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# 1. FD at Doshisha University

## Definition of FD at Doshisha University

FD at Doshisha University is defined as “all activities systematically conducted on the basis of the founding spirit and the education philosophy, through the collaborative efforts of the faculty and employees, in order to realize the individual growth of every student and to enhance and improve the education provided by Doshisha University, so that its education objectives, as well as the education policies and objectives set forth by each faculty, school, graduate school and center, may be achieved.”

Doshisha University has three education philosophies, of “Christian principles,” “liberalism” and “internationalism.” The university aims to foster individuals who use their knowledge and abilities as conscience dictates to contribute to society. Using these education philosophies as the backbone, each has established its own faculty, school and departmental curriculum with its respective specialties, incorporating content appropriate to conferring the bachelor’s degree upon all graduates at completion. In the case of Doshisha, each faculty, school and department has a high level of independence; the curriculum content therefore varies greatly for each faculty, school and department. However, courses offered by the Center for General and Liberal Education and the Center for License and Qualification are interdisciplinary classes, and some departments offer minors as well. Within the university are the vertical axis of curricula based on faculty/school/ department specialties, and the horizontal axis of interdisciplinary curricula that transcend faculties and departments.

In realizing curricula developed by each faculty, school and department, what serves as the core are individual subjects. The faculty members in charge must first understand the positioning of each subject within the curriculum. They must also be aware of the purpose each subject serves in realizing the faculty/school/department curriculum, its relationship with other subjects concurrently taken by students, and its continuity with future subjects. Subjects for upperclassmen and subjects for lower classmen inevitably differ in content and level, and when students of different years are mixed in a classroom, that subject requires special attention to class material and content.

Once the individual subjects have been positioned within the faculty/school/department curricula, the next point of consideration is the syllabus of teaching subjects. It is important to clearly indicate to students the objective of the class, the expected progress rate, the preparations and review required for each class and the grade evaluation standards. To the students taking the class, it imparts a sense of security in knowing beforehand what they will be learning in each class and what preparations are necessary. Also, knowing the grade evaluation standards can help them in their efforts to improve their grades as much as possible. University education tends to be a one-way communication from the teaching side, but it is important for faculty members to reevaluate their teachings and classes by viewing things from the students’ perspective.

At the end of the semester, members of the faculty must provide a grade evaluation for each of the students they have taught. Doshisha University implemented the GPA system in AY 2004 to make student grades clearer and more accurate and, anticipating the increase in international students, to provide an internationally accepted form of evaluation. Implemented almost simultaneously with the GPA system was the publication via the Internet of the grade distribution; this had a great impact in many ways. Grading at universities is left completely up to the faculty,

with no set standard for grading. For the students, however, it was difficult to objectively determine whether their grades were good or bad; as to the faculty, they could not accurately judge whether their grading standards were stringent or lax. With the publishing of grade distribution, the students can now understand their grades in a relative sense, and the faculty can now easily compare their respective grade distribution with those of other faculty, enabling them to objectively review their own grading standards. Since universities offer a wide variety of courses with differing student compositions, the use of relative evaluation is of course inappropriate. However, after the commencement of grade distribution publication, the faculty began voluntarily reviewing their own grading standards. According to the faculty questionnaire survey conducted after grade distribution publication, 45% responded they had “changed their grade evaluation standards” in one way or another.

Since “education” takes place in communication among people, both the impression of the teachers and the feelings of the learners are important in measuring the efficacy of education. Doshisha University publishes via the Internet course feedback submitted after grade evaluation by faculty members regarding the achievement level of class students. There is also a student questionnaire by which students can send to the teaching faculty, via the Internet, comments and opinions on the class. It goes without saying that knowing the responses of both sides reveals course improvements to be made for the following academic year. In university education, efforts to create opportunities for mutual communication between teachers and students concerning class methods will become increasingly important.

Doshisha University has a Center for Learning Support and Faculty Development, to continue providing education of the highest quality possible. The Center assesses education methods employed in universities in Japan and around the world to discover and introduce progressive approaches, the additional aim being to unite the entire faculty in realizing the ideal Doshisha education through active communication with students.

## TOPIC

### About Course Numbering

#### Course Numbering

Doshisha University has implemented the Course Numbering System since AY 2015. Already a common system in Western universities, the Course Numbering System assigns to every course offered a number that indicates the academic field of the course, its level and position in the curriculum. It is expected to enable faculty to find overlapping content between courses while they overview the curriculum and organize each class, facilitating constant review of the overall curriculum.

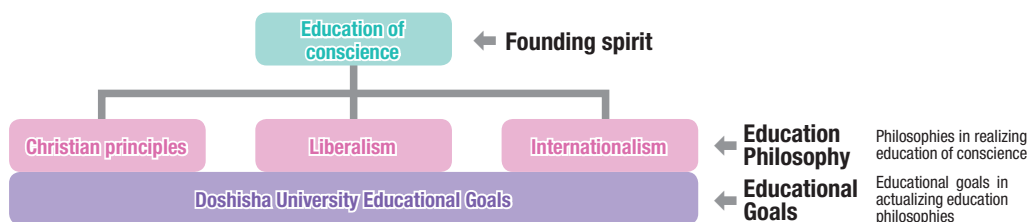
It is also useful for students as the numbering makes the curriculum structure easily comprehensible, and those going on study abroad can use it to check the compatibility of courses offered at the host institution with courses offered at Doshisha University for possible credit transfer.

- Website of the Center for Learning Support and Faculty Development [Course Numbering]  
<http://clf.doshisha.ac.jp/numbering/numbering.html>

## 2. Education Philosophy and Doshisha University Educational Goals

The founding spirit of Doshisha University is based on the education of conscience, with the aim of fostering individuals who use their knowledge and abilities as conscience dictates to contribute to society. To realize this education of conscience, Doshisha University has upheld, since its establishment, the three philosophies of “Christian principles,” “liberalism,” and “internationalism.” Doshisha University Educational Goals is the clearly written description of an ideal person embodying these three philosophies, to be fostered through our education.

### Founding spirit/ Education Philosophy/ Educational goals



### Doshisha University Educational Goals

- **Development of high moral standards and well-rounded character**  
Doshisha University develops individuals of respectable character who have high moral standards and broad range of knowledge.
- **Development of ability to think and act independently**  
Doshisha University develops independent individuals who can find and solve problems on their own using their critical and scientific mind.
- **Development of eagerness and ability to make lifelong contribution to society**  
Doshisha University develops individuals who have lifelong commitment to search for truth and make contribution to civil society.
- **Development of language skills and capability to adapt to international society**  
Doshisha University develops individuals who can play an active role in international society with their excellent command of foreign languages.
- **Development of liberal mind**  
Doshisha University develops individuals who can accept diversity of values and contribute to world peace.



#### Reference URL

- The founding spirit and Joseph Hardy Neesima  
<http://www.doshisha.ac.jp/information/history/neesima/neesima.html>
- Education of conscience and education philosophy  
[http://www.doshisha.ac.jp/information/history/educational\\_ideal.html](http://www.doshisha.ac.jp/information/history/educational_ideal.html)
- Doshisha University Educational Goals and policy on degree conferment, policy on curriculum organization and implementation  
[http://www.doshisha.ac.jp/information/overview/educational\\_goal.html](http://www.doshisha.ac.jp/information/overview/educational_goal.html)

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### 3. Doshisha University Education Ethics Standards

As part of the activities for improving education quality, Doshisha University sets its code of conduct to accord with education activities in the “Doshisha University Education Ethics Standards.” Those involved with education at Doshisha University, such as full time faculty, part-time and temporary lecturers, and employees are expected to comply with these standards when engaging in education activities.

#### Doshisha University Education Ethics Standards

Established May 27, 2006

Revised June 30, 2007

Revised March 20, 2015

#### Preface

With the university educational environment changing, Doshisha University established the “Doshisha University Education Ethics Standards” for the purpose of diligently continuing to fulfill the educational mission of Doshisha University.

#### (Founding Spirit of the University, and Educational Philosophy)

Article 1. Doshisha University shall strive to continue the founding spirit of the university to provide a moral education, and to pursue its educational mission through transmission of its educational philosophies of Christianity, liberalism, and internationalism to the faculty, administrative staff, and students.

#### (Awareness for Educational Activities)

#### Article 2.

1. Faculty shall have a professional awareness for educational activities.
2. Faculty shall diligently strive to inspect and improve its educational methods and content, etc.
3. Faculty shall perform appropriate class management and open and fair grade performance evaluations.
4. Administrative staff shall diligently strive to support the educational activities of Doshisha University.
5. Faculty and administrative staff shall use language appropriate to professionals associated with education.
6. Doshisha University shall provide organizational support for the smooth operation of educational activities.

#### (Respect for Student Character and Human Rights)

Article 3. Faculty and administrative staff shall show respect for student character and human rights. In addition, Doshisha University shall adopt all necessary measures for facilitating respect for student character and human rights.

#### (Responsibility for Explanation of Educational Activities)

Article 4. Doshisha University shall assume responsibility for explanations as needed to students, to interested parties, and to third parties, that educational activities are being appropriately implemented.

