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< Report >

International Collaborative Efforts

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国際連携の取り組み

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Japanese Abstract : 2012年3月、大学院教育イニシアティブセンター(Center for Graduate Initiative; CGEI)の教員3名がエジンバラ大学 (Edinburgh University)のアカデミックディベロップメント部門を視察した。視察の目的は、英国の大学院教育のシステムについて理解し、問題点を検討するためであった。英国は質保証のシステムの整備や大学院教育における文化的な変化に対応するための先進的な取り組みが進んでいることが英国を視察先に選んだ理由である。エジンバラ大学の教育システムは非常に高く評価されており、確立されたシステムをもつアカデミックディベロップメント部門を持っている。本視察のもうひとつの目的は、先方と共通の基盤を築き大学院教育について協働することであった。視察は我々が期待した以上の成功を納めた。まず(i) 我々が求めていた情報を得ることができ、問題を理解することができた (ii) 一度の訪問でエジンバラ大学のキャリア部門、transferable skills 開発部門、および質保証部門のすべてと連携することができた。ここで出会ったスタッフ達は、我々とより踏み込んだ情報交換や、支援/協働をすることを期待している様子であった。そして最も重要なのは、アカデミックディベロップメント部門の責任者は非公式の CGEI のアドバイザーボードメンバに加わり、我々の大学院教育の理解の進行と質保証の両方において熱意をもって協働するという点で合意したことである。

我々はまた、ブルネル大学 (Brunel University)のスタッフとも協働し、新たなファカルティディベロップメント(FD)のプログラムを開発し、もし認可されれば、このプログラムでは3種類のセミナーを開始させる。このFDプログラムは、教えることや指導が始めてとなる教員を支援するためのものである。この協力者とともに、我々は日本と英国における研究者の動向(mobility)調査も行っている。この調査の主な目的は、初めの学位取得後から研究者グループの責任者 (Head of Research Groups; HoRGs)になるまでの動向を調べることである。この10年間かそれ以上の期間、学生や高等教育のスタッフの動向を向上させることの影響、および彼らの動向とその影響について理解しようという大きな流れが見られている。我々の研究の目的は、現在使用可能な2カ国(日本と英国)のデータを用いて、研究者の動向についての傾向を確立し、文化的、政治的、地理的に異なる2カ国の類似性と相違を理解することである。

日本語訳：鍋田 智広 (大学院教育イニシアティブセンター 特任助教)

Ⅲ. センター関連イベント報告

A team of three members from CGEI visited the Institute for Academic Development, University of Edinburgh in March 2012. The purpose of the visit was to better understand some specific issues regarding graduate education system in the UK. We chose UK because the QA systems and other cultural changes in graduate education are relatively advanced. University of Edinburgh, is a highly ranked institute and has a very well established Institute for Academic Development (IAD). Another reason for the visit was to establish some common grounds and perhaps pursue collaborative efforts on graduate education. The visit was very successful, beyond what we had expected. We (i) obtained the understanding and information that we were looking for, (ii) established associations with personnel from Careers' section, transferable skills development, and QA at University of Edinburgh. All the Edinburgh staff members were looking forward to advancing information exchange and supportive/collaborative efforts. Most significantly, the Director of IAD has now officially joined CGEI's Advisory Board, and is very keen to pursue joint efforts in advancing quality of graduate education.

We are also working, in collaboration with staff at Brunel University, to establish a new faculty development program that, if approved, will take form of a series of three seminars to start with. This program aims to provide support for faculty members who are new to teaching and supervision. With the same collaborator, we are also conducting a survey on trends in researcher mobility in Japan and United Kingdom. The main objective of the research is to study the way people move from first degree all the way to become Heads of Research Groups (HoRGs). Over the last decade or so, there has been huge movement towards understanding the impact of improving mobility of students and staff in higher education. Our study aims to establish the trends in researcher mobility, using data available in two countries; Japan and UK, to understand the similarities and differences in the two countries.

