

Developing a Global Faculty Development Program: Focusing on Assessment

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Summary

We will focus on the assessment development of a global FD program jointly developed by Waseda University in Japan and University of Washington(UW) in the US.

Conflict on the impact of FD program

- assessment for **accountability**
- administrative needs



the impact of the FD program

(Beach, Sorcinelli, Austin, & Rivard, 2016)

- assessment for **improvement**
- faculty and faculty developer needs

? How to keep a good balance ?

Background

Macro Level (National level)

- FD mandatory (since 2008)
- Not all universities have their own FD committees or centers as in the US
- Shifting its conventional teacher-centered method to more learner-centered teaching --- **Active Learning** (since 2012)

Meso Level (Basic information of Waseda)

- Leading private university in Japan
- Aims to provide more courses **taught in English**
- Center for Higher Education Studies established in 2014 with 2 faculty members mainly for FD activities
- Collaboration with UW to develop FD program with UW since 2008

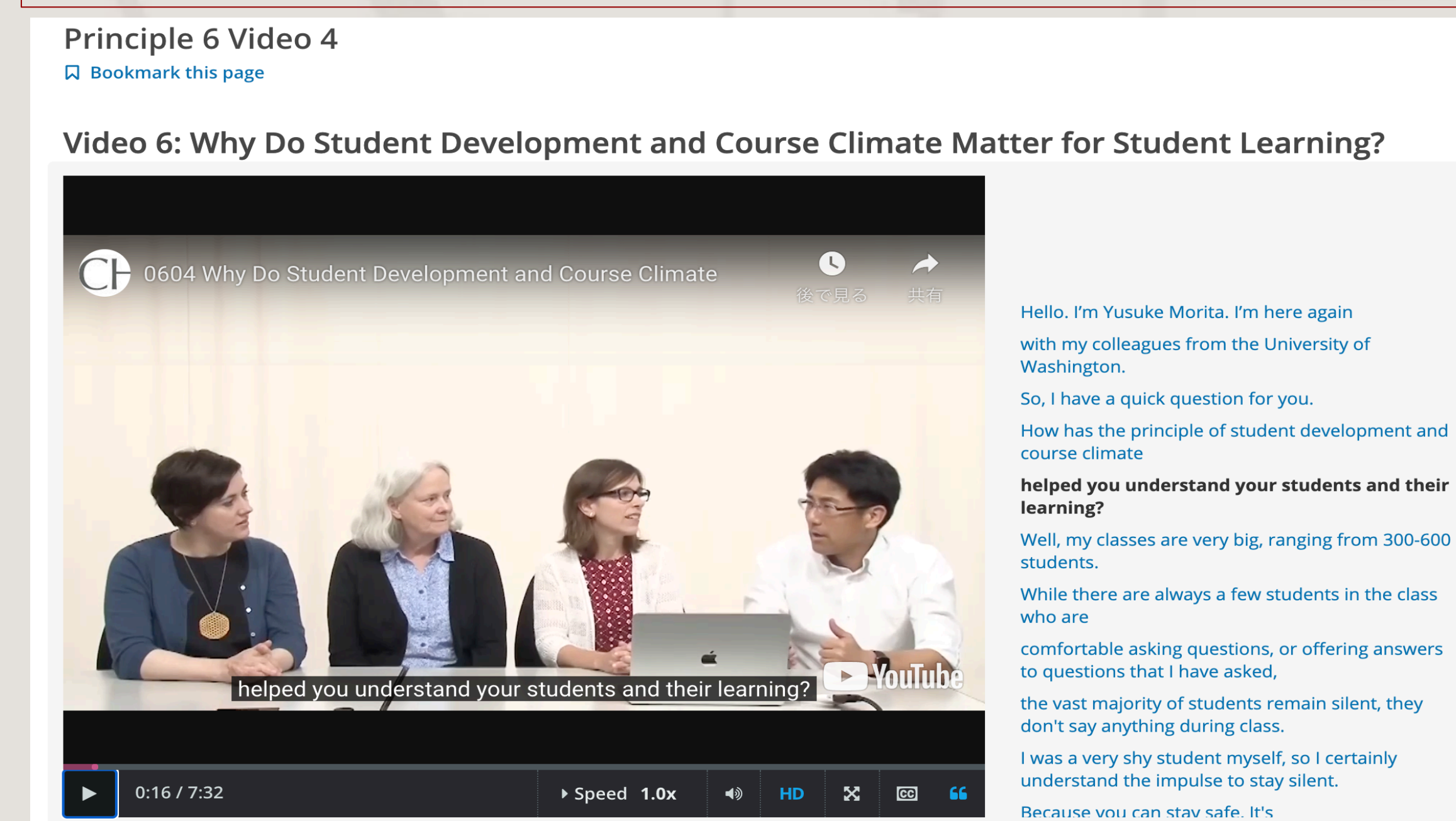
Micro Level (Individual Level)

- Faculties are more research-oriented than other countries (Teichler, Arimoto, & Cummings, 2013)
- Very few faculties have received pedagogical training or experienced interactive courses
- 2 FD developers are faculties specialize in education

FD program description

Online video

- Based on the book *How Learning Works: Seven Research-Based Principles for Smart Teaching*
- Discussions on sharing good teaching practices in each context



Workshops at Waseda

- A reflection on 7 principles
- Knowing each other

Two weeks Training programs at UW

- Pedagogical seminar and workshops
- Micro-teaching sessions
- Class observations etc.

Assessment Design

- Online questionnaire
- Each question is conducted in both Japanese and English

Criteria employed in the questionnaire

- **Learning** : increase in the knowledge or skills
 - **Aim**: program's intended goal
 - **Reactions**: satisfaction of the participants
- 【25 questions in total;
on a scale from 1 (disagree) to 4 (agree) 】

Open-ended questions

- Change in teaching philosophy
- Gains from the program
- Comments for the program improvement

Participants

- Limit of 15 participants every year
- N=25 (12 in 2018 academic year and 13 in 2019)
- 11 Japanese in 2018 and 4 Japanese in 2019

Findings and implications

- **Accountability** : program aim has been achieved

Table1 Results

	N/A	Somewhat disagree	Somewhat agree	Agree	Total
Aim (Program intended goal)					
My desire to implement active learning increased.	1	1	5	18	25
I learned effective teaching methods.	1	1	4	19	25
My desire to implement English-taught classes increased.	1	0	6	18	25
I gained confidence about implementing English-taught courses.	1	3	4	17	25
Reactions (Satisfaction of the participants)					
I think the content of this program will be useful in future improvements of courses.	0	0	1	24	25
Overall, I found the content satisfactory.	0	0	0	25	25

- **Improvement:**

- findings from the open-ended questions can be clues for the future FD activities
- ex: A lot of communication among colleagues was frequently reported (9 in 2018 and 7 in 2019)
- More follow-up data, such as interviews will be needed

References (in English only)

- Beach, A.L., Sorcinelli, M.D., Austin, A.E, & Rivard J.K. (2016). *Faculty Development in the Age of Evidence: Current Practices, Future Imperatives*. Sterling, VA: Stylus.
- Teichler, U., Arimoto, A. & Cummings, WK (2013) *The changing academic profession: Major findings of a comparative survey*. Dordrecht: Springer

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