

THE IDEAL PROFESSOR REPORT

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In a growing number of European and American universities and institutions for higher education evaluation of the teaching performance has become over the years a necessary tool to reach for or maintain the highest standards of education and to remain competitive. External audits, peer review and/or evaluation by the students, three pillars of a genuine TEACHING CARE system, have become commonplace. Not yet in Japan.

Therefore, this study aims at stimulating the reflection on the appropriateness and necessity of introducing some form of teaching care system at the Japanese universities which have not done so yet.

It intends to do so by juxtaposing and confronting the results of a real-time student assessment of the teaching performance of Shinshu University teaching staff, conducted in June 1996, with a simultaneously organized enquiry into the students' image of the Ideal Professor.

The significance of this combined survey resides in the fact that sending back to back the students' image of the Ideal Professor, undeniably influenced by their real life depiction, and their opinion about their professors, undeniably influenced by their pattern of expectation, provides the dynamics for an indepth reflection, not only on what an ideal professor should be like, but most importantly, on how the real professors are expected to respond to the students' demands for top-quality teaching.

The results of the experiment, conducted among Shinshu University freshmen and final year students show:

- 1. their unanticipated maturity in expressing strongly and in an unequivocal way their opinion about the quality of teaching at their university.**
- 2. their desire for the educational process at the university to be more intimately linked to their future professional careers.**
- 3. their strong desire to see an efficient teaching care system introduced at the university that aims at optimizing teaching performance, hence their chances to successfully enter the job-market.**
- 4. their ability and desire to participate in such a teaching care system.**

The results also allowed for the establishment of a blueprint for a "Teaching Performance Satisfaction Rate" (TPSR) applied to both the Faculties and the university as a whole, and based on 20 selected and comparable teaching criteria. Further teamwork research and cooperation with other universities might optimize this experimental TPSR so as to transform it into an efficient and operational measuring instrument of teaching performance at any university.

The results of the survey suggest a TPSR of 5. 71/10 for Shinshu University as a whole, the highest TPSR for the Faculty of Arts, attaining 7.25/10 and the lowest for the Faculties of Technology and Medicine: 4/10.

Those substantiated figures, finally, highlight the necessity to intensify the debate over the institution of a Teaching Care system that optimizes the teaching performance of the present teaching staff and over the appropriateness of enriching the existing teaching programs with valuable contributions of more foreign professors, more experts from outside the university and more women.

1. INTRODUCTION .

In this age where competition on the jobmarket has grown increasingly harsh and the organisation of our societies increasingly complex, it seems more than ever a legitimate expectation of the upcoming generation to be provided with a top quality training.

Questions about whether the university should cling to its initial role of reflecting on and transmitting the essential values of a society, or rather be a "bridge-builder" between the learning and the working world, are not new.

Whereas a plethora of national and international bodies exist to assess the Japanese academics' contributions to the progress of society through their research, their educational activities often get a free ride, with specific teacher training almost non-existent and hardly any authority available to duly monitor the quality of their teaching performance.

Although the ideal university teacher does not exist, one should, however, constantly wonder: are we good teachers? Can we be better teachers? Can and should students, the privileged witnesses of our teaching performance, become a genuine partner in a process of reflection that aims at clarifying the role of the university in a constantly evolving society in general and at optimizing the quality of its teaching in particular. Shouldn't more attention be paid in our universities to "TEACHING-QUALITY CARE"¹? Can and should, finally, our universities lend their ears more to the requirements of the labor-market and propose a menu of programs that, beyond their personality-building character, fully prepare their students to successfully chose a profession in accordance with their acquired skills?

We think the answer is affirmative.

We fully acknowledge that this matter is often a taboo subject in countries, like Germany or Japan, where university professors still enjoy the quasi status of untouchables; a privilege that few, we feel, and only reluctantly, would be ready to swap against less secured but more challenging working positions that might contribute to implement the above-mentioned changes. We believe, however, that the economically weakened position of Japan in the global economy and the increasing demand for more competitiveness in most branches of the working society, due to the slow but inexorable dissolution of all kinds of national or global protective barriers, may increase the awareness of those responsible for the "output" of the country's "human assets for the future", of the need for a more dynamic, regularly updated education process, which responds, almost instantaneously, to the ever changing requirements of the Japanese and international society.

Therefore, in this first stage of a multiphase study, conducted within the framework of the Research Center for Educational Programmes of Shinshu University, we have tried to gauge the willingness and ability of the STUDENTS of Shinshu National University to constructively take part in this debate, while hoping this might encourage the professorial corps to engage in a more productive student-professor dialogue about the role and the quality of teaching at the university.

¹ "TEACHING QUALITY CARE" is a term commonly used by the Dutch-Flemish Interuniversity Council, referring to a voluntarily adopted system the pillars of which are internal & external audit, teacher re-training and teacher counseling

Throughout this first stage of the project, our purpose was to bring the students, through a variety of directed, open-ended and closed questions, to provide a blueprint of their ideal teacher, to confront their ideal with the reality at our university and to let them suggest ways and means to narrow the gap between ideal and real.

Trying to piece together, through this questionnaire, the students' ideal image of the university professor thus came down to painting the most accurate picture possible of what they expect of the university education in terms of content, quality, the value of their diploma and prospects for their chances on the labor-market, and may help to better understand where to situate the university in the complex structure of our modern society.

THE CONTEXT OF THIS STUDY

In more and more European Universities, where the training process in all Faculties seems much more "job-centered" than at Japanese Universities, Institutional Authorities, professors and students have engaged in a reflection process on the quality of teaching:

- ⇒ High unemployment rates and tough competition between universities and skyrocketing costs of higher education for the community, have left many University Authorities worrying about their university's image, its role in society and their graduates' chances on the job market; in less troubled times, the university's reputation largely rested on the shoulders of its scholars who also happened to be teachers. The label "excellence" associated with the scholar was, without much hindsight and almost automatically, attached to the teaching activities of that same academic. Since it has become clear that an excellent scholar is not necessarily an excellent teacher, and vice versa, universities have, on their own initiative or under pressure from their Institutional Authorities and /or the corporate world, started monitoring the teaching quality of their staff and introduced structural or

palliative changes aiming at optimizing teaching quality, the university's image and the chances for their students to successfully enter the jobmarket.

- ⇒ Due to the above-mentioned evolution, "job security" has become less and less of an axiom for the university professor but rather an incentive to perform at the best of his/her ability.
- ⇒ The working world's attitude of hiring the best for the least possible has generated a class of emancipated students who are peculiarly outspoken about the quality of the training they "purchase" and the job opportunities it will or will not generate.

Example

The Flemish and Dutch governments worrying about the skyrocketing cost of higher education ("Higher education cost too much or is not efficient enough", Moodie, 1986) and the professional insertion of their universities' graduates ("Society asks more and more accountability of its universities", Lynton, 1988), have since the mid eighties, and by decree, opted to grant their universities more autonomy, also in programming; in exchange the universities have become accountable for and a guarantor of the quality of teaching. "Autonomy and teaching-quality care (have thus become) two faces of the same medal" (Vroeijenstijn, 1990).

This agreement resulted, in the mid-eighties, in the creation of an internal and external audit system at the universities concerned, the first results of which have been available since 1994.

The results are encouraging.

Teachers become more attentive to the importance of their teaching performance. Those who have failed the audit get a second chance, while being invited to follow counselling or teacher retraining, the purpose of which is to allow them to optimize their teaching performance. None of them have been dismissed, but rather were reoriented in either another section of their department, to another department or from the teaching field to the research field or vice versa, or, more generally speaking,

directed to the field and activity in which they were deemed to best express their professional skills.

For the time being, it remains to be seen how, in the long run, the internal and external audit system will influence teaching performance, improve teaching quality and optimize graduates' chances of joining the workforce.

Another evaluation technique, introduced more than twenty years ago at the University of Leuven, and proven successful, is evaluation by the students. On a voluntary basis, all professors can invite their students to fill out standardized evaluation forms, the questions of which cover all aspects of teaching performance.

The EVADOC (Evaluation of lectures), EVATAAL (Evaluation of language classes) and EVAPRAC (Evaluation of seminars) have thus become precious tools in the university's efforts to optimize teaching performance. A considerable advantage of this system, when compared to external or internal audit procedures, lies in the fact that, contrary to sporadically visiting audit-commissions, students can observe on a permanent, day to day basis the teaching performance of their professors.

At Shinshu University this concept of quality care in education only exists in a rather molecular way; external audit is almost non-existent and internal audit does not seem to fare any better: hiring and promotion are about the two only instances where the teacher has to face his peers; they usually base their decision to hire or promote on the candidate's academic record, his or her scholarly achievements, on seniority as on less quantifiable emotional factors. One of the rare exceptions where, during the hiring process, some attention is paid to the teaching ability of the candidate is constituted by the group of foreign language teachers.

Similarly, an institutionalized evaluation system in which the students can actively participate is non-existent.

Why this study?

1. In a general way, to raise the question of the need at Shinshu University for some form of permanent and efficient teaching care system .

2. To examine whether students can be efficient and trustworthy partners in an as yet to be instituted comprehensive teaching-care system, by allowing them on an experimental basis to become the mirror that reflects an undistorted image of their professors' teaching performance.

3. To raise awareness among teaching staff that students ARE important, hence important to listen to. They are the very "meishis" of their university, faculty, section, because of their particular nature: students are both demanding **customers** that want to get their money's worth and **unfinished products**, they hope - through the educational process- to become of the finest quality that no potential employer could refuse to buy.

Their observation and day-to-day experience of the teaching-performance through this double identity cannot but yield interesting data on the whole teaching process and the quality thereof.

4. To raise awareness that, with public funding of national universities sooner or later to be unconditionally linked to the university's accountability for the quality of the education it offers (before they might eventually end up in the merciless arena of the private sector), time has come to appreciate the ever closer connection between teaching-performance quality and the survival chances of the current university system.

Therefore, we wish to establish, through the present study:

1. That, from the students point of view, teaching-quality at Shinshu University leaves room for a lot of improvement.
2. That students at Shinshu University can and wish to be a responsible partner in the collective effort to optimize teaching performance.
3. That students wish channels to be created to allow them to voice their opinions in matters of

teaching-quality, a reality which cannot be ignored, neither by teaching staff nor by university or national authorities.

One might legitimately suspect that among Shinshu University teaching staff the wish to improve teaching-quality is challenged more or less by a certain reluctance to admit the necessity thereof; Therefore, between the expected reluctance of the teaching staff to adopt some form of teaching-care, the apparent indifference of the students and the reliance of employers on their own professional training, trying to introduce a system of teaching-quality care may look a hard sell.

We hope the following arguments may contribute to give the ongoing reflection on the need for an efficient teaching-quality care system new impetus and stir a university-wide debate which might lead to concrete proposals to optimize teaching quality at Shinshu University.

THE STUDY

Genesis of the survey.

The first draft of the questionnaire was set in English and sent to a small sample of professors of all eight Faculties, fully competent in English, requesting their observations on the form and content of the questionnaire. Their most precise remarks have, without a doubt, contributed to transform the questionnaire into an adequate tool to serve the purpose of this study.

The final English version was then translated into Japanese. During extensive sessions with Professor Kondo and Ms. Niiyama, translators, English concepts and their Japanese correspondents were checked and double-checked; Japanese paraphrases for certain concepts (e.g. "keywords", "Intellectual Honesty", etc.) were suggested and eventually adopted. The form of the questions and the lay-out

of the questionnaire were adapted so as to simplify for the polled group to a maximum the process of reading, understanding and answering the survey.

The whole questionnaire was written in the "I" form so as to allow students to more easily identify with the issues raised.

Structure of the survey

The final Japanese version (see APPENDIX 1) contained a total of 89 questions divided into 5 major sections (including a set of questions aimed at allowing us to situate the participant in a socio-cultural context which might affect his or her attitude and expectations toward the survey²).

Section 1. Personal qualities

An experimental set of 10 personality characteristics, which could be associated with the image of an Ideal Professor was submitted to the sample group with the purpose of helping them piece together their ideal image of the University Professor and allowing us to set a frame of reference for the subsequent analysis of the Shinshu University Teaching staff.

The survey group was offered in this section of the questionnaire the possibility to suggest their own most important personal quality of the IP (Ideal Professor).

Section 2. Physical qualities

Related to the physical appearance of the IP, the advisory panel made some legitimate objections about the appropriateness and usefulness of such a question; we decided however to maintain this section not only because it seemed a useful complement in the search for the image of the IP, but more importantly, it might yield -however much the answers could be anticipated- some data on the capacity of the sample group to visualize an ideal concept and information on how the students stereotype their professors.

Section 3. Professional qualities

² The results of the cross-comparisons based on these data could, for technical reasons, not be included in the present report.

As in section 1, an experimental set of 10 qualities which one might associate with the IP was submitted for the sample group's appreciation.

Section 4. Confronting the IP with his/her REAL counterpart.

A set of 5 open-ended questions aimed at having the sample group reflect on the most important teaching quality of the IP and at generating dichotomies existing within the group between the ideal and the real professor.

Section 5. Evaluation of present teaching quality and suggestions for optimizing teaching performance.

In this section, the sample group was confronted with 46 questions organized around 2 major themes:

1. Assessment of their professors' teaching performance and students' working conditions.

It invited students to "professor-surf" in order to get an overall view of the teaching quality at our university. It remains, however, difficult to measure to what extent the presence of some charismatic or other 'very deceiving' teachers has tainted the wide-scanning effort to which students were invited.

2. Attitudes toward suggestions for improvement of teaching quality.

Some questions show up twice or thrice, under a different wording and in different sections, so as to allow us to measure, to a certain degree, the consistency of the answers.

Finally, an introductory letter aimed at explaining the purpose of the project and at helping the participants to appreciate the earnestness of the task.

Conditions of polling

- Every participant was guaranteed total anonymity!
- As the purpose of this study was not to deal with individual cases but to try to get an overall picture of the present situation, at no point was name-calling necessary or even allowed! Some

students, however, could not refrain from demanding e.g. the resignation of professor so&so.

- Every returned form was labeled with a code number to facilitate data processing. E.g. A/F/1/36 = Faculty of Agriculture, Female student, 4th year, number 36.
- Selection of the participants: every second male and female student were selected from lists updated in June 1996, supplied by the administration of each Faculty. The survey was sent to his or her university address including a stamped return envelope with the address of the Center.
- The reply time was set at 2 weeks.

Anatomy of the target group

In all 8 faculties half of the male and half of all female students in the first and final year were invited to participate in this study, which was conducted during the month of July 1996. The choice of freshmen, with hardly four months of experience of life at the university, and fourth year students little more than 1 semester away from graduation was based on the following assumptions:

1. Freshmen's expectations (as far as they exist) are high, and 4 months of full-time classes, while representing a sound immersion into the university culture, would not irreversibly contaminate their ideal image of the university professor, if they have one, while being long enough to raise the first doubts about possible factors of distortion of their ideal image.

2. Final year students, at this stage soundly engaged in job-hunting, and matured during their four-year stay at the university, may have a more substantiated and critical view of the system and its protagonists, whom they consider key in the run up to a professional career.

3. The confrontation between the two groups, one hopeful, maybe suspicious, the other satisfied or disillusioned, was expected to contribute to the most accurate possible picture of the IP.

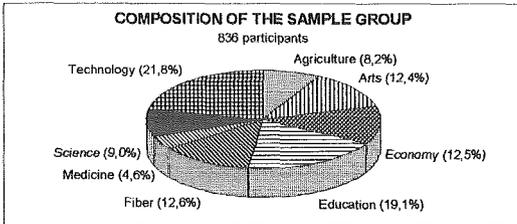
4. The study would, no doubt, have benefited from an additional survey conducted among freshmen before they get their first class and among graduates who have a few years of professional activity behind them. Lack of manpower and funding as well as technical obstacles obliged us to shelve that plan.

Anatomy of the reply group

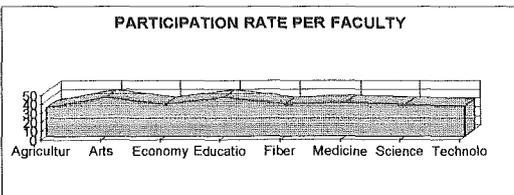
- 2,288 students or 50% of all freshmen and 50% of all fourth-year students (6th year students of the medicine faculty) were sent a questionnaire by ordinary mail, including stamped return envelope. 33 questionnaires could not reach their destinataries and were returned.

- 836 students replied, which represents slightly over 37% of the polled group.

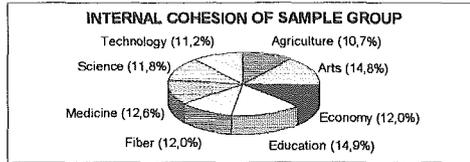
The composition of the sample group as shown in the graph below, reflects the numerical disparity between the participating faculties.



The lowest reply rate was recorded in the Faculty of Agriculture (31.9%), with Faculties of Arts (44.2) and Education (44.3) scoring highest, as shown in the graph below.



Through this relatively weak difference (12.4 percentage points) between highest and lowest reply rates we are presented with a sample group the internal cohesion of which allows for acceptable interfaculty comparisons.



Some detailed statistics about the sample group

- ⇒ Male/Female ratio: 538 (or 64,5% of the sample group) male students and 298 (or 35,5% of the sample group) female students replied.
- ⇒ Freshmen/final year students: 433 (or 51,8% of the sample group) freshmen and 403 (or 48,2% of the sample group) final year students replied.
- ⇒ Freshmen participants/Total number of freshmen at Shinshu University ratio: The group of freshmen, who replied, represented 19,2% of the total group of freshmen at Shinshu University as of May 1996.
- ⇒ Final year participants/Total number of final year students at Shinshu University ratio: the group of final year students ,who replied, represented 15,9% of the total group of final year students at Shinshu University as of May 1996.

Remark: some may contend that a 37% reply rate cannot confer to this study the authority, necessary to draw conclusions for the whole university's student population. It should be observed, however, that throughout the educational system, Japanese students, unlike their European or American counterparts, have little or no opportunity to speak out, formulate their objections or suggest changes. This apparent lack of experience in the art of standing up for a cause should certainly be considered in interpreting the reply rate to this survey. As is the fact that final year students, absorbed by job-hunting may be expected to show much less

enthusiasm in expressing their opinion about the reform of a system they are about to definitively put behind them.

RESULTS OF THE STUDY

The results yielded by this study have been reshuffled, for the sake of the reader, into nine chapters, which can be read as the story of a representative group of Shinshu University students who:

1. Identify themselves in their relationship to the working world, lying ahead.
2. Imagine what it takes for the Ideal Professor to give them a valuable education and help them face with confidence their future insertion into that working world.
3. Gauge how important they feel they are for their professors.
4. Speak about how, in general, they appreciate their professors' personal, professional and physical qualities.
5. Look with a critical eye at the technical skills and abilities of their professors, lauding their qualities and at times denouncing their shortcomings.
6. Look with a critical eye at their university environment, its facilities, and equipment, its administration and the people with whom they live and work together.
7. With cautious but sometimes striking bluntness, speak out for changes that should bring the real professors of their university closer to their Ideal Professor, and thus give

more meaning to their stay at the university and improve their chances of integrating professional life with optimized intellectual attainments and the practical skills necessary for success.

8. Speak out for changes that might enrich the quality of the education their university offers them.
9. Bring us to draw some conclusions and consider some recommendations.

Reading guide:

In the following analysis of the questionnaires' results, we have tried to facilitate reading by systematically printing in **bold** characters the Faculties where a majority takes a positive stance toward the item under consideration, and in ***bold-italic*** characters the Faculties where a majority expresses a negative opinion.

Differences between freshmen and final year students will, due to budgetary restrictions, only be pointed out when they significantly exceed standard deviations from the general pattern (constituted by the replies of the total sample group and of the Faculties).

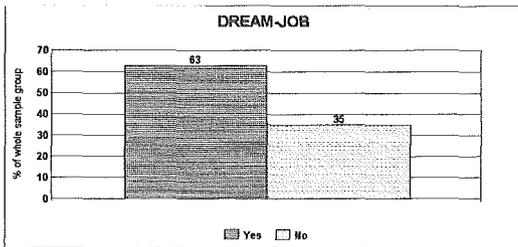
For similar reasons, results concerning the MALE and FEMALE subgroups are available on request, but not included in the present report.

A few snags in the logarithmic conversion of data may have resulted in some disproportionate but nevertheless readable graphs.

Chapter 1 : I HAVE A DREAM

Question 1. I have dreamt of a job or activity I want to do in my adult life.

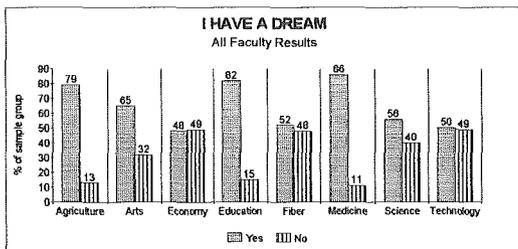
Results for the whole sample group



63% of the sample group (SG) claim to know the kind of (professional) activity they would like to engage in once they leave the university against 35% who say they don't. These figures, however, hide a great disparity between Faculties.

Results per Faculty

As the graph below shows, students in the Faculties of **Medicine** (86%), **Education** (82%), and **Agriculture** (79%) seem to have a fairly concrete idea about their professional future, while almost half of the students of the Faculties of **Economics** and **Technology** (both 49%) and **Fiber** (48%) admit not having dreamt of an ideal job.



Question 2. What is the ideal job or activity you dream of?

We thought, rather than to just enumerate and classify the hundreds of suggestions, that it was more worthwhile to concentrate on:

- 1. the division of the subgroups according to three criteria:

- those who have dreamt of a job related to the training they get in their Faculty.

- those who have dreamt of a job, not related to the training they get in their Faculty.

- those who have no illusions about a dream-job.

- 2. The evolution of the dream-job idea over four years of university training for the participants in the three categories.

✍ This second approach is most attractive but also most hazardous:

- 1) we could not compare the evolution of the dream idea over four years of study at the university for one and the same group but the aspirations of two distinct groups.

- 2) if in fact, what we could not establish, freshmen and final year students would belong to different generations, there would be no point in comparing freshmen with final year students, i.e. the evolution of the dream job idea over a 4 year period. We remain unconvinced though, that there is enough evidence of a significant change in attitudes and behaviour between the "Pre-bubble-economy-burst"-final year students and the "post-bubble-economy-burst"-freshmen to accept the idea of two different generations. Therefore we will suggest an interpretation based on two subgroups socio-economically and psychologically rather homogeneous. This has the convenient advantage of allowing us to measure -to some extent- the influence of the university education on the participants ideal-job concept. More research, studying for instance the evolution of the same group over a whole study cycle, might be welcome in this field.

Results per Faculty

In what follows we will only pinpoint the most remarkable changes between the male/female freshmen and their final year counterparts.

For the reference scheme, please refer to Appendix 2.

1. Agriculture.

☞ Whereas 50% of the male freshmen dream about a training-related job, only 11% of their final

year colleagues still nurture that ambition: over the four years, some 22% shifted to non-related dream-jobs and 18% lost most of their illusions about a dream-job.