1 Institute for Academic Development, University of Edinburgh, UK

[Key Words: Academic standards, Quality assurance, Student assessment, Curriculum re-design, Student development, Transferable skills]

1.1 Introduction

Three members of the Center for Graduate Education Initiative (CGEI) visited the Institute for Academic Development, University of Edinburgh in March 2012. The purpose of the visit was to better understand some specific issues regarding graduate education system in the UK. We chose UK because the QA systems and other cultural changes in graduate education are relatively advanced. University of Edinburgh, ranked 20th in the world and 5th in UK according to QS world ranking top universities in the UK, has a well-established Institute for Academic Development (IAD), and the Director of the Institute was very happy to organize a program for us at the Institute [1,2]. We wanted to better understand (a) **Final (or term) Examinations for graduate**

students: in particular, how members of faculty balance out their teaching and research duties;

(b) **UK QA system:** issues relating to (i) benchmarking (ii) internal quality assurance such as self-study and self-evaluation (iii) accreditation of courses and (iv) assessment of examinations;

(c) **Curriculum (re-)design:** the relationship between members of faculty and non-academic staff, in particular, the role of non-academic staff in curriculum design and student advising, and (d);

Transferable skills: issues including (i) when and how ‘cultural’ changes started (ii) how the skills are identified (iii) ‘accreditation’ of the new programs (iv) integration into main-stream curriculum (v) how the skills are evaluated/mapped to subsequent career paths of graduates (vi) who drives the change in universities, and the challenges incurred during implementation. Another reason for the visit was to hopefully establish some common grounds and perhaps pursue collaborative efforts on graduate education.

1.2 The Program

On the evening of the 8th of March, we had informal discussions. The Director of IAD, Dr. Jon Turner welcomed us to Edinburgh University and gave a brief talk about the University of Edinburgh in general, followed by the organization of IAD. Then the Director of the CGEI, Prof. Tetsuo Asano briefly introduced the mission of CGEI. On the 9th of March, the program was as follows:

1. Discussions with Dr Jon Turner (Director of IAD)

Dr. Turner gave us a tour of the IAD building, and introduced the staff at IAD. He discussed the mission of IAD. In general, it is to help students and staff of the whole of the University of Edinburgh to succeed in their current roles and in their future careers by providing support for teaching, learning and researcher development.

2. Discussions with Dr Tina Harrison (Director and Assistant Principal Academic Standards and Quality Assurance) and Dr Linda Bruce (Academic Policy Manager, Academic Services)

The discussions were concerning QA system as it is implemented at University of Edinburgh. Dr Harrison and Dr Bruce described graduate education system/process at the university. Students take courses (a set number of courses) in the first year. The first year is set up as a training year. Some courses are compulsory and others are optional. Assessment of the course is conducted by a panel. Students give a presentation of their work in front of the panel, and also submit a written report. The presentation is more forward looking because by then the students may not have made much progress in actual research. After research and submission of thesis at the end of studies, external examiners are involved in the final exams. They read the thesis, submit an independent report before the viva, and they submit a final report after the viva. They recommend what the student should be awarded (pass, pass subject to, lesser degree, etc). They also examine the academic standard of the research as well as the assessment process itself to ensure

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objectivity and fairness of the procedure. Students and or supervisors make two nominations to the Colleges on external examiners. Then, the College can choose and accept/reject. There should be a distance between the student and external examiner. It is noteworthy that class exams are seen by the external examiner before being handed to students. First, there is an internal stage looked at by an internal moderator, followed by external. All recommended changes are recorded. Examiners don't see the process as a burden at all. In fact, it is seen as prestigious in the same manner an Editor of a journal is.

3. Discussions with Ms. Lizzie Mortimer, Careers Service

Ms. Mortimer discussed the roles of the Careers Service at University of Edinburgh, and also the importance of transferable skills as it relates to employability. The Careers Service has about 15 full-time career advisors. They work with industry who help them see what students need to achieve in order to work in industry. The Service also invites companies to the university campus to speak with students. They also organize a Postgraduate (annual) fair where lots of industries come and talk with students, giving seminars and workshops.

Any student can request an advice session, as many as they want, with career's service, to help them with (i) career paths, (ii) applications and mock interviews, (iii) workshops for preparing for academic careers and on alternative paths, (iv) finding part-time jobs. Also online resources are also available for students.

The service communicates with some schools and does specific workshops or drop-in sessions. They have some involvement with some courses (e.g., Biological Studies have some courses (compulsory) in their curriculum from career's section.)

4. Discussions with Fiona McCabe (IAD Doctoral Training Courses) and Nicola Cuthbert (IAD Researcher Development and Vitae)

Ms. McCabe presented the work of IAD Doctoral Training Courses (DTC). The courses are introduced to the students during induction and/or through departments. Although these courses are voluntary, the DTC staff encourages students to take these courses mainly by working with faculty who encourage the students. They also listen to what students want and make/establish courses accordingly. Sometimes the demand for courses comes from the faculties.

Ms. Cuthbert, a Vitae hub representative, discussed briefly some of the research findings by Vitae. Vitae have identified key areas they are needed for researchers (Ph D and Postdocs) to be employable. These include leadership, management, technical, communication, and social skills. These areas are some of the main target areas in the DT courses. The courses are organized in different ways: as formal or informal seminars. Past students (alumni) are invited to explain how they did it, and what the benefits of the courses were. These IAD sections also provide a mentoring system which helps students know what courses may be suitable for them at each step

in their student life. Mentors can be members of faculty, and/or experienced staff. Other activities include (i) organizing inter-disciplinary forums between researchers from different groups, (ii) ‘industry’ or business-related training programs.

There is an evaluation (feed back from participants) after each event. This is very important as it will be a feed-forward, contributing to the coming year’s courses.

In the year 2010-11, about 3,000 students attended the courses.

1.3 Concluding remarks

The success of visit to the IAD was beyond what we had expected. We (i) obtained the understanding and information that we were looking for, (ii) established associations with personnel from Careers’ section, transferable skills development, and QA at University of Edinburgh. All the staff members were looking forward to advancing information exchange and supportive/collaborative efforts. Most significantly, the Director of IAD has now officially joined CGEI’s Advisory Board, and is very keen to pursue joint efforts in advancing quality of graduate education.

1.4 References

[1] <http://www.topuniversities.com/university-rankings/world-university-rankings/2011>

[2] <http://www.ed.ac.uk/schools-departments/institute-academic-development>

2 Collaboration with Dr. S. Quirke of Brunel Graduate School, Brunel University, UK

[Key Words: New faculty, Faculty development, Teaching and supervision, Mobility, Globalization, Head of research groups (HoRGs)]

Currently, we have two areas that we are pursuing.

2.1 Teaching and Supervision Program for ‘New’ Faculty:

We are drafting a proposal for a new faculty development program that, if approved, will take form of a series of three seminars to start with. This program aims to provide support for faculty members who are new to teaching and supervision. A summary of the proposed program is written separately in this annual report. As part of this work and other, Dr. Quirke visited CGEI in March, 2012. During the visit, she gave a lecture at the Center’s support board meeting (of which she is a member) on ‘The Impact of National Quality and Standards upon the Evolution of Postgraduate Education’. She also had informal discussions on QA system in UK with the CGEI’ members.

2.2 Comparison of Trends in Researcher Mobility in Japan and United Kingdom:

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The main objective of the research is to study the way people move from first degree all the way to become Heads of Research Groups (HoRGs). Over the last decade or so, there has been huge movement towards understanding the impact of/and improving mobility of students and staff in higher education [1,2]. Our study aims to establish the trends in Researcher mobility, using data available in two countries; Japan and UK, to understand the similarities and differences in the two countries.

2.2.1 Research Methodology: We will study mobility of HoRGs, mapped against ‘critical parameters’. More concretely, we will tabulate when and where a ‘Subject’ conducted his/her (i) first degree, (ii) Master’s degree, (iii) PhD degree. We will also tabulate when and where the Subject worked after graduating with a PhD. Other parameter include awards, honorary positions held, editorial responsibilities, and publications.

Choice of HoRGs: We will select professors from all categories of universities in Japan and England (UK). The Subjects will be selected from STEM (Mathematics and Computer science; and Science).

Data Collection: There are currently 2 possible methods of collecting data: (i) through CVs publicly available from the internet, (ii) and through online surveys. The primary researchers (SQ and MV) are the only persons with access to the data (may give authority to additional researchers if necessary). We plan to start the research by collecting data through CVs.

2.2.2 References

- [1] N.V. Varghese, Globalization of higher education and cross-border student mobility, 2008.
- [2] Allan M Findlay, Russell King, Fiona M Smith, Alistair Geddes and Ronald Skeldon, World class? An investigation of globalisation, difference and international student mobility. *Trans Inst Br Geogr NS* 37 118–131, 2012.