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Author(s)	VESTERGAARD, Mun'delanji C.
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＜Report＞

Advancing Faculty Development Programs: First Report

Mun'delanji C. VESTERGAARD (Research Associate Professor, Center for Graduate Education Initiative)

FD 推進プログラム（１）

フェスターガード・キャサリン・ムンデランジ
（大学院教育イニシアティブセンター特任准教授）

Japanese Abstract: ファカルティー・ディベロップメント（Faculty Development, FD）は学術界で主に用いられ，スタッフ・ディベロップメントやプロフェッショナル・ディベロップメントと似ている。FD の主要な用途は教育者に対して現在進行中の専門的学習法を提示することである。FD プロ グラムの発展に 向けた論理的アプローチには，ミッションの開発，テーマの同定，評価，情報 拡散がある。欠点を特定してプログラムを改善するためには，フィードバックの機構が重要である。JAIST における FD プログラムを進展させるため，適切なテーマを特定する必要がある。その過程には，(i) JAIST のすべての研究科における既存プログラムの理解，(ii) 他研究機関における研究システム，(iii) (i) と (ii) を基にした作業用フレームワークの構築，(iv) フレームワークの実現において現れうる制約の同定，(v) それに従ったフレームワークの調整が伴う。すべての研究科における教員の協力とインプットが，特に，この過程の最後の 2 つの段階には，必要となるだろう。テーマの同定に関する研究は既に開始した。

日本語訳：岡本吉央（大学院教育イニシアティブセンター特任准教授）

[Key Words: Faculty Development, Theme Identification, Development Programs, Advancement, Support]

1 Abstract

Faculty development (FD) is mainly used in the academic arena, largely to describe on-going professional learning for educators. The logical approach towards establishment of FD programs is, first, to establish a mission, followed by theme identification, evaluation, and dissemination. A feed back mechanism is important in order to address any flaws and improve the program. To advance the FD programs in JAIST, we first need to identify appropriate themes. The process would involve (i) understanding the existing programs in all schools in JAIST; (ii) research programs in other institutions (iii) build a working framework from (i) and (ii); (iv) identify possible constraints in the implementation of the framework, and (v) adjust the framework

accordingly. Cooperation and input from faculty in all schools would be needed, in particular, for the last two stages of the process. We have already started research on theme identification.

2 Introduction

Faculty development (FD) is mainly used in the academic arena, and it is largely used to describe on-going professional learning for educators. The field of FD actually consists of three major areas: FD, instructional development (ID), and organizational development (OD). FD programs pertain to programs that focus on individual faculty members as teachers and supervisors. ID programs are series of organized events that mainly focus on the course, the curriculum, student learning, course evaluation, and course design. OD programs develop a structure that is efficient and effective in supporting faculty and students [1].

3 History of Faculty Development Programs in JAIST

The history of FD activities organized by JAIST is shown in the table below. Please note that support activities such as seminars on grant applications have not been included. In addition, events organized by the Center for Graduate Education Initiative (CGEI) have not been included in this particular report. CGEI started organizing JAIST's FD and staff development seminars from 2010, after the Center was established in April 2010.

Year	Month	Program(s)	Attendance
1999	Jun Dec	1st FD Forum. 2nd FD Forum	140 people 96 people
2000	Mar	3rd FD Forum & Discussion Panel	76 people
2001	Feb Feb	FD Seminar FD Forum	35 people 40 people
2002	Apr Apr Oct	Orientation of new staff Training for new faculty TC course for faculty	 15 people 14 people
2003	Apr Apr & Oct	Training for new faculty TC course for faculty	 10 & 10 people
*2004	Apr Oct	Orientation of new staff TC course for faculty	 10 people
2005	Apr Jun Jan	Orientation of new staff TC course for faculty FD Lecture	 86 people