- ☞ Among female freshmen and their final year counterparts, the group of disillusioned gets slightly smaller, whereas the most spectacular increase is to be noted in the evolution of non-study related dream-jobs: from 3% for the female freshmen to 33,3% for the final year female students.

2. Arts.

- ☞ In this Faculty more boys seem to lose their faith over the years spent at university, with 10% of students in their final year opting for a non-study related job against 0% in the first year.
- ☞ Only the girls get more confident that their training will yield them a job related to their field: from 8,3% in the first year to 27,2% in the final year.
- ☞ As slightly over half of the participants did not (wish to) talk about their dream-job, the results in the category of “no-dreamers”, as for the Faculty of Fiber, are mentioned in APPENDIX 2 but cannot be relied upon.

3. Economics.

- ☞ No noteworthy change in attitude between male freshmen and final year students.
- ☞ There is a remarkable drop in the female undecided group from 62,5% among freshmen to 33,3% among final year female students: here the credit goes equally to both study-related dream-jobs and non-related dream-jobs.
- ☞ This might indicate that the education offered at this Faculty keeps up or strengthens both female and male students motivation as far as their future job is concerned.

4. Education.

- ☞ The most noteworthy change occurs in the group of female no-dreamers: they were only 7,9% in the first year, and grew to 38,5% in the final year, to the detriment of the study-related dream-job group where the sharp fall (from 79%

in the first year to 47,3% in the final year) might point to a “girls-unfriendly” educational system in this Faculty and its related working world.

5. Fiber.

- ☞ Data in the category “NO DREAM” can not be relied upon because out of 55 participants who said they had dreamt of an ideal job, only 33 filled out this question, which renders interpretation impossible.

6. Medicine.

- ☞ While over their 6 year-long training male students get slightly more motivated (from 80% to 86,6%) again there are some signals that the training, if it has any influence at all on the choice of the future job, might be girls-unfriendly: 100% of the first year girls claimed to be committed to a job in the medical field. By the end of the training half had completely lost faith and moved to the category of the dreamless. Again, it should be pointed out that two DIFFERENT subgroups are involved, who, moreover, contain only a small number of participants; which leads us to refrain from going beyond voicing some mere suspicions as to the influence of the training on job-choice behaviour.

7. Science.

- ☞ Disillusion for the female subgroup is at its highest in this faculty: the 25% of freshmen hoping to find a training-related job have totally vanished at the end of the training and into the no-dream category.
- ☞ The drop among motivated male students is less spectacular and yet: among the male final year students only 15,7% dream of finding a job related to their study-field.

8. Technology.

- ☞ While the expectations of male freshmen shows remarkable consistency with their seniors, the girls get a significant boost of motivation: of first year females 14,2% dreamt of a job not related to their fields of study; in the final year, those 14% joined the ranks of those who dreamt of study related jobs: 57,1% of the female students

in the final year would like to find a job in the field they have been studying at their Faculty. A very positive signal indeed.

Results for the whole sample group.

Under this tentative approach, the results of this question divide the Faculties into two groups:

1. Faculties whose educational approach has a motivating influence on their students to pick up a job in their field of excellence:

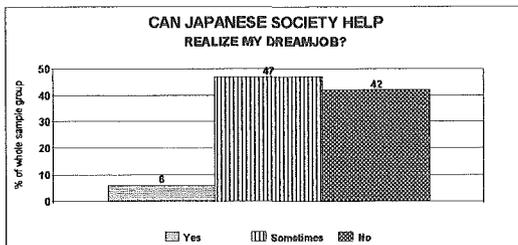
- **Technology:** for both male and female students.
- **Economics:** for the female students.
- **Medicine:** for the male students.

2. Faculties whose educational approach does not seem to motivate the students to pick up a job in their field of excellence:

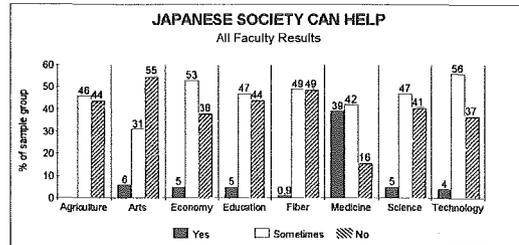
- **Arts:** for both male and female students.
- **Agriculture:** for both male and female students.
- **Education:** for both male and female students.
- **Science:** for both male and female students.

Question 3. Do you believe the organization of Japanese working society favours the realisation of that dream?

There frankly is not much optimism among the participants: 47% of the sample group hesitated, whereas 42% answered in the negative and only 6% believed it would.



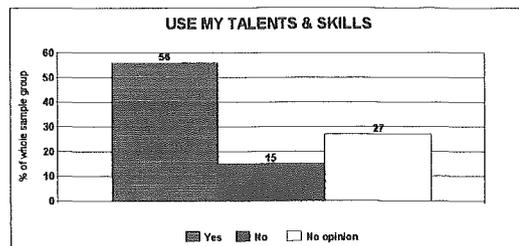
Results per Faculty



Students of the Faculty of **Medicine** (39%) are the only ones to display frank optimism and those of the **Arts** (55%), **Fiber** (49%) and **Education** and **Agriculture** (both 44%) Faculties hardly hide their profound pessimism as to whether they will ever find the job they have dreamt of.

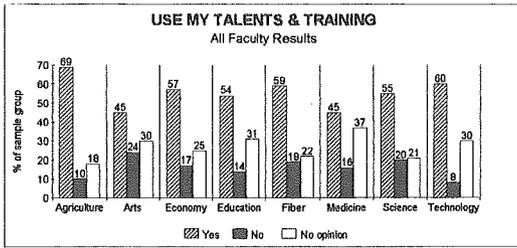
Question 4. I think Japanese employers should offer me a position in which my specific talents and university training are put to optimal use for the organization.

Results for the whole sample group



56% of the participants think their future employers should hire them on the basis of their personal capacities and professional skills. 27% hesitate, while 15% seem willing to abide by the traditional hiring practices.

Results per Faculty



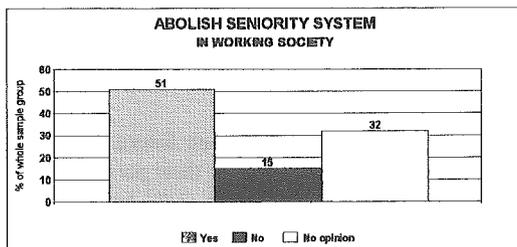
The participants of the Faculties of **Agriculture** (69%), **Technology** (60%) and **Fiber** (59%) share a strong conviction that the leading criteria of public or private organisations' hiring policies should be personal skills and university training.

Hesitant or negative reactions come -for different reasons- from the Faculties of **Arts** (54%) and **Medicine** (53%): the former, according to the other data in this report, probably because their training seems to lead everywhere and nowhere, the latter because, whatever the quality of their training, a job as a doctor is waiting around the corner anyway.

This assertiveness as to the right they claim to enter a job system based on skills and merit, is confirmed by their attitude toward the still dominant seniority system:

Question 5. The Japanese seniority system should be replaced by a hiring and promotion system based on merit and skill

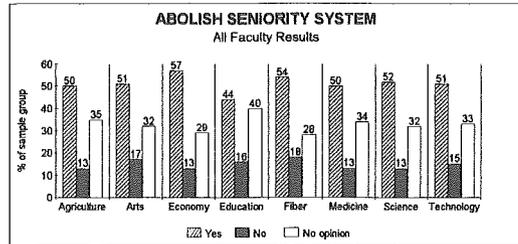
Results for the whole sample group



Comparable to the answers to the former question, 51% of the sample group think the seniority system

should be abolished; 32% have no opinion and only 15% believe the system should be maintained.

Results per Faculty



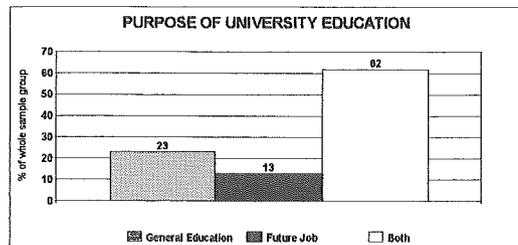
The Faculty of **Education** clearly comes out most hesitant as to the abolishment of the seniority system, whereas the Faculties of **Fiber** (54%) and **Economics** (57%) most strongly advocate such a fundamental change.

Question 6. I think the university:

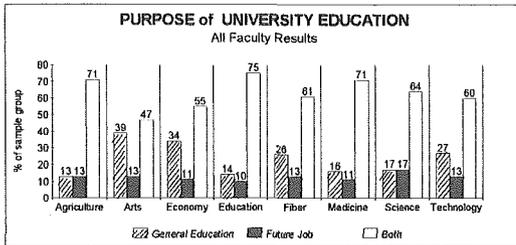
- Should give me only a general, mind-opening education.
- Should prepare me for my future job.
- Should give me a general education AND prepare me for my future job.

Asked about the essential role the university should play in their lives, a large majority (62%) considers that the university should **BOTH** offer them a general education AND prepare them for their future jobs.

Results for the whole sample group



Results per Faculty



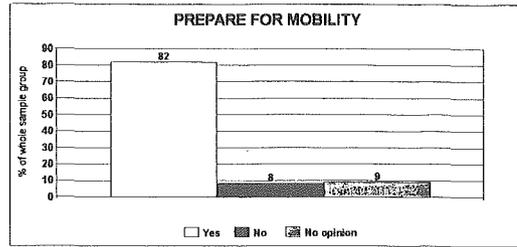
In four Faculties, however, Technology (27%), Fiber (26%), Economics (34%) and Arts (39), more than a quarter of the participants, still a clear minority, believe the university's first task is to provide them with a general education. This might partially be explained by the group's strong attitude toward the need to be prepared for the growing demand of mobility in the working world (see below).

Question 7. A university education should prepare me to face the ever growing mobility required in the working world:

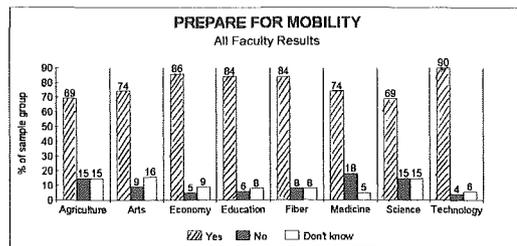
1. Yes
2. No
3. Don't know

Results for the whole sample group

An impressive majority (82%) agreed that the university should prepare its students to successfully face the ever growing mobility required in the working world.



Results per Faculty



The Faculty of **Technology** leads the pack with 90% positive answers, the only slight dissonances coming from the Faculties of **Medicine** (18% negative answers), **Science** and **Agriculture** (both 15% negative answers).

Conclusion

The sample group, invited to assess their professors' teaching performance, is essentially one that is worried about its professional future; the participants especially fear entering an unstable working environment, where their individual assets are not really taken into account in the hiring and promotion processes. Hence the high expectations they have in a university system that provides professional training to help them develop the necessary skills, and a general higher education that is intended to prepare them to stand up to the requirement of ever growing mobility on the labour market. This, primarily anxious, attitude toward the future, sets the stage for the perspective from which they formulate their views on the role and the quality of university teaching, as will be shown in the following chapters.

CHAPTER 2: MY IDEAL PROFESSOR

For the university to successfully fulfill this double educational function the sample group puts high expectations on the quality of its teaching staff.

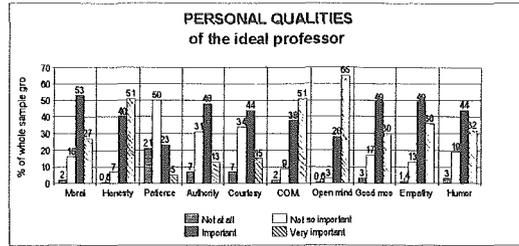
We asked them to paint an accurate picture of their Ideal Professor by rating from 1 (Not important at all) to 4 (Very important) 10 key characteristics of the Ideal Professor (IP) in 3 sections: **personal qualities, professional qualities and physical appearance.**

A. PERSONAL QUALITIES

- The 10 suggested qualities were:
- Moral integrity
 - Intellectual honesty
 - Patience
 - Authority
 - Courtesy
 - Communication
 - Open-mindedness
 - Good mood
 - Empathy
 - Humor

Some concepts presented some difficulty as to their translation into Japanese: “Intellectual Honesty”, a rich and heavily connotated concept among the European intelligentsia, had to be paraphrased as “being honest in telling the scientific truth” for lack of a more appropriate translation; For the translation of “Empathy”, “omoiyari” was preferred to “kyoukan” .

Results for the whole sample group

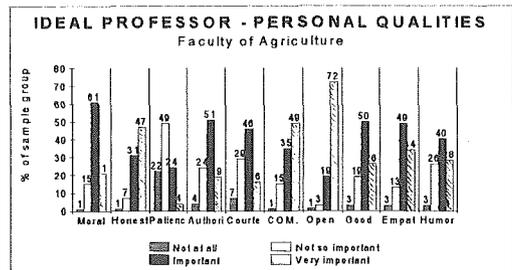


The top-3 personal characteristics that the sample group associates most with the IP are: **open-mindedness** (93% say it is important or very important), **intellectual honesty** (91%) and **communicational aptitudes** (89%).

Least required personal qualities are: **patience** (71%), **courtesy** (39%) and **authority** (38%)

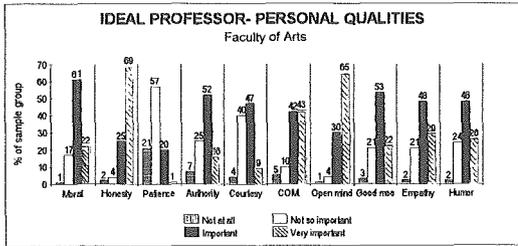
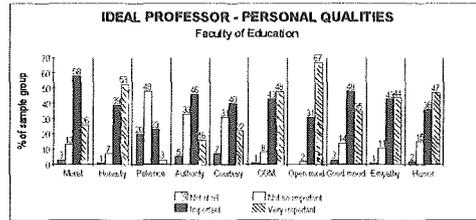
Results per Faculty

⇩ **Agriculture:** in this subgroup the most important personal value of an IP is **open-mindedness** (91%), followed by strong **communicational aptitudes** (84%) and **empathy** (83%). Values such as **patience** (71%), **courtesy** (36%) and **authority** (28%) follow the general tendency by scoring low on the importance scale. It should be observed, however, that the differential between highest and lowest scores is rather weak, suggesting this subgroup’s unease in establishing a clear hierarchy among the 10 proposed items.

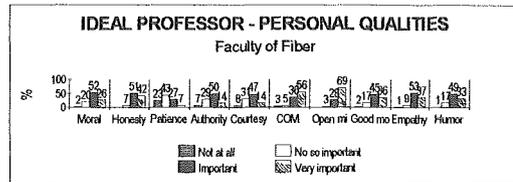


⇩ **Arts:** **Intellectual honesty** (94%) should clearly be the most important personal quality of

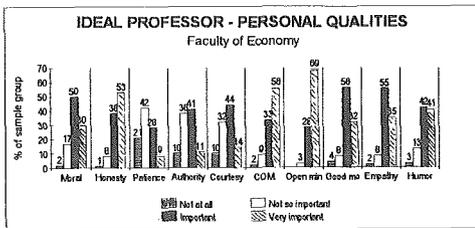
the IP; it tops **open-mindedness** and **communicational aptitudes** (both 85%), with **moral integrity** (83%) drawing major attention too. Again **patience** (78%), **courtesy** (44%) and **authority** (32%) are the most superfluous personal qualities of the IP.



⇒ **Fiber:** here too, **open-mindedness** (97%), **intellectual honesty** (93%) and **communicational aptitudes** (92%) top the list of preferences, with a strong appeal for **empathy** (90%). Negative appraisal here too for qualities such as **patience** (66%), **courtesy** (39%) and **authority** (36%).



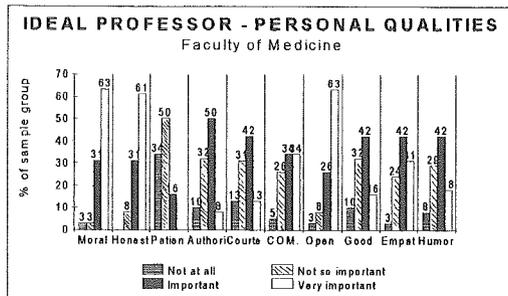
⇒ **Economics:** First and foremost this subgroup expects the IP to show **open-mindedness** (96%), **intellectual honesty** (91%) and **empathy** (90%). **Patience** (63%), **authority** (48%) and **courtesy** (42%) again feature among the least important personal qualities of the IP.



⇒ **Medicine:** in this subgroup **moral integrity** (94%) and **intellectual honesty** (92%) are without any doubt the top personal qualities expected from the IP; **open-mindedness** (89%) scores high too.

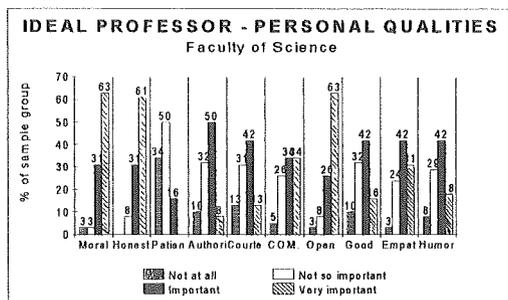
Surprising are the strong negative appraisal rates for qualities such as **courtesy** (44), **“good mood”** (42%), **authority** (42%), **humor** (37%), **patience** (34%), **communicational aptitudes** (31%) and **empathy** (27%). While in this subgroup there is an above average determination as far as their professional future is concerned (see above), 53% of the participants think their professors, a majority of which ARE doctors, should not be rolemodels (see below); which suggests strongly, that 25% to 50% of the participating future doctors, through their negative appraisal, do not associate these values with the basic paraphernalia of “the doctor”.

⇒ **Education:** students in this subgroup expect above all **open-mindedness** (98%), **intellectual honesty** (92%) and **communicational aptitudes** (89%) of their IP. They care much less about **patience** (68%), **authority** and **courtesy** (both 38%).

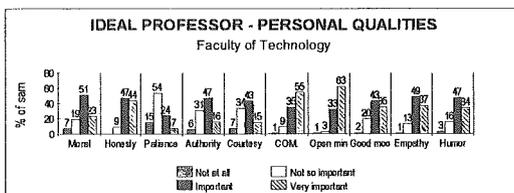


Science: with a 99% positive rating **open-mindedness** represents in the eyes of this subgroup the most necessary quality of the IP, who should also excel in his/her communicational aptitudes (95%) and intellectual honesty (93%).

Patience (74%), **courtesy** (49%) and **authority** (42%) were least associated with the image of an IP.



Technology: this subgroup too strongly advocates **open-mindedness** (96%) as THE number 1 personal quality of the IP. **Intellectual honesty** (91%) and **communicational aptitudes** (90%) do not lag far behind; similarly, **patience** (69%), **courtesy** (41%) and **authority** (37%) figure among the least important personal qualities of the IP.



B. PROFESSIONAL QUALITIES

The participants were invited to rate (on a scale from 1-not at all important - to 4 very important) an experimental set of 10 professional qualities.

Their Ideal Professor:

- should be an excellent scholar.
- should be an excellent pedagogue.
- should be an excellent communicator.
- should be fluent in at least 1 foreign language.
- should invite and welcome constructive criticism from the students.
- should prepare the students for their future job.
- should bring an interdisciplinary approach to his/her classes.
- should care about the students' personal problems.
- should keep him-/ herself and his/her students updated on the latest developments in his/her field.
- should have intellectual curiosity and the willingness to learn.

Results for the whole sample group

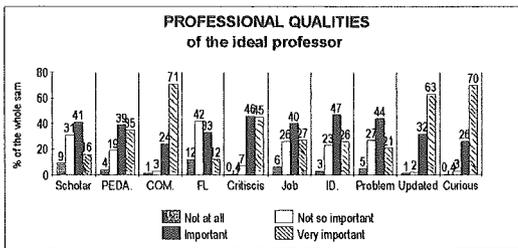
Rarely during this survey has there been so much unanimity within the whole sample group: the Ideal Professor should first and foremost display the following four qualities:

- ⇨ **Intellectual curiosity and willingness to learn** (96%),

- ⇒ To be **updated** about the most recent developments in their field and **keep their students updated** (95%),
- ⇒ To be an **excellent communicator** (95%),
- ⇒ To **invite and welcome students' positive criticism** (91%).

Professional qualities seen as least important by the sample group are:

- ⇒ **Mastery of at least one foreign language** (54%),
- ⇒ **Excellence as a scholar** (40%),
- ⇒ Concern with **students' future job** (33%), and
- ⇒ Care for the **students' personal problems** (32%).



Conclusion

It goes without saying that the sample group's picture of the professional qualities of their Ideal Professor is one of a dynamic, enterprising, knowledge and experience sharing person. A person who allies contact with the developments in his/her field and beyond with a strong sense of communication with the students, and of openness/modesty which lead him/her to invite and accept the students' criticism and to respond to their useful suggestions or observations.

One surprising dissonance cannot go without mention here: the professional quality students deem to be least important for the IP is the mastery of at least one foreign language (the only keyword that got a negative score over 50%). How could the IP possibly satisfy his/her intellectual curiosity, stay

updated about the most recent developments in his/her field and exchange research results with his/her foreign colleagues without a sound degree of proficiency in one or more of the major international languages? Is this an expression of some kind of "splendid isolationism", not rare among island nations? And what would that mean in terms of the students' own motivation for FL learning?

An "ideal" is by definition "a standard of perfection, beauty or excellence believed to be capable of realisation or attainment"¹. The results reported here undoubtedly reflect how the sample group has been using their experience with their real-life professors as a standard reference for constructing their image of the IP, as will be shown in part five of this report.

Results per Faculty.

Only slight variations between Faculties have been recorded, essentially the inverse of the order of the top-4 priorities and the least valued professional qualities of the IP.

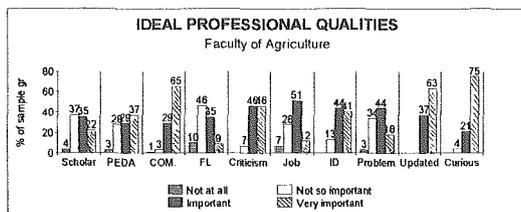
For the record, and to allow the reader to get a clearer insight into the attitude of each subgroup, especially in the way each subtly distinguishes between values such as "important" or "very important", there follows here a short summary and the graphs relating to Faculty subgroups.

Faculty of Agriculture:

- ⇒ The four most important professional qualities of the ideal professor:
 1. To be **updated** and share information with students (100%).
 2. **Intellectual curiosity** and willingness to learn (96%).
 3. To be an excellent **communicator** (94%).
 4. To invite and welcome students' positive **criticism** (92%).
- ⇒ Three least valued qualities:

¹ Websters' Third New International Dictionary.

1. Mastery of a *foreign language* (56%).
2. Excellence as a *scholar* (41%).
3. *Care* for students' personal problems (37%).



