

**International Symposium on
Professional Development
in Higher Education
2009**

July 27, Mon.—July 31, Fri., 2009

Hokkaido University & University of Tsukuba

Program A at the University of Tsukuba

Email: kyoikugp20@un.tsukuba.ac.jp

Date: July 27, Mon.–28, Tues., 2009

Place: Tsukuba International Congress Center, Tsukuba, Ibaraki

Day 1: July 27, Mon. (Room: 101, 405)

**International Workshop
“Professional Development for Young Scholars”**

Chair: Haruo Ishida, Professor, Graduate School of Systems and Information
Engineering, University of Tsukuba

- 10:00–10:05 *Opening Address*
Kazuhiko Shimizu, Vice President, University of Tsukuba
- 10:05–10:15 *About Instructors and University of California, Berkeley*
Yoichiro Miyamoto, Professor, Graduate School of Humanities and Social
Sciences, University of Tsukuba
- 10:15–10:45 *Introduction. PFF Program at UC Berkeley*
Linda von Hoene, Director, Graduate Student Instructor Teaching and Resource
Center, University of California, Berkeley
Sabrina Soracco, Director, Graduate Division Academic Services, University of
California, Berkeley
- 11:00–16:00 *Workshop 1. Creating and Using Grading Rubrics*
Linda von Hoene
Coordinator: Takuo Utagawa, Professor, Hokkaido University of Education,
Hakodate
- Workshop 2. Presenting Your Research in Written and Oral Presentations*
Sabrina Soracco
Coordinator: Yoichiro Miyamoto, Professor, Graduate School of Humanities and
Social Sciences, University of Tsukuba

* 12:30–14:30 LUNCH BREAK

Day 2: July 28, Tues. (Room: Convention Hall 200)

International Symposium

“New Approaches to General Education and Professional Development”

Chair: Masaaki Ogasawara, Professor, University of Tsukuba

- 13:30–13:35 *Opening Address*
Kazuhiko Shimizu, Vice President, University of Tsukuba
- 13:35–14:00 *Lecture 1. Berkeley’s Faculty Seminar on Teaching with GSIs*
Linda von Hoene, Director, Graduate Student Instructor Teaching and Resource Center, University of California, Berkeley
Chair: Masaaki Ogasawara
- 14:00–14:25 *Lecture 2. Academic Writing for Future Faculty Members*
Sabrina Soracco, Director, Graduate Division Academic Services, University of California, Berkeley
Chair: Takuo Utagawa
- 14:25–14:50 *Lecture 3. Challenges To Build a Tutoring System for Quality Blended e-Learning in Higher Education*
Hye-Jung Lee, Director, e-Learning Support, Center for Teaching and Learning, Seoul National University
Chair: Haruo Ishida
- 14:50–15:15 *Lecture 4. The First-Year Experiences in Japan: The Development of FYE in the Decade*
Reiko Yamada, Professor, Faculty of Social Studies, Director, Faculty Development Center, Doshisha University
Chair: Chieko Mizoue, Professor, Graduate School of Library, Information and Media Studies, University of Tsukuba
- 15:15–15:30 COFFEE BREAK
- 15:30–15:55 *Lecture 5. Improvement of General Education based on Tsukuba Standard: Campus-Wide Program for World-Class General Education*
Haruo Ishida, Professor, Graduate School of Systems and Information Engineering, University of Tsukuba
Chair: Chieko Mizoue
- 16:00–17:25 *Panel Discussion*
Panelists: Linda von Hoene, Sabrina Soracco, Hye-Jung Lee, Reiko Yamada, Haruo Ishida
Coordinator: Yoichiro Miyamoto
- 17:25–17:30 *Closing Address*
Chieko Mizoue

Introduction. PFF Program at UC Berkeley

Linda von Hoene

Director, Graduate Student Instructor Teaching and Resource Center, University of California, Berkeley, CA, USA

Sabrina Soracco

Director, Graduate Division Academic Services, University of California, Berkeley, CA, USA

This opening presentation provides an overview of Preparing Future Faculty program at Berkeley. The aim of this program is to enable graduate students to excel in all aspects of

academic life as they pursue an advanced degree at Berkeley and transition from graduate school to future academic careers.

