsukuba University, who made everything run smoothly. Finally, I'd like to thank the simultaneous interpreters, who have done a wonderful job translating quickly and well.

On Monday, we gave a brief presentation on Preparing Future Faculty at UC Berkeley, and did hands-on workshops on the types of

things we do within our individual programs in the Graduate Division—Linda von Hoene at the GSI Teaching and Resource Center, and me at Academic Services, which is essentially a writing program. Then on Tuesday, at Tsukuba, I talked about the rationale and underlying philosophy of the Academic Services program. Today, I'd like to describe Academic Services, how it came to be, and where it's located in the Graduate Division. I'll then list the types of things I do within Academic Services, and explain some of the concerns that graduate students have about their professional development, specifically in terms of writing, and the ways in which UC Berkeley addresses these concerns. To conclude, I'll discuss the Summer Institute to bookend what Linda started off with, and describe the elective that I teach, Editing, Academic Writing, and Academic Publishing.

### **Academic Services**

The Academic Services unit, in various shapes and sizes, has been at UC Berkeley since 1986, and has been housed within the Graduate Division since 1991. It is important, as Linda mentioned earlier, that both of our offices are in the Graduate Division, because we serve graduate students. I run a writing program that serves graduate students only. There are many other programs that serve undergraduate students at UC Berkeley, and that's a separate purview or area of focus.

One of the benefits of being within the Graduate School and outside departments is that it fosters a comfort level with the students. Both Linda and I feel that graduate students discuss more honestly their concerns about teaching, writing, and their progress through graduate school, either looking toward teaching or toward other professions, because we're not in their programs. Because we will not be writing letters of recommendation as to whether they should be hired for faculty positions, they can be more honest about the types of things they're concerned about, or feel are not being addressed in their departments. We can also supplement the information and materials they are given through their own departments, programs, schools, and so forth.

We offer essentially four main things. We do a lot of workshops. I run a number of writing groups. I am also available for a limited number of consultations, both for individuals and groups. And we offer courses.

### ***Workshops***

Our workshops are on all kinds of topics. I do a number of them on grant writing. I also do workshops on applying for specific grants and/or fellowships, such as the Fulbright and National Science Foundation grants. I do many of these workshops in conjunction with the Graduate Fellowships Office, which is one of the administrative offices within the Graduate Division. In addition, I do workshops on dissertation writing, i.e., writing a prospectus for your dissertation or master's thesis. I also do workshops on academic publishing, scientific and technical writing, and editing and revising. Moreover, I offer workshops on working with human

subjects. This is one of the few things I do not do personally. The head of the Committee for Protection of Human Subjects at UC Berkeley, Becky Armstrong, comes and does two of the workshops for us. This is part of the research development that graduate students need within their programs. Those who are doing work with human subjects need to know how to deal with the protocols when they go to the Human Subjects Office, as part of their development as future scholars. This is where writing and the kind of research are very much linked. I have also done workshops with my colleague, Linda von Hoene, on mentoring, both on being mentored as a graduate student, and on mentoring undergraduates. This is one of a graduate student's dual roles.

### *Writing Groups*

I also run a number of writing groups. I do a variety of dissertation writing groups, usually of about four people or so. Most of these are not composed of people from the same departments or programs. Usually, they're a mixture of students. They'll be broadly discipline-specific, maybe humanities and social sciences, or sciences and engineering, but I like to get folks from different programs together. Usually graduate students get a lot of information about the specifics of their own discipline, and this is an opportunity for them to engage in a broader dialogue, somewhat akin to Jody Nyquist's comparison between microteaching for faculty from similar or different disciplines. I actually think it's more beneficial to work with students from different disciplines, as I'll explain in a moment.

I've put together writing groups for new graduate students, those who are in their first or second year at UC Berkeley. Similar to the dissertation writing groups, students meet regularly two hours a week, to work on and review their own writing. The peer review, dialogue, and community-building that go on in these groups are very important. They make students feel less alone, less isolated. It's very helpful to find out that everybody's having trouble expressing their research ideas in writing, and learning the codes and styles of their discipline and of academic writing. But also, it's just a wonderful community. Students feel very much supported, and I think it's a tremendous confidence booster, as well.

I've done writing groups with international graduate students. There are a fair number of these students at Berkeley, and I've sometimes set them up in groups. They learn the conventions of American academic writing, and can work on issues particular to those whose native language is not English.

Some of these groups can last a year. I do others that last a month, where I get the students started, and then they keep the group running on their own.

### *Consultations*

As I mentioned earlier, I also do consultations, both one-on-one and for groups. Everyone from undergraduates applying to graduate school, to the editorial boards of graduate-student-run journals, to students from a

department, will ask me to talk about writing in sociology, or writing in bioengineering, or writing in anthropology, and I will do a series of workshops for them on those topics.

### ***Graduate Academic Writing Course***

Last but not least, we also offer a semester-long graduate-level course for credit, called GSPDP 320, which stands for Graduate Student Professional Development Program 320. This course is open to all graduate students, in all disciplines, at all levels, domestic and international, and it discusses academic writing.

I rarely do workshops that are on a narrow topic or for just a certain level of student. They are mostly “one size fits all,” since I want everyone to come. Their cross-disciplinary nature is very important, largely because I have found it very helpful for graduate students. They can usually talk to their advisor, who is a specialist in what they're doing. They may not always be able to express their ideas in the most articulate terms, but they can usually express them, and the faculty member will know where they're going. But it's much harder to talk to another graduate student or faculty member in a different program, and have that person follow what they're doing and be interested in it. I have found that once you are able to talk about your topic at different levels to different types of people in different stages of specificity, you can go back to your own work for the specialist, and write and understand it better. It usually pushes their research forward because articulating it for a non-specialist helps the student see where things aren't figured out as completely as they need to be, gaps in the argument or logic.

Those are the four broad areas I cover.

### **Graduate Students' Concerns**

There are some common concerns that graduate students express, and that the workshops and the consultations try to handle. They're also addressed by other programs in the Graduate Division and the University. Let me talk a bit about a few of them.

#### ***Work/Life Balance***

Work/life balance has often come up as a primary concern for graduate students. Many wonder, “Can I have a family and have a career?” This is not just for women; it's also for men these days. Because the requirements for an academic career are pretty high, it can be very difficult to have a personal life and meet your teaching responsibilities, your research responsibilities, and your service responsibilities, particularly if you're pre-tenure. Many of these people are already addressing this work/life balance as graduate students. They anticipate it will be worse as faculty, but they're already struggling to keep these things in balance at the graduate school level.



### ***Managing Multiple Writing Tasks***

Another area is managing multiple writing tasks. Students tend to get very overwhelmed with everything they have to do, and to get lost in the writing. They also tend to wait until the last minute to write things, and we often talk about wishing they had started earlier. But it's hard getting your thinking into writing, and even if you work very hard, intellectually, you might not be able to move that idea forward by next Friday. You may have to go back to it and rework it.

### ***Funding***

Students are also very concerned about getting the funding to stay in graduate school. How to be a productive researcher and how to be a productive writer are often linked, given that for most faculty, and also for graduate students, your research productivity is measured by what you write. There is an increasing pressure to publish, and much earlier. Forty years ago, faculty didn't publish. Their first publication was an article taken from a chapter or two of their dissertation as a junior faculty member, and then writing a book before they came up for tenure. Now, many graduate students publish articles very early in their graduate careers, often by the time they complete their doctoral degree.

### ***Getting Feedback on Written Work***

They're concerned about how to get feedback on their written work. Most graduate students aren't happy with the feedback they get from faculty. Most students I have worked with complain that it's not enough, and that they want more input. Usually it's "This looks fine. Keep going." Occasionally, some of them feel they get too much negative feedback. We talk extensively about how to present their work, and how to get feedback and response from faculty and colleagues.

After they get that eagerly-awaited feedback, we also discuss how to respond to it. Sometimes you ask for feedback and you get it, and it's not what you want. Knowing how to respond to that feedback, and to handle criticism, is important. I think that this transition from graduate student to colleague, which is really a transition from student to junior colleague, entails knowing how to take feedback, think about it, and understand how it applies to what you're doing. You may not switch your topic to reflect the feedback. You may choose to accept some points and reject others. Knowing how to have that kind of dialogue is essential, but it is difficult. Undergraduate students are often expected to take professors' feedback literally, whereas graduate students are expected to use it to modify their work.

Those are some of the concerns. There are many, many others, but these are the ones that come up quite frequently. How are they addressed? They're addressed by departments and by schools at UC Berkeley. Berkeley is huge and there are different pedagogy and writing courses within the departments. Within the discipline there may be professional organizations, workshops, meetings and so forth. Depending on who the

student is working with in the department, their individual advisor may provide a lot of feedback. There are also many resources where they can find information. The Career Center on campus provides services to graduate students on the academic job market, and it has some wonderful workshops on putting together your letter of application, etc.

