

Research title	Study on Support for the Construction of FD Programs and Capacity Development of “FDers”
Period	FY2008-FY2010 (April 2008 – March 2011)
Objectives	This study seeks to develop an organized scheme of knowledge to support the creation of Faculty Development (FD) programs in universities, by mapping and structuring diverse FD programs in existence and using the results to explore possibilities for a standardized approach to FD programs and a basic framework of requirements for university faculty members. An additional aim is to identify the abilities demanded of “Faculty Developers (FDers)”—the individuals responsible for planning and operating FD programs—and the conditions for effective deployment thereof.
Methodology	Faculty Development is an important theme for improving university education in terms of developing abilities of faculty members at universities. While several approaches have been identified as effective reform measures, such as FDers’ training and development of FD/SD pilot programs, there are very few institutions that are equipped with the necessary knowledge and experience to execute these programs. This developmental study aims to develop and establish standardized FD programs and training frameworks. It is designed to achieve FD training and FD pilot program development simultaneously by involving prospective FDers (FD Staff) such as teachers and educational staff at university education centers as joint researchers, employing workshop-style FD program development, and implementing pilot programs for evaluation.
Major outcomes and findings	This study is practice-oriented, in that it seeks to develop practical tools and programs for university education reform, and improve them through implementation, as opposed to a study that aims to advance knowledge based on survey and analyses. The study has developed an FD map for FDers at universities and colleges. This map helps to visualize the characteristics of FD programs of each university and structurally organize the educational abilities expected of these programs. In this way, it serves not only to assess and develop FD programs but also to develop abilities of university faculty members. It has been confirmed that Japanese universities are likely to be more micro oriented in the FD programs. However, there are macro-focused cases in which the FD map is employed in designing organizational development at a university education center or in an organizational assessment scheme. The standardized framework of training for new faculty members is a tool for encouraging universities to develop their FD programs. It comprises essential requirements in education expected of new teaching staff. The tool was put to the test at a workshop held by the Liberal and General Education Society of Japan. This was the first case of exemplifying the concept of developing and implementing development assisting tools that this study proposed to do.
Contributions to education policy	The last meeting of the University Division of the Central Council for Education, held on January 31, concluded with the Division Chief’s words, “There need to be practical measures to change the ways in which academics engage in teaching at universities.” This epitomizes the very purpose of this study, to aim to develop such practical measures. Although visions and directions of ideal university education have been proposed through past efforts in university education reform, no practical suggestions were made for immediate implementation. Universities were informed of directives concerning faculty development and new teaching methods, but not equipped with practical tools to enforce those ideas in faculty members. The FD map and standardized framework, which are products of this study, are examples of the practical measures thus desired. These contribute to education policy in that they are useful in applying policies for university education reform in actual teaching settings, helping with their diffusion and evaluation. For example, the FD map was employed as the basis of a research project, “Development of FD mother map in nursing education and promotion of joint implementation among universities” (FY2011-FY2015) conducted by the Center for Education and Research in Nursing Practice, Chiba University, which is designated as a center of collaboration for nursing education and research. Meanwhile, the standardized framework served as the basis of a Kyoto-based project, “Comprehensive FD research for developing a standard program and establishing a structural deployment system in a local university network,” as part of the Support project for strategic university collaborations, in which 18 local universities and colleges participated. These evidently suggest that initiatives in model development, such as this study, are beneficial from the viewpoint of promoting higher education policies.