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＜Report＞

Faculty and Staff Development & Support Programs

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FD・SD サポートプログラム

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Japanese Abstract：大学院教育イニシアティブセンターでは，ファカルティー・ディベロップメント，スタッフ・ディベロップメントおよびサポートプログラムの一環として，ティーチングとスーパービジョンを開始する新任教員に対するプログラムを起草している。プログラムの目的は，大学院環境における，ティーチングとスーパービジョンに関する技術の，教員サポートと習得である。プログラムでは，効果的なティーチング，ラーニング，ファシリテーションを，参加者に良く理解させ習得させるため，概念的知識を実践的能力と統合させる。プログラムでは，また，教員に対し自身の強みと限界を調査するための機会と，学生へのティーチングとスーパービジョンを改善する新しいツール学習の機会を提供する。また，プログラムではフォーラムを開催し，ティーチングとスーパービジョンの開発と評価についての議論を行う。

FD ユニットでは，特に日本語が得意でない教員に向けて，サポートシステムを提供するため，重要な情報の要約を英語で準備している。これらの情報はリーフレットから入手出来るようになる。新任教員の年次オリエンテーションプログラムにて，新しい教職員へのリーフレット配布を FD ユニットでは望んでいる。センターのウェブサイトでも情報提供し，Jaist 教職員並びに採用予定者はいつでもアクセス可能となる。また，FD ユニットでは，(i)入国手続き，(ii)日本の研究資金提供機関，(iii)福祉制度についての確認を行った。福祉制度には，健康保険，年金，税金，保育施設が含まれる。FD ユニットではこれらの情報とともに，Jaist 教職員サポートの改善提案の機会を提供していく。

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Abstract

As part of the faculty and staff development programs, among other activities, CGEI are also drafting a program for new faculty who are new to teaching and/or supervision. The aim of this program is to support and enable academic staff to engage with teaching and supervision related techniques in a postgraduate setting. The program integrates some conceptual knowledge with practical competence in order to equip the participants with a sound understanding of effective

teaching, learning and facilitation. The program will also provide an opportunity for faculty members to explore their strengths and limitations, learn new tools to improve teaching and supervision of students. The program also provides a forum in which to discuss, develop and evaluate teaching and supervision practice.

In order to provide a support system, especially for members of faculty who are not proficient in Japanese, our FD Unit are preparing summary translations of some of the important information in English. This information will be made available as leaflets. We hope that these leaflets can be distributed to the new faculty and staff members during the annual orientation programs for new faculty. We will also provide the information on the Center's websites and members of JAIST faculty and staff, as well as well prospective employees of JAIST can access at anytime. We have identified the following areas (i) immigration procedures, (ii) Japanese research funding bodies in Japan, and (iii) the welfare system. The welfare system includes the health insurance, pension, tax, and child care facilities. Along with this information, we will provide an opportunity for JAIST members to provide suggestions on how and what areas of faculty and staff support could be improved.

I. Teaching and Supervision Program for 'New' Faculty

[Key Words: Faculty development, Teaching, Student motivation, Feed-back and Food-forward, Supervision]

1 Introduction

Increasingly, many universities now require higher education (HE) lecturers to complete formal teaching qualifications, and these courses are becoming compulsory. There is recognition that lecturers (teaching/lecturing staff) need support in order to conduct their teaching/lecturing responsibilities effectively. Many universities are establishing their own programs, running them a module at a time. We believe that JAIST faculty members would benefit from similar support.

2 Program Overview

2.1 Aim

The aim of this program is to support and enable academic staff to engage with teaching and supervision related techniques in a postgraduate setting. The program integrates some conceptual knowledge with practical competence in order to equip the participants with a sound understanding of effective teaching, learning and facilitation.

2.2 Faculty Development

This program provides academic staff with an opportunity to explore their strengths and limitations in relation to teaching and supervision. Faculty will have the opportunity to learn new tools to improve teaching and supervision of students. The program also provides a forum in

which to discuss, develop and evaluate teaching and supervision practice.

2.3 Program Outcomes:

- Develop an understanding concerning students' expectations
- Technical mastery of facilitating learning
- Combining experiential and empirical knowledge to increase student involvement

3   Proposed Program Structure

The program will be composed of at least three seminars. Each seminar will be stand-alone, and the participants can take any or all of the series depending on their particular needs. Members of faculty new to teaching and/or supervision of students are strongly encouraged to attend all the seminars.

1st Seminar: Introduction to teaching

2nd Seminar: Introduction to new technology (e-portfolio systems)

3rd Seminar: Introduction to supervision

4   1st Seminar: Introduction to Teaching

The proposed seminar structure will cover important issues that members of the teaching faculty should take into account during the preparatory phase of the course materials, as well as during the actual teaching. These will be split into 6 segments, *Understanding your audience, Preparing to teach, Teaching, A practical guide to facilitation, Student engagement and ownership, Giving feed-back & feed-forward.* The end of the seminar will be followed by a review/assessment of the seminar by the attendees, in the form feed-back & feed-forward. We are targeting April, 2013 for the start of the first Seminar.

5. Organization

The course is being organized in collaboration with a member of staff at Brunel University, UK.

II. Support Materials for New Faculty Members

[Key Words: Faculty and Staff support, Immigration, Research funding, Welfare system, Health insurance, Pension,]

The members of faculty from abroad make up ~15% of the total number of members at JAIST. In order to provide a support system, especially for members of faculty who are not proficient in Japanese, our FD Unit are preparing summary translations of some of the important information in English. This information will be made available as leaflets. We hope that these leaflets can be distributed to the new faculty and staff members during the annual orientation programs for new faculty. We will also provide the information on the Center's websites and members of JAIST faculty and staff, as well as well prospective employees of JAIST can access at anytime. We have identified the following areas (i) immigration procedures, (ii) Japanese research funding bodies

in Japan, and (iii) the welfare system. The welfare system includes the health insurance, pension, tax, and child care facilities. Along with this information, we will provide an opportunity for JAIST members to provide suggestions on how and what areas of faculty and staff support could be improved. We are targeting the later part of this year, for the leaflets to be ready fro dissemination.