Within the Graduate Division, Linda von Hoene and I often respond to these kinds of concerns. Linda is head of the GSI Teaching and Resource Center, and I am in charge of Academic Services. We work independently. She runs a teaching center, and I run a writing program. We do a variety of workshops and programs; Linda detailed some of hers, and I detailed some of mine. We officially collaborate on the Summer Institute for Preparing Future Faculty, which, as Linda has mentioned, is a six-week program. All the students take a core course; half the students take Linda's elective, Developing a Teaching Portfolio, and the other half take the course I teach, Editing, Academic Writing, and Academic Publishing.

### **Summer Institute for Preparing Future Faculty**

I want to talk a bit about that program. In 2003, when we set up the Summer Institute, we based it equally on teaching, writing, and research. All the students take the core course, while half are in teaching and half are in writing. We share the materials between the two electives, and we see it very much as an integrated whole. For myself, I have always thought preparing future faculty was about teaching, research, and service, because that's what I think faculty do, though it varies according to the type of institution. It may be more teaching, it may be more research, and the service component can take various shapes and sizes, but I have always seen them as very integrated. I haven't seen them as essentially separate parts and components. Your teaching impacts your research which impacts your writing, and so forth and so on.

### ***Editing Skills***

I set up this writing course, which is called Editing, Academic Writing, and Academic Publishing, because I felt it was important for graduate students to learn the skills of a professional editor, or how an editor who works at a press looks at a manuscript or text. Many of them are planning on going into academic careers where they will be publishing, so they'll be dealing with editors of journals, of books, etc. So how do editors look at a manuscript? How do they assess it from a developmental point of view, i.e. the overarching organization and argument? How do they look at it in terms of how the sentences are constructed?

This course was partially informed by my own experience as an editor. I felt I became a better writer after being on the receiving end of manuscripts, because you see many things that work very well, and you see things that don't. It puts you in a position of an outsider to a text. I felt that when I learned some of those skills, it made it easier for me to go back to my own text with an outsider's view, as much as it's possible with your

own writing. I think this is essential for academic writers, who have to anticipate different arguments, different interpretations, different ways of looking at the research question. I often mention in the workshops that academics, by their profession and by nature, are people who notice things that nobody else notices. When you give a scholar a piece of writing, they're ready to notice gaps in the argument or the context, because they're trained to be critical in all possible ways. It is important to learn this skill as much as you can, in order to work with others as teachers or as colleagues, but also just to polish your own writing.

Students learn how to edit a text, from the point of view of an editor. The class meets twice a week for two hours, and there are usually about 20 to 25 graduate students from all disciplines. As Linda mentioned, the Summer Institute is for students who are in the last year or two of their doctoral careers, so they're already at a certain level, and most are getting ready to go into the job market in the following fall. There are several things they are required to do. One is to develop a writing plan for the duration of the Summer Institute, or six weeks. I tell them I don't care what their goal is. It can be five hundred pages, or three pages they keep revising over and over again. It can be five different pieces, about one each week. It doesn't matter, as long as it's academic writing. I just want them to set up a writing plan for the six weeks.

### ***Discipline-Specific Peer Editing***

Then, each Monday of the Summer Institute, I put the students into broadly discipline-specific groups of about three or four people, not from identical majors but from similar disciplines. I won't put all anthropologists together, but I'll have an anthropologist, a sociologist, an epidemiologist, and someone else. They have to rotate and pass their materials to each other each Monday. They set a goal for what they will give to their editing group each week. It can be one page that needs revision. They may be doing a National Science Foundation grant that they want to get polished, so each week they can turn in a different version to the group. It can be totally different. Then each week I have them assess what they did: what they said they would do, what they got done, what they will do for the next week. They're constantly reassessing their writing plans, and ultimately their research plans. What they often find, and what I have found, is that research productivity and writing skill and regularity are very much linked. It's writing up your research that crystallizes the idea, and pushes it forward to a higher level and toward greater complexity.

I want them to get in the habit of assessing what they can do, research-wise and writing-wise. I also have them, each week, write a memo to their editor, saying, "This is what I've done. This is what I want from you. Please give me any feedback you have." I have them summarize what kind of feedback they want, and provide a description. I actually have the students on Monday write a memo for the writing sample they brought. There are two reasons I have students do this. First, I always feel it's a bad idea to hand something to somebody and say, "Here, read this." You can

spend hours reading it and writing comments, just to find you've been commenting on something they don't want changed. Not only is this courteous to your reviewer, it's also useful for you to write down what it is you want help with, because often you may answer the question yourself, or may see what the question is you really want answered. Again, this is where writing and thinking are inextricably linked.

### ***Class Editing***

As well as being reviewed by these broadly discipline-specific groups, everyone in the class is edited by the whole group from all disciplines. The bioengineer has to be edited by the humanist, by the mathematician, by the epidemiologist, by the anthropologist, and they rotate throughout the semester. They hate it the first couple weeks. They say, "I don't need to know this. I only know how to write in my discipline." And I always tell them, "If you're a mathematician, you'll read the mathematician's writing sample in one way. If you're an English major, you'll read it in another. But what are the similarities?" As the course goes on, they are surprised at how many things they can comment on.

### ***Discussion of Academic Writing***

The second thing I'm trying to accomplish is to initiate discussion on the nature of academic writing. Why do academics write everything all the time? Why do we have to publish? Why do we have to present our research? Why do we set it up the way we do? What is similar in all journal articles, for example, and what are things that are totally discipline-specific? There's a reason physicists write a certain way. There's a reason medieval Japanese historians write another way. Usually what happens is that their sense of their own discipline gets much stronger, as well as their sense of what they need to do as a writer in their own discipline. It sets up in high relief what it is they need to do in their own area. Often, in the middle of the semester when someone's being edited in class, there will be a time where the people aren't nervous anymore. The first few people that get edited by the whole group are very nervous. Midway through, people aren't nervous. They want the input from the class. They may say, "I'm stuck. I have no idea what to do here. I CAN'T figure out how to write the methodology." And students will reply, "Actually, I thought your methodology was pretty solid, but I thought your introduction really got me off track." The ego goes away and we're just talking about the content, the research. For me, this is one of the highlights of the course. Students will often say that they didn't want to read other disciplines, and that they didn't think it would be beneficial to be edited by the group, but it ends up being a very productive educational and academic endeavor.

That's broadly what I try to do in the six-week course. It's very, very intense. Linda mentioned that in her elective, they produce a teaching portfolio. It's a very finished product. They can take that teaching portfolio and use it to apply for jobs, for their departments, and so on. My students have to put together a writing portfolio. Both of these portfolios are on

display at the closing reception of the Summer Institute. The writing portfolio is not necessarily a finished product, depending on what the student does with it. The requirements for the portfolio are that they keep track of their writing and their editing for the six weeks. They're editing each other back and forth; they're being edited and then moving forward in their own writing. They have a chance to put together their writing and editing for the six weeks, and to write a reflective essay about it.

### ***Portfolios***

It's very interesting how students put their portfolios together. Some, who are taking a piece of writing and working on it throughout the course, put it in chronological order: their first draft, who it went to, the first editor, the second editor, the third editor, their third draft, their fourth draft, their fifth draft, and their final product. For those who have done four or five different pieces of writing, their portfolio does not show one piece as it grows and develops, but displays all their accomplishments. I had one student who kept copies of everything she edited for the others, and devoted half of her portfolio to commenting on her growth as an editor. She looked back at everybody she edited, and how she grew as an editor, and then drew it back to how she improved and developed as a writer.

At the closing reception where the Dean hands out the certificates, the students' advisors are invited to come. Many times the students bring their family members, and everybody gravitates to the portfolios. Usually, the writing students all go to the teaching portfolios, and the teaching students all go to the writing portfolios, and flip through to see what they have. I think every year that Linda and I have done this, most of the advisors say, "I wish I'd had this when I was a graduate student. This would have made things so much easier when I started teaching." This has been a nice affirmation for us in the work we do.

To tie our efforts back into the broader scope of preparing future faculty, I mentioned that Preparing Future Faculty (PFF) at Berkeley, referring specifically to Linda's office and mine, has always taken a holistic approach. Many PFF programs in the U.S. have focused on teaching at various American institutions of higher education. We've always divided our program equally between writing and teaching, and we recognize that the two build on each other, and that different students want to work on different aspects at different times.

We've talked a lot about top-down, bottom-up, and side-to-side approaches. For us, our teaching and writing offices are separate. They come together in the Summer Institute, and then they go back. They go back and forth, back and forth. I think that reflects the larger way we see this program, and how it fits within the University. It also works this way in terms of what graduate students get from our offices and what their departments and advisors may be offering. This kind of movement and growth and development is vital, because every graduate student is different. Some are natural teachers. Some are natural writers. Some aren't. The students build their own community through self-reflection. A lot of

the work Linda does in the Teaching Center, and what I do with writing, is based on looking at what they're doing, why they're doing it, and how they're growing and developing through that process.