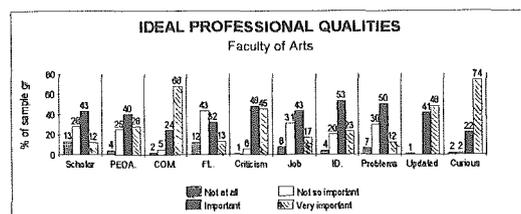
Faculty of Arts:

⇨ Four most important professional qualities of the ideal professor:

1. **Intellectual curiosity** and willingness to learn (96%).
2. To invite and welcome students' positive **criticism** (92%).
3. To be an excellent **communicator** (92%).
4. To be **updated** and share information with students (89%).

⇨ Three least valued qualities:

1. Mastery of a foreign *language* (55%).
2. Excellence as a *scholar* (41%).
3. Concern with students' future *job* (39%).



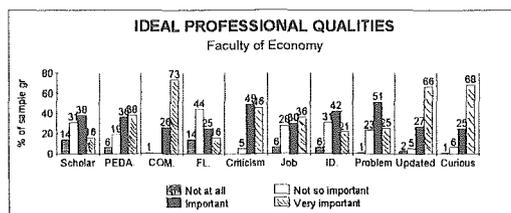
Faculty of Economics:

⇨ Four most important professional qualities of the ideal professor:

1. To be an excellent **communicator** (99%).
2. To invite and welcome students' positive **criticism** (95%).
3. To be **updated** and share information with students (93%).
4. **Intellectual curiosity** and willingness to learn (93%).

⇨ Three least valued qualities:

1. Mastery of a foreign *language* (58%).
2. Excellence as a *scholar* (45%).
3. *Interdisciplinary approach* to teaching a subject (37%).



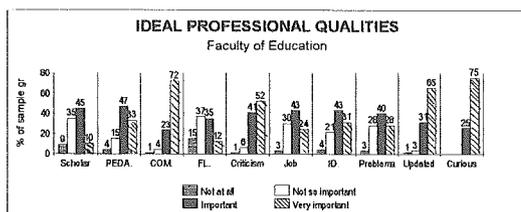
Faculty of Education

⇨ Four most important professional qualities of the ideal professor:

1. **Intellectual curiosity** and willingness to learn (100%).
2. To be **updated** and share information with students (96%).
3. To be an excellent **communicator** (95%).
4. To invite and welcome students' positive **criticism** (93%).

⇨ Three least valued qualities:

1. Mastery of a foreign *language* (52%).
2. Excellence as a *scholar* (44%).
3. Concern with students' future *job* (33%).



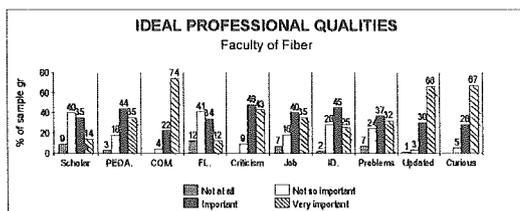
Faculty of Fiber

⇨ Four most important professional qualities of the ideal professor:

1. To be an excellent **communicator** (96%).
2. To be **updated** and share information with students (96%).
3. **Intellectual curiosity** and willingness to learn (95%).
4. To invite and welcome students' positive **criticism** (91%).

⇨ Three least valued qualities:

1. Mastery of a foreign **language** (53%).
2. Excellence as a **scholar** (49%).
3. Concern with students' personal **problems** (31%).



Faculty of Medicine

⇨ Four most important professional qualities of the ideal professor:

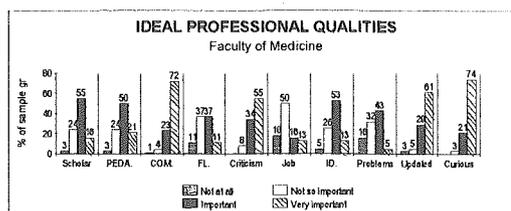
1. To be an excellent **communicator** (95%).
2. **Intellectual curiosity** and willingness to learn (95%).
3. To be **updated** and share information with

students (90%).

4. To invite and welcome students' positive **criticism** (89%).

⇨ Three least valued qualities:

1. Concern with students future **job** (68%).
2. Mastery of a foreign **language** (48%).
3. Concern with students' personal **problems** (48%).



Faculty of Science

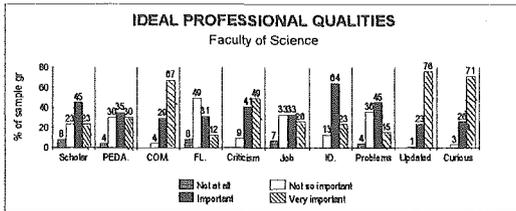
⇨ Four most important professional qualities of the ideal professor:

1. To be **updated** and share information with students (99%).
2. **Intellectual curiosity** and willingness to learn (97%).
3. To be an excellent **communicator** (96%).
4. To invite and welcome students' positive **criticism** (90%).

⇨ Three least valued qualities:

1. Mastery of a foreign **language** (57%).
2. Concern with students future **job** (40%).
3. Concern with students' personal **problems** (40%).

✍ 87% advocate an interdisciplinary approach to the subjects taught in class.



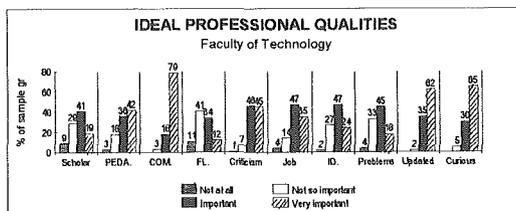
Faculty of Technology

⇒ Four most important professional qualities of the ideal professor:

1. To be **updated** and share information with students (97%).
2. To be an excellent **communicator** (97%).
3. **Intellectual curiosity** and willingness to learn (95%).
4. To invite and welcome students' positive **criticism** (91%).

⇒ Three least valued qualities:

1. Mastery of a foreign **language** (52%).
2. Excellence as a **scholar** (38%).
3. Concern with students' personal **problems** (37%).



Here to, it seemed appropriate to have the participants go beyond “Yesses” and “Nos” and bring a touch of color to an otherwise dry enumeration of figures: we, therefore, asked them the three following questions:

Question 1. In human science classes, the main quality of a professor should be: ... (use keyword or short sentence).

Question 2. In science classes, the main quality of a professor should be: ... (use keyword or short sentence).

Question 3. In foreign language teaching, the main quality of a professor should be: ... (use keyword or short sentence).

Results per Faculty.

As for the other open-ended questions, it seemed appropriate to classify the answers by their rate of occurrence and to publish the three most relevant answers for both freshmen and final year students in each Faculty.

Between brackets is mentioned the number of replies to each question as compared to the total number of participants in each sub-group.

Agriculture

Freshmen:

⇒ **question 1. (23/35)**

1. The Ideal Professor (IP) motivates and energizes students by passionate lectures.
2. The IP has an unbiased and broad view of developments in her/his own field.
3. The IP explains things clearly.

⇒ **question 2. (33/35)**

1. The IP explains things in a clear and simple way, using all the pedagogical tools available.
2. The IP motivates the students by her/his enthusiasm and interdisciplinary approach.
3. (Not enough answers to qualify).

⇒ **question 3. (34/35)**

1. The IP has broad cultural knowledge and practical experience of the country, the language of which she/he is teaching.

2. The IP is fluent in the foreign language (FL) and has a (near) perfect pronunciation.

3. The IP motivates the students with simple explanations, humor and passion.

Final year students:

⇒ **question 1. (26/36)**

1. The IP has and shares her/his curiosity about the world.

2. The IP teaches properly.

3. The IP encourages the students to develop their own opinions.

⇒ **question 2. (28/36)**

1. The IP explains things clearly and in simple, understandable language.

2. The IP has broad interests and does not limit her-/himself to her/his own field.

3. (Not enough answers to qualify)

⇒ **question 3. (28/36)**

1. The IP is fluent in the FL she/he is teaching.

2. The IP is well informed about the current affairs of the country, the language of which she/he is teaching and shares her/his knowledge with the students.

3. The IP motivates the students by teaching them the joy of FL learning.

Arts

Freshmen:

⇒ **question 1. (44/50)**

1. The IP can translate complex information into easily accessible language.

2. The IP does not press her/his opinion upon the students, but is open-minded, listens to the students' opinions and is not biased.

3. The IP has broad knowledge and experience

in and beyond her/his field.

⇒ **question 2. (26/50)**

1. The IP explains things simply, using easy language and familiar examples.

2. The IP motivates her/his students.

3. The IP shows her/his curiosity about connected fields.

⇒ **question 3. (47/50)**

1. The IP speaks the FL perfectly and concentrates on achieving practical speaking skills with her/his students.

2. The IP teaches "the joy of FL learning".

3. The IP is well informed about the current state of the country in all fields.

Final year students:

⇒ **question 1. (45/53)**

1. The IP is open to other ideas and convictions.

2. The IP explains things clearly and preferably with a pinch of humor.

3. (Not enough answers to qualify)

⇒ **question 2. (26/53)**

1. The IP explains thing in a simple way.

2. The IP prefers logical thinking to a biased approach.

3. The IP is accurate in the transfer of knowledge.

⇒ **question 3. (50/53)**

1. The IP privileges communication and the teaching of a "living language".

2. The IP is fluent in the FL and has a rich cultural knowledge of the country.

3. The IP explains plainly and motivates the students.

Economics**Freshmen:**⇒ **question 1. (13/57)**

1. (Not enough answers to qualify)
2. “ “ “
3. “ “ “

⇒ **question 2. (10/57)**

1. (Not enough answers to qualify)
2. “ “ “
3. “ “ “

⇒ **question 3. (50/57)**

1. The IP speaks the FL fluently and has a (near) perfect pronunciation.
2. The IP motivates the students by communicating to them the joy of FL learning as a practical tool of communication.
3. The IP is well informed about the country's affairs and shares that information with the students.

Final year students:⇒ **question 1. (26/47)**

1. The IP has a broad range of fields of interest.
2. The IP has strong opinions but accepts, without any bias, that they might be challenged by alternative ways of thinking.
3. The IP privileges communication with the students, using: humor, clear explanations, sensitivity and sociability.

⇒ **question 2. (22/47)**

1. The IP explains things clearly, especially to those who have an insufficient highschool background.
2. The IP is very well updated about

developments in her/his field.

3. The IP is Cartesian and has a flexible mind.

⇒ **question 3. (42/47)**

1. The IP is familiar with the country's affairs and culture.
2. The IP speaks the FL fluently and has a (near) perfect pronunciation.
3. The IP creates a pleasant environment, which incites the students to communicate.

Education**Freshmen:**⇒ **question 1. (34/64)**

1. The IP is broad-minded and has a wide range of interests.
2. The IP motivates the students by plain and clear explanations.
3. The IP has excellent speaking skills.

⇒ **question 2. (40/64)**

1. The IP explains clearly and gives many practical, concrete examples.
2. The IP shows her/his passion for her/his research field.
3. The IP shows interest in and motivates students by an interdisciplinary approach.

⇒ **question 3. (61/64)**

1. The IP is well versed in the current affairs, the history and culture of the country.
2. The IP creates a homely atmosphere in which the students feel more relaxed about communicating in the FL.
3. The IP has a perfect command of the spoken language.

Final year students:⇒ **question 1. (61/95)**

1. The IP has a wide range of knowledge and fields of interest.
2. The IP privileges objectivity above a biased approach.
3. The IP motivates her/his students, raises their interest and curiosity.

⇒ **question 2. (73/95)**

1. The IP explains thing clearly and raises students' curiosity and enthusiasm.
2. The IP has a wide range of knowledge in a variety of fields.
3. (Not enough answers to qualify).

⇒ **question 3. (93/95)**

1. The IP speaks the FL fluently and has a (near) perfect pronunciation.
2. The IP is well versed in the current affairs, the history and culture of the country.
3. The IP pays particular attention to the weaker students.

Fiber

Freshmen:

⇒ **question 1. (33/65)**

1. The IP has a lot of humor.
2. The IP gives motivating lectures.
3. The IP explains thing clearly.

⇒ **question 2. (63/65)**

1. The IP explains things plainly and simply.
2. The IP motivates her/his students
3. The IP is curious about new developments in her/his field and shares them with her/his students.

⇒ **question 3. (65/65)**

1. The IP has a perfect command of the FL.
2. The IP is well versed in the current affairs, the

history and culture of the country.

3. The IP pays close attention to students' problems, while teaching practical FL in a simple and humorous way.

Final year students:

⇒ **question 1. (26/40)**

1. The IP teaches students how to think independently.
2. The IP explains a wide variety of things in a clear way.
3. (Not enough answers to qualify).

⇒ **question 2. (39/40)**

1. The IP explains things clearly.
2. The IP motivates students by giving many practical applications.
3. The IP has a broad knowledge in a wide variety of fields.

⇒ **question 3. (39/40)**

1. The IP is fluent in the FL and has perfect pronunciation.
2. The IP motivates students with practical classes, humor, ample explanation and appropriate pedagogical materials.
3. The IP has wide knowledge about the country and its culture.

Medicine

Freshmen:

⇒ **question 1. (8/15)**

1. The IP has a broad interest in many fields of human activity.
2. (Not enough answers to qualify)
3. (Not enough answers to qualify)

⇒ **question 2. (12/15)**

1. The IP explains things plainly, simply and

gives a lot of practical examples.

2. (Not enough answers to qualify)

3. (Not enough answers to qualify)

⇒ **question 3. (13/15)**

1. The IP is fluent in the FL and has a (near) perfect pronunciation.

2. (Not enough answers to qualify)

3. (Not enough answers to qualify)

Final year students:

⇒ **question 1. (15/23)**

1. The IP has a broad interest in many fields of human activity.

2. The IP encourages the students to formulate and express their personal opinions.

3. (Not enough answers to qualify)

⇒ **question 2. (21/23)**

1. The IP explains things plainly and does not hesitate to revise the basics.

2. The IP motivates the students and encourages them to ask questions.

3. (Not enough answers to qualify)

⇒ **question 3. (22/23)**

1. The IP is fluent in the FL and has a (near) perfect pronunciation.

2. The IP is well versed in the current affairs, the history and culture of the country.

3. The IP brings humor and a communicational atmosphere to the class.

Science

Freshmen:

⇒ **question 1. (21/50)**

1. The IP has a wide range of knowledge.

2. The IP incites the students to think by themselves.

3. (Not enough answers to qualify).

⇒ **question 2. (45/50)**

1. The IP always gives a plain and clear explanation.

2. The IP has expert knowledge and is always updated.

3. The IP motivates students by dynamic teaching with a lot of real-life examples.

⇒ **question 3. (47/50)**

1. The IP is fluent in the FL and has a perfect pronunciation.

2. The IP explains clearly at the students' pace.

3. The IP is well versed in the culture and affairs of the country.

Final year students:

⇒ **question 1. (19/25)**

1. The IP is not biased.

2. The IP motivates students by creative lectures about the heart and the mind.

3. (Not enough answers to qualify)

⇒ **question 2. (23/25)**

1. The IP has the ability to explain plainly and clearly.

2. The IP motivates the students with interesting lectures.

3. (Not enough answers to qualify)

⇒ **question 3. (21/25)**

1. The IP has broad knowledge about the country's affairs.

2. The IP motivates students by concentrating on practical FL skills.

3. (Not enough answers to qualify).

Technology**Freshmen:**⇒ **question 1. (38/96)**

1. The IP has a broad interest in many fields of human activity.
2. The IP knows how to motivate the students.
3. The IP incites the students to form their own opinion.

⇒ **question 2. (89/96)**

1. The IP explains things clearly, in simple language and gives a lot of concrete examples.
2. The IP motivates the students.
3. The IP conveys his/her enthusiasm for his/her field to the students.

⇒ **question 3. (93/97)**

1. The IP has a broad knowledge about the country's habits, culture, history and also trivialities.
2. The IP adapts to the students rhythm and level.
3. The IP has a (near) perfect pronunciation of the FL.

Final year students:⇒ **question 1. (45/85)**

1. The IP is broad-minded, has wide knowledge and interests in many fields.
2. The IP is skillful in using language as a tool to transfer knowledge and experience in a simple, clear and understandable way.
3. The IP invites students to express their own opinions.

⇒ **question 2. (72/85)**

1. The IP explains things simply and uses a lot of

real-life examples.

2. The IP is curious to learn.

3. The IP motivates her/his students by teaching them the joy of learning.

⇒ **question 3. (80/85)**

1. The IP is open-minded, fluent in the FL, has perfect pronunciation and teaches practical language skills.

2. The IP creates a relaxed atmosphere in which the students can express themselves more easily in the FL.

3. The IP uses humor as a communicative tool.

Conclusion.

□ It is remarkable that, in all Faculties and subgroups, the question about teaching a FL yields the highest reply rate, countering the anticipation that participants in both human, positive and applied sciences would be more outspoken on the specifics of their field.

□ The ideal FL teacher for both freshmen and final year students displays, in order of importance, the following characteristics:

1. Fluency in and (near) perfect pronunciation of the FL

2. The IP is well versed in the culture and general affairs of the country (countries) the language of which he/she is teaching.

3. The IP creates a relaxed atmosphere favourable for FL learning, explains clearly and uses humor to enhance the acquisition of practical FL skills.

□ In the domain of human sciences the most sought-after qualities of the IP are:

1. The IP shares his/her eclecticism with the students.

2. The IP for the freshmen provides **clear and simple explanations**, and motivates the students by **raising their curiosity**. For final year students the second most important quality of the IP is **not to be biased** and to invite students' **opinions**.

3. Same as 2. but inversed between freshmen and final year students.

In the field of positive and applied sciences, participants wish first and foremost to recognize the following qualities in their IP:

1. An overwhelming majority expects their ideal science professor to explain clearly.
2. Final year students expect their IP to show a broad interest in things. Freshmen expect especially to be motivated by their IP.
3. Same as 2. but inversed between freshmen and final year students.

If those "ideal qualities" indeed are a projection resulting from real contact with their professors, as will be laid out in Chapter 5, a tentative translation of these above-mentioned Ideal Qualities into an appreciation of their professors would read as follows;

In order of importance:

- Professors don't explain clearly enough.
- Professors don't show much interest for things outside their special field.
- Professors don't motivate their students enough.
- FL professors' fluency in and pronunciation of the FL leave much to be desired.

C. APPEARANCE OF THE IDEAL PROFESSOR

As mentioned earlier, this was, in the eyes of some test-readers a somewhat controversial or at least trivial question.

And yet, a large section of the working population in most industrialized countries are, throughout their professional careers, submitted to more or less far-reaching regulations related to their appearance.

Especially in the service sector, sometimes draconian, regulations in matters of looks and dress have become common-place; who does not remember the resounding strike, a few years ago, launched by the French male staffers of Euro-Disneyland, when their American parent company ordered them, in a move to preserve its image rather than for hygienic reasons, to shave their moustaches and beards!

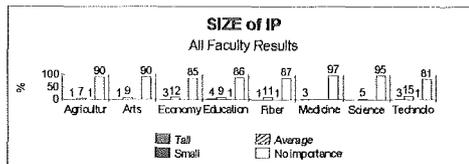
And, after graphology, morpho-psychological techniques are being embraced by more and more, especially large, corporations as another tool to reduce mishap hirings.

University professors belong to one of those unique types of service industries, where the distinction between the product (knowledge and experience transmitted) and the "salesperson" (the professor) is particular, and naturally, opaque. Therefore, and because of their high exposure to the "customer" -their students-, it would not seem illegitimate for a quality, and image-conscious university to address this aspect of the professor-student interaction with due attention.

Meanwhile, the more modest purpose of this study is to establish how far students have stereotyped the image of the university professor, in other words, whether they associate the above-examined personal and professional qualities of the IP with a visual image of the IP.

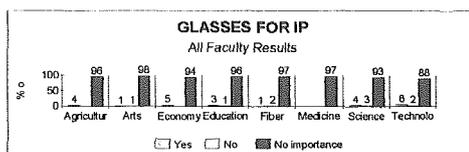
For that purpose, the participants were invited to rate a set of 10 qualities related to the physical appearance of their IP; he or she is:

1. Tall, average or small, or size is not important.
2. Wears/does not wear glasses, not important.
3. Dresses up or not or of no importance.
4. Is/is not attractive or of no importance.
5. Cares/does not care about hygiene and hairstyle, or of no importance.
6. Smokes/ does not smoke or of no importance.
7. Is young, old or of no importance.
8. Ideal Female Professor makes up, does not make up, or of no importance.
9. Practices intellectual sports, physical sports or of no importance.
10. The Ideal Male Professor has a beard, has no beard, or of no importance.



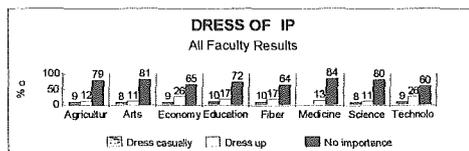
Size of the IP does matter to almost one out of five participants of the Faculty of **Technology**, 15% of the participants of the Faculty of **Economics** and 14% in the Faculty of **Education**.

⇒ **Glasses for the IP**



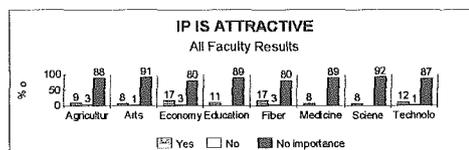
6% in the Faculty of **Technology** and 5% in the Faculty of **Economics** associate glasses with the ideal image of their professors.

⇒ **IP dresses up?**



Again the Faculties of **Technology** and **Economics** lead the pack with 26% preferring their ideal teachers to dress up. The debate over casual dress or dressing up is mainly undecided in the Faculties of Agriculture, Science and Arts, and in favour of dressing up in the Faculties of Education and Fiber.

⇒ **IP is attractive?**



Attractiveness of the IP is relatively important for participants of the Faculties of **Economics**, **Fiber**

Results per Faculty

The overall stereotyped image of the IP is one where stereotyping is clearly absent.

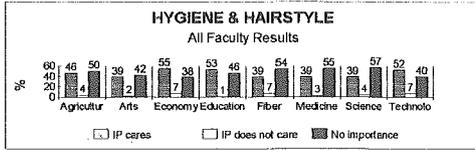
While most students would not have the slightest difficulty in describing the appearance of a company executive, a waitress in a family restaurant, a salaryman or a taxi-driver, the participants seem unable (which is fortunate) or unwilling (which would be more fortunate still) to draw a picture of their IP in a Japan, where there seems to reign a natural tendency to uniform and sartorially stereotype many a profession.

Therefore, we will only focus on some micro-digressions from the general attitudinal pattern, as they might carry the germs of an evolution of the university's student population in the direction of a more image-conscious attitude toward their professors.

⇒ **Size of the IP?**

(both 17%), Technology (12%) and Education (11%).

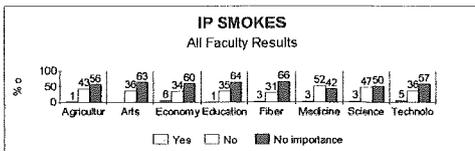
⇒ **IP cares about hygiene and hairstyle?**



A correct hairstyle and proper hygiene are priorities in the eyes of more than half of the participants in three Faculties: **Economics** (55%), **Education** (53%) and **Technology** (52%).