Workshop 1. Creating and Using Grading Rubrics

Linda von Hoene

Grading rubrics are commonly used to ensure fairness and consistency in grading and to align assessment tools with learning outcomes. They also help us give targeted feedback to students in an efficient manner, and even help us improve the assignments for which they are created.

In this workshop, participants will learn about different types of rubrics, use a rubric to grade a sample assignment, and gain practice in creating a rubric based on a specific assignment. Practice materials and sample rubrics will be provided.

Workshop 2. Presenting Your Research in Written and Oral Presentations

Sabrina Soracco

In this workshop, participants will be introduced to the genres of academic writing, will practice editing skills, and present their research in written and oral form.

This workshop will be particularly helpful to Japanese graduate students and young faculty

members who face increasing demands to publish their work internationally. Participants' writing samples will be used in this hands-on writing workshop.

Lecture 1. Berkeley's Faculty Seminar on Teaching with GSIs

Linda von Hoene

Director, Graduate Student Instructor Teaching and Resource Center, University of California, Berkeley, CA, USA

Rationale

The Teaching Assistant (TA) development movement that began in the mid-1980s in the United States led to the creation of centralized programs housed either in centers for teaching and learning or graduate schools. Now present at almost every major research university in the United States, these TA development offices offer programs for TAs and typically include orientation conferences for new TAs, workshops, consultations, videotaping, and awards programs.

Over time, departmental courses that provide semester-long instruction in teaching for new TAs also became more frequent, often established in consultation with the centralized TA programs. Like the programs offered by the central office, these courses provided direct training for TAs. While these programs and courses are invaluable, they overlook one primary site where TAs learn to teach, namely through the guidance and mentorship provided by faculty in the context of teaching together in a specific course. The role these frontline faculty members can potentially play in the professional development of TAs is significant but only if faculty themselves have the skills necessary and take the time to mentor and guide TAs. Realizing that faculty teaching with TAs in individual courses play an important role in the professional development of TAs, Berkeley established an annual seminar for faculty on teaching with GSIs in 1993. (At Berkeley, TAs are called Graduate Student Instructors or "GSIs.")

Nuts and Bolts of Berkeley's Seminar for Faculty on Teaching with GSIs

Each year, approximately 15 faculty members enroll in the Faculty Seminar on Teaching with GSIs. This seminar consists of three three-hour sessions in which faculty work with colleagues, award-winning faculty members, advanced GSIs, and staff from the GSI Teaching and Resource Center to learn how to forge productive working relationships with GSIs and connect the teaching of GSI-led sections to the larger lecture course; help GSIs improve teaching through mid-term assessments, classroom assessment techniques, and classroom observations of GSIs; and guide GSIs in the grading of undergraduate work through the development and use of grading rubrics. Activities used in the seminar such as case studies, simulations, and group work, are intended to model for faculty approaches they and their GSIs can use in teaching.

Outcomes

More than 200 faculty members on the campus have benefited from this seminar since its inception. A research study conducted on the impact of the seminar found that the seminar enabled faculty to work more productively and more efficiently with GSIs. The study also concluded that the seminar had led to significant improvements in the quality of teaching and mentoring done by faculty who had participated in the seminar.

Lecture 2. Academic Writing for Future Faculty Members

Sabrina Soracco

Director, Graduate Division Academic Services, University of California, Berkeley, CA, USA

Graduate school is often where the socialization of graduate students into faculty really begins—the struggle to balance teaching, research, and service is already an issue for graduate students early in their academic careers. As faculty research productivity is often measured by the quality of one’s publications, knowing the difference between academic genres (e.g., what distinguishes a grant proposal from a journal article) is essential to one’s success as an academic, in addition to knowing how to balance the multiple demands of a faculty career.