One other level where there's a kind of back-and-forth quality is the workshop I did on Monday, How to Present Your Work in Oral and Written Formats. As being able to shift between talking to specialists in your discipline and talking to a general audience is very important in the growth and development of your work, so is shifting between the written word and the oral presentation. Often when my students are stuck with their writing, I'll have them list their main arguments in a PowerPoint. As they do this, they can reflect on their writing and figure out where they want to go. I see this as a very fluid process.

### Questions and Answers

*Question.* You mentioned in your presentation that you teach dissertation writing groups. Are they separate from your course for academic writing for incoming graduate students, and the one for international graduate students? I was wondering, what are the differences between them? What do you do for the international students?

*Answer.* They are two separate things. I do dissertation writing groups for first- or second-year graduate students, and a writing group for international graduate students. Secondly, there's a course on academic writing for graduate students, the GSPDP 320. With the exception of the writing group for international students, all of them are open to anybody. I always get a mixture of students, both domestic and international.

When I have done an academic writing group just for international students, I have had mixed feelings about it. I don't want to ghettoize international students by putting them in a special workshop. But I also realize that depending on where you are in learning English, you may get lost in some of the workshops that are geared toward advanced students, and that move along at a pretty fast pace.

However, in most of the workshops and classes I do, I have both non-native and native speakers of English. When we do the group edits, the international students will always say, "I can't edit," and I always encourage them to try. Similar to students who say they can't edit anything outside their discipline, the international students will often find they can edit more than they realize. I've often found they tend to know grammar much better than native speakers of English, and will actually be more precise and specific in their writing.

I tend to like to have everybody use their strengths and help everyone with their weaknesses. I think there's something very beneficial about that. As future faculty, you will be dealing with students from all kinds of socioeconomic backgrounds, educational backgrounds, levels of English proficiency, and so forth, so you need to be able to work with and teach and respond to a variety of students.



When I do a writing group just for international students, I have participants present their writing, as everyone else does in other groups. We may do a little more sentence-level work, where we concentrate on making each sentence more powerful. Grammatically, the sentences are fine, but they may not read the way a native speaker would write them. That kind of fine-tuning of the language is often what we do. I sometimes see my role in these groups as that of a facilitator. I'll maybe guide the discussion or move things along if they start going off track, but I usually let the students advise each other. I want them to take an active role, and to work collaboratively.



## **Discussion: Academic Writing Programs in Japan and the United States**

*Yoichiro Miyamoto, Professor,  
Graduate School of Humanities and Social Sciences, University of Tsukuba*

Good afternoon. I coordinated Sabrina Soracco's one-time-only workshop on Monday, and I'm happy to report that the workshop went extremely well. I want to talk about why it was so successful.

I teach American Literature at Tsukuba University, so I have to deal with my students' academic writing day to day. During this convention, I had to look over the grant proposals of two of my graduate students. As a "busy, busy professor who has no time to do anything," I only wish we had professionals like Sabrina Soracco at our university.

My interest in Sabrina Soracco's approach comes from the fact that I have been trying to teach thesis writing in the Japanese language for the past twenty-three years, since I came back from studying in the United States. Since then, I have been trying to assimilate what was going on in the American freshman writing seminars, which I thought was sorely missing in Japanese higher education. Though I had some success, I found more and more challenges every year. This is probably the secret of the longevity of my attempt; I believe in slow-cooking when it comes to education.

### **Valuable Experience of Writing Workshop at Tsukuba University**

For three reasons, Professor Soracco's workshop was invaluable to me. First of all, I was amazed that my own students did so well. I couldn't believe my eyes and ears. In actuality, I think I underestimated the potential of my graduate students. The reason they did so well is probably due to Professor Soracco's cross-disciplinary approach. The participants' demographics were quite diverse. I think fourteen students were in science and the rest were in the humanities, etc. It was a very, very cross-disciplinary group, and none of the participants or the instructor was a specialist in all areas. This meant that students did not have to worry about the content, and could focus on their writing skills. This took care of some of the self-consciousness that is a huge problem with Japanese graduate students.

Also, Berkeley's holistic approach of making academic writing a part of the Preparing Future Faculty Program seems to have worked well,

because it acknowledged the participants as future professionals. The whole workshop was based on the assumption that the participants could review and edit academic writings from other disciplines. Some way, somehow she convinced the participants they could do it, which was a great beginning for the session.

Secondly, I found that she did not use, at least in this session, the usual nuts and bolts of academic English—paragraphs, topic sentences, thesis statements—that I have been trying to convey to my Japanese students, with great difficulties. Instead, she asked the participants to do an elevator pitch, a speech that advertises your research within a minute or so, while an elevator moves from the ground floor to where you are going. This role-playing was very real to the participants, and they could assimilate the situation. It is a necessary part of academic life to explain your research to someone outside your discipline, and it's more understandable than the idea of a thesis statement or an argument or a paragraph. It may be more effective to start with this approach, and then move on, if necessary, to paragraphs and thesis statements and so forth.

The third finding for me was, I think, quite accidental. The workshop was not only cross-disciplinary but also international, thanks mostly to the contributions of Hokkaido University students. Professor Kurata and Dr. Wai Ling Lai led an academic writing course at Hokkaido University, and I think fourteen of the participants were from their class. Surprisingly, eleven participants in Monday's workshop were international. Japanese students and international students studied together, and this was as important as the workshop's cross-disciplinary nature. Just as putting together students from different disciplines highlighted their common writing skills, putting together students from different cultural and linguistic backgrounds highlighted the attitude that is required to participate in international communication. I think this is where we should start, and then, if necessary, we can move on to issues of grammar, etc. I think it's a good idea to start with attitudes, and then move on to other aspects.

Since the Japanese government has implemented an initiative to attract 300,000 international students in the near future, Monday's workshop may represent the future of Japanese classrooms. I hope it will be mutually beneficial for both Japanese and international students. Thank you.

*Tom Gally, Associate Professor,  
Komaba Organization for Educational Development, University of Tokyo*

Let me introduce the program that I'm running at the University of Tokyo. It's somewhat different from most of the programs that have been discussed here, but there are also a number of commonalities.

### **Course in Science Writing and Presentation**

Since April 2008, in the College of Arts and Sciences at the University of Tokyo, all first-year undergraduates with majors in the fields of science, engineering, and medicine have been required to take a one-semester course called Active Learning of English for Science Students (ALESS). This course consists of thirteen ninety-minute class sessions on writing scientific English and giving English-language oral presentations. The course is taught by ten full-time instructors with native- or near-native English ability. A unique feature of the course is that the topic of the paper and the presentation is an original experiment that the students devise either individually or in groups in the early part of the semester.

Several features of this course overlap with the themes of this conference. As an academic writing course, we are teaching these first-year undergraduates how to write four- or five-page scientific papers in English. Why are we doing this? It's because eighty percent of science majors at the University of Tokyo go on to graduate school. Whether they eventually go into academia or into other scientific careers, most of them will be writing dissertations and papers for publication in English. However, ninety-eight percent of our students are Japanese, for whom English is a foreign language. The university felt that by beginning to introduce them to the basics of technical English writing at an early stage, they would be ready by the time they get to graduate school.

Another feature that overlaps with the theme of this conference is our search for qualified staff. We found ten very skilled, qualified people to teach the course, but only one or two had scientific backgrounds. Also, though they all have teaching experience, some had been teaching for only two or three years, and none of them had taught in a program like this before. Simultaneously with developing the curriculum for the course, one of my major concerns has been developing the skills of the instructors, both in understanding the content and in learning how to develop a

curriculum of their own. One reason for this is that even though about half of them have finished their PhDs, and most of the others are close to finishing them, their contracts are only for a few years. As they move into the job market, their experience teaching this program will help them find better jobs. Recently, one has left to take a more permanent position at Kyoto University. She said that one reason she was able to get that job was that she had been involved in curriculum development in the ALESS program.

### **Approaches to Writing Pedagogy**

There are several pedagogical approaches to the teaching of language, and to the teaching of writing in particular. One is called the process approach, which emphasizes writing and rewriting and does not worry so much about the product. Another approach is more product-based, and it focuses on whether the grammar is good, the words are spelled correctly, and the finished product serves its purpose, regardless of how it was created. Other approaches emphasize the genre, or the discipline: writing specifically as a philosopher would write, or writing as a sociologist.

In our own case, our students are not writing dissertations or papers for publication yet; they haven't even decided their fields of study yet. If we were teaching graduate students, we would spend a fair amount of time on the product, on correcting grammatical errors and so forth, so that their papers would not be rejected. But since first-year students are not writing for publication, our curriculum has naturally shifted toward the writing process.