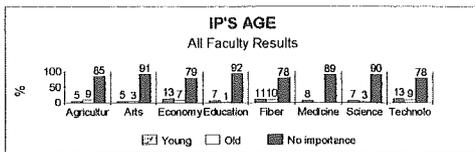
Surprising is the majority of participants in the Faculties of **Medicine** (55%) and **Science** (57%) who think it is not important whether the IP cares about hygiene and hairstyle! (See APPENDIX 8)

⇒ **IP smokes?**



While narrow majorities in favour of free choice prevail except for the Faculty of **Medicine**, where 52% are opposed to their IP smoking, in all other Faculties about one third or more of the participants prefer their IP not to smoke.

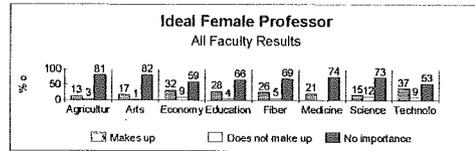
⇒ **IP's age?**



The participants of the Faculties of **Economics** (20%), **Technology** (22%) and **Fiber** (21%) are most outspoken as to whether the IP should be associated with the image of the young dynamic “en vogue” teacher (respectively: 13%, 13% and 11%)

or the mature experienced sensei (respectively: 7%, 9% and 10%).

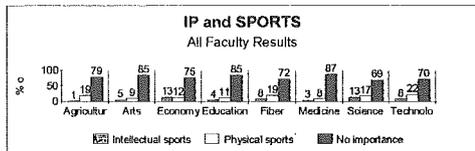
⇒ **Female IP makes up?**



Again the participants of the Faculties of **Technology** (37%) and **Economics** (32%) take the lead, preceding Education (28%), in opposing the overall view that looks do not count: a little blush, lipstick, nail varnish or mascara wouldn't hurt would it?

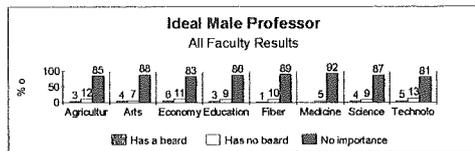
In those same Faculties, as in the Faculty of **Science**, respectively 9%, 9% and 12% of the participants prefer the “natural” look.

⇒ **IP practises sports?**



The strongest advocates for intellectual sports, although a minority, are to be found in the Faculties of **Economics** (13%) and **Science** (13%); those, who think the IP should above all practise a physical sport represent strong minorities in the Faculties of **Technology** (22%), Agriculture and Fiber (both 19%).

⇒ **Male IP wears a beard?**



Again the representatives of the Faculties of **Technology** and **Economics** show some signs of dissent with the other Faculties with respectively 5% and 6% associating a beard with their ideal male

professor and 13% and 11% associating the absence of a beard with their image of the IP (2% for the Faculty of *Agriculture* and 10% for the Faculty of *Fiber*).

Conclusion

The global picture of the IP, as imagined by the whole sample group, can therefore be represented on a scale from 1 (most important quality) to 10 (least important quality): as shown below:

PERSONAL QUALITIES OF THE IDEAL PROFESSOR	
1. Open-mindedness	93%
2. Intellectual honesty	91%
3. Being a good communicator	89%
4. Empathy	85%
5. Moral integrity	80%
6. Good mood	79%
7. Humor	77%
8. Authority	60%
9. Courtesy	59%
10. Patience	28%

Interdisciplinary approach	74%
7. Concern for students' career	67%
8. Care for students' problems	65%
9. Excellence as a scholar	57%
10. Speak foreign languages	45%

APPEARANCE OF THE IDEAL PROFESSOR

Most participants do not think the appearance of their IP is important, except for their hygiene and hairstyle, which after all points to mere prevailing of common sense. They strongly reveal a lack of image-consciousness, and care considerably more about the personal and professional qualities of their professors than about their looks.

Is the downplaying of the importance of the IP's appearance indeed due to sheer indifference or does this apparent indifference stand as a subtle indicator of students' more outspoken plea for diversity, richness and outstandingness of the professorial corps?

Interesting to observe is that, contrary to most participants of other Faculties, the participants of the Faculties of Economics and Technology are most sensitive to and therefore most outspoken in matters related to the appearance of their IP.

PROFESSIONAL QUALITIES OF THE IDEAL PROFESSOR	
1. Intellectual curiosity	96%
2. Being a good communicator	95%
&	
Updated	95%
4. Accept criticism	91%
5. Pedagogue	74%
&	

From a practical point of view, as revealed by the open-ended questions, the students have some clearcut expectations about the teaching qualities of the IP.

- ⇒ The IP is an explainer.
- ⇒ The IP has broad interests and is eclectic.
- ⇒ The IP is a motivator and energizer.

⇒ **The IFLP¹ is fluent in FL he/she teaches and knowledgeable about culture and general affairs² of the country (countries) concerned.**

CHAPTER 3 - QUALITY OF SHINSHU UNIVERSITY PROFESSORS' RELATIONS WITH THEIR STUDENTS.

Six questions aimed more in particular at a better understanding of the quality of interaction between students and professors at Shinshu University.

The participants in this study were asked to rate the quality of their professors' attitudes and behaviour towards them, and for that purpose were presented with six keywords:

1. Professors **respect** their students
2. Professors **care** for their students
3. Professors are **accessible** to students
4. Professors **participate** in student activities

5. Professors and **absenteeism**
6. Professors and students' **workload**

Question 1. Overall my university professors:

1. Treat me with a lot of respect
2. Treat me correctly
3. Could improve the way they treat me as a person
4. Don't have much consideration for me as a person

Results for the whole sample group.

14% of the sample group are very satisfied and 50% are satisfied with the respect they are shown by their professors. 27% think improvements could be made in the way professors treat them as a person, and 8% are very dissatisfied and consider that their professors have not much consideration for them as a person.

This leaves us with more than one third of the total sample group dissatisfied with their professors' expressions of respect towards them.

Results per Faculty .

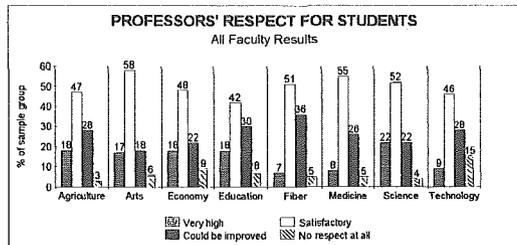
Professors in the Faculties of **Arts** and **Science** get a hands up with respectively 75% and 74% of respondents satisfied.

¹IFLP: Ideal Foreign Language Professor.
² Observation about the ongoing heated debate at Shinshu university and elsewhere between unconditional anglophiles and fervent defenders of the so-called "second foreign languages".

1. The Issue
 With "university reform" and "internationalisation" on top of most universities' agendas, more and more voices demand an increase in teaching positions for English to the detriment of other foreign languages. An anonymous pamphlet, defending that opinion, circulates at Shindai, and its highest authority is promoting the use of English, even as language of communication in other foreign language classes.

2. Personal observation.
 We believe a fundamental difference between the the "usefulness" of English language teaching and other foreign language teaching should be highlighted. With the exception of the Faculty of Arts, where the English/American programs concentrate on the transmission of anglo-saxon cultural values, English language programs elsewhere essentially focus on providing students with the the basics of an **a-cultural communication medium**, the mere merit of which is that it would facilitate access to the international scene. This approach, when efficient, is laudable and, in today's international context, unavoidable.

The presence of "smaller" foreign languages, as some irrespectfully call them, in the curriculum (Chinese, French, German, Korean, Spanish, or Russian, to name a few) serves, beyond the mere acquisition of FL skills, an otherwise important purpose: they offer a permanent opportunity for Japanese people to enrich themselves with values of some of the world's most outstanding civilisations. **Maintaining and developing teaching of those languages and the rich culture and ideas they stand for is, or should be, at the core of a genuine internationalisation policy, which goes way beyond a mere americanization of the Japanese society.**



With respectively 43%, 41% and 38% dissatisfied, professors in the Faculties of **Technology**, **Fiber** and **Education** are being judged least "student-friendly".

⊞ The survey did not yield significant differences between freshman and final year students except for the Faculty of **Medicine**, where the satisfaction rate registered among freshmen (73%) drops to 56% for final year students and for the Faculty of **Science** where the satisfaction rate rises from 66% for freshmen to 92% for final year students.

Question 2. Overall I feel my university professors:

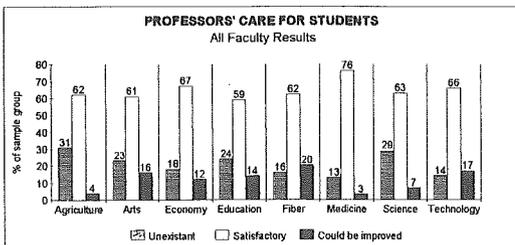
1. Do not care at all about their students
2. Care enough about their students
3. Could care more about their students

Results for the whole sample group.

One student out of five (21%) thinks professors do not care at all about their personal problems. 14% think there is room for improvement and 62% are satisfied.

Results per Faculty

Students in the Faculty of **Medicine** are by far the happiest with the attention they get from their professors (76%), followed by those of the Faculties of **Economics** (67%) and **Technology** (66%).



And while the feeling that professors display total indifference towards the students is strongest in the Faculties of **Agriculture** (31%) and **Science** (29%), the strongest signal that students wish their professors to take more care of them comes from the Faculties of **Fiber** (20%) and **Technology** (17%).

⊞ No significant variations between freshmen and final year students except for the Faculty of

Science where only 44% of the final year students, against 72% of freshmen are satisfied.

Question 3. Overall my university professors:

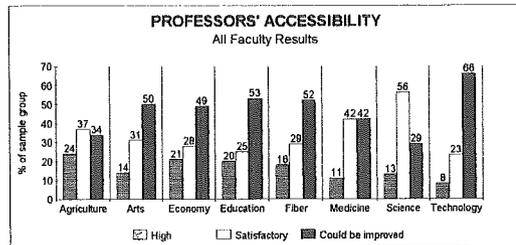
1. are very accessible outside regular class time
2. are accessible enough outside regular class time
3. could be more accessible outside regular class time.

Results for the whole sample group.

51 % of the participants would like to have more or easier access to their professors; 31% are satisfied, and 16% believe their professors are very accessible.

Results per Faculty

Here too, strong disparities between the Faculties come to light:



Technology students with 66% dissatisfied contrast sharply with their peers in the Faculties of **Science** (69% satisfied), **Agriculture** (61% satisfied) and **Medicine** (53%), these last three Faculties being the only ones with above 50% satisfaction scores.

⊞ In both the Faculties of **Medicine** and **Science** the dissatisfaction rate between freshmen and final year students drops respectively from 53% to 35% and from 70% to 47%.

Question 4. Overall, my university professors:

1. participate enough
2. could participate more

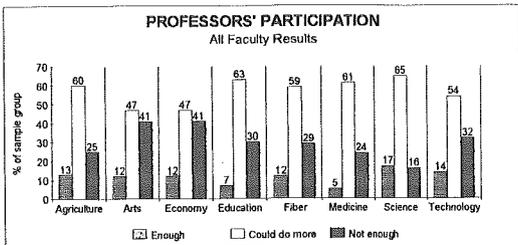
- 3. don't participate enough
- 4. participate too much in student activities.

Results for the whole sample group.

Only 12% of the polled are satisfied with their professors' degree of engagement in extra-curricular activities. 56% think professors should participate more in such activities, while almost one third (32%) observe, without any particular regret, the marked absence of their professors at extra-curricular student activities.

Results per Faculty

The participants of the Faculties of *Science* (65%), *Education* (63%) and *Medicine* (61%) lead the pack in expressing their desire to see more professors participate more in their activities; expressing their professors' failure to participate in extra-curricular activities with some feeling of resignation are participants of the Faculties of *Arts* (47%), *Economics* (47%) and *Technology* (32%).



Option 4 of this question ("My university professors participate too much in student activities") yielded one lone answer, and was therefore not included in the graph.

▢ Spectacular drops in the satisfaction rate between freshmen and final year students are observed in the Faculties of *Education* (17% to 4%), *Economics* (11% to 4%) and *Arts* (16% to 8%). In the Faculty of *Technology* we noted a rise from 9% to 20%.

- Question 5: Overall I feel absenteeism/punctuality among my university professors:
- 1. is no issue
 - 2. sometimes bothers me
 - 3. is a serious issue

As for many other questions of this survey, practical considerations (the need to limit the length of the already 8 page questionnaire and maintain the participants concentration and willingness to proceed with filling out of the questionnaire) obliged us to renounce any indepth analysis of this item; however interesting in our search to get as accurate a picture as possible of the Shinshu University professorial corps, we, therefore, deliberately refrained from asking the survey group to make distinctions between late arrival in class, early departure from class and total absence from class, occasionally or repeatedly, with or without due notice. Nor were time, financing or manpower available to study the impact of absenteeism on the completion of the study program, the students motivation and their results, let alone its economic impact.

Results for the whole sample group.

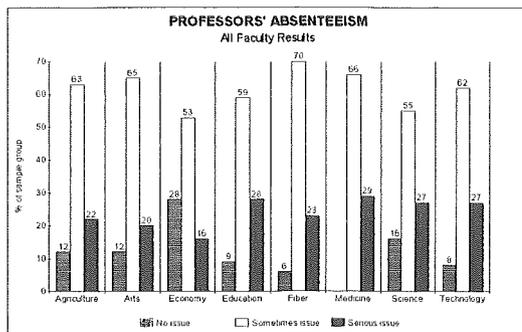
Almost one fourth (24%) considered absenteeism and punctuality among their professors a serious issue.

Close to two thirds (61%) stated they sometimes feel bothered by their professors' lack of punctuality or by their absences.

Only for 12% of the participants absenteeism or punctuality is no issue.

Results per Faculty .

The Faculty of *Medicine* scored lowest with no one considering absenteeism or punctuality a non-issue, and 29% (highest inter-faculty score) considering it a serious issue. In the Faculties of *Education* (28%), *Science* (27%) and *Technology* (27%) too, more than 25% consider absenteeism and punctuality a serious issue.



The highest score for those participants who consider this question to be a non-issue, was recorded in the Faculties of **Economics** (28%) and **Science** (16%). Almost a mirror image of the number of profoundly dissatisfied: the Faculty of Economics yielded 16% and Faculty of Science 27% of participants who think this is a serious issue.

In the Faculty of **Economics** only 3% of the final year students consider absenteeism a non-issue against 19% of the freshmen. In the Faculty of **Science**, on the contrary, the satisfaction rate of final year students with their teachers punctuality rises from 10% for freshmen to 28%.

Question 6. Concerning the work volume at our university, I think:

1. I have to work too hard
2. Workload is just fine
3. I don't have enough work.

This question focussed on the global volume of homework and assignments the students are given by their professors; factors such as the degree of difficulty of the assignments and efficient coordination of assignments between the professor and his/her colleagues are a matter for case to case audit, which, as stated before, falls beyond the scope of this study.

Results for the whole sample group.

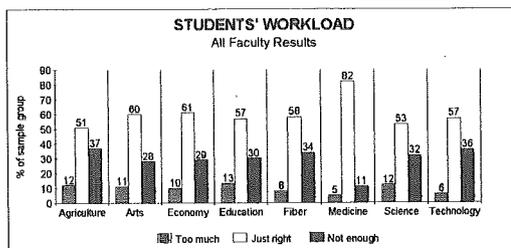
One third of the whole survey group (32%) think

they are not assigned enough work.

58% are happy and a minority (10%) believe their workload to be too heavy.

Results per Faculty .

An inter-faculty comparison shows no notable deviation from the general pattern, be it for the Faculty of **Medicine**, where an exceptional 82% of the surveyed are satisfied with their current workload, or for the Faculty of **Agriculture**, where claims for more work (37%) recorded an all-Faculty high and participants satisfied with their workload scored lowest: 51%



No significant variations between freshmen and final year students except for the Faculty of **Economics**, where **final year students wish to work more**: 73% of the freshmen find their workload just right against only 45% of final year students, and only 22% of the freshmen desire more work against 45% among the final year students.

Conclusion

Whereas students seem satisfied with the respect and the interest in their problems they are shown by their professors, they would like them to be more accessible, to participate more in student activities.

The workload seems to satisfy most of the students, but near to one third would welcome more assignments.

Absenteeism, finally, is considered by the participants as a most serious issue, as it has, without doubt, a serious impact on the completion of the program and constitutes a serious risk to the trust relationship, essential to optimal student-professor interaction.

CHAPTER 4 - SHINSHU UNIVERSITY PROFESSORS' GENERAL EVALUATION

With the image of the Ideal Professor, as depicted in chapter 2, in mind, participants were asked to make a general assessment of their professors' personal and professional qualities as well as of their appearance.

Question 1. In general I evaluate my university professors' personal qualities as:

1. Very good
2. Satisfactory
3. Could be improved
4. Much to be improved

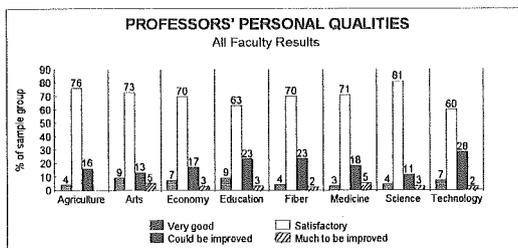
Participants were not explicitly asked to make comparisons with their picture of the Ideal Professor, although this was strongly suggested, through the similarity in the wording of the related questions.

Results for the whole sample group.

6.3% were very satisfied and 68.2% were satisfied with their professors' personal qualities.

22.8% were not satisfied, 2.6% of which were not satisfied at all.

Results per Faculty



Participants of the Faculties of **Science** (85% satisfied or very satisfied), **Arts** (82%) and **Agriculture** (80%) contrast with the least satisfied, with at the top the Faculties of **Technology** (30% dissatisfied), **Education** (26%) and **Fiber** (25%).

Only in the Faculties of Science (86%/84% satisfied) and Technology (64%/68%) is there

no significant evolution between freshmen and final year students. In the Faculties of **Arts**, **Economics**, **Education** and **Fiber**, there is a significant drop of about 8 percentage points in the satisfaction rate between freshmen and final year students.

Question 2. In general I evaluate my university professors' professional qualities as:

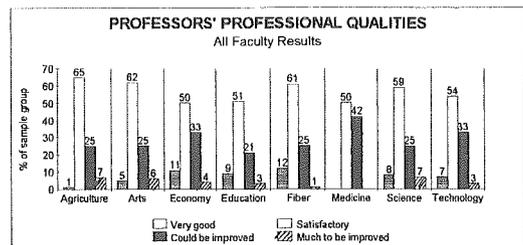
1. Very good
2. Satisfactory
3. Could be improved
4. Much to be improved

Results for the whole sample group.

Only 7.4% judge their professors' professional qualities to be very satisfactory; 55.7% judge their professional qualities are satisfactory.

One third (31.5%) give a negative verdict with 27.8% thinking professors could improve their professional qualities and 3.7% stating much would need to be improved.

Results per Faculty



The strongest positive reactions, expressing satisfaction at the professional qualities of their professors, were recorded in the Faculties of **Fiber** (73%), **Science** and **Arts** (both 67%) and **Agriculture** (66%).

The participants of the Faculty of **Medicine** expressed the strongest reservations with 42%

dissatisfied, followed by the Faculty of **Economics** (37%) and **Technology** (36%).

▣ Whilst there are no substantial differences in the appreciation of freshmen and final year students in the Faculties of Economics and Agriculture, in two Faculties the ratings by the final year students are considerably up: **Technology** (+14%) and **Science** (+20%); in four other Faculties the ratings by final year students are down: **Fiber** (-7%), **Education** (-8%), **Arts** (-10%) and **Medicine** (-28%).

Question 3. In general I evaluate my university professors' physical appearance as:

1. Very good
2. Satisfactory
3. Could be improved
4. Much to be improved

For this question too, it was anticipated that participants would keep in mind the ten suggested criteria (in the questions about the appearance of their IP) when expressing their general appreciation of the appearance of their own professors.

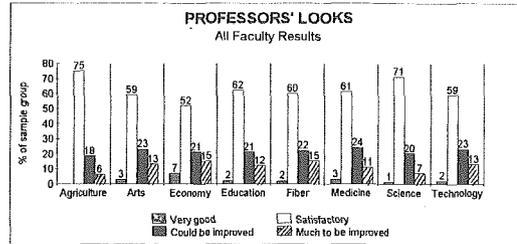
Results for the whole sample group.

Only 2.6% of the survey group find in their professors the looks of their dreams, which is, as such, not really a tragedy: not only are 61% satisfied, the general indifference with which the questions about the IP's appearance were welcomed shows more than anything else that, contrary to many professional categories in Japan, the professorial corps of the university has not yet -and to great relief- fallen victim to sartorial stereotyping.

21.5% think their professors could improve the quality of their appearance and 11.5% think a lot needs to be done to improve their appearance.

That leaves one third of the survey group yearning for a somewhat more outstanding, characteristic and -maybe- a little more colorful professorial corps.

Results per Faculty



Participants of the Faculty of **Agriculture** are undeniably most satisfied with their professors' appearance: with 75% satisfied they lead over the Faculty of **Science** (72%) .

Most dissatisfied are the sub-groups of the Faculties of **Fiber** (37%), **Economics** (36%), **Arts** (36%) and **Technology** (36%).

▣ Between freshmen and final year students in the Faculty of **Fiber** there is a considerable drop in the approval rate by 16%; a similar drop (-10%) was observed in the Faculty of **Agriculture**, while, on the contrary, a considerable increase was recorded in the Faculty of **Science**: +24%.

CHAPTER 5 - SHINSHU UNIVERSITY PROFESSORS' TEACHING SKILLS UNDER THE MAGNIFYING GLASS.

A central part of this study, this chapter goes beyond projections, and ideals, to focus on the quality of tangible, day-to-day teaching at Shinshu University. As such it might be considered by the author and his colleagues a multi-faceted mirror of their own teaching performance. Its series of questions might also be considered a blueprint for the "Students' Evaluation Report", which could become an efficient measuring instrument of the teaching performance, and is introduced in detail in

the “LETTERBOX COMMUNICATION SYSTEM” (See Appendix 5)

A. SHINSHU PROFESSORS, THE WORKING WORLD AND BEING UPDATED

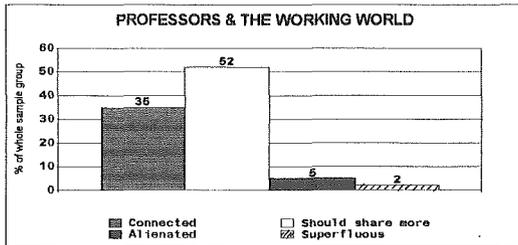
From the outset it seemed most useful to gauge how the surveyed group would assess their professors’ relation to the working world: in their blueprint of the IP, indeed, they strongly advocate that their professors be constantly in touch with developments not only in their own field of excellence but in society at large, and relay their experience and knowledge to the students; also they expect their professors to give them the necessary professional skills and the essential general education which should allow them to face the requirement of ever growing mobility on the labour market.

Hence this

Question 1. I think my university professors:

1. are far from the realities of the working world,
2. have enough valuable experience of the working world,
3. should share more of their experience of the working world,
4. don’t need experience of the working world to be good teachers.

Results for the whole sample group.