#### (Administration)

Article 5. Administration of these standards shall be handled by the Office for Ethics Review.

#### (Standards Improvement or Elimination)

Article 6. Improvement or elimination of these standards shall be determined by the President, after deliberations at the Ethics Review Committee and the Committee of Deans and Directors.

#### Supplementary Regulation

These standards shall be implemented from April 1, 2015.

## 4. Standards for Establishing Universities and the Educational Structure of Doshisha University

All education activities at Doshisha University are conducted in compliance with the Doshisha University School Regulations, the Doshisha University Graduate Schools Regulations, the Doshisha University Professional Graduate School Regulations and the Doshisha University Law School Regulations.

These university regulations have been established pursuant to national laws and regulations, such as the School Education Act, the Ordinance for Enforcing the School Education Act, Standards for Establishing Universities, Standards for Establishing Graduate Schools and Standards for Establishing Professional Graduate Schools.

Of these national laws and regulations, explained here is the relationship between the education system of Doshisha University and Standards for Establishing Universities, a Ministry of Education, Culture, Sports, Science and Technology ordinance established for the purpose of maintaining the level of university education activities.

### Making faculty development compulsory

Article 25-3. A university shall conduct organized training and research to improve the content and methodology used to give classes at said university.

Doshisha University has established the Center for Learning Support and Faculty Development to plan and develop all-university education measures, as well as to promote and support continuous improvement of education activities. The Center for Learning Support and Faculty Development liaises on a daily basis with FD committees in each faculty/school/ graduate school/center to inspect education content and methods, at the same time as deliberation on measures to improve education so as to maintain and increase our education level.

### Publication of education and research purposes

Article 2. A university shall define its purpose in regard to fostering human resources and its additional purposes of carrying out education and research for each faculty, department or course in its school regulations etc.

Doshisha University allows each department of faculties and each major of graduate schools to set their own objectives as concerns the fostering of human resources and their other purposes of education and research. These are indicated and publicized in the School Regulations, Graduate School Regulations, Professional Graduate School Regulations and Law School Regulations.

### Grounds for assigning number of credits

Article 21. The number of credits for each class subject shall be determined by the university.

(2) When determining the number of credits as per the preceding paragraph, a class subject for one credit shall normally be organized to contain content that requires 45 hours of learning, the number of credits to be calculated based on the following standards, in light of the educational effects of said class and required learning other than that during class hours, in accordance with class methods:

- (i) regarding lectures and seminars, one credit shall consist of classes conducted for the number of hours determined by the university, between 15 and 30 hours;
- (ii) regarding experiments, practical training and skills practice, one credit shall consist of classes conducted for a number of hours determined by the university, between 30 and 45 hours; provided, however, that regarding skills practice classes in artistic fields, one credit shall consist of classes conducted for a number of hours as determined by the university;
- (iii) when using for one class subject two or more methods of either lecture, seminar, experiment, practical training and skills practice, one credit shall consist of classes conducted for a number of hours as determined by the university in light of the standards prescribed in the preceding two items, in accordance with the combination of such methods.

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- (3) Notwithstanding the provisions of the preceding paragraph, regarding class subjects, such as graduation theses, graduation research and graduation products, when it is deemed appropriate to grant credits by evaluating the achievement of such learning, the number of credits may be determined in light of said learning etc. necessary for these activities.

The Doshisha University School Regulation does not clearly indicate standards for assigning the number of credits for each subject, but for most courses, the calculation is one credit per 15 hours of learning for lecture- and seminar-format subjects, and one credit per 30 hours of learning for experiment, practical training and skills practice subjects. As with many other universities, Doshisha University counts one 90-minute period as two hours of learning. For lecture-format subjects having 15 classes per semester, this equals 30 hours of learning; therefore, two credits are given. What must be taken into account is that in Article 21 Paragraph 2 of the Standards for Establishing Universities, it is stipulated that “a class subject for one credit shall normally be organized to contain contents that require 45 hours of learning.” This means that 90 hours of learning is required in order to give two credits. In other words, in addition to the 30 hours of learning in class, 60 hours of learning must be received outside of class. Therefore, the faculty is asked to indicate in the syllabus the learning to be received outside of class.

#### Grounds for requiring 15 classes per semester

Article 22. The term during which classes are conducted in a year shall be 35 weeks, in principle, including the terms of regular examinations etc.

Article 23. Classes of each class subject shall be conducted using 10 weeks or 15 weeks as a unit; provided, however, that this shall not apply when deemed especially necessary from an educational standpoint and sufficient educational effect is anticipated.

We conduct 15 classes per semester. This is because the term of classes is stipulated in Article 23 of the Standards for Establishing Universities. Also permitted in this article is a term unit of 10 weeks, but this applies only to three-semester systems, and since Doshisha University has two semesters (spring and fall), classes must be conducted for 15 weeks. Please note that the final examination may not be conducted during these 15 weeks. This is because Article 22 of the Standards for Establishing Universities stipulates that the term during which classes are conducted in a year shall be 35 weeks, including the terms of regular examinations. By interpretation, this is achieved through 30 weeks of classes: 15 in the spring semester and 15 in the fall semester, and a 5-week regular examination term.

#### Clear indication of grade evaluation standards etc. in syllabus

Article 25-2. A university shall present to its students a clear outline of the methodology used to give classes, the contents of classes, and a class schedule for the year.

- (2) A university shall, when assessing its students' academic achievement and approving their graduation, present the students with a clear outline of the standards thereof, in advance, so as to ensure objectivity and rigorously, and shall conduct an assessment and approval process appropriately in accordance with said standards.

Pursuant to the Standards for Establishing Universities, Doshisha University indicates the course schedule for each class, as well as the grade evaluation standards, in the syllabus given to students prior to commencement of classes. Also, as a general rule, faculty are required to follow the course schedule indicated in the syllabus, and to evaluate grades in a strict manner.

## 5. Faculty Development from the Perspective of Learning Support

Doshisha University opened Ryoshinkan Learning Commons in April 2013. A learning space with a total floor area of 2,550m<sup>2</sup>, it is remarkable for being located at the center of a classroom building. This is because it was established with an intention for it to function as an easy-to-access space of active learning for both students and faculty. The change in learning environment is expected to bring about changes in the way students study and the way teachers conduct class and give assignments, which potentially leads to improvement of academic performance.

However, preparation of facility is not sufficient enough to change the learning environment: enhancement of study programs and seminars should also be undertaken at the same time. Specifically, at the Ryoshinkan Learning Commons, faculty members who are appointed as Academic Instructors and graduate students who are called Learning Assistants (LA) are offering learning support services such as “Academic Skills Seminars” and “Learning Consultation.” We believe that students enhance their learning opportunities by making use of these seminars and learning consultations during the four years from first year education until they write a graduation thesis. On the other hand, Academic Skills Seminars may also be useful for faculty members who are not sure of how to teach basic academic skills to students. There would be quite a few faculty members who have experienced difficulty in teaching basic skills because they were too basic. Sorting out their thoughts about basic academic skills through these seminars may give hints for the management of the subjects they teach.

A few years of operation of Ryoshinkan Learning Commons has revealed next steps to take; one of which is the development of a collaboration model with faculties and schools. Already put into practice on a trial basis is a faculty’s attempt of facilitating learning outside class, in which the teacher encourage students to participate in Academic Skills Seminars and other programs and give additional points on the grade for a regular subject for those who submitted the certificate of attendance to such programs and an accompanying report. This is only an example, but further enhancement of faculty development based on learning support is expected though expansion of such attempts to the entire university and development of various collaboration models with many faculties.

### [Academic Skills Seminars (examples)]

No.	Seminar Title	Overview
1	How to read academic literature	Students learn how to read pieces of literature with their task and theme in mind through a short lecture and practice.
2	Expanding ideas	Using a mind map and search engine, students learn how to generate ideas for writing a paper or an essay.
3	Effective writing	Students learn how to compose a convincing piece of writing through a short lecture and practice.
4	Structuring a presentation	Students learn the effective structure and delivery of presentation through examples.
5	Bringing up ideas in a group	Students learn how to bring up many ideas in group work and how to narrow them down through a lecture and practice (minimum 3 participants required).
6	Using social media for academic purposes	Students learn how to collect information on the Internet semi-automatically using tools such as SNS.
7	Structuring a paper	Students learn the basics of writing a paper, from deciding a theme to planning the structure.
8	Taking notes	Taking notes as you listen and read – this seminar teaches university-level note-taking and summarizing method which is different from that at high school.
9	Designing a poster	Using common tools, this seminar introduces tips and techniques necessary for poster presentation, including samples.

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No.	Seminar Title	Overview
10	How to prepare a presentation outline	An outline is an essential part of student presentation. Students learn important points in preparing a presentation outline through a short lecture and practice.
11	Citation rules	Why citation is important and what types of citation are there? Students learn the correct citation rules to avoid falling into "copying and pasting."
12	Tips for using Learning Commons	This workshop introduces tips for making use of the Learning Commons from the point of view of participants.
13	How to search for information	How do you search for information when you have no idea where to look, and how do you use the information? Students learn the information search method truly needed at university.
14	How to read and make figures and tables	This seminar explains the meaning of graphs and their appropriate use, as well as how to read numbers in figures and tables and how to make them.
15	Writing an e-mail	Whether e-mailing a teacher or making an appointment with the subject of investigation, students learn how to write a formal email message.



## Reference URL

- Website of Ryoshinkan Learning Commons  
<http://ryoshinkan-lc.doshisha.ac.jp>

## 6. Enhancement of Graduate School Education

### Teaching Assistant Workshop

The Doshisha University Teaching Assistant (TA) System offers outstanding graduate students opportunity to gain teaching experience so as to encourage their independence as a teacher, researcher or specialist in other areas.

Since AY 2011 the Center for Learning Support and Faculty Development holds a workshop every year for graduate students who are newly appointed as TA, explaining the definition and purpose of the TA system, duties and obligations, and administrative procedures, as well as introducing experiences of junior faculty members who formerly worked as TA. This workshop is also open to faculty and staff and would be useful for faculty members employing TAs.

### Graduate School Common Basic Subjects

The Graduate School Education Panel of the Center for Learning Support and Faculty Development conducted the "Survey on Career Vision" on all graduate students in AY 2014. In response to the results showing that many graduate students want the university to offer basic subjects useful for their future career development, the "Graduate School Common Basic Subjects" that are open to graduate students in all academic disciplines have been offered on a trial basis since AY 2015.



## Reference URL

- Website of the Center for Learning Support and Faculty Development [TA Workshop]  
<http://clf.doshisha.ac.jp/ta/ta.html>

## 7. Observing the Learning Status of Students ("Questionnaire Survey on Campus Life")

The Doshisha University Center for Learning Support and Faculty Development conducts the Questionnaire survey on campus life to observe the learning status of students. The purpose of this survey, which targets all students who have just finished their first or third year, is to collect information on their status of learning after enrollment as well as their comments and opinions on education so that the faculty and employees can gain an understanding of the actual status of students, and discover ways to improve the education offered at Doshisha University.

If we look at the example of "Learning Behavior of First-year Students (from AY 2014 survey)," the results reveal that 60% of first-year students "use the Learning Commons" and 53.5% "discuss the class content with fellow students" (both the total of "occasionally" and "frequently").

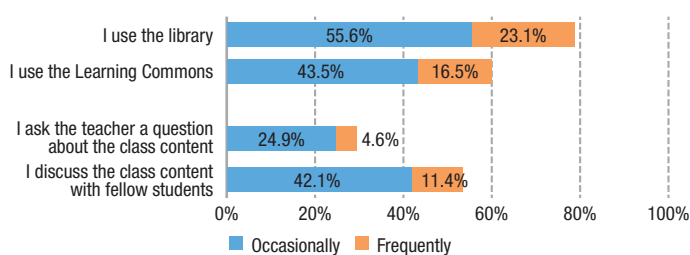


Figure: Learning Behavior of First-year Students

It is obvious that students engaging in learning behavior shown above more frequently demonstrate higher academic performance (GPA etc). But a student's academic performance cannot be measured just by his/her motivation toward learning; as students were admitted to Doshisha University through different screening methods, it is easy to expect some

differences in their academic abilities up to high school, and such differences may influence their academic performance in university. Also, many of the students do not just study but also participate in club activities, and participation in such activities may also influence their academic performance. Considering such status of students, it is not enough to simply examine the relation between learning behavior and academic performance; we must also consider how the difference in screening method and participation in (or lack of) club activities are involved in that relation. Effective use of the "Questionnaire Survey on Campus Life" enables evidence-based analyses from various perspectives, which are expected to be useful data for faculties and schools in their efforts for education improvement.

The tally results of this survey are distributed to all full-time faculty members as "Mid-term Report" and to each faculty, school and center as "Report on Survey Results." Some of the tally results are also available on the website of the Center for Learning Support and Faculty Development. These reports also indicate tally results by faculty/school, and the following thematic analyses are conducted using the survey results.

- "Screening methods and academic grades" (AY 2012)
- "Relation between club activities and academic grades" (AY 2013)
- "Relation between use of learning environment and sense of improvement in logical thinking – Focusing on students' learning habits" (AY 2014)

It goes without saying that such surveys do not immediately result in improvement of education. However, it may provide a meaningful resource grasping the student status from the perspective of quantitative data analysis. Such resources provide significant hints for considering and deliberating education at Doshisha University.



### Reference URL

- Questionnaire survey on campus life  
<http://clf.doshisha.ac.jp/investigation/investigation.html>