We do some of the same things you do, for example, peer review. We have the first-year undergraduates, all of whom use English as a second language, peer review each other's papers in class. The first semester we tried this, it was not very successful, to tell you the truth. The peer review component of the curriculum got the lowest ratings from the students in the end-of-term evaluations. Because of this, we decided to teach them how to do peer review more systematically. We developed some guidelines and instructional materials. Now we're producing a video on how to peer-review English papers when English is not one's first language. We put it in the context of the fact that, as you advance in your careers, you don't work alone. You will always be reviewing each other, whether you're in an academic, corporate, or government environment. We are introducing to students, for the first time, the idea of writing, to some extent, cooperatively.

Also related to this process approach, we have associated a small writing center with our program. One of the reasons that Professor Senaha so kindly invited me ~~up~~ here is that they're interested in developing a writing center here at Hokkaido University, and we have one associated

with the ALESS program. This is where we're involved with training teaching assistants.

### **Professional Development Role of Writing Center**

At our university, and probably many other universities in Japan, teaching assistants cannot teach. Graduate students are not allowed to teach sections of classes; you have to be a faculty member in order to actually teach. In general, teaching assistants, at least in the foreign language departments, make copies, turn on the DVD player at the beginning of class, and distribute papers. It's not an attractive job, and it contributes little to the graduate students' professional development. We are able to get around this to some extent by having graduate students work in the writing center, where students who want help with their writing, after making an appointment, can come for thirty or forty minutes and talk, one on one, with a graduate student tutor. Usually these graduate students conduct the tutorials in Japanese. This semester we had seven graduate students working as teaching assistants to help the ALESS students with their writing. All of those students have taken a one-semester graduate class that I teach on writing pedagogy. This experience, we hope, will benefit the students in their future careers.

I came into this symposium yesterday, feeling a little bit over my head because many of you have been working in this field much longer than I have and you demonstrate much more expertise. But looking back, I realize that we're no longer at the starting line where we were two or three years ago. We're gradually making progress. I hope that as we move ahead, we'll continue to learn from you, and from Hokkaido University, Tsukuba University, and other universities, too, and be able to share what we're doing.

*Sabrina Soracco, Director, Graduate Division Academic Services,  
University of California, Berkeley*

Let me start with Professor Miyamoto. For the Monday workshop, I had twenty-eight or so people I had never met before and who had never met me. Speaking in English, I gave them five minutes to sketch out an elevator pitch describing their research, and then they had ten minutes to practice with each other. Then they had to get up and do the elevator pitch in one minute or less to the whole group. I called on people randomly, and I was very impressed. In spite of my trepidation, everybody got up and, unlike Americans, stuck to the minute, and moved on. And they did it all in English. It was quite remarkable with what speed and facility the students tackled this.

I think that the part about not doing the nuts and bolts is very important. Sometimes they come up when we're working in a smaller group; also, if we're looking at the bigger picture, it may boil down to the nuts and bolts, depending on the specific issues students may have with their writing projects. Different people have different problems at different times. I think this links to the process versus product debate. I think the difference between undergraduates and graduate students is that most graduate students pretty much have a sense of what a piece of writing does, how they need to conceptually craft their argument, and a broad picture of what they are doing. The problems lie more in how to convey that to their audience. Often, the gaps in their logic and their thinking create the difficulty. Sometimes, when writing up their research, they see that things aren't as well thought out as they believed, or that they are not explicitly building their argument. They may know in their head what it is, but they're not transferring it onto paper, and they're leaving out certain steps. The reader may be thinking, "You're jumping from A to C. Where's B?" Thus, with graduate students, we tend to focus on slightly different areas.

However, we can also focus on the process. Sometimes I will say, "Don't worry about sentence-level correction. Just get your ideas out. Don't worry about making it perfect, because you're going to probably write a lot of material you will throw away." That's the process: keep revising, revising. Turn the internal editor off and just get the ideas flowing, versus focusing on the finished product and how the whole piece works. You have to have that kind of attention to detail.

*Tom Gally*

In the field of teaching writing in a second language, there's a very interesting controversy that hasn't been resolved yet, at the educational level: Does sentence-level, grammatical correction benefit the student? In other words, if you take a class in English writing or Japanese writing as a foreign language, and you have to write some papers for the class, and if the teacher then goes and uses a red pen and corrects all of your mistakes, will you then learn from those mistakes?

The general assumption, which I held for many years, was yes, that this sort of correction was essential. That's what the teacher was supposed to do, correct the students' mistakes. However, John Truscott, who teaches English at a university in Taiwan, has written some very sharp papers for the *Journal of Second Language Writing* and elsewhere, arguing quite strongly, and partly convincingly, that in fact, grammar correction for students learning a foreign language is either not useful, or, he asserts in his most recent papers, is harmful. Just about every issue of the *Journal of Second Language Writing* has a paper on one side or the other of this controversy, arguing back and forth.

The argument has really opened my eyes, and I think, the eyes of many other people, to the question, At what stage is it necessary or desirable to deal with sentence-level problems? I haven't completely resolved this yet for myself.

### **Questions and Answers**

**Question 1.** One of the things I would just like to say is that I think all of the ideas have been wonderfully thought through, as well as the very exciting programs that you are doing. Sabrina, you commented that they need academic writing as graduate students and as future faculty. But in my work, they need it as pharmaceutical professionals, as chemists, in all the professions. We've tried to work past preparing future faculty into preparing future professionals. I think that's key to scientists in Japan. If you help your scientists prepare their students for jobs outside of higher education, you will find that they will send them much more willingly. Of course, these include not only the basic skills of oral and written communication, but of thinking things through in very systematic ways,



and of presenting to both naive audiences, as in your public, and also to the sophisticated.

*Answer.* Thank you for catching that. The materials that describe my program at Berkeley say the program is for Preparing Future Faculty and Professionals. We actually do both, but at Berkeley, we tend to see more people who are going into scholarly fields. I actually prefer that variety in the same way that I like students to be from different disciplines. You have to be able to articulate your ideas not just to different disciplines, but also different registers and audiences. If you're doing a press release for your lab, or working for a pharmaceutical company, or writing up your student paper for your kids, the facility of moving between different levels and languages is essential to improving your scholarly and professional work. If you can switch between all those levels, you can write better at the scholarly and professional level. Thank you for bringing that up.

*Question 2.* I've been to the session at Tsukuba University, so I'm quite familiar with Sabrina's talk. I would also like to thank Professor Miyamoto for introducing our course here. I and my colleagues are teaching an academic writing course to the graduate students. As Professor Miyamoto said, many of them are international students. One thing I'd like to point out is that the international students in Japan are not here for the English language. When teaching them, we have to use a different method. Secondly, as far as our experience goes in teaching academic writing, most of our students come to us with all their problems, and not just at the sentence level. They're not just English or language problems. For example, they want to ask, "What do you think about my point? Is it coherent? Is it consistent?"

This raises a very important point about teaching academic writing. On Monday, Sabrina mentioned that writing is thinking. I agree with this. If you extend this point to its logical conclusion, then the training of writing is the training of thinking. It's not just about grammar. Of course, grammar helps. However, when graduate students submit their papers to journals or conferences, at the end of the day, the reviewers mainly care about whether they are convincing enough to deliver the results they are supposed to deliver. Being able to convince the reviewers, and to say something coherent and consistent, is very important.

Of course, being able to present your paper in grammatically correct sentences is important, but ultimately, being able to convince your readers to accept your results is fundamental. The ability to demonstrate the steps leading to that conclusion is very important. Also, based on our experience, we found that many of the errors in these papers are generalizations, or logical fallacies. Not only are we focusing on language training and support, we also focus on how to train the students to think properly. We teach students how to argue well, how to make their thoughts consistent and systematic. Going beyond the sentence level could be a solution to the worries expressed in the previous presentations.

*Answer.* To address this, I do two things. First, I often tell students they have to complete the sentence: “The central focus of my research is ...” The students usually have huge topics, so narrowing them down is very difficult. I also refer them to works on how to argue within their own discipline when questions come up on how to present an argument. We talk a lot about who should read your writing, at what stage. If you are submitting it to a journal, when do you want your advisor to read it, as opposed to your fellow colleagues? What do you want to ask them in those various stages? We offer a multi-pronged approach to the various types of academic writing.

## Closing Address

*Atsushi Ando, Director, Research Division for Higher Education,  
Center for Research and Development in Higher Education,  
Hokkaido University*

In closing, there are a few things I'd like to do.

Normally we use clickers to conduct quizzes during class. Today we would like to do a questionnaire survey using these clickers. They allow us to see immediately what others are thinking. This is probably an unusual experience for the Japanese participants, and not at all unusual for the Americans.

Firstly, where do you come from? What is your nationality?

Most are from Japan, as you can see.

Next, what is your job? What do you do at the university? Are you a professor, a staff member, or a student?

Most are faculty, it seems.

Having listened to the presentations, which two topics were most interesting for you?

There are lots of interests. Academic writing seems to be of high interest.