2006	Feb	FD Lecture	75 people
2007	Nov Feb Mar	FD Lecture FD Lecture FD Lecture	71 people 46 people 30 people
2008	Oct Dec	FD Lecture FD Lecture & Discussion Panel	33 people 43 people
2009	Sep & Nov Dec & Feb	FD Lectures FD Lectures	151 & 49 people 46 & 12 people

4 Trials Conducted in the School of Materials Science, JAIST

The following information was obtained through discussions with some faculty members in the School of Materials Science. FD programs in the School of Materials Science can be split into four categories:

- Faculty meetings: These are held once a month during which faculty members take turns to discuss how they are lecturing/teaching students, and how they modify lectures after reflecting on students' feedback. Comments are given by other faculty members, followed by a question and answer session.
- External Advisors: Advisors are comprised of experts from academia and industry. They convene about once a year and meet with the Dean, the Head of Education, Head of Research, and some faculty members to discuss advancement of graduate education, and FD programs.
- Seminars and Workshops: Faculty members are encouraged, but not obliged to attend FD seminars and participate in FD workshops.
- Faculty-Faculty evaluation, feedback, and discussions: During a lecture given by a faculty member, another faculty member sits in the lecture, and evaluates the lecture. The Evaluator has the responsibility of providing constructive criticism, as well suggestions on how the lecture could be improved. This activity has now been discontinued.

5 Faculty Development Programs in JAIST: The Current Challenges

One of the main challenges is that most FD programs focus on teaching in the classroom. JAIST, being a graduate only institute, a small percentage of the training is taken up by lectures and the rest is through research. There is a need to shift some of the focus towards research development, ethical practices, and research supervision. Further, most FD seminars and workshops tend to focus on teaching practices that are suited to the 'typical' student. It is important to learn how to educate students who are, for example, under-performing, under-motivated, or are under undue stress. The challenge is how best to support faculty to successfully achieve this goal.

JAIST also organizes special seminars on grant applications. This issue will not be discussed in the current report.

6. Faculty Development Programs in Other Institutions

Using web-based research and personal communication, we have obtained information from overseas institutions, and domestic institutions. Here in, we will provide a brief summary of FD programs obtained from three universities in the United Kingdom. After the research, we identified some common attributes of the FD programs from University of Cambridge, University College of London, and Oxford University (Fig. 1).

Figure 1 : Common attributes of the FD programs conducted at University of Cambridge, University College of London, and Oxford University

7 Identifying FD Themes for JAIST

Our preliminary research efforts indicate that the following could be important for JAIST faculty members. Although some of the themes are already pursued in JAIST, it may be beneficial to expand and broaden the range of activities.

- New Faculty: Special support for new faculty members who are just starting a group/laboratory for the first time would be beneficial. Support could include 'mentoring' and a special orientation seminar(s). The need for such 'targeted seminars' is recognized in many international institutions.
- Personal and Professional Development for Faculty: Continual support for faculty members to advance their research, achieve their goals and attain job satisfaction and security.
- Leadership and Management: Continuation of the seminars and workshops organized

for faculty and staff members.

- Embracing Complexity and Diversity: JAIST is an international institution with an increase in the population of international students, as well as faculty members. Such diversity brings upon a responsibility for all JAIST members to be open to change, and also provides opportunities to grow as an institution and as individuals. Seminars and/or workshops specifically aimed at addressing issues related to diversity and complexity could further promote awareness and growth.
- Teaching Methods and Strategies that reflect passage of time: Continual support for refresher courses for faculty and staff to stay up-to-speed with advances in technology.
- Policies and Guidelines: These are documented materials that detail policies and procedures (or code of practices) to be followed by faculty members responsible for teaching and supervising students. The Centre for Graduate Education Initiative (CGEI) is now in the process of drafting proposals for various policies and procedures.

8 References

[1] Professional and Organizational Development Network in Higher Education (POD)

[2] The information was obtained through web-based research, from leading institutions in the United Kingdom: University of Cambridge, Oxford University, and University College of London.

9 Contact

E-mail : initiative@jaist.ac.jp