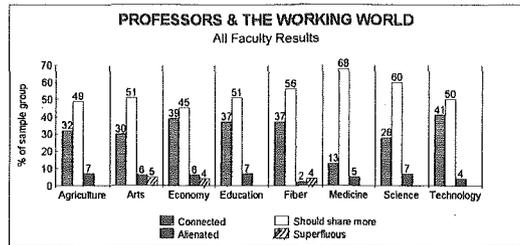
35% of the participants think their professors are connected to the “working world”, with more than

half of the sample group (52%) wishing they would share more of their experience of the working world with their students.

An average 5 % think their professors are alienated from that working world.

Only 2% are convinced their professors don’t need experience of the working world to be good teachers.

Results per Faculty



Especially in the Faculty of *Medicine* the wish for their professors to share more of their experience is strongly expressed with 68% of the sample saying so, participants in this sub-group casting at the same time the strongest doubts on how well their professors are connected to that working world with a mere 13% believing they are.

Only in two Faculties (Agriculture and Economics) less than 50% of the participants believe their professors should share more of their experience.

In two Faculties -Economics (46%/32%) and Education (47%/31%) freshmen think their professors are better connected to the working world than their final year comrades think they are. An opposite result is recorded in the Faculties of Medicine (7%/17%) and Science (18%/48%) where final year students think their professors are more connected to the working world.

In their blueprint of the Ideal Professor’s professional qualities, the sample group strongly stressed the need for the IP to be updated in his field (95%). Hence:

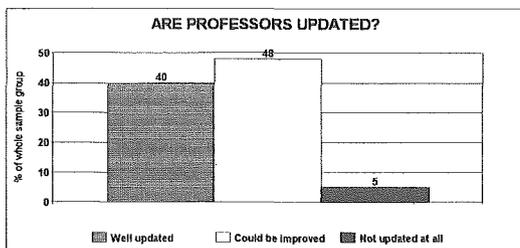
Question 2. I think my university professors:

1. are well updated
2. could be better updated
3. are not updated at all, about new national or international developments in their field.

☞ In five Faculties participants think that the professors teaching the freshmen are more updated than those teaching the final year students: Education (45% versus 36% for final year students), Economics (53% versus 38%), Fiber (45% versus 30%), Agriculture (54% versus 36%) and *Medicine*: 40% versus 13%!

☞ On the contrary, 64% of the final year students in the Faculty of *Science* (against 26% among the freshmen) think their professors are very well updated.

Results for the whole sample group.



Only 40% of the surveyed think their professors are well updated about developments in their field. 53% think they are not, with 48% of the survey group believing their professors could be more updated and 5% thinking they are not updated at all.

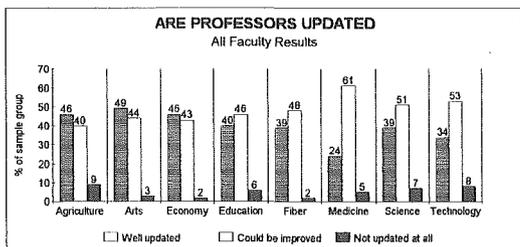
B. PROFESSORS' TEACHING SKILLS

Not only did it seem interesting to look into what the students might consider as their professors' "stock of knowledge and experience", the technical skills by way of which their professors transfer their knowledge and know-how to the students too looked worth scrutinizing.

Five major aspects of the professor's performance in class were submitted to the participants' judgement:

1. **Structure and content** of the lectures.
2. **Quality of their professors' handwriting.**
3. **Quality of their professors' elocution.**
4. **Quality of their professors' handling of multimedia.**
5. **Quality of their professors' handling of scientific instruments.**

Results per Faculty



Essentially these questions crystallize around the major aspect of the teacher-student interaction process:

Do students understand what their professors are teaching them?

The Faculties of *Arts* (49%), *Agriculture* and *Economics* (both 46%) are the only three Faculties where a slight majority of participants (never exceeding 50%) think their professors are well updated.

Question 3. Overall my university professors' structure and content of their lectures:

The Faculty of *Medicine* with, 61%, tops the remaining Faculties who believe their professors could be more updated.

1. is high quality
2. is satisfactory
3. could be improved
4. needs to be improved a lot

“Content” - it was anticipated- would be read by the participants in terms of:

- ☞ richness, exactitude and internal cohesion of the information transferred;
- ☞ purposefulness of information and know-how transferred.

With “structure” a clear reference was made to the use professors make or do not make of the whole set of didactical strategies and techniques designed to transfer knowledge or generate skills in ways that result in:

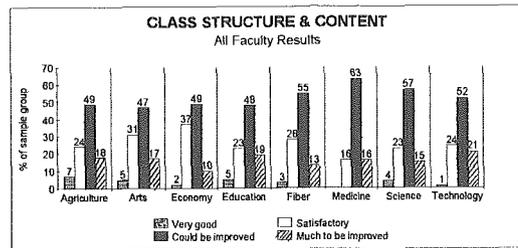
- ☞ students understanding the internal cohesion of the constituent elements of the lecture.
- ☞ students understanding how and where to situate an individual lecture within the larger context of a full lecture cycle.
- ☞ students understanding the correlation between one particular cycle of lectures and the lectures of their other professors.
- ☞ students understanding the connection between a lecture/lecture cycle and its potential practical applications.
- ☞ students understanding the internal cohesion between lecture, exercises, assignments, and tests.

Results for the whole sample group

Only 29% of the survey group are satisfied (26%) or very satisfied (3%).

68% expressed a negative opinion with 17% thinking much is to be improved .

Results per Faculty



Most satisfied are the participants of the Faculties of **Economics** (39%) and **Arts** (36%), the only Faculties where more than one third of the participants gave a positive response to the attention their teachers pay to the content and structure of their lectures.

Participants belonging to the Faculties of **Medicine** (79%), **Technology** (73%) and **Science** (72%) expressed strongest dissatisfaction with the content and structure of their professors' classes.

One might expect students of the Faculty of **Education** to be blessed with a professoral corps, the teaching skills of which would be largely rated above average.

Surprisingly the Faculty of **Education** comes in only fifth with only 28% of the subgroup being satisfied (23%) or very satisfied (5%) with the quality of class content and structure. 67% are not satisfied, among which, those who believe there is much to be improved (19%) come in second position of the very dissatisfied only after the subgroup of the Faculty of **Technology** (21%).

This might partially be explained by the assumption that this sub-group would be much more demanding, hence much more critical, than their colleagues in other Faculties, as a majority of them intend to become teachers themselves, and expect to find in their teacher positive examples.

- ☞ In all Faculties, with the exception of the Faculty of **Technology**: Freshmen 24% satisfied, final year students 26% satisfied, the freshmen in all other Faculties are more satisfied than their seniors:

	Freshmen	Final year students
A. ¹	31%	30%
K.	39%	38%
M.	20%	14%
E.	34%	24%
L.	42%	30%
F.	37%	20%

Without any doubt clear and readable handwriting contributes to enhance the understandability of the information transferred. Students, therefore, were also asked about the quality of their professors' handwriting which, despite the wonders of our computer age remains a major tool of information transfer in the classroom (blackboards, annotations or corrections on homework papers, etc.)

Question 4: Overall my professors' handwriting on blackboard or copies:

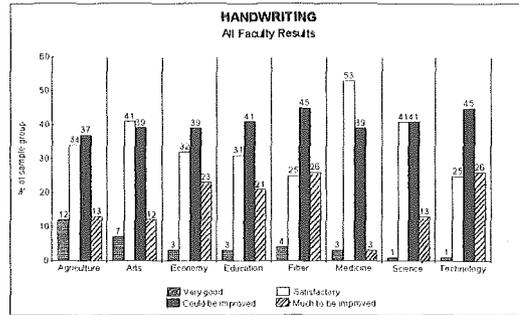
1. is excellent
2. is satisfactory
3. could be improved
4. could be improved a lot.

Results for the whole sample group

59% of the participants think their professors could improve (41%) or improve a lot (16%) their handwriting.

32% were satisfied and 4% were very satisfied.

Results per Faculty



Going counter to a common prejudice in the western world, where a doctor's handwriting is readable by nobody but the pharmacist, the participants of the Faculty of **Medicine** are the only ones to declare as a majority (56%) their satisfaction with their professors' handwriting.

Not so their colleagues in the Faculties of **Technology** and **Fiber**, where 71% of the participants would like their professors to take some calligraphy classes.

In all Faculties, without an exception, freshmen seem to have much more problems deciphering their professors' handwriting than their fourth year seniors, as the satisfaction rate in the figure below shows:

	Freshmen	Final year students
A. ²	45%	51%
E.	26%	39%
F.	23%	37%
K.	24%	47%
L.	42%	53%
M.	47%	60%
S.	36%	56%
T.	17%	35%

With no more details available it is unclear whether indeed professors' handwriting in "former kyôyô gakubu" is worse than that of their colleagues who teach the final year students, or whether the

¹ Official abbreviation of the Faculty name

² Official abbreviation of the Faculty name

students' differing responses are related to adopted or not yet acquired habits.³

No less important is the question as to whether or not professors can make themselves "acoustically" understood. Deliberately excluded from the scope of this question were the often poor quality of the amplifier systems in classrooms or amphitheatres and the acoustics of those classrooms. Instead, we only focussed on the quality of elocution of the professors. Particularly related to this question are aspects such as diction, clarity and strength of the voice, rhythm and intonation.

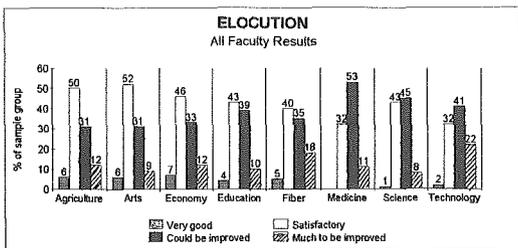
Question 5. Overall my university professors' elocution in class:

1. is excellent
2. is satisfactory
3. could be improved
4. could be improved a lot.

Results for the whole sample group

52% of the surveyed wished their professors would express themselves more audibly and clearly, against 46% who were satisfied.

Results per Faculty



Participants of the Faculties of **Arts (58%)**, **Agriculture (56%)** and **Economics (53%)** were the only ones to show a clear degree of satisfaction with their professors' elocution.

³ From our own experience we have learned that handwriting and organisation of the information on the blackboard by Japanese highschool teachers most often are little pearls of beauty and clarity; which might explain the freshmen's discontent when confronted with the often Picasso-like board-schemes of their university professors.

The Faculties of **Medicine (64%)** and **Technology (63%)** scored lowest on the satisfaction scale.

The strongest negative approval rate was recorded in the Faculty of **Technology** with 22% thinking much needs to be done by their professors to improve their elocution.

As for the question of handwriting, and except for the Faculty of Medicine where compared to the freshmen (40% satisfied) their seniors registered a 14% drop, down to 26% satisfied, in all Faculties we recorded a significantly higher satisfaction rate among final year students with their professors' elocution.

	Freshmen	Final year students
A. ⁴	49%	64%
E.	45%	48%
F.	37%	57%
K.	47%	59%
L.	58%	59%
M.	40%	26%
S.	34%	64%
T.	28%	41%

In this age technology has become for some an overzealous and overpowering partner in all kinds of information transfer processes between individuals and/or groups. Multimedia technologies have acquired a considerable status in our educational institutions, at some point to overshadow or even replace what is, in our opinion, the very crucial personal relationship between professor and student in the education process. Thus we could not avoid gauging the surveyed group's response to the quality of their professors' handling of multimedia.

We anticipated that participants would not only focus on their professors' technical skills, but also on the quality and the relevance of the information transfer through the "Professor-Multimedia" tandem.

⁴ Official abbreviation of the Faculty name

Not considered in this question was the quality of the equipment and facilities designed for the use of multimedia, which is the focus of another question (see below).

Question 6. Overall, my university professors' handling of multimedia (Audio, Video, Computer, OHP, etc.) :

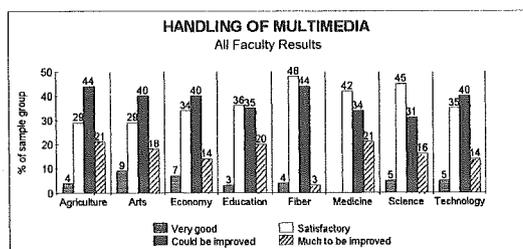
1. is very good
2. is satisfactory
3. could be improved
4. could be improved a lot.

Results for the whole sample group

More than half of the participants (55%) think there is room for improvement, 16% of which believe a lot needs to be done by their professors to efficiently integrate multimedia in their classes.

Of the 42% who are satisfied only 5% think their professors handle multimedia very well.

Results per Faculty



According to our survey, a majority of satisfied students could be found only in the Faculties of **Fiber** (52%) and **Science** (50%).

The strongest signals of dissatisfaction came from the Faculties of **Agriculture** (65%) and **Arts** (58%). The Faculties of **Medicine** (21%), **Agriculture** (21%) and **Education** (20%) lead the pack of those who believe a lot needs to be done by their professors in order to optimize the use of multimedia in the classroom.

Except for the Faculty of Science, where the seniors seem more satisfied with their professors' handling of multimedia and the Faculty of Technology where both freshmen and seniors represent the same minority (40% satisfied), the freshmen in all other Faculties are more satisfied than their seniors, as shows the scheme below:

	Freshmen	Final year students
A. ⁵	37%	30%
E.	47%	33%
F.	52%	50%
K.	44%	37%
L.	42%	34%
M.	53%	35%
S.	48%	56%
T.	40%	40%

With vivid memories of how some physics, biology or chemistry teachers in senior highschool used to blow...up their experiments, we wondered how flawlessly scientific experiments are being conducted in Shinshu University's labs.

Question 7. In general my university professors' handling of scientific instruments/tools in experiments:

1. is very good
2. is satisfactory
3. could be improved
4. could be improved a lot
5. I don't know.

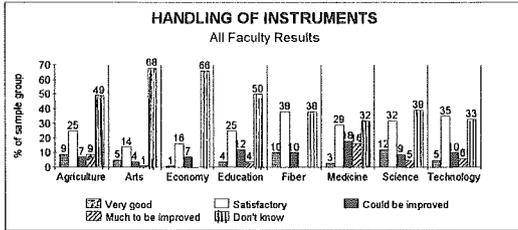
⁵ Official abbreviation of the Faculty name

Results for the whole sample group

47% say they don't know and 33% expressed satisfaction with their professors' handling of scientific instruments.

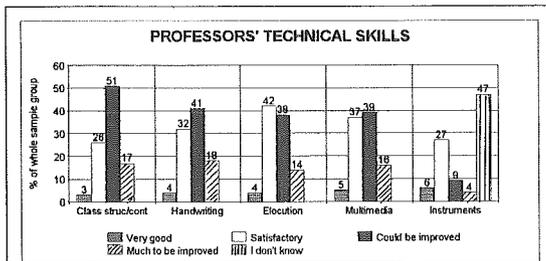
11% state there is room for improvement .

Results per Faculty



While the high rate of ignorance in this matter comes as no surprise in Faculties where "by nature" the use of scientific instruments is limited or absent, the fact that in the more "scientific faculties" such as Medicine (32%), Technology (33%), Fiber (38%) Science (39%) and Agriculture (49%) one third of the surveyed or more, admit not knowing how well their professors perform in handling scientific instruments in experiments, may raise some eyebrows.

Conclusion to questions 3 to 7.



Overall, the teaching staff of Shinshu gets a D for their technical teaching skills and the benefit of the doubt as far as the handling of scientific instruments is concerned.

C. FL PROFESSORS' FL TEACHING SKILLS

The fact that a majority of participants consider the mastery of at least one foreign language one of the

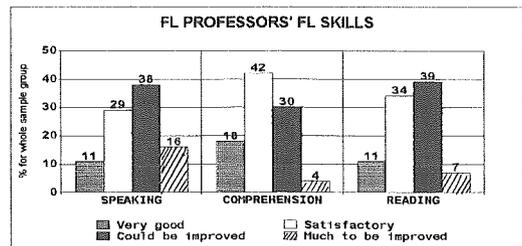
least important qualities of their IP, may raise some legitimate suspicion as to how important they consider mastery of a FL for themselves, and consequently, how motivated they really are to learn a FL.

The number one quality they expect from their Ideal Language Professor is fluency and perfect pronunciation. Whether and how their FL professors fulfill this requirement was the subject of the following questions.

Question 8. Overall my Japanese foreign language Professors' practical language skills (speaking, comprehension, reading) are:

1. very good
2. satisfactory
3. could be improved
4. could be much improved

Overall results for the whole sample group



SPEAKING

As far as their Japanese FL professors' ability to speak a foreign language well is concerned, we did not measure separately the frequency of use and the quality.

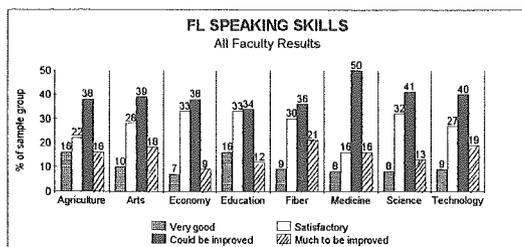
Despite the absence of solid competence in this field on the side of the students, the presence or availability of comparative models such as native speakers at the university or FL use in the media, it was assumed that a reasonably acceptable framework of reference was in place allowing the students to make a sound judgement of their Japanese FL teachers' speaking skills.

Results for the whole sample group

40% of the sample group consider their FL professors' FL speaking skills satisfactory or very good (11%).

54% are not satisfied with 16% stating a lot could be improved.

Results per Faculty



With 49% satisfied in the Faculty of **Education**, this -under the 50% level- mark was about as far as the total sample group would go in their approval of their FL professors' speaking skills.

An absolute low was scored in the Faculty of **Medicine**, where only 24% were satisfied and two thirds (66%) replied in the negative. There followed the Faculties of **Technology** (59% dissatisfied), **Fiber** and **Arts** both with 57% dissatisfied.

⊞ Freshmen in all Faculties are more satisfied with their FL professors' speaking skills except for the Faculty of Economics, as the scheme here shows:

	Freshmen	Final year students
A. ⁶	43%	33%
E.	63%	40%
F.	46%	28%
K.	35%	42%
L.	56%	27%
M.	34%	18%
S.	42%	36%
T.	37%	33%

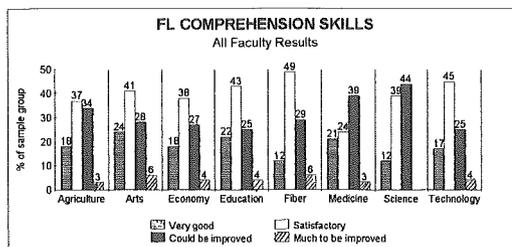
⇨ **COMPREHENSION**

While "speaking, comprehension and reading" are basic criteria used by FL teachers to evaluate their students' progress, and students may fairly well be in a position to evaluate their professors' FL speaking skills, it remains unclear in what ways and to what extent they are able to assess their professors' FL comprehension and reading skills. Unless classes are not well prepared, FL professors can rather easily prevent students from becoming discomfort witnesses of possible gaps in their FL listening or reading skills.

Similarly, impromptu meetings of students with their Japanese FL professors AND FL native speakers appear to be rare and -given the friendly or congenial relationships between the Japanese FL professor and his/her foreign colleague or guest, which helps avoid discomforting situations- cannot but generate few impressions or suspicions, far insufficient to reflect in a quantifiable way the real state of the listening and reading skills of the Japanese FL professors.

Therefore it does not seem desirable, within the scope of this survey, to go beyond the mere publishing of the graphic results; they may constitute a starting point for a deeper reflection on the quality of FL teaching at the Shinshu University.

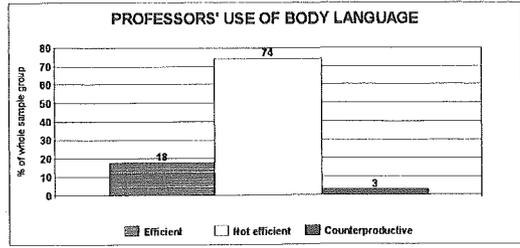
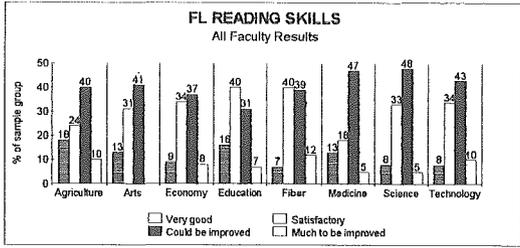
Results per Faculty



⇨ **READING**

Results per Faculty

⁶ Official abbreviation of the Faculty name



The anticipated and apparent need for more and better communication between students and their professors make it worth paying some attention to the quality of another form of communication, indispensable in establishing efficient interaction between students and professors: **body language**.

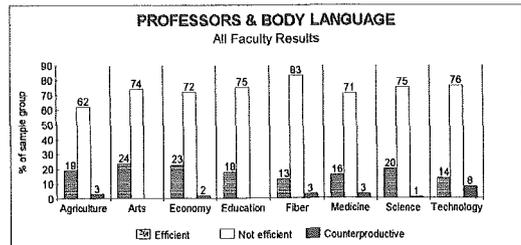
74% of the participants think their professors use body language inefficiently.

18% are satisfied, whereas 3% fear their professors' use of body language works counterproductively.

Question: 9 Overall I think my university professors' body language in class is:

1. efficient
2. inefficient
3. counterproductive

Results per Faculty



- ✍ A communicational sequence can be qualified as “counterproductive” when the combination of verbal and non-verbal language by the professor creates confusion or misunderstanding among the students.
- ✍ Needless to emphasize how beneficial the accurate use of body language is in the information transfer process: not only does it convey the enthusiasm of the user, it plays -as has been pointed out by the leading experts in Neuro-Linguistic Programming- a crucial role in the process of anchoring messages into the receiver.

Slightly positive signs come from the participants of the Faculties of **Arts** (24% satisfied), **Economics** (23%) and **Science** (20%).

Strong negative signals were sent by the participants of the Faculties of **Fiber** (86%) and **Technology** (84%).

▢ Freshmen in the Faculty of Arts and final year students in the Faculty of Science are the only sub-groups where the satisfaction rate (both 32%) represents almost one third of the participants.

Results for the whole sample group

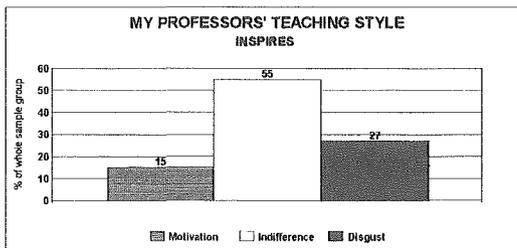
D. CONCLUSIONS

Rather than rushing into conclusions about the above we asked the participants to draw some tentative conclusions themselves.

Question 9. Overall my university professors' teaching style:

1. raises my interest in the subject and pushes me to work hard
2. Does not particularly help me to get excited about the subject
3. makes me feel disgusted with the subject.

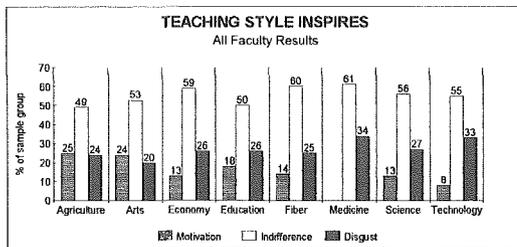
Results for the whole sample group



55% report a feeling of indifference, while 15% of the participants think their professors' teaching style enhances their motivation for the subject.