Finally, yesterday and today, people have talked about the PD programs in various countries. Which PD program would you like to participate in? Please choose two destinations that you'd like to visit.

The U.S. and Canada are by far the most popular. This concludes the survey.

Next, I will review the Chairs' summary by Minoru Wakita, Provost of Hokkaido University, and Professor Shimizu, the Vice President of the University of Tsukuba. This is a summary of the four-day symposium. Sabrina kindly agreed to edit it, but afterward we corrected the original.

During the past four days the content has been very broad and very deep, and a rich discussion has been conducted. I believe that the symposium was a great success. We feel that everything important has been included in the summary. Professor von Hoene's faculty seminar is included in the PFF, as is some of Professor Soracco's writing.

In Japan we have what we call FD, which is now split into TD, PFF and Staff Development. We propose that all of this be referred to as professional development. We would like to study and apply various methods going forward, as well as educational reform based on data. The

term data-driven decision-making seems to be common in the United States. There was a lot of discussion at Tsukuba as to whether this was appropriate or not, but based on the student surveys conducted by Professor Ouimet and Professor Reiko Yamada, we decided to explore this concept in the future.

Professor Yamada also proposed the PD Network or student survey, which she calls the IR Network (the Network of Institutional Research). She wants to develop this network, and University of Tsukuba and Hokkaido University both wish to cooperate in this regard.

Chair's Summary  
of the International Symposium on  
Professional Development in Higher Education  
2009

Minoru Wakita, Vice President, Hokkaido University  
Kazuhiko Shimizu, Vice President, University of Tsukuba

At the Symposium we discussed various ways of promoting Professional Development (PD) to improve the quality of teaching and learning in Higher Education. We proposed the following goals and agreed upon the importance of attaining them.

1. That FD programs at Japanese universities be incorporated within a wider approach to Professional Development. PD for better higher education includes TA training, Preparing Future Faculty programs, and Staff Development programs as its integral parts.
2. To continue to promote educational reform and quality assurance based on data-driven decision-making.
3. That Hokkaido University and the University of Tsukuba will research and develop new approaches to active learning, blended -eLearning, learning management systems, microteaching, and teaching/learning portfolios.

And finally, in order to promote PD programs in Japan, we propose that Hokkaido University and the University of Tsukuba play key roles in developing and expanding networks of PD programs across Japan.

July 31, 2009, Sapporo, Japan

## Organizing Committee

### Hokkaido University and University of Tsukuba Joint International Symposium on Professional Development in Higher Education July 27-31, 2009

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	Yoichiro Miyamoto	Professor, Graduate School of Humanities and Social Sciences
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	Masayuki Ogasawara	Specially Appointed Professor

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Chair	Minoru Wakita	Vice President and Director of Center for Research and Development in Higher Education
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	Midori Yamagishi	Professor, Center for Research and Development in Higher Education

#### Other Institutions

Committee Members	Takuo Utagawa	Professor, Hokkaido University of Education
	Reiko Yamada	Professor, Doshisha University

## **APPENDIX A**

### **HOKKAIDO PROGRAM: ASPECTS OF PROFESSIONAL DEVELOPMENT**





## Professional Development in Higher Education 2009

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### Program B at Hokkaido University

Email: [presiden@high.hokudai.ac.jp](mailto:presiden@high.hokudai.ac.jp)

Date: July 30, Thur.–31, Fri., 2009

Place: Center for Research and Development in Higher Education, Hokkaido University

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## International Symposium “Aspects of Professional Development”

**Day 1: July 30, Thur.** (Room: Auditorium, 3<sup>rd</sup> floor)

Chair: Toshiyuki Hosokawa

9:00–9:30      *Opening Address*

Minoru Wakita, Provost, Hokkaido University

9:30–12:00      **Session 1. Professional Development in Higher Education: The Cases in Canada and the United States**

*Lecture 1–1. GTA Training at Research University: A Case of Dalhousie University*

K. Lynn Taylor, Director, Center for Learning and Teaching, Dalhousie University

*Lecture 1–2. The Orientation Program for New Faculty at San Francisco State University (canceled)*

Pamela Vaughn, Director, Center for Teaching and Faculty Development, San Francisco State University

*Lecture 1–3. The Orientation Program for New Faculty, Faculty Development and TA Training at Hokkaido University*

Toshiyuki Hosokawa, Professor, Center for Research and Development in Higher Education, Hokkaido University

*Discussion. Professional Development in Japan and the United States*

Haruo Ishida, Professor, Graduate School of Systems and Information Engineering, University of Tsukuba

Jody D. Nyquist, University of Washington

12:00–13:00      LUNCH BREAK

13:00–16:00      **Session 2. Professional Development in Higher Education: The Cases in China and Korea**

*Lecture 2–1. Institutional Strategies of Professional Development at Tsinghua University*

Shi Jinghuan, Executive Director, Institute of Education, Tsinghua University

*Lecture 2–2. Faculty Development and Quality of Teaching: Seoul National University Case*

Hye-Jung Lee, Director, e-Learning Support, Center for Teaching and Learning, Seoul National University

*Lecture 2–3. Teaching Center and Professional Development for Faculty at Japanese Universities*

Takuo Utagawa, Professor, Hokkaido University of Education, Hakodate

17:30–19:30      WELCOME PARTY (Place: Sapporo Aspen Hotel)

**Day 2: July 31, Fri.** (Room: Auditorium, 3<sup>rd</sup> floor)

Chair: Midori Yamagishi

**9:00–12:00      Session 3. Tools of Professional Development in Higher Education 1***Lecture 3–1. Enhancing Student Success through Faculty Development: The Classroom Survey of Student Engagement*

Judith Ann Ouimet, Assistant Vice Provost for Undergraduate Education, Indiana University, Bloomington

*Lecture 3–2. JFS & JCSS: A Questionnaire System for Teaching Improvement in Japan*

Reiko Yamada, Professor, Faculty of Social Studies, Director, Faculty Development Center, Doshisha University

*Lecture 3–3. Microteaching As Executed by CIDR Staff at the University of Washington*

Jody D. Nyquist, Director Emeritus, Center for Instructional Development and Research, University of Washington

*Lecture 3–4. Instructional Consultants: Who and how to train them in Japanese universities*

Midori Yamagishi, Professor, Center for Research and Development in Higher Education, Hokkaido University

**12:00–13:00      LUNCH BREAK****13:00–16:00      Session 4. Tools of Professional Development in Higher Education 2***Lecture 4–1. Preparing Future Faculty at UC Berkeley*

Linda von Hoene, Director, Graduate Student Instructor Teaching and Resource Center, University of California, Berkeley

*Lecture 4–2. Training Professors at Japanese Universities*

Takuo Utagawa, Professor, Hokkaido University of Education, Hakodate

*Lecture 4–3. Academic Services: An Academic Writing Program for Graduate Students at UC Berkeley*

Sabrina Soracco, Director, Graduate Division Academic Services, University of California, Berkeley

*Discussion. Academic Writing Program in Japan and the United States*

Yoichiro Miyamoto, Professor, Graduate School of Humanities and Social Sciences, University of Tsukuba

Eijun Senaha, Associate Professor, Graduate School of Letters, Hokkaido University

Tom Gally, Associate Professor, Komaba Organization for Educational Development, University of Tokyo

**16:00      Closing Address**

Atsushi Ando, Director, Research Division for Higher Education, Center for Research and Development in Higher Education, Hokkaido University

**Lecture 1–1. GTA Training at Research University: A Case of Dalhousie University**

K. Lynn Taylor

Director, Center for Learning and Teaching, Dalhousie University, Halifax, NS, Canada

Based on extensive research on gaps between the graduate learning experience and the demands placed on early-career faculty (Adams, 2002; Austin, 2002; Nyquist & Woodford, 2000; Walker, Golde, Jones, Bueschel & Hutchings, 2008; Wulff & Austin, 2004) the preparation of North American graduate students for their present and future teaching roles is changing. At the same time, the nature of academic work itself is becoming more diverse and complex (Austin, 2002; Hopwood & McAlpine 2007; Rice, 1996) and expectations for “excellence” in teaching are high, even for early-career faculty. In response, programs designed to prepare graduate students to be effective teachers are increasingly widespread, broader in scope, and more rigorous in depth.

At Dalhousie University, the Centre for Learning and Teaching (CLT) offers a nested program of professional development opportunities for graduate students interested in preparing for teaching roles and for other professional roles where communication and presentation skills are important. These professional development opportunities are intended to contribute to the effectiveness of teaching assistants employed by Dalhousie, to prepare graduate students for future careers, and to enhance the University’s reputation for excellence in graduate studies. This presentation will provide an overview of the various elements of this program:

- *TA Days*: an orientation designed for new TAs that focuses on tips and strategies that will help them be successful in the specific tasks they have been assigned.
- *Professional Development Series*: a monthly series of workshops and discussions that offer more in-depth opportunities to learn about aspects of teaching and academic life, more broadly.
- *A Graduate Course on University Teaching*: engages each student in the process of developing a course that they will teach in

the future and integrates selected teaching and learning concepts, course design principles, practical advice, and a scholarly approach to teaching.