The Graduate Division Academic Services program assists UC Berkeley graduate students in the development of academic skills necessary to successfully complete their graduate programs and prepare for future faculty positions. This program offers workshops on topics such as academic writing, grant writing, dissertation writing, editing, and preparing articles for publication, in addition to writing groups and individual consultations on these topics for graduate students. The Academic Services program also offers a for-credit graduate-level writing course, Academic Writing for Graduate Students.

Located within the Graduate Division, the administrative campus unit that oversees graduate education on the UC Berkeley campus, the Academic Services program complements the training and education provided within graduate students’ individual academic programs, departments, and/or colleges. UC Berkeley graduate students, both domestic and

international, from all disciplines and all levels of graduate study, including first-year graduate students to those nearing the end of their doctoral programs, take advantage of the programs provided by the Academic Services Program. The majority of the workshops, writing groups, and courses offered are cross-disciplinary in nature—they are open to all graduate students and cover academic writing across the disciplines.

Having to present one’s academic work to those not in one’s discipline forces graduate students to more clearly articulate their academic arguments, both for the specialized audience within their discipline and also for a more general academic audience. This attention to what characterizes academic writing in general and what characterizes academic writing within the disciplines is an essential part of the programs offered by Academic Services.

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.

Lecture 3. Challenges To Build a Tutoring System for Quality Blended e-Learning in Higher Education

Hye-Jung Lee

Director, e-Learning Support, Center for Teaching and Learning, Seoul National University, Seoul, Korea

Blended e-Learning has recently been expanding as a strategy to improve quality of conventional university education. However, professors in a traditional university wouldn't move well enough because they perceive blended e-learning takes more time and effort for more interaction and preparation. Tutoring is a good strategy to help and relieve professors' work loading and to support students' learning in closer proximity.

Therefore, this research is conducted as a pilot study to find out challenges and implications of applying tutoring system in a conventional university. Four courses were selected in natural science, social science, engineering, and humanities each, and tutors were assigned respectively. Tutors were trained to provide appropriate tutoring in each course throughout the semester. Quantitative and qualitative data were collected and analyzed through monthly tutor meeting, interview and survey from professors, tutors, and students. As a result, some findings were shown as follows:

1) The concept of 'academic tutoring' was perceived differently between a professor and a

tutor. Professors hardly want to share their teaching authority with others.

2) The perception of 'managerial role' of tutoring needs to be distributed to professors as well as academic and technological tutoring.

3) Technological tutoring can be provided more efficiently by professional institutional support rather than by an individual tutor.

4) Perception discordance between students and their professor needs to be considered. In this research, students tend to perceive their professor rather distant while professors think the distance from students close enough.

5) If a tutor takes a role just as a teaching assistant, the tutor may not be able to shorten the distance between an instructor and students.

6) The closer students perceive distance from a tutor and a professor, the more students are satisfied with tutoring. This implies that more careful strategies are required to enhance intimacy in tutoring since students' satisfaction influences on learning significantly. Implications and suggestions for building a tutoring system in a university considering the findings in this research were discussed.

Lecture 4. The First-Year Experiences in Japan: The Development of FYE in the Decade

Reiko Yamada

Professor, Faculty of Social Studies,

Director, Faculty Development Center, Doshisha University, Kyoto

Recently, many Japanese universities have introduced first-year seminar programs in order to make students smoothly adjust to college life. This phenomenon has been accelerated after late 1990s. Factors for this trend can be described as follows.

First, Japan has moved from the massification to the post-massification stage. Massification, in other words, mass higher education was defined as the second stage of a developmental model of higher education identified by Martin Trow. He characterized elite higher education as a stage

when less than 15 percent of a specific age group was enrolled in higher education institutions, and mass higher education as a stage when 15 percent to 50 percent of the age group entered higher education institutions. Post-massification so called universal higher education is a stage where more than 50 percent of the age group has access to higher education (1974). 49.9 percent of the respective age group of students in Japan had access to higher education institutions in 2003.

In this situation, almost all of students who desire to enter university will be able to gain admission and it explicitly implies that students who have less competence with university studies will enter higher education. In parallel with the move to post-massification, a lower standard of university students will gradually be apparent. Many students lacking a fundamental knowledge, the academic skills and motivation necessary for university study have entered higher education institutions. Thus, the number of higher education institutions which offer remedial, or first-year seminars in their curriculum is increasing.

Second, a new reform movement has emerged worldwide and reflecting this, policy of the MEXT has shifted. The reform is more economic centered, more market conscious and it is more influenced by the government policy shift toward deregulation. The new trend appears to reflect the concern of the government as well as the industrial world. Such a concern embraces that Japan will be able to deal with the global competition in the 21st century and also to cope with a rapidly aging society which has a declining birth rate. In an aging society with a declining birth rate, financial loss and retrenchment will be more serious.

However, it is often suggested that strong research-oriented academic culture is observed

in Japanese universities and this culture has long circumvented substantive improvement of teaching. MEXT then started more competitive policy to get funding for research and promoted to transform the university culture to more learning centered university.

Thus, after the year of 2000, while there are small percentage of research centered universities which are more competitive worldwide, the majority of four-year universities are forced to be more learning and teaching centered universities.

Considering these environmental changes around Japanese higher education institutions, the study was conducted in 2001 to investigate the present status of first-year seminars in Japanese private universities.

The purposes of this paper are to analyze the present condition of first-year seminars program in Japan under the rapidly changing circumstances around higher education institutions and examine the structural problems around Japanese first-year seminar programs.

References

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Lecture 5. Improvement of General Education based on Tsukuba Standard: Campus-Wide Program for World-Class General Education

Haruo Ishida

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

Our program aims to accomplish the general education improvements which are described in the “Tsukuba Standard.” The Tsukuba Standard was published in March 2008 and clarified educational goals and ways to reach these goals for each college/school, and is expected to work as a platform for educational reform. The program has two pillars; 1) development of common core in “Multidisciplinary Subjects,” and 2) preparation of infrastructure to support continuous improvement of liberal education quality.

Development of Common Core in “Multidisciplinary Subjects”

“Multidisciplinary Subjects” at our university consists of courses that are intended to introduce various discipline fields in integration. While these classes have high class evaluation by students, “Multidisciplinary Subjects” needs to be reexamined from our educational goals. By analyzing the registration records of students, we found the tendency that students tend to join the more familiar classes to their major than to expand their new frontiers.

Under this program, we establish Common Core as pilot courses for new general education curriculum, based on current “Multidisciplinary Subjects.” Common Core courses will consist of two types of classes; well-designed lectures in big class with full utilization of audio-visual equipments and discussion/laboratory sections with small number of students led by teaching assistants. Both are planned to be fully supported by “Blended E-Learning.”

Preparation of Infrastructure to Support General Education Reform

In order to strive for preparation of supporting system and quality improvement of teachers and administration staffs to enforce Common Core courses, we focus on the three projects.

(1) Design and Practice of “University of Tsukuba Faculty Development (FD)”

We establish “University of Tsukuba FD” that aims for curriculum improvements, substantiation of course units and strict grading report comprehensively. This is a Plan-Do-Check-Act process with full utilization of various data such as TWINS (academic information system) data, class evaluation by students and communication with students, guardians, alumni, and teachers and administration staffs.

(2) Establishment of PFF Program

In this program, graduate students will join general education classes as teaching fellows (TFs), and will take responsibility on classes such as discussion sections under the guidance of professors. TF is obliged to attend training classes and qualified. We are now working on a new training system under this PFF (Preparing Future Faculty/Professionals) programs. This contributes not only to improvement of general education quality, but also to strengthen career education of graduate schools.

(3) Enrichment of Organization of Liberal Education

For the general education reform to be carried out in April 2011, the Organization of Liberal Education has been established in 2008, which attempts harmonious communication among related offices and personnel, and works on data analysis on class registration of students.

Future Plan

Our program is granted by the Ministry of Education, Culture, Sports, Science and Technology for 2008–2010.

During three year project time, we will develop other Common Core classes, establish TF training program and qualification procedures, and develop “University of Tsukuba FD” process.

Program B at Hokkaido University

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Date: July 30, Thur.–31, Fri., 2009

Place: Center for Research and Development in Higher Education, Hokkaido University

International Symposium “Aspects of Professional Development”

Day 1: July 30, Thur. (Room: Auditorium, 3rd 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, 3rd 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.

References

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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

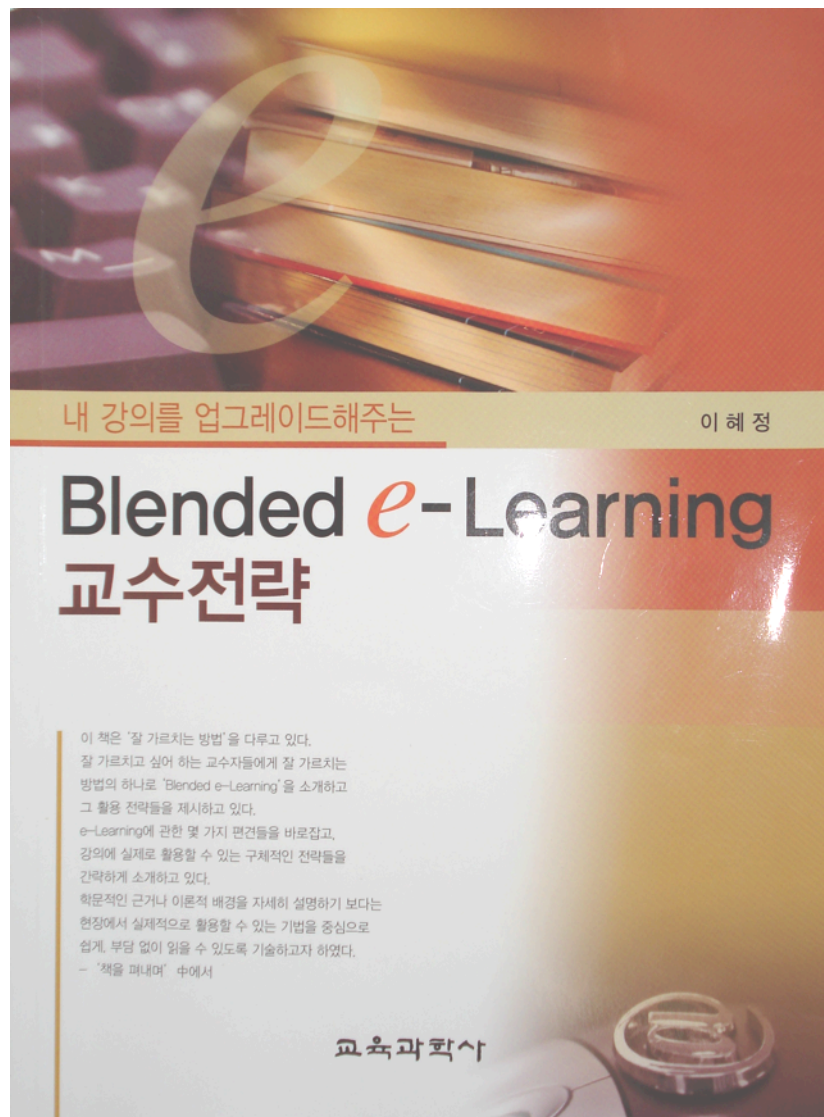
Director, e-Learning Support, Center for Teaching and Learning, Seoul National University, Seoul, Korea

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

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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

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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

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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

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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

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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.

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 7th 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

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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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