27% reported a feeling of disgust with the subject due to the poor quality teaching style of their professors.

Results per Faculty



A quarter of the participants in the Faculties of **Agriculture** (25%) and **Arts** (24%) are encouraged by their professors' teaching style to take their subject to heart, a rare positive signal.

None of the participants (38) in the Faculty of **Medicine** feel motivated; on the contrary, they represent the sub-group where the feeling of disgust with their subject, instilled by their professors' teaching style, is strongest at 34% with 61% being induced to some form of indifference with their subject.

If this sub-group's opinion were indeed to be representative of the opinion of all the students in the Faculty of Medicine, one might wonder how this climate of sullenness will affect the performance, attitude and behaviour of the future doctor.

Straight disgust (33%) and sheer indifference (55%) with their subject pushed the sub-group representing the Faculty of **Technology** into an unenviable second position just one step ahead of the Faculties of **Economics** and **Fiber** (85% indifference or disgust).

With the overall satisfaction rate already rather low, the professors of freshmen in all Faculties, except for the Faculty of Fiber, get higher ratings for their teaching performance in general, as the following scheme shows:

	Freshmen	final year students
A. ⁷	26%	24%
E.	20%	17%
F.	14%	15%
K.	14%	11%
L.	28%	21%
M.	0%	0%
S.	16%	8%
T.	13%	3%

⁷ Official abbreviation of the Faculty name

E. Alternative Conclusion

This seems the appropriate place to let the students express in plain words what hitherto has been a mere numerical attempt to quantify and classify their opinions about their professors' teaching skills.

We therefore submitted to them two open-ended questions which, by their appeal to a more instinctive, emotional reaction, may, more than any statistics, provide some deeper insight into the reasons why they do or do not appreciate their university professors' teaching skills.

Despite some difficulties in the interpretation of the answers and available space in this report being limited, for technical reasons, it was decided to publish the top-three most recurrent answers in each faculty and for both sub-groups: freshmen and final year students. Between brackets we indicated the reply rate for the total number of participants in each subgroup.

Question 1. What I hate most about my university professors is:

Results per Faculty

1. Faculty of Agriculture

a) Freshmen - (25/35)

1. Boring lectures with no attention to practical applications.
2. They ignore students as shown by their lofty attitude and frequent absenteeism .
3. Poor elocution and handwriting.

b) Final year students - (26/33)

1. Their narrowmindedness and the poverty or absence of communication with their departmental colleagues; instead they often speak ill of their colleagues.
2. The poor quality of the classes does not motivate the students.
3. Some harass the students by invading their

privacy during the lectures.

Isolated but striking answer: "Sex discrimination: I am not his secretary"

2. Faculty of Arts

a) Freshmen - (42/50)

1. Lectures are not well prepared and too complicated: not enough clear explanation and not enough opportunity to talk privately with the teacher.
2. One-way communication: teachers do their teaching job but hardly notice the presence of the students.
3. Some talk ill of their fellow professors.

b) Final year students - (48/53)

1. Teachers are dull, self-satisfied and not motivated to teach, which results in boring lectures.
2. Poor communication with their students and colleagues.
3. Hardly any help with jobhunting.

Some isolated but striking answers:

- "Some are always late for class by 10 minutes."
- "Some are inhumane."
- "Some yell."

3. Faculty of Economics

a) Freshmen - (44/57)

1. Poor teaching skills
2. They don't try to understand or even ask the students' point of view.
3. The roll-call seems to be for them more important than anything else.

b) Final year students - (42/47)

1. They are boring, old-fashioned and out of touch.
2. Lack of innovation, creativity, enthusiasm and communication with the students.
3. Lectures are not interesting.

Some isolated but striking answers:

- "Some make tyrannical lectures"
- "They try to appear outstanding...in vain"

4. Faculty of Education

a) Freshmen - (59/64)

1. They make boring and difficult lectures, yet don't offer plain and clear explanation.
2. They speak in a low voice, write badly and it seems very difficult to communicate with them.
3. They are self-centered, sarcastic and stubborn.

b) Final year students - (89/95)

1. They are old-fashioned, conservative and narrow-minded.
2. They offer poor, one-way, routine lectures.
3. They have poor relationships with their colleagues.

Some isolated but striking answers:

- "They emphasize that Nagano is dumb."
- "The teachers of the Department of Education don't seem to be educators themselves."

5. Faculty of Fiber

a) Freshmen - (46/65)

1. They don't speak loud enough and have bad handwriting.
2. They don't explain things and don't seem to care that students are at a loss.
3. They seem self-satisfied.

b) Final year students - (35/40)

1. They care more about their research than about teaching their students.
2. Their lectures are too complicated, the rhythm too fast.
3. They don't communicate with colleagues in other departments.

6. Faculty of Medicine

a) Freshmen - (10/15)

1. Their lectures are boring and difficult.
2. They have no humor.
3. (Not enough answers to qualify).

b) Final year students - (18/23)

1. They live in a small world, are narrow-minded.
2. They are poor teachers; some hate to teach.
3. Some don't seem to study or take research seriously.

An isolated but striking answer:

- "They are competing for the students' favor, but they are not competing with each other".

7. Faculty of Science

a) Freshmen - (43/50)

1. They are always late for class.

2. They have poor teaching skills and the lectures are boring.
3. They are stuck-up.

b) Final year students - (16/25)

1. Lectures are boring because teachers lack enthusiasm, originality and humor .
2. Poor teaching skills.
3. Poor communication with teachers of other departments.

8. Faculty of Technology

a) Freshmen - (83/96)

1. They are indifferent to the students: they don't care whether they understand and drone on without clear and simple explanation.
2. They are self-satisfied, stuck-up, stubborn or old fashioned.
3. They come late.
They speak in a low voice so that students can hardly understand what they say.

Isolated but striking answer:

He took my hat!

b) Final year students - (69/85)

1. They are conservative, arrogant and don't communicate with students.
2. They look down on students and criticize their colleagues.
3. Some fool or lie to the students.

Isolated but striking answer:

"They are indulgent towards themselves but strict with their students".

Question 2. What I love most about my university professors is:

Results per Faculty

1. Faculty of Agriculture

a) Freshmen - (25/35)

1. Professors are friendly and mild-natured.
2. Their expertise in their major field.
3. Their love for the Shinshu area.

b) Final year students - (23 /36)

1. They are friendly, easy-going and kind-hearted.
2. They are broad-minded and tolerant.
3. (Not enough answers to qualify)

2. Faculty of Arts

a) Freshmen - (39/50)

1. Most of them are friendly and kind-hearted.
2. Some are unique, dynamic and passionate.
3. The great diversity of teachers of different race and background.

b) Final year students - (45/53)

1. Many are friendly, kind-hearted and easy to talk to.
2. Some show pride in their expertise, research.
3. Some are good and active.

3. Faculty of Economics

a) Freshmen - (41/57)

1. They are kind.
2. Some are very dynamic, passionate and seem to care for their students.
3. They are easy going with the students.

b) Final year students - (39/47)

1. They are kind, sociable, not snobbish and generous to the students.
2. Some, especially in seminars, make great efforts to explain difficult matters clearly and to communicate with the students.
3. Nothing...

4. Faculty of Education

a) Freshmen - (53/64)

1. They are friendly.
2. Teachers are dynamic.
3. Their love for and research on Shinshu.

b) Final year students - (87/95)

1. They are friendly, amiable, tolerant and easy to talk to.
2. They are not competitive.
3. Their enthusiasm for their research.

5. Faculty of Fiber

a) Freshmen - (46/65)

1. They are good-natured, friendly, especially in individual conversation, and easy-going.
2. Some are unique.
3. Some are serious and show their enthusiasm.

b) Final year students - (33/40)

1. They are good-natured, not stuck-up and approachable.
2. Many are enthusiastic about their research, some about teaching.
3. Some try to understand the students.

6. Faculty of Medicine

a) Freshmen - (8/15)

1. They are kind and accessible.

2. (Not enough answers to qualify).

3. (Not enough answers to qualify).

b) Final year students - (18/23)

1. They are friendly, generous, kind and easy to talk to.
2. They are serious, hard-working and motivated.
3. They don't compete with other professors.

7. Faculty of Science

a) Freshmen - (36/50)

1. They are friendly and easy to talk to.
2. Some are enthusiastic and original.
3. Some are considerate toward students.

b) Final year students - (19/25)

1. They are friendly and easy to talk to.
2. They are relaxed.
3. (Not enough answers to qualify).

8. Faculty of Technology

a) Freshmen - (69/96)

1. Nothing.
2. They are friendly, easy-going.
3. They are earnest.

Isolated but striking answer:

"They are rather good teachers for a university in a rural area".

b) Final year students - (62/85)

1. They are friendly.
2. They are relaxed, easy-going.
3. Some are real good.

Conclusion

Freshmen

The strongest **negative criticism** that freshmen participants formulate of their professors concerns (in order of importance):

- Their lectures: they are boring, difficult, not well prepared, not well explained.
- Their character: they are often stuck-up, humorless and self-satisfied, and ignore the students.
- Their teaching skills: they don't speak clearly enough, they don't write readably enough, they don't explain clearly enough.

The strongest **positive criticism** that freshmen participants formulate of their professors concerns (in order of importance):

- They are friendly, mild-natured and easy-going.
- They are enthusiastic, passionate even, about their own field.
- Their love for the Shinshu region.

Final year students

The strongest **negative criticism** that final year students formulate of their professors concerns (in order of importance):

- They don't communicate with their colleagues and with students it is only one-way communication.
- They are conservative, narrow-minded, dull and often speak ill of their colleagues.
- The poor quality of their lectures and their absence of enthusiasm for teaching do not motivate the students.

The strongest **positive criticism** that final year students formulate of their professors concerns (in order of importance):

- They are friendly and easy-going.
- They are enthusiastic about their research.
- They are serious, they work hard and don't compete with each other.

At this stage of the survey it seemed appropriate to invite the participants to formulate some general conclusions on their professors.

Our expectation that students would strongly favor the idea of professors being role models, was at first confirmed by various strong signals such as:

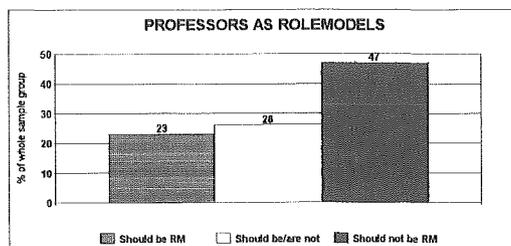
- the students' demand for more practically oriented teaching;
- the students wish for professors to share more with them their experience of the working world;
- the students demand for two-way communication with their professors;
- the students wish for their professors to participate more in extra-curricular activities.

The data, collected in the following question, though, did not confirm our expectation:

Question 10. In general I think my university professors:

1. should be rolemodels (RM)
2. should be role model but are not
3. should not be rolemodels.

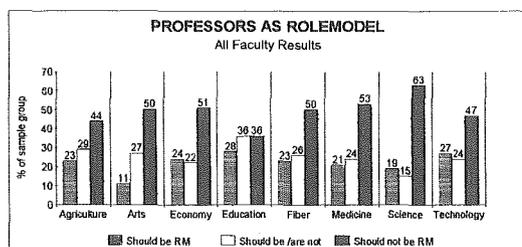
Results for the whole sample group



Almost half of the sample group (47%) think their professors should not be rolemodels. 26% think they should be role models but are not, and 23% think their professors should be rolemodels.

This indicates the sample group is equally divided over whether or not professors are or should be rolemodels.

Results per Faculty.



One might expect participants in the survey belonging to Faculties that are strongly job-oriented, to be strong leaders in their claim for their professors to be role models.

Actually, the survey shows that only in the Faculties of **Education** (28%) and **Technology** (27%) more than one quarter of the participants expect their professors to be role models.

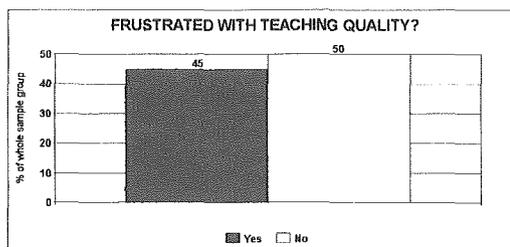
In five Faculties, of those who don't want their professors to be role models, the ratings topped the 50% mark: **Arts** (50%), **Fiber** (50%), **Economics** (51%), **Medicine** (53%) and **Science** (63%).

Most interesting to observe are the scores in the Faculty of **Education**: participants at the same time outnumber all other subgroups with 64% claiming their professors should be rolemodels and 36% stating they are not.

Question 11. Are you frustrated with the quality of teaching at Shinshu University?

1. Yes
2. No

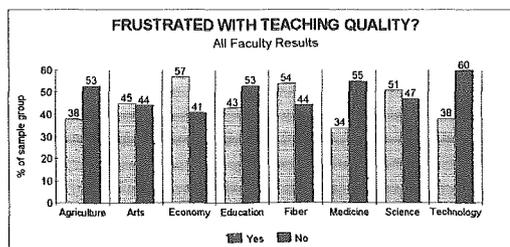
Results for the whole sample group



45% of the participants say they are frustrated with teaching quality at Shinshu university, 50% say they are not frustrated.

5% did not, for whatever reason, answer this question.

Results per Faculty.



In three Faculties more than half of the participants are frustrated with the quality of teaching: **Economics** (57%), **Fiber** (54%) and **Science** (51%).

In four Faculties the number of participants who claim not to be frustrated with the quality of teaching tops the 50% mark: **Technology** (60%), **Medicine** (55%), **Agriculture** and **Education** (both 53%).

Again, it seemed appropriate to invite the participants to fill out the numbers with concrete wording. To most accurately reflect their grief we used the same structural organisation as for the LOVE/HATE questions.

Question: Why are you frustrated with the quality of teaching at the Shinshu University?

Results per Faculty

1. Faculty of Agriculture

a) Freshmen - (21/35)

1. Lectures are boring, uninteresting and complicated.
2. Teachers have poor teaching skills.
3. Teachers are not energetic.

b) Final year students - (15/36)

1. Lectures are not interesting, not enough content.
2. Professors think teaching the students is not a priority.
3. (Not enough answers to qualify)

2. Faculty of Arts

a) Freshmen - (18/50)

1. Boring lectures.
2. Professors feel superior, self-satisfied.
3. Professors do not explain things clearly.

b) Final year students - (24/53)

1. Teachers are stuck-up and indifferent to students and therefore lectures lack dynamism and interest.
2. Poor communication with their students and colleagues.
3. Teachers waste time on trivialities.

3. Faculty of Economics

a) Freshmen - (18/57)

1. One-way communication in class.

2. Poor teaching skills.

3. Some professors are biased, not open to other points of view.

b) Final year students - (23/47)

1. Lectures are boring.
2. No or poor communication with the students.
3. No outstanding professors with nationwide or international fame.

4. Faculty of Education

a) Freshmen - (29/64)

1. Teachers are self-centered, stuck-up, always complaining about the university.
2. Their lectures are poor and uninteresting.
3. They don't care about the students.

Isolated but striking answer:

There is a large disparity between the good and the bad teachers.

b) Final year students - (50/95)

1. Lectures are boring, lack modern ideas and teachers display poor teaching skills.
2. Teachers care more about their research.
3. Some lectures are made by teachers who did not major in that subject.

Some isolated but striking answers:

- "The good (teachers) are good, the bad (teachers) are very bad."

- "The pre-war and War generations won't understand the complexity of modern society."

- "Their teaching is similar to high-school level."

- "They don't teach me the things I will need when I will become a teacher."

5. Faculty of Fiber

a) Freshmen - (28/65)

1. Boring lectures and lack of communication do not motivate the students.
2. The teachers don't have a fresh look-out on new developments in their field and beyond.
3. We can not hear them or read what they write.

Some isolated but striking answers:

- *The good teachers are very good, the bad are very bad.*

- *They don't teach, they just blabber.*

b) Final year students - (19/40)

1. The professors are not serious about teaching.
2. There are no unique, outstanding professors.
3. The professors' prejudice that students are dull and lazy.

6. Faculty of Medicine

a) Freshmen - (5/15)

1. Their lectures are boring and difficult.
2. (Not enough answers to qualify).
3. (Not enough answers to qualify).

b) Final year students - (14/23)

1. Research and medical practise are their first priorities, not teaching.
2. Boring lectures and poor teaching skills.
3. Arbitrary curriculum.

7. Faculty of Science

a) Freshmen - (22/50)

1. Poor teaching skills and methods.
2. Boring lectures because of teachers' lack of enthusiasm.
3. (Not enough answers to qualify).

b) Final year students - (12/25)

1. There are not enough teachers with expertise in one particular field.
2. Teachers do not take teaching seriously.
3. (Not enough answers to qualify)

8. Faculty of Technology

a) Freshmen - (57/96)

1. They should prepare classes better so that they become less boring, and give more explanations.
2. They don't show their love for students by making attractive lectures and adapting their language to the students' level of understanding. Instead they show a lot of self-satisfaction.
3. They don't speak clearly and their handwriting is illegible.

Some isolated but striking answers:

- *"Some tell us what clothes to wear!"*

- *"Some professors speak ill of Japan."*

- *"There are too many part-timers saying: "I forgot"."*

b) Final year students - (47/85)

1. Lectures are uninspiring, boring and difficult to understand; teachers don't seem to make any effort to do anything about it.

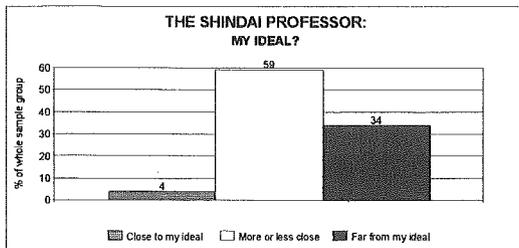
2. There is no enthusiasm in the lecturing; we miss the joy of learning.
3. Teachers are easily self-satisfied.

An isolated but striking answer:
 - "Some are excellent, but some don't even know what they are talking about."

Question 12. In general my university professors

1. come close to my ideal
2. come more or less close to my ideal
3. are far from ideal

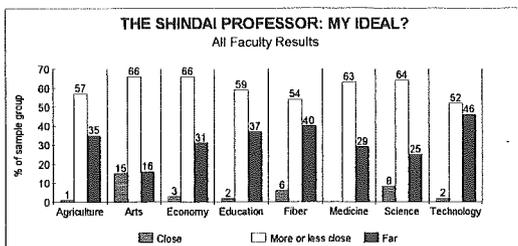
Results for the whole sample group



More than one third of the participants consider their professors to bear not even a remote resemblance to their ideal professor.

Close to two thirds (59%) think their professors come more or less close to their ideal, which leaves ample room for interpretation.

Only 4% recognize their ideal in their Shinshu professors.



Almost half of the participants of the Faculty of **Technology** (46%) indicated the wide gap that exists between their image of the Ideal Professor and their Shinshu university professors.

52% think their professors come more or less close to their ideal.

The Faculties of **Fiber** (40%), **Education** (37%) and **Agriculture** (35%) are the three other Faculties where more than one third of the participants believe their professors are far from their ideal image.

The column below shows the differences in appreciation between freshmen and final year students. For each subgroup, the data on the left shows the number of students who recognize their IP in their Shinshu professors, the data in the right column shows those, who think their professors do not at all correspond to their IP.

	Freshmen	Final year students
A. ¹	0% 43%	3% 27%
E.	3% 34%	1% 38%
F.	6% 46%	5% 30%
K.	5% 23%	0% 40%
L.	6% 20%	23% 13%
M.	0% 33%	0% 26%
S.	6% 34%	12% 8%
T.	2% 48%	1% 44%

Almost one fourth of the participants in the Faculty of **Arts** seem to recognize their IP in their professors. Positive developments are also observed among final year students in the Faculties of **Science, Fiber** and **Agriculture**.

The negative opinion of the freshmen in the Faculties of **Education** and **Economics** is reinforced by their seniors.

¹ Official abbreviation of the Faculty name

CHAPTER 5. STUDENTS' WORKING ENVIRONMENT AT SHINSHU UNIVERSITY.

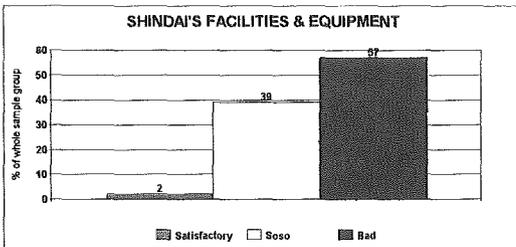
Finally, and in order to complete the picture, we thought it useful to question the students about their working environment, focusing more in particular on :

- ⇒ the quality of equipment and facilities at Shinshu University,
- ⇒ the quality of the students' relation with the administrative services of the university,
- ⇒ the quality of the students' relation with other members of the university community.

Question 1. In general I think the facilities and equipment at our university:

1. respond to the requirements of modern teaching,
2. respond more or less to the requirements of modern teaching,
3. do not respond to the requirements of modern teaching.
4. If you answered 3 write what can or should be improved using keywords.

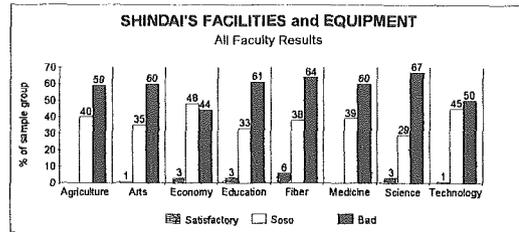
Results for the whole sample group



Only 2% of the surveyed are fully satisfied with the quality of the facilities and equipment at Shinshu University.

39% don't show much enthusiasm for the quality of the material aspect of their working environment and 57% think the equipment and facilities are not at all up to standard for a high quality working environment.

Results per Faculty.



Dissatisfaction appears strongest in the Faculties of **Science** (67%), **Fiber** (64%) and **Education** (61%).

Only in the Faculty of **Economics** is there a majority (51%) of more or less satisfied (48%) or satisfied (3%).

Except for the Faculty of Science, where an all high 74% of freshmen are dissatisfied with the facilities and equipment compared to 52% of dissatisfied seniors, and for the Faculty of Medicine with no difference between freshmen and final year students (60% dissatisfied), final year students in all other Faculties are considerably less satisfied with their material working conditions than their juniors.

Question 1.4. What can be improved in matters of facilities and equipment?

As with the other open-ended questions, we publish below the top-three results (most quoted answers) per Faculty for both freshmen and final year students.

Agriculture

a) Freshmen: (16/35)

1. More and better computers.

2. More books and Audio-Visual equipment.
3. Air-conditioning.

b) Final year students: (21/36)

1. More experimental instruments.
2. Upgrade the existing equipment.
3. More specialized publications and books.

Arts

a) Freshmen: (26/50)

1. More and more modern computers.
2. More books.
3. More and more spacious rooms with air-conditioning.

b) Final year students: (17/53)

1. More computers.
2. More and more up-to-date books.
3. More, larger, better illuminated and air-conditioned rooms.

Economics

a) Freshmen: (20/57)

1. More computers and greater access to them for everyone.
2. More books in the library and longer opening hours.
3. Air-conditioning.

b) final year students: (25/47)

1. Increased access to computers and super-computer, connection to Internet.
2. Better equipped library.
3. Air-conditioning and a cleaner working environment.