- *Certificate in University Teaching and Learning*: a systematic framework for integrating a comprehensive range of teaching development programming for graduate students including TA Days, professional development opportunities, the graduate course in teaching and learning, mentored teaching practice, and the development of a teaching dossier. Completion of the *Certificate* program is noted on the student’s transcript.

In addition, the presentation will elaborate the details of our approach to supporting the teaching development of graduate students at Dalhousie University, identify some of the challenges we have experienced, and discuss some of the learning outcomes students achieve.

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### ***Lecture 1–2. The Orientation Program for New Faculty at San Francisco State University (canceled)***

Pamela Vaughn

Associate Dean for Faculty Development,  
Director, Center for Teaching and Faculty Development, San Francisco State University, San Francisco, CA, USA

We are currently planning our fourteenth year of new faculty orientation programming at San Francisco State University, and it is an excellent time to reflect on the evolution of this program and how it continues to meet the needs and expectations of our newest colleagues.

In its earliest years the orientation program focused on the dissemination of vast amounts of information in a full week of lectures that allowed for very little interaction among the participants. Almost all segments of the university participated, and each was eager to deliver as much information as possible to the new faculty.

As one might imagine, the experience was both intense and overwhelming for all involved. Everyone felt that the experience was worthwhile, however, and so the only major change was to divide the week: three days of orientation, an intervening weekend, and two final days of orientation. The experience was still intense, but the new faculty were able to return refreshed after the weekend hiatus.

In 2006 we engaged in a thorough assessment and re-evaluation of our orientation structure and content. The result of that assessment has led us to a new and more dynamic orientation

program in which faculty are introduced to the campus mission and priorities, have multiple opportunities to interact with faculty colleagues, support staff and students, and receive the necessary information to guide and support them in their careers.

Advances in technology have been a tremendous asset to our delivery of a more efficient and dynamic orientation program, and we are able to direct new faculty to our web-based *Faculty Resource Guide* and other campus services before they even arrive on campus.

We have continued our annual assessment of the orientation program and pay close attention to what the new faculty themselves tell us. For example, in 2008 we added a week of optional workshops designed to address broad pedagogical interests, and in 2009 we will be extending the orientation program into the fall semester with weekly programming during a scheduled free period for new faculty.

Our purpose in doing so is two-fold: to reinforce the information introduced during the formal orientation program, and—even more important—to give faculty an opportunity to come together and begin to develop a sense of community within our large urban campus.

### ***Lecture 1–3. The Orientation Program for New Faculty, Faculty Development and TA Training at Hokkaido University***

Toshiyuki Hosokawa

Professor, Center for Research and Development in Higher Education, Hokkaido University

The education system has remained stagnant since World War II. Only in the past two decades have the Japanese national universities dramatically changed the system for research and education. During this time, Japanese professors thought that our universities were successful because the economy was flourishing. After the collapse of the '80s economy bubble, the Japanese government realized the important role of the university and is trying to make them better.

In 1991, the Ministry of Education announced deregulation of the university curriculum. As a result, many universities reduced the number of subjects in liberal arts (general education); moreover they restructured the division for liberal arts. In 1995 several universities established a Center for Higher Education. Starting next year, many universities will establish new systems for education.

In 1995, our University established the center and began to hold new training courses. These courses are the first in Japan to promote effective teaching. Most of the other universities use lecture-style format for their PD, but Hokkaido University courses to be workshop—active learning.

**1) Professional Development (PD)** or also called Faculty Development (offered twice per year)

In 1998, we redesigned the course to reflect the workshop style approach to PD. Our professors were encouraged to attend a two day workshop located off-site at a spa-hotel. The workshop included small group discussion and lectures that focused on the theoretical basis of education. Areas such as how to create a syllabus were discussed. This workshop, offered

once a year, mimicked the technique of interactive learning and incorporated new technologies in education, like e-learning. In 2008, the PD course is offered twice per year and the autumn session is open to professors of other universities.

**2) PD for new faculty** (once per year)

From 1995 to 2007, we held a PD for new faculty at our University for one day. This session focused on how to live at our University and the theoretical basis of education. In 2008, the new faculty PD workshop was merged with the PD workshop.

**3) Course for teaching assistants** (once per year)

In 1998, we created a one day course for teaching assistants (TA). Every year, we employ 800 graduate students as teaching assistants for the general education. About 200 TAs participate in this program annually. The workshop's goals are to expose TAs to the theoretical basis of education and to outline and describe the TA's work responsibilities. In the morning session, TAs join lectures and panel discussion. In the afternoon session they are divided into 14 groups, according to their job, and create discussion groups to discuss scenarios that might occur in their job as a TA. We think this opportunity is important because it is the first step for TAs to study pedagogy.

Japanese national universities have begun to change the whole system. Although this change causes teachers to work harder, universities have improved as a result. The next step is to encourage professors to be more serious about their teaching.



## ***Lecture 2–1. Institutional Strategies of Professional Development at Tsinghua University***

Shi Jinghuan

Professor, Executive Director, Institute of Education, Tsinghua University, Beijing, China

Generally speaking, there exist three types of continuing professional development activities in higher education institutions:

- (1) self-directed learning experiences,
- (2) formal professional development programs, and
- (3) organizational development strategies.

The three types of activities are closely interrelated and interactive. The third type as “a systematically planned change effort for the purpose of developing and implementing action strategies for organizational improvement,” has received increasing emphasis, especially in the institutions which are undertaking transitions. Since the purpose of organizational professional development is to effect institutional change

rather than individual change, so it usually planned and implemented by administrators and/or by centralized offices of faculty and organizational development, going parallel with the goals and overall strategies of the institution.

The paper will use Tsinghua University as a case, trying to answer the following questions: what the concept of “professional development of faculty” is conceived in current China’s top universities, how the institutional efforts have been initiated and organized, what are the major channels and vehicles for doing so, how they have been implemented and evaluated. The achievement, obstacles and the issues we are concerns for the future will also be discussed.





## ***Lecture 2-2. Faculty Development and Quality of Teaching: Seoul National University Case***

Hye-Jung Lee

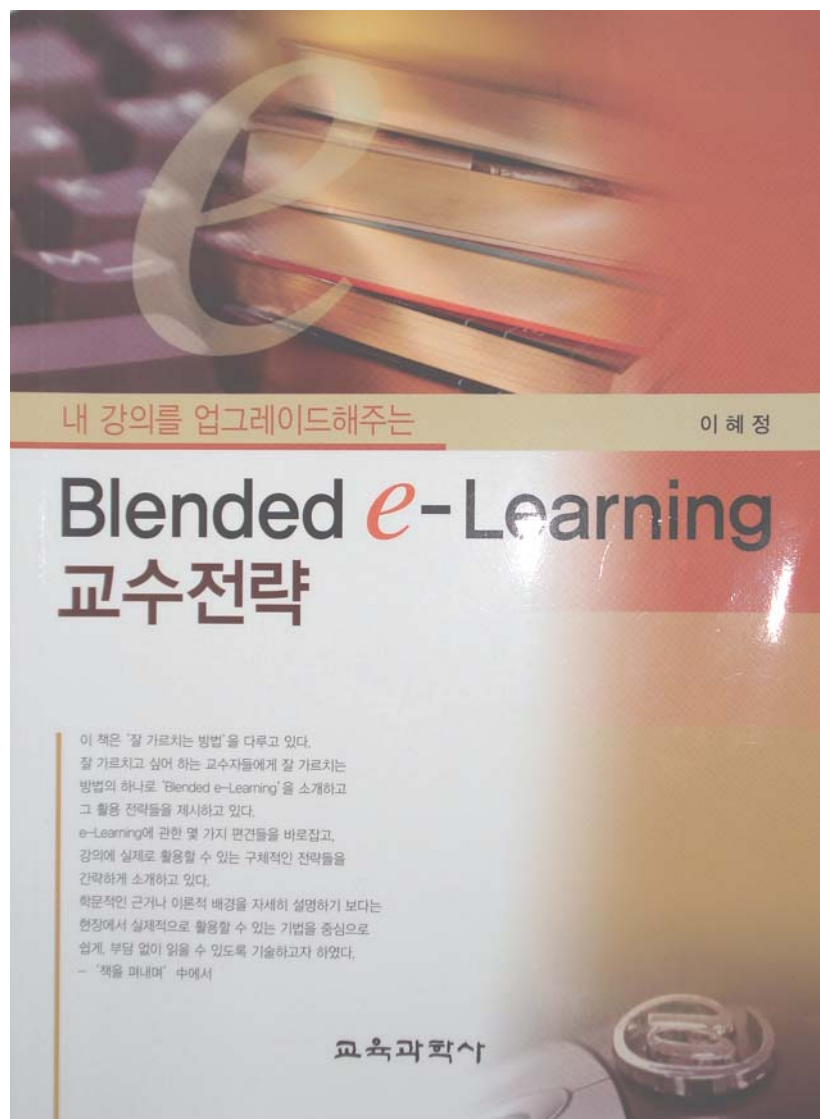
Director, e-Learning Support, Center for Teaching and Learning, Seoul National University, Seoul, Korea

Faculty development is a key strategy for quality teaching at Seoul National University. Center for Teaching and Learning was established in 2001 in charge of faculty development and all kinds of research on it for quality teaching at Seoul National University.

This presentation will introduce some successful faculty development programs such

as videotaping class, microteaching, teaching clinic, and various workshops.

In addition, faculty support and services such as blended e-Learning strategy and rigorous research on quality teaching will be presented in detail. Continuous evolution in online environment and digital learning contents development will be also shown interestingly.



### ***Lecture 2–3. Teaching Centers and Professional Development at Japanese Universities***

Takuo Utagawa

Professor, Hokkaido University of Education, Hakodate

In 1991, to make universities adapt to the social changes caused by globalization of economy and development of Information Technology (IT), the Ministry of Education deregulated the University Act of 1949. Many universities changed the fixed liberal arts curriculum that had been mandated to all universities in 1949. As the Ministry of Education also had the goal of strengthening the liberal arts education, the seven major national universities created Centers for Higher Education by 1995. Many of them were responsible for delivering liberal arts education. Although these centers had a similar mission, some centers focused on pedagogical research, others worked on teaching support, and still others were coordinating organizations that did not have fulltime staffs. Providing teaching support was included in their duties, but little attention was paid on this role at first.

Hokkaido University has a tradition that respects the practical use of knowledge, service, and the application of the results of research and teaching to society. These values have been passed on to its Center for Higher Education. After years of repeated trial and error, it gradually developed teaching support services that were aligned with these values, and its FD seminars and TA training programs are ranked the highest in Japan.

The Center for Higher Education of Hokkaido University is distinct in teaching support. In this respect, it most resembles the teaching centers of universities in North America. However, when compared with the Graduate Student Instructor (GSI) Center at UC Berkeley, some differences can be found. The GSI Center of UCB is a

teaching support center. It specializes in providing support for GSIs and faculty members to deliver high-quality classes.

While the work of Centers for Higher Education in Japanese universities differs from center to center, they all undertake various duties in addition to providing teaching support. Besides liberal arts education, the Centers sometimes include lifelong learning, new student screening, physical education, foreign language teaching, and research on higher education. These are usually separate duties of other institutes of universities in North America.

The belief that teaching is one of the most important duties of the professoriate has been accepted only in part by Japanese professors. A redefinition of their role is now in process. In actuality, many professors who are not in research universities have neither money nor time needed for research. They, however, still think that they are scholars or researchers although it is fairly difficult for them to be successful in research.

Teaching support is essentially an intramural problem. If a university wants to meet the demands of students and society and to participate in the worldwide competition between universities, it must develop effective professional development programs on campus. Centers for Higher Education are most suited to do this job. We are in the age of a large-scale social change. In general, social change, no matter how strong, rarely changes the way well-established professions see themselves overnight. Redefining our professorship is therefore likely to take some time.

### ***Lecture 3–1. Enhancing Student Success through Faculty Development: The Classroom Survey of Student Engagement***

Judith Ann Ouimet

Assistant Vice Provost for Undergraduate Education, Indiana University, Bloomington, IN, USA;  
Visiting Associate Professor, Center for Research and Development in Higher Education, Hokkaido University

Good teaching is vital to student success. One way to improve the quality of teaching and learning is through an effective faculty development program. The scholarship of teaching and learning movement seeks to involve faculty in systematic study of their own teaching and their students' learning (Hutchings, 2000).

This paper argues for an approach to faculty development organized around the systematic collection of student and faculty data at the classroom-level—specifically, data that document student engagement, or the extent of students' exposure to and involvement in proven effective educational practices. Faculty who employ a learning-centered pedagogical approach create a classroom environment that clearly identifies and communicates student learning objectives and expectations; that employs appropriate classroom assessment techniques that are aligned with and inform learning objectives; and that embeds enriching educational experiences. A successful faculty development program thus provides faculty with the skills and knowledge necessary to create a classroom environment that emphasizes best practices and communicates their expectations to students.

An important question involves the alignment between what faculty value regarding student

activities and practices in the context of a particular class, and what students are in fact doing inside and outside of that class. Identifying the connections and gaps between what faculty value and what students are doing can help involve faculty members in the diagnosis of their classroom learning environment, and can thereby induce them to devote time and energy to promoting educationally purposeful activities in order to enhance student learning.

This paper will describe a new survey instrument, the Classroom Survey of Student Engagement, or CLASSE, which was specifically designed to address the alignment question set forth above. The paper discusses the development of the CLASSE faculty and student surveys, the CLASSE implementation process, survey reporting and results, and how faculty use the results. It concludes with a discussion of the promise of this tool for faculty development and the improvement of student learning and success.

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### ***Lecture 3–2. JFS & JCSS: A Questionnaire System for Teaching Improvement in Japan***

Reiko Yamada

Professor, Faculty of Social Studies,  
Director, Faculty Development Center, Doshisha University, Kyoto

Recently, attention toward teaching and learning has been spotlighted in Japanese universities. After acceleration of massification and accountability has triggered Japanese higher education institutions toward more learning oriented since later 1990s. However, assessment toward students' learning is not well developed in Japan. With the rise of accountability movement, attention toward teaching and learning has been spotlighted in Japanese universities. Many universities have become to be engaged in survey for student. However, many of these surveys are made without theoretical background and analysis of previous studies. At the same time, there is a tendency that learning outcome is measured by the attainment of English Tests like TOEFL or TOEIC in Japanese universities.

Yamada and her research fellows have been developing a student survey emphasizing the development model of affective, behavioral and engagement aspects of students since 2003. In 2004, with approval of HERI, we developed Japanese version of college student survey and conducted the pilot JCSS survey for more than 1300 students. In 2005, based on the results of 2004 pilot study, we revised the JCSS survey and conducted the JCSS survey for 3961 Japanese college students. In 2007, the JCSS survey was conducted for 6228 students from 16 higher education institutions. In 2008, we developed JFS and conducted around 20000 students for 164 higher education institutions.

This session will focus on the some aspects revealed from JCSS2005, 2007 and JFS2008. The following is one of the examples revealed from the JCSS2005.

By controlling the characteristics of institutions, JCSS 2005 survey could make possible the comparative study between and within institutions. Characteristics of colleges and universities were ranged from highly selective research universities to moderate university. We made an original scale of type of students. Based on the degree of students' feeling fulfillment, we categorized students into two types, (1) positive students (2) negative

students. A certain portion of negative students can be observed in any type of colleges and universities.

Regarding college engagement in learning, there was a big gap between positive (including very positive and positive) students and negative (including relatively negative and negative) students. For example, negative students had less group learning opportunities and rarely talked issues regarding learning with other students. Also, negative students often felt bored in class and had limited opportunities to contact with faculties and they often felt depressed.

Next, we would like to show the results of relationship between college environment and learning outcome of students. We analyzed the data based on affective and cognitive outcomes.

Regarding cognitive outcomes, for example, students much acquired knowledge in major and general knowledge. Students in Sciences major get much knowledge in major but less knowledge in general knowledge. Students in Arts major get much writing skills and have good understanding of global issues than students in Science.

Both students in Arts and Sciences show low performance in foreign language skills. Compared with type of universities, students in national universities have less foreign language skills than private universities. Details will be presented in the session.

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### ***Lecture 3–3. Microteaching As Executed by CIDR Staff at the University of Washington***

Jody D. Nyquist

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Microteaching, a process originally developed at Stanford University in the United States, permits presenters, teachers, faculty and graduate teaching assistants to watch themselves making classroom presentations through the use of videotaping with playback. Over the years, many renditions or variations of the process emerged.

This presentation describes the particular way that the Center for Instructional Development and Research (CIDR) recommends the process be used as a training technique for both faculty and graduate teaching assistants to assist in developing specific presentational skills such as content organization, clarity of communication, establishment of student engagement and rapport, and other important aspects of the teaching/learning process in a “one-to-many” situation. Some attention is given to the integration of feedback from members of microteaching groups.

The lecture includes:

1. Description of the process
2. Examples of its application
3. Materials for preparing group members for participation
4. Expectations for participation
5. Establishment of procedures and rules for members and group facilitators
6. Characteristics of constructive feedback
7. Brief demonstrations of the process
8. Equipment required
9. Optimum setting for conducting microteaching

The lecture acquaints audience members with responses from those who have been through the process at the University of Washington, including both positive and challenging aspects of their experiences.

As time will allow, the lecture will also offer ways for training microteaching facilitators and variations of the process for additional uses.

### ***Lecture 3–4. Instructional Consultants: Who and how to train them in Japanese universities***

Midori Yamagishi

Professor, Center for Research and Development in Higher Education, Hokkaido University

As Faculty Development (FD) became mandate for Japanese universities in 2007 (graduate programs) and 2008 (undergraduate programs), higher education institutions in Japan have been under the great pressure for organizing efforts to improve the quality of teaching and instructional programs. The concept and practices of FD are, however, still foreign to Japanese higher education. Lectures and observations of peers or guests teaching, are

two most widely used methods of FD among Japanese universities. It is not clear whether those passive methods actually help improving the Japanese faculty’s teaching skills and practices in classroom. In addition, qualified instructional consultants for higher education are in short supply in Japan.

On the other hand, instructional consultation is considered as “the most promising way of fundamentally changing postsecondary teaching”



(Brinko, 1997). It has been extensively used since 1970s and various consultation methods have been developed in North America. Consultation approach consists of 50% of FD programs in the North America (Brinko, 1997). It is a professional development that “incorporates feedback on one’s teaching and is a structured way for colleagues to help each other enhance teaching and learning in their classrooms.” Morrison (1997) developed framework for a typology of instructional consultation programs using two dimensions. The first dimension includes the role relationship between the consultant/facilitator and the participants; developer as consultant, peer as consultant, and peer as partner. The second includes program organization method, either individual or group.

The Center for Research and Development at Hokkaido University has been coordinating a two-day university-wide FD program since 1998. The program includes mini-lectures and group work on basics of instructional design (learning

objectives, strategies and evaluation) as well as practicing interactive methods. As the discipline-specific FD has been increasing in number at Hokkaido University for dealing with issues unique to the discipline, and the role of two-day university-wide FD program has shifted to the newly hired and entry level faculty members, a great needs of instructional consultation has been recognized. There seems to be quite few faculty members who wish to assess and improve their teaching through consultation.

This presentation will report on the results of two faculty surveys conducted at Hokkaido University, and examine the possibilities of developing “Consultation program” and training program for instructional consultants for Hokkaido University.

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### ***Lecture 4–1. Preparing Future Faculty at UC Berkeley***

Linda von Hoene

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The teaching assistant (TA) development movement that began in the 1980s in the United States focused initially on the skills needed by TAs to carry out their immediate responsibilities as teaching assistants. These responsibilities typically included conducting discussion sections and labs tethered to a larger course, holding office hours, grading papers. In the early 1990s, research began to emerge showing that while the programs that had been put in place at research universities were preparing TAs for current roles, they were not necessarily preparing graduate students for the range of responsibilities graduate students would need to take on as future faculty members at a wide range of institutional types. Thus began in the U.S. the Preparing Future Faculty (PFF) movement.

Most preparing future faculty programs that have developed in the U.S. include campus workshops combined with site visits to local colleges and universities where graduate students might be employed. The site visits enable graduate students to shadow faculty and experience and discuss with them the life of a faculty member at a range of institutional types. Most of these programs focus on teaching and applying for faculty positions.

The PFF movement has had the effect of making us view the professional development of graduate students over a wider range of years. Indeed, the TA development activities that were the starting point of the TA development movement comprise the initial steps of and play a crucial role in this multi-year preparation.

## Professional Development in Higher Education 2009

In this presentation, I discuss the development of Berkeley's programs that prepare graduate students for current and future teaching.

I first discuss the programs developed from the late 1980s through the 1990s which focus on preparing TAs for their current responsibilities: teaching conferences, consultations, workshops, and award programs.

I then describe more recent developments in our programming that expand the focus out to a more comprehensive way on preparing future faculty in teaching such as our annual seminar on syllabus and course design, a course on mentoring in higher education, and workshops on topics such as teaching large courses and integrating research projects into undergraduate courses.

I will then go into detail in describing Berkeley's Summer Institute for Preparing

Future Faculty Program, now in its 7<sup>th</sup> year at Berkeley. This six-week program goes beyond most PFF programs in that it introduces graduate students not only to teaching as future faculty and how to apply for positions but also to topics ranging from the history of higher education, institutional governance and mission across the Carnegie classification system, what it takes to get tenure at a variety of institutions, how to apply for academic positions, the life of a new faculty member, and current trends in higher education. Approximately 40 graduate students take part in the Institute each year, each taking the core course, From Graduate Student to Faculty Member, and one of two electives, either Editing, Academic Writing, and Academic Publishing (which will be described in greater detail in the presentation by Sabrina Soracco) or Developing a Teaching Portfolio.

### *Lecture 4–2. Training Professors at Japanese Universities*

Takuo Utagawa

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Universities in Japan and in the United States (US) were traditionally educational institutions for the elite class. After World War II, both countries needed larger university educated workforce to help further develop industries, so the governments decided to increase university enrollment. Children from the middle, and sometimes working, classes also started to go to university.

The traditional way of teaching at university had been adjusted to the elite class, so knowledge of elite culture was needed to succeed in higher education. Students from poorer backgrounds, however, didn't share this elite culture. During 1950s and 1960s, professors of American universities had difficulties in teaching these new students. The ways of teaching that they knew did not suit this new generation of students. If the students couldn't learn effectively, then they wouldn't get the good jobs they had expected, thus denying the realization of the American Dream through higher education. From the early 1970s, the teaching reform movement in higher education

accelerated, disseminating the notion that good teaching for all students was an important mission of professors.

In the US, the number of students increased by 3.0 times between 1950 and 1970. This change triggered the improvement in teaching. In Japan, university students increased by 6.3 times during the same period. But, even now, many professors still pay less attention to teaching. Why are they so reluctant to teach?

According to Martin Trow, when the rate of college enrollment exceeds 15%, there will be a transition from elite to mass higher education. At the end of the War in 1945, in the US, the rate was 11%, and rose to 27% in 1947. The change to mass education has started about this period. In Japan, it exceeded 15% in 1970, but we have not witnessed discernible changes.

One of the reasons for this has been the economy. In Japan, the benefits of post-war economic development have been distributed among all social classes. Most students were already members of the developing middle class when they entered universities. Because of the



economic prosperity, good occupations were guaranteed for most graduates. Moreover, in Japan, university grades do not affect job-hunting very much. Students preferred to enjoy student life rather than study hard. Furthermore, many professors still retain a love for elitism that doesn't respect teaching, and that regards research as their major mission. Therefore, professors don't bother to teach in ways that help students get the most out of classes.

However, because of the recent economic globalization, the middle class has begun to

collapse in advanced countries. Many jobs previously for the middle class have been disappearing from within these countries. If a university cannot promise a good future for students, students won't go to universities any more. Universities must now make every effort to attract students, and help them achieve a "better, richer, and happier life." Teaching is the key to overcoming this crisis. If only Japanese professors come to understand the significance of teaching, they will want to train themselves to be professors who are good at teaching.

### ***Lecture 4–3. Academic Services: An Academic Writing Program for Graduate Students at UC Berkeley***

Sabrina Soracco

Director, Graduate Division Academic Services, University of California, Berkeley, CA, USA

While the Preparing Future Faculty movement in the United States began as a way to train graduate students in teaching and teaching at different types of American institutions of higher learning, the Graduate Division at Berkeley has always had a more holistic approach, incorporating both teaching and writing training as part of its program for the academic and professional development of graduate students: Academic Services, which is essentially a writing program for graduate students, complements the work of the Graduate Student Instructor (GSI) Teaching & Resource Center, which is a teaching program for graduate students.

Independently of each other, these two offices provide support to prepare graduate students for future faculty positions: the GSI Teaching & Resource Center offers a variety of programs and services that focus on training graduate students in how to be more effective teachers while in graduate school and preparing graduate students for the professional teaching demands they will have as future faculty; Academic Services provides programs that instruct graduate students in how to become more effective writers as graduate students while simultaneously preparing them for the professional research and writing demands they

will have as faculty. It is through the annual Summer Institute for Preparing Future Faculty where these two offices come together.

In this presentation I will first describe the programs offered by Academic Services to assist UC Berkeley graduate students in the development of academic skills necessary to successfully complete their graduate programs and prepare for future faculty positions. These programs include workshops on topics such as academic writing, grant writing, dissertation writing, editing, and preparing articles for publication, in addition to writing groups, individual consultations, and courses on these same topics for graduate students. I will discuss the types of concerns graduate students have in terms of their writing and research, and I will also address how the programs offered by Academic Services work in conjunction with departmental offerings.

I will conclude with a discussion of the writing elective (Editing, Academic Writing, and Academic Publishing) that I teach for the Summer Institute for Preparing Future Faculty. Building on the previous talk by my colleague Linda von Hoene, I will describe how this writing course is organized and how it functions within the Summer Institute.

***Discussion. Academic Writing Program in Japan and the United States***

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