Education

a) Freshmen: (24/64)

1. Air-conditioning.
2. More computers and A/V equipment
3. Larger T.V. screens.

b) Final year students: (68/95)

1. More and better computers.
2. More books / air-conditioning.
3. More meeting places for students, playgrounds and gym.

Fiber

a) Freshmen: (25/65)

1. More and more modern computers and software / more OHPs
2. In every class: microphones that function properly.
3. More and more modern experimental instruments.

b) Final year students: (30/40)

1. **Lab equipment is too old (especially ESCA, X-rays, IR, NMR etc.)**
2. Not enough computers/the existing computers are too old.
3. Everything is too old and timeworn.

Medicine

a) Freshmen: (9/15)

1. More modern computers.
2. A "REAL" library.
3. (Not enough answers to qualify)

b) Final year students: (13/23)

1. More and better computers.
2. Provide computer training.

3. Improve the quality of the rooms (heating and air-conditioning).

Science

a) Freshmen: (36/50)

1. More and more modern equipment (computers/experimental instruments).
2. More and more recent books and publications.
3. (Not enough answers to qualify).

b) Final year students: (13/25)

1. More computers and experimental instruments (especially microscopes).
2. Larger rooms.
3. Well equipped library.

Technology

a) Freshmen: (36/96)

1. More and better computers.
2. Larger T.V. screens.
3. Cleaner class-rooms

b) Final year students: (51/85)

1. More and better computers and experimental instruments.
2. More drawing instruments.
3. Better equipped library.

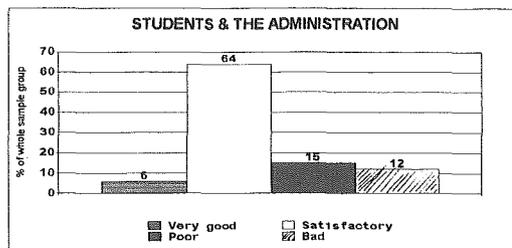
Question 2. My contacts with the university's administrative services have been:

1. very good
2. correct
3. poor
4. bad

Anticipated here were values related to the quality of the services offered to the students by the

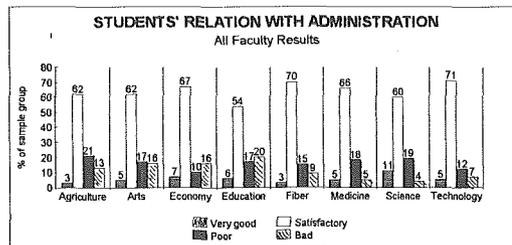
university's administrative staff such as courtesy, receptiveness to students' problems, willingness to help solve student's financial or administrative problems, availability and transparency of the information, availability of the staff and speed in solving problems.

Results for the whole sample group



More than one quarter of the sample group (27%) are not satisfied with their Faculty's administration, while 70% declare they are.

Results per Faculty.



Most satisfied about their relations with the administration are the participants of the Faculties of **Technology** (76%), **Economics** (74%) and **Fiber** (73%).

The Faculty of **Education** trails all the other Faculties with one participant out of five qualifying his/her relations with their administration as bad, and more than one third (37%) qualifying them as poor (17%) or bad (20%).

In both the Faculties of **Agriculture** (34% dissatisfied) and **Arts** (33%) at least one third of the participants mentioned poor or bad relations with their administrations.

As the scheme below shows, overall freshmen are more satisfied with the quality of the services

provided by their administration than their seniors. In both subgroups the left column represents the satisfaction rate, the right column the dissatisfaction rate.

Final year students of the Faculties of Agriculture (60%) and Education (57%) are the only subgroups with an over 50% dissatisfaction rate with regard to their respective administrations.

	Freshmen		Final year students	
A. ¹	89%	9%	39%	60%
E.	89%	8%	41%	57%
F.	88%	12%	50%	42%
K.	81%	19%	66%	34%
L.	78%	22%	77%	39%
M.	80%	20%	65%	26%
S.	74%	16%	64%	36%
T.	84%	15%	75%	23%

Question 3. If in the preceding question you answered 3 or 4, complete the following question using keywords or a short sentence:
 “My strongest criticism of the functioning of the administrative services of the university is:”

Whereas all of the questions of the survey yielded a reply rate of over 90%, for this single question the reply rate did not reach the 50% barrier, reflecting participants relative indifference to this particular aspect of their university life as compared to the more essential questions involved.

Most quoted complaints concern (in order of importance):

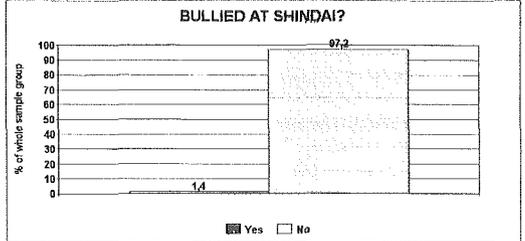
1. The many flaws in the announcements on the notice boards;
2. The rudeness or lack of kindness of

- administrative staff toward students;
3. The incompetence of some staff in giving clear answers to the students.

This survey was also an opportunity to gauge how safe the students feel in their University environment.

Question 4. Have you ever been bullied at this university?
 1. Yes
 2. No

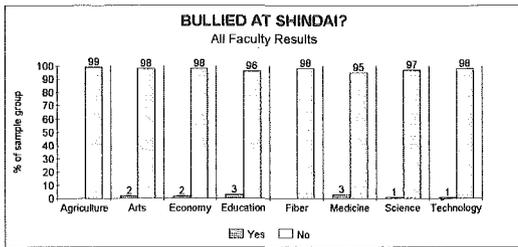
Results for the whole sample group



12 participants or 1.4% of the surveyed group claim to have been bullied at Shinshu University. This may seem a low figure, but were it to be extended from the sample group to the total number of university students, **that would mean a total number of 136 cases of bullying, not mentioning the cases where victims dare not or wish not to come forward!**

Results per Faculty.

¹ Official abbreviation of the Faculty name



No cases of bullying were reported in the Faculties of **Agriculture** and **Fiber**; in the Faculties of **Education** and **Medicine** 3% of the participants claim to have been bullied at the university.

- ▢ In 9 of the 12 reported cases of bullying the victim was a final year student: 6 female students and 3 male students.
- ▢ Among the freshmen 2 female students and one male reported having been bullied at the university.

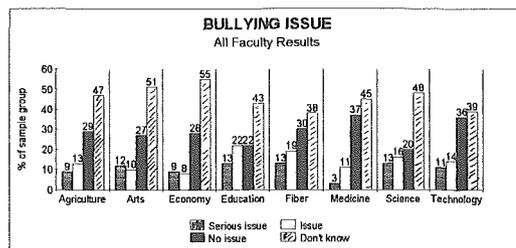
Question 5. Bullying at my university is:

1. a very serious issue
2. an issue
3. no issue
4. no opinion

that one out of four participants (26%) believes there is a real problem with bullying at our university.

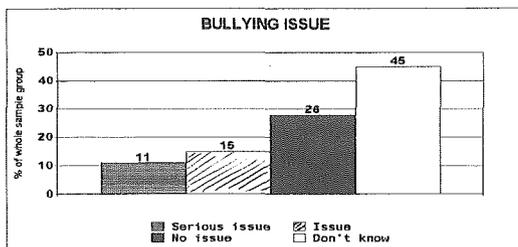
And with only slightly over one fourth (28%) of the participants stating that bullying is no issue at our university and almost half of them (45%) not being sure, it seems these figures suggest it might be worthwhile looking deeper into the problem .

Results per Faculty.



- ▢ By far and large the freshmen consider bullying at the university an issue or important issue, compared to their seniors; with the exception of the Faculties of Technology and Medicine, where no difference in the ratings was recorded. The data in the scheme below show the percentage of participants in both sub-groups who consider bullying at Shinshu University an issue or a serious issue.

Results for the whole sample group



Even if only 1,4% of the participants have indeed admitted having been a victim of bullying, 11% consider the phenomenon a serious issue at their university and 15% think it is an issue; that means

	Freshmen	final year students
A. ²	34%	9%
E.	39%	32%
F.	40%	20%
K.	21%	10%
L.	24%	18%
M.	13%	13%
S.	38%	12%
T.	24%	24%

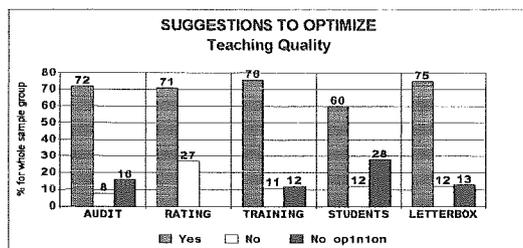
² Official abbreviation of the Faculty name

CHAPTER 7. SUGGESTIONS TO OPTIMIZE TEACHING QUALITY

It results from the above that the participants in this study clearly express the need for change.

It seemed therefore useful to gauge their opinion about some propositions for change, based among others on teaching quality-care measures that are more and more common practise at European or American Universities and vocational schools, and about an initiative for change which we think is more particularly tailored to Japanese National Universities and Shinshu National University in particular, the Letterbox Communication System.

Results for the whole sample group



Overall the participants are overwhelmingly in favor of introducing quality-care measures such as **teacher training** (76%), and the **letterbox system** (75%).

Introduction of an **audit system** (72%) and a **rating system** (71%) obtain a little less but still decisive support with participants being very opinionated as far as the introduction of a periodical, publically displayed **rating system** for professors is concerned: 71% are in favour, 27% are against.

Hesitation is strongest as far as **students' active participation** in a teaching quality-care system is concerned: 28% of the participants are not sure whether that would be a good idea or don't have a clear vision of how they might be associated with such a process. Nevertheless, 60% would like to voice their opinion about the quality of teaching

through student representation in a body for that purpose.

In the following we have tried to summarize the participants reaction to the five propositions for optimizing the quality of teaching at Shinshu University.

Question 1. A regular internal (by colleague professors) and external (by experts not linked to the university) evaluation of my professors' teaching performance:

1. is a good idea
2. is not a good idea
3. no opinion.

Brief reminder:

Audit systems, such as have been adopted by universities in Flanders and The Netherlands can be characterized as follows:

- ⇒ The audit system aims at preserving or enhancing the quality of education at the university, and is as such one of the pillars of a **teaching care** approach.
- ⇒ This objective is realised by the introduction of **a permanent quality monitoring system**, which intervenes on two levels:
 - **Macro-monitoring**: monitors and evaluates the educational objectives, strategies and their implementation at the level of the University, the Faculty and the Department.
 - **Micro-monitoring**: monitors the global teaching performance of individual professors.
- ⇒ **Complementarity** of four different audit systems:
 - **Auto-evaluation**: by the professor
 - **Internal audit** (or "peer review")
 - **External audit**: visiting commission composed of experts from outside the

university.

- Evaluation by the students.

⇒ Periodiocity:

- Once every 4 to 6 years a thorough internal and external audit scans the whole educational system and the teaching staff.
- Faculty or Department heads can organise a peer review at any time deemed appropriate.
- Students -in agreement with their professors- can proceed to a teaching performance assessment at any time deemed appropriate.

⇒ Sanctions

- The quality-care approach rebuffs any type of inquisition-style sanction scale; instead, it calls for teacher-counselling, teacher retraining and in rare cases of persistent incompatibility for teacher transfer³ to “non-teaching” departments.

Hesitation is strongest among the participants of the Faculty of **Economics** with a relatively low approval rate of 63% and up to 30% of nay-sayers or people who don't know.

- ⊢ The approval rate is slightly higher among final year students in all Faculties except for the Faculties of Medicine, Agriculture and Science.

Question 2. Would you welcome a periodical, publicly displayed and circumstantiated rating system for your professors?

1. Yes
2. No.

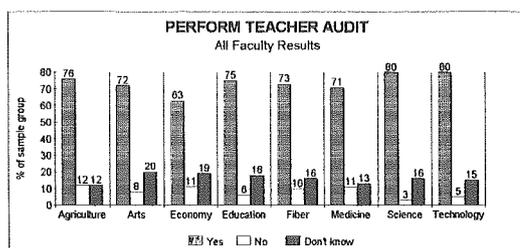
Brief reminder:

This kind of rating system, which has been in use for years at, among others, the Ecole Supérieure de Gestion (one of Paris' leading business schools) or at the Hoger Instituut der Kempen, a leading Technology Institute in Belgium) aims at improving the quality of teaching performance through stimulation of the professors' competitiveness by appealing, in an uncompromising way, to his/her personal and professional pride:

1. Student representatives of each class meet regularly with the school's pedagogical director to convey their positive and negative comments about each and everyone of their teachers.
2. The synthesized results of these meetings are displayed ad valvas⁴ in the form of congratulatory notes or requests.

- ⇒ E.g.1: “Prof. Smith, quantum physics: students would appreciate more transparency in the theoretical classes and more exercises and practical applications”
- ⇒ E.g.2: “Prof. Durand, history of art: students appreciate her efforts to situate the classes in an interdisciplinary context and the quality of the materials used”.

Results per Faculty.



Participants of the Faculties of **Technology** and **Science**, with an 80% approval rate, are the strongest advocates of the introduction of a Teaching Performance Audit System.

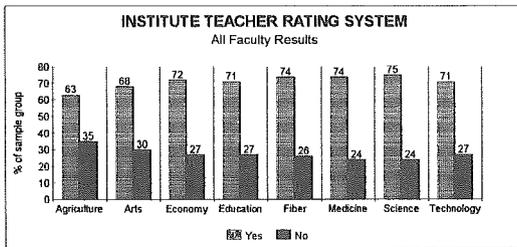
³ Last year, the University of Leuven (Belgium) president Oosterlinck disclosed that at the end of a double audit-cycle, five professors would be “reoriented” after they failed to bring their teaching performance up to the required standards.

⁴ “Ad valvas”: publicly displayed on the information boards within the building.

This system, which, as in any private corporation, links teaching performance quality to an otherwise untenured position as member of the teaching staff, has proved to be efficient in that it generates among the majority of the teaching staff a positive stress which usually results in enhanced teaching performance. It can, however, only function efficiently, on condition that it operates under the strict supervision of a competent pedagogical manager, who can distinguish sound and legitimate criticism from trash, and as a matter of principle stands behind his/her teaching staff. Backlash of the system: repeated negative ratings may lead to teachers breaking or stepping down, being moved to other departments or being dismissed.

Results per Faculty.

Participants in all Faculties strongly approve the establishment of a teacher rating system, while the



the Faculties of *Agriculture* (35%) and *Arts* (30%) lead the weak opposition to a teaching quality monitoring system that, unlike other concepts of teaching-quality care, finds its strength and efficiency in its public character.

- ☐ Strongest opposition among freshmen was recorded in the Faculty of Arts, with 38% disapproving of the idea.
- ☐ Strongest opposition among final year students was recorded in the Faculty of Agriculture, with a majority 54% opposing the idea.

Question 3. I think for university professors to take a training course specifically aimed at university

teachers and to regularly update their pedagogical skills:

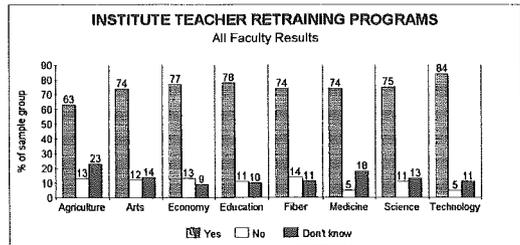
1. would be a good idea
2. is not necessary
3. I don't know.

Brief reminder:

Under the heading "Retraining" or "Counselling" the existing programs focus on helping the professor to improve either his/her technical/pedagogical skills or to cope with psychological or communicational problems:

e.g. how to set learning objectives, how to make study-programs and structure teaching-units, how to make a syllabus or improve its readability, how to efficiently introduce and use audiovisual methods in the program, how to be efficient as a teacher in front of large groups, how to cope with teacher bullying, etc...

Results per Faculty.



The strongest support for establishment of a teacher re-training program comes from the representatives of the Faculty of *Technology* (84%); participants of the Faculty of *Agriculture* again are most sceptical with 13% opposing such a program and almost one out of four participants unable to make up their minds.

- ☐ Two noteworthy digressions from the general pattern are observed among the final year students in the Faculties of Science and Agriculture, with respectively only 68% and

51% approving the idea of introducing teacher retraining programs.

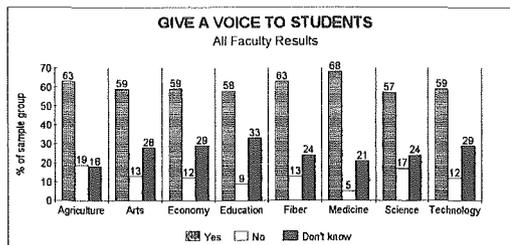
Question 4. Would you welcome the creation in your university of a duly organized body where student representatives can voice their suggestions concerning specific professors or classes with the aim of improving the quality of teaching and of the teacher-student interaction?

1. Yes
2. No
3. No opinion.

Results per Faculty

Unlike their European or American counterparts, students at most Japanese universities have little or no experience of being involved in the pedagogical decision making process. Indeed, marked forever by the straightjacketing “one-value” system of the early Meiji-period, in which the nation recognized only one value system and everybody conformed to it (had to)⁵ ‘students are so accustomed to being told what to do at school that they cannot decide what they should do when they come to university’⁶. This apparently still wide-spread absence of the “tekitoufuki”-system throughout the whole education system⁷ and the fact that they have rarely ever been asked to express their opinion, may in part explain why in most Faculties students are much less outspoken when it comes to the role they themselves could play in the process of optimizing teaching quality.

Nevertheless a rather strong majority led by the Faculty of **Medicine** (68%) clearly wishes students to be able to voice their concerns in matters related to their study.



In six Faculties about one fourth or more of the students remain reserved about the role they could or would be allowed to play; and again the participants in the Faculty of *Agriculture* (19%) show strongest -though a minority- opposition to the idea.

While in all Faculties a majority of freshmen are in favor of student participation, their seniors in three Faculties could not reach a majority in favor: Economics (49%), Agriculture (49%) and Science (40%), as the following scheme shows:

	Freshmen			Final year students		
	Y	N	? ⁸	Y	N	?
A. ⁹	77%	9%	14%	49%	30%	21%
E.	59%	8%	33%	58%	9%	33%
F.	66%	11%	23%	57%	17%	25%
K.	58%	7%	26%	49%	19%	32%
L.	56%	8%	36%	62%	17%	21%
M.	73%	7%	20%	65%	4%	22%
S.	66%	12%	20%	40%	28%	32%
T.	63%	8%	29%	55%	14%	31%

⁵ Tajiro Iwayama, President of Doshisha University, Kyoto, in an interview to the Daily Yomiuri, January 16th 1997.

⁶ Hiroo Imura, President of Kyoto University in an interview with the Daily Yomiuri, January 9th 1997.

⁷ “Tekitoufuki” implies that each person has different abilities and a unique and precious character hidden in those abilities. The development of such outstanding characteristics should not be reined in.’ Tajiro Iwayama, Presidents of Doshisha University, in Daily Yomiuri, January 16th 1997.

⁸ “?” stands for “Don’t know”

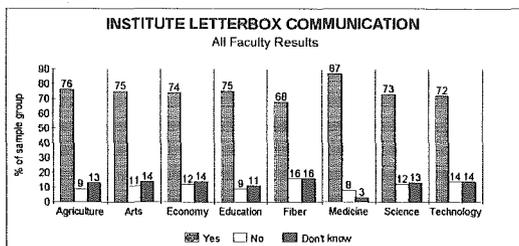
⁹ Official abbreviation of the Faculty name

Question 5. For every professor to have a letterbox in which his students can deposit suggestions or questions related to the class activities:

1. is a good idea
2. is not a good idea
3. no opinion.

Results per Faculty.

Led -again- by the Faculty of **Medicine** (87%) around or over three fourths of the participants in all Faculties support the idea, which would imply their readiness to participate in the Letterbox Communication System Experiment. Only participants of the Faculty of Fiber fall slightly out of line with just more than two thirds supporting the idea.



For the record we reproduce here the complete scheme pointing at some slight divergences between freshmen and final year students.

	Freshmen			Final year students		
	Y	N	? ¹⁰	Y	N	?
A. ¹¹	83%	3%	11%	70%	15%	15%
E.	78%	8%	14%	81%	9%	9%
F.	68%	12%	20%	67%	22%	10%
K.	70%	11%	19%	79%	13%	8%
L.	66%	14%	20%	83%	8%	9%
M.	80%	20%		91%		4%
S.	78%	10%	10%	64%	16%	20%
T.	74%	12%	14%	71%	15%	14%

CHAPTER 8. SUGGESTIONS FOR ENRICHING TEACHING QUALITY.

While the previous chapter dealt with ways to improve the teaching performance within the existing structures, this section invited participants to express their opinion about some suggested ways to enrich the quality of teaching. The underlying idea is the conviction that the promotion of greater diversity among the full-time and part-time teaching staff would generate a stronger sense of competition within the teaching staff, hence boost the quality of the teaching performance to the benefit of all - and not least the students; this greater diversity could be obtained through:

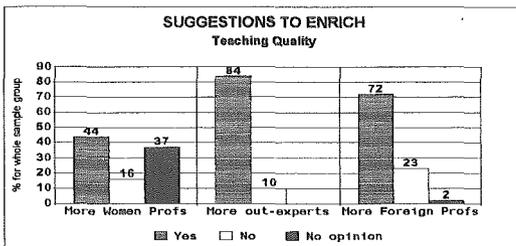
- ☞ increasing the number of women professors
- ☞ increasing the number of experts from outside the university world

¹⁰ “?” stands for “Don’t know”

¹¹ Official abbreviation of the Faculty name

⇒ increasing the number of foreign (guest) professors.

Results for the whole sample group



The strongest call is for more experts from outside the university (84%). An enhanced presence of foreign professors on our campuses also yields wide approval (72%), while a narrow majority (44%) declared itself in favour of more women professors at the university.

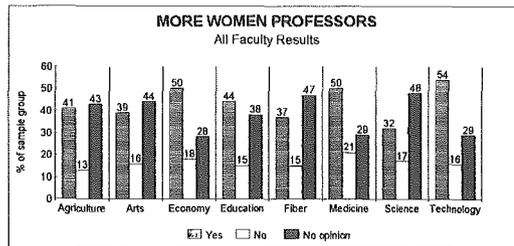
Question 1. I think there should be more women professors in my university:

1. Yes
2. No
3. No opinion

At the time of the survey, a total of 34 female professors were teaching at Shinshu University. Their number per Faculty and a comparison with the number of male professors, shown in the graphs below, reveal that:

- ⇒ for the whole university there is one female professor for 16 male professors.
- ⇒ Most women-friendly Faculties are Medicine (1/6), Economics (1/10) and Education (1/12)
- ⇒ Most “women-shy” are the Faculties of Fiber (0/81), Science (1/68) and Agriculture (1/65).

Results per Faculty.



As with many other questions in the present report some disparities in the appreciation between Faculties are worth noticing: in the Faculties of **Technology** (54%), **Medicine** (50%) and **Economics** (50%) half or more of the participants would welcome more women professors; hesitation is strongest in the Faculties of **Science** (48%), **Fiber** (47%), **Arts** (44%) and **Agriculture** (43%).

Remarkable is the fairly steady and low rate of nay-sayers at 16% with the interfaculty differential not exceeding 8 percentage points.

- ⇒ A majority among the freshmen in favour of more women professors at the university was only recorded in the Faculty of Medicine (53%)
- ⇒ Majorities among the final year students in favor of more woman professors at the university were recorded in the Faculties of Education (51%), Economics (51%), Agriculture (54%) and Technology (59%).

Question 2. I would:

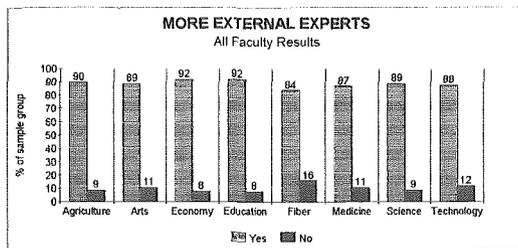
1. welcome more
2. not welcome more
3. welcome less

lectures and/or conferences by experts from outside the university.

- ⇒ For the academic year 1996-1997, a total of 411 experts from outside the university have, at some time, been teaching at Shinshu University.

- ⇨ Most “expert-friendly” Faculties are The Center (1/0.08), Medicine (1/0.76) Education (1/1.5) and Arts (1/1.8).
- ⇨ Most “expert-shy” are the Faculties of Economics (1/3.7), Technology (3.08) and Agriculture (1/2.8).

Results per Faculty.



None of the participants wishes to reduce the role outside experts play in the educational process. On the contrary, in all Faculties the demand for lectures or conferences by specialists from without the university world is skyhigh, with the exception maybe for the Faculty of **Fiber** where a record 16% are not in favour of the introduction of more outside experts.

- ⇨ In all Faculties the final year students express with more fervor than their juniors their desire to see more outside experts at the university. Only in the Faculty of Science was there recorded a slight drop in interest from 92% among freshmen down to 84% for final year students.

Question 3. I would:

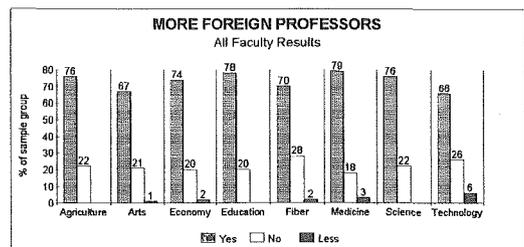
1. welcome more
2. not welcome more
3. welcome less

classes and/or conferences by foreign professors¹².

¹² It would be worthwhile for the university to give the JET program some more consideration, as it provides, at a minor cost, interesting opportunities for international exchange.

At the time of the survey, a total of 7 foreign (mainly language) professors were teaching at Shinshu University: 3 in the Faculty of Arts, 3 in the Research Center for Educational Programs, and 1 in the Faculty of Education. Moreover, 3 foreign professors have temporarily replaced Japanese permanent teachers: 2 in the Faculty of Economics and 1 in the Faculty of Technology.

Results per Faculty.



Again the Faculty of **Fiber** shows some signs of dissent with 28% of nay-sayers, followed by the Faculty of **Technology** (26%).

- ⇨ Remarkably low approval rates among the freshmen of the Faculties of Technology (53%), Education (59%) and Fiber (60%) contrast with the skyrocketing 91% approval rate among final year students in the Faculty of Education, and other highs: 81% in the Faculty of Technology and 85% in the Faculty of Fiber.

It is unclear to what extent the participants consider the many part-time teachers as “experts from outside the university” and whether their demand for more foreign professors only concerns FL professors. The related questions intended to gauge the participants’ desire for a more dynamic interaction between the university, the working world (visits to companies, factories, conferences by company experts, artists, etc.) and foreign universities (visiting professors in all fields of study).

CHAPTER 9. CONCLUSIONS

Overall the surveyed group has cooperated very well: only sporadically were questions left unanswered, usually only when participants' Faculty was not directly concerned.

Being given a rare opportunity to voice their concerns, those who had the courage to reply, did so not to congratulate but to be critical and thus contribute to a *initiating of change for the better*.

In terms of the results of this survey, first of all one thing has to be noted:

The Ideal Student definitely does not exist! He or she would at least have unanimously elected the Shinshu University teaching staff Ideal Professors.

Unfortunately this is not the case.

And while this study could not possibly lead to final conclusions, as it only represents a tentative first step meant to stir a constructive debate over the appropriateness, ways and means of considering the institution of a teaching quality care system, its results may provide some arguments in favor of the appropriateness of doing so.

A. General diagnosis of the teaching performance at Shinshu University.

There ARE good teachers at Shinshu University.

Most of them are praised for their kindness, their seriousness, their hard work and their passion for their research.

Aimed at trying to see the wood for the trees, the survey results point to five major deficiencies in the teaching performance of the university's teaching staff:

1. Deficiency in communicative skills and attitudes.

This is by far the strongest negative criticism uttered by the participants. They link this deficiency in communicative skills and attitudes to an array of components that directly or indirectly affect the student-teacher interaction in the learning-teaching process:

- ☞ **Their subject:** it does not always seem to be clear to students why they are studying a subject. Explaining more clearly what practical use the subject represents in the students future career might be warmly welcomed.
- ☞ **Their field of research:** Some students admire the energy and passion with which professors talk about their predilection for their own field of research. Many would appreciate it if the lectures went beyond these often very state of the art subjects to concentrate on the global and interdisciplinary picture. The expectation that their teachers broaden their field of interest to more or less related fields has indeed been strongly stressed throughout this survey. This situation is source of confusion and dissatisfaction: a large majority of the participants (62%) wish their teachers to both give them a general education and to prepare them for their professional life; 45% seem disappointed in both their expectations: when they expect a general education they don't get it because the professor prefers concentrating on his/her specific field of research, and when they expect to be prepared for professional life, they don't get it because their professors do not teach with a view to the practical applications of the subject.
- ☞ **Their relation to the working world:** another expression of the students' wish to communicate better with their professors is revealed by their insistence on their professors sharing with them more of their experience in the working world. For some that might reveal a profound desire to see the things they are learning more connected to practical applications in the real world, for others it is clearly a call for help in their search for a job.
- ☞ **Their interaction with students in class:** the most frequently registered request is for more **two-way communication** in class. A majority of students would like to be allowed to express their opinion about the subject, whether or not it conforms to the professor's.
- ☞ **Their interaction with students in extra-curricular activities:** while some

professors do themselves organize extra-curricular activities for their students, a majority of students would like their professors to get more involved in extra-curricular activities, one of the advantages of which is, no doubt, to improve mutual understanding, which can only favor teaching AND learning performance.

- ☞ **Their reportedly poor communication with colleagues.** Final year students especially seem surprised by the lack of communication between colleague professors; they even report and deplore many cases of professors talking ill of their colleagues.

2. Deficiency of teaching skills.

A considerable effort could be made to improve the quality of information transfer, notably by:

- ☞ explaining the subject in a language (verbal and/or non-verbal) and using pedagogical means that generate better understanding. A majority of students, while expecting their IP to explain their subject in a clear way, seem at a loss because of difficult lectures. This feeling is enhanced by an apparent lack of structuring in the lectures, which might point to insufficient preparation or carelessness on the part of the professors.
- ☞ speaking with a clearer voice and writing more clearly.
- ☞ motivating the students more: countless are the accounts, as reported in the open-ended questions, of students who find the lectures boring and blame, while at times admiring, their professors for being passionate only about their particular field of research.

3. Deficiency of learning targets.

- ☞ “Why are we studying this?”, “How is the class of professor so&so connected to the class of professor such&such?”, “how are the freshmen classes connected to the classes in the second year?”, “How are classes connected to my future job?” All too often students don’t seem to see a purposeful connection between the great variety of classes they are expected to attend. The

obvious and repeatedly reported absence of consultation and coordination between colleagues within the same section understandably makes individual lectures often look like free floating molecules around a huge black hole rather than part of a well thought-out global learning package based on a coordinated strategy to implement global learning targets.

4. Deficiency of material means.

- ☞ We could not assess the legitimacy of the participants’ demand for more and better performing equipment and for better facilities. As far as **computers and access to the Internet** is concerned, however legitimate it is, we would like to make two personal observations:

1. If one of the roles of the university is indeed to instill human values in the students, then its teaching staff is ideally positioned to play a crucial role in countering the impact on students’ character building of a boom in depersonalized and depersonalizing communication technology, which, as admitted by many a Japanese, is expected to compensate for some “natural ?” interpersonal communicative deficiency. Pagers in high-school kids’ pockets, cordless telephones in cars and streets, Karaoke, computer and video-games or Internet surfing often do not bring people together but rather promote a cerebral, disembodied, “virtu-real” society in which in times to come even the Japanese greeting ritual (bowing), will be relegated to the history books and replaced with beeps and bauds and high-tech but totally impersonalized video-mail¹. We don’t know whether it was meant in that way by students, when they expressed their desire for professors to teach them the joy of learning, but we had a feeling that most of these 836 participants are actually searching for somebody to really talk to, they can really listen to.

¹ Perhaps do these technologies allow us to communicate MORE, but whether they allows us to communicate BETTER on an inter-personal level is highly doubtful: perfect sounds and color-perfect images further deprive us of our already strongly diminished capacity to see, hear and appreciate natural imperfectness; they also may be suspected of playing an important role in the further belittling of our already seriously challenged olfactif and kinesthetic sensorial functions.

2. We think that it would be worthwhile to encourage the professors to reflect on how they can coexist with computer programs and audio-visual materials that perform better by the day². To promote students' access to the world-wide web could mean for professors to accept a challenge of which they can only come out victorious by banking on their skills as communicators, their capability and willingness to share their experience with the students and their potential for an interdisciplinary approach.

☞ **Books.** No university can ignore the students' right to information. The central library seems poor, not only by European standards, but also in the eyes of the students, and it is regrettable that the hundreds of mini-treasure houses of books that are the professors' study-rooms are not more accessible to the students. A great, concerted, effort could be done to render these collections of books more accessible to the students.

5. Deficiency of quality-control

☞ With teaching quality control virtually ignored, except for a few instances, the overall university policy in matters of program-management seems to cling to one single criterium: numbers. The equation that **“more students in a class = an interesting subject = a good teacher”** cannot be upheld unless the existing “number-check” be complemented by a genuine teaching-performance check, based on an audit that compares teaching results with set learning objectives. In fact, otherwise, it is to be feared that the pressure put on the teaching staff to attract more students to their classes might generate serious deontological digressions in the teacher's performance and appraisal.

B. Ranking of 8 Faculties

The relational and teaching skills of Shinshu University teaching staff, as measured in chapters 3

²The introduction of a training program accessible to all teachers might be considered.

and 4 have yielded sufficient and comparable results for 20 distinct qualities so as to allow for an interfaculty comparative chart which reflects the **satisfaction rate** of each Faculty's participants with each of the 20 qualities (For chart see APPENDIX 3.2)

The ranking results thereof classify the Faculties, on a scale from 1 to 8, according to the degree of satisfaction their participants in this survey have expressed with the surveyed qualities of their professors:

⇒ **highest satisfaction rate: rank 1**

⇒ **lowest satisfaction rate: rank 8.**

Rank	Faculty	Max SR = 160 ³	SR/10 ⁴
1.	L	116	7.25
2.	K	112	7
3.	S	104	6.5
4.	A	103	6
5.	F	91	5.6
6.	E	87	5.4
7.	T/M	64	4
8.	-	-	-

C. Satisfaction factor for the University.

The sum of the average results of each Faculty's rating for the 20 above-mentioned criteria generates what we would like to call a **“TPSR”**: Teaching Performance Satisfaction Rate for the whole university, insofar as represented by the surveyed group.

According to the results of this survey, the **TPSR** for Shinshu University stands at 92.2/160 or factor 5.71 (/10), which means that overall 57.1% of the

³ Maximum Satisfaction Rate: based on maximum 8 points for each of the 20 qualities measured.

⁴ Satisfaction Rate converted on a scale of 1 to 10 points.

participants are (very or rather) satisfied with teaching performance, as far as the 20 selected criteria are concerned.

⇨ UNIVERSITY:	92.2	5.71
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Teaching Performance Satisfaction Rate for Shinshu University

This raises the crucial question whether anybody could be satisfied with an overall, not individual, score that would amount to a mere “C” had it been an examination result?

The answer leaves no doubt.

Hence a few suggestions which might offer some leads for reflection.

6. Some suggestions.

- At present the central Japanese government is studying the possibilities of privatising it’s national universities (which almost certainly would imply job-cuts and the introduction of some kind of a performance-based appraisal and reward system) and to make its teaching-staff accountable for their performance by considering the introduction of periodically renewable labour contracts between the university and the full-time Japanese professor, till now benefitting from life-time employment. It seems the above-mentioned Belgo-Dutch example deserves close consideration: in fact, anticipating possible, far-reaching and restrictive guidelines⁵ or directives from the central authority, the voluntary institution of an efficient “teaching performance auto-monitoring system” would present some considerable advantages, provided:
 1. That it involves all the partners in the educational process: students, professors, university management, the university’s administration⁶ and employers.

⁵ “Restrictive” not only because they would link funding to performance but more importantly because **they would curtail the essential intellectual freedom, which endows the universities with the noble task of leading, quasi-unsupervised, societies step by step forward into the future.**

⁶ One of the multiple tasks of the people in the administration in charge of student affairs is (or should be) to **service** the students, to welcome them, make them feel part of the academic community, the positive impact of which on students motivation has not been established but is anticipated as being

2. That, whatever the form of monitoring retained, it would focus on **teaching care**, implying, if necessary, counseling or retraining, rather than being a punitive tool in the hands of an inquisition-style authority.

3. That learning objectives⁷ are set, and not just by individual professors but above all by Sections, Faculties, and the University itself and this, where appropriate, in dialogue with employers. Only precisely defined learning objectives can be considered as a framework of reference, which allows for objective monitoring of the teaching performance and as the basis of a working teaching care system.

4. That a standardized set of measurable teaching qualities be drafted to allow for objective monitoring of the teaching performance.

5. That some kind of leadership, collective or individual, be provided to oversee the correct implementation of the adopted measures.

- Some of the advantages of a teaching quality care system could be summarized as follows:

- ⇨ A genuine dialogue between the parties involved, which requires courage and personal involvement on all sides, can only optimize teaching performance.
- ⇨ Enhanced credibility of the university as a service provider⁸.
- ⇨ Enhanced trust relationships between students and their teaching staff, hence:
- ⇨ Enhanced motivation of the students.
- ⇨ Enhanced motivation for professors to take the stage and perform at the best of their abilities.
- ⇨ Enhanced attractiveness of the university for prospective students.

considerable.

⁷ Ex. In FL training: if targets were attached to the curriculum (ex. prepare for the job of language teacher, translator, conference interpreter, teacher of literature, journalist, etc.) and if students could only move to the next grade based on their performance, that would attract and motivate students and allow a quality audit of the teaching performance.

⁸ Because it would stir competition between universities, as comparable standards of learning objectives, the ways and means to achieve those learning objectives and the results would be (made) available as a reliable source of information, not only for prospective students but also for potential employers.

- ❑ A first step toward a generalized teaching quality care system might be the introduction of an auto-monitoring system, as described in the Letterbox Communication System, in combination with the annual measurement and publication of the TPSR⁹ for each Professor, Section, Faculty and for the University. Extension of a TPSR system to all Japanese Universities, based on an optimized version of the here presented 20-criteria system, and annual measuring and publication of every university's TPSR might prove to be an efficient guidance tool for prospective students, responsible university authorities and employers alike.
- ❑ In a next step, and provided that learning objectives have been set and agreed upon by all partners involved, peer review and eventually external audit can become realistic and efficient tools in monitoring and improving the teaching performance.

7. Some Questions.

- ❑ With students complaining that they are not motivated because their teachers do not motivate them, who or what could motivate professors to start motivating their students? Are professors and students not both victims of an education system that, from kindergarten on and for generations now, has put the focus on performance (academic achievement) rather than on learning (personal development)? Would not one of the keys to the main issue raised in this report, namely how professors can become more Ideal Professors, lie in a reform from the bottom of the Japanese educational system, whereby the promotion of values such as responsibility, self-reliance, self-esteem and personal development would bring about a generation of more Ideal Students, more capable of being a genuine partner in the effort of optimizing the education process?
- ❑ **Abolish entrance examinations**, which would open the university to all and let the professors be in charge of making a selection based on students' capacities and performance?¹⁰ That would help restoring a basic human behavioral pattern that organizes individual and groupal lives into cycles of ups and downs, successes and failures¹¹. Many industrialized and pacified societies seem to have adopted a linear, one-directional culture, which implies that in most aspects of our lives the "way back" principle is being considered as the number one negative value. Only the road upward (=progress) counts : salaries can only go up, living standards can only be improved, workers only promoted, company production increased; music quality can only get more perfect, taxes can only be lowered and **failing to graduate is considered almost unthinkable after having successfully passed the university entrance examination**. In replacing the combination "entrance examination + a 4-year free ride" by a 4-year competitive study environment, would the university not, in doing so, become the ideal place where students can prepare and harden themselves to successfully face the rigor and stress of the working world?
- ❑ **Institute teacher training?** Would be made available for or advised to professors whose teaching skills are not quite up to standard (after teaching audit) or for those who wish to acquire or perfect particular teaching skills, such as the efficient use of multi-media.
- ❑ **Ombuds(wo)man?** More and more institutionalized both in public and private organizations, the "ombuds(wo)man" or mediator in some European universities tries to iron out difficulties between individual students or student groups and their professors. The disadvantage of the system is that, both parties

¹⁰ Essentially that would do away with the notion that, once you enter the university, you are sure to graduate. **The advantage would be that both professors and students would be held more accountable for their performance, which might enhance the quality of their performance.**

¹¹ To accustom students to the concept of failure, would that not be the best recipe for success?

⁹ Teaching Performance Satisfaction Rate

acknowledging their lack of capability to solve their disagreements through direct dialogue, the claim for two-way communication would remain undealt with.

- ❑ Link teaching performance audit results (TPSR) to **cuts or increases** in the professor's research and/or travel budget? A highly motivating procedure, one wonders if the political courage exists to introduce it.
- ❑ **Create two professorial corps.** Teachers who only teach and researchers who only do research with a two-way information bridge between them, would that not constitute a genuine answer to a real issue?

8. Final observation.

Taking into account all the results of this survey, we suspect strongly that the participants' aspiration for a western style university¹² as a breeding place for new ideas, experiments, personal development and involvement is the main source of frustration as this concept is at odds with a century long culture of the "one-value" system to which both students and professors are tributary. Both seem to be caught in an inextricable web of conventions that asphyxiates any attempt to breathe some real "universitas" in this university. That situation has created a vacuum, which can only be filled by establishing a concerted dialogue between professors, students, administration and employers over the institution of a new culture at the university that transforms it from a conventional "knowledge-provider" into an open and dynamic forum of thought, where a mutually enriching exchange of ideas and experience can generate a new generation of responsible youngsters, well prepared to lead Japan into the 21st century as a truly pluralistic nation.

Reader's corner -Reply Form

The **IDEAL PROFESSOR REPORT** is intended to be the first step in a multi-phase study the next step of which would be an extension of the survey to the national territory. This would definitely help to get a more precise picture of the teaching quality at Japanese universities, indispensable information in the debate on how to improve teaching quality.

The experimental nature of this questionnaire qualifies it for all kinds of improvements, particularly concerning the selection of the most appropriate criteria used to establish the TPSR.

Therefore, we would very much appreciate the reader sending in all his/her constructive observations and suggestions using the **REPLY FORM** in Appendix 6.

Acknowledgements

First and foremost, this report could not have been realised without the unconditional support of Professor Nakano, Director of the Research Center for Educational programmes: his vision to give concrete meaning to the Research Center for Educational Programs and his relentless efforts to coordinate and dynamize its various players were crucial at all stages and essential to the outcome of this first phase of the project.

The Administration of the Center too was a pivotal partner in the flawless collection of data, processing of the surveys and ensuring rapid implementation of decisions related to funding and shipment of the surveys. A special word of thanks to Mr. Nishimura and Mr. Mizoguchi.

Likewise, I am particularly grateful to Professor Kondo, who, together with Ms. Niiyama, ensured the translation of the English blueprint of the survey into Japanese.

Ms. Akiko Niiyama merits a particular mention as she was responsible for the flawless processing of more than 110,000 data, the preparation of

¹² Etymologically the word "university" is linked to the Latin "universitas": related to all fields of human observation, activity.

spread-sheets and graphs and for enriching -thanks to her background as a student in the Education Faculty- the research process with her valuable observations.

Mr. Nakazawa's contribution also deserves recognition, as he translated from Japanese into flawless English more than 6,500 answers to the open-ended questions contained in this survey.

Colleague professor David Ruzicka was so kind as to spend some of his precious time to iron out some disgracious offenses against the language of Shakespeare, for which our most sincere thanks.

A kind word of thanks too to the administrations of all Faculties of Shinshu University, who readily put at our disposal all requested information and to those students who gave some of their precious time to help prepare the mailing of the survey.

Finally, we don't wish to forget all those anonymous students who participated in this survey: we hope their effort will constitute a real first step in the direction of a university where both students and professors can realise their full potential in a spirit of "universitas" and excellence.

APPENDIX 1 JAPANESE VERSION OF QUESTIONNAIRE

出身地、専攻分野等

- 1) 出身地：_____ (都道府県) _____ (市町村)
- 2) 年齢：_____ 歳
- 3) 専攻分野/学科：_____
- 4) 海外経験はありますか [はい/いいえ]
 * [はい] とお答えになった方は、以下の質問にもお答え下さい。
 目的は何でしたか [旅行/留学/居住]
 それほどこの国でしたか _____
 期間はどのくらいでしたか _____年 _____カ月

1. 理想の大学教師の人間性

以下の項目について、それがあなたの理想とする大学教師の人格にたいへん必要ならば [4]、必要ならば [3]、あまり必要ではないならば [2]、全然必要ないならば [1] を基準として数字をつけて下さい。

- 1) 倫理観がある _____
- 2) 学問的真相を伝えるのに誠実である _____
- 3) 威厳がある _____
- 4) 忍耐力がある _____
- 5) 礼儀を重んじる _____
- 6) 話しかけやすい _____
- 7) 物事を広く受け入れる _____
- 8) 温厚である _____
- 9) 思いやりがある _____
- 10) ユーモアがある _____

*上記以外で必要と考える項目がありましたら、お書き下さい。なお、それについても 1～4 の数字でお答え下さい。

2. 理想の大学教師の外見的特徴

あなたの理想の大学教師の外見的特徴についてお尋ねします。あてはまるものに○をつけて下さい。

- 1) _____ 背が高い
 _____ 普通
 _____ 背が低い
 _____ 背の高さに関係ない
- 2) _____ 眼鏡をかけている
 _____ 眼鏡をかけていない
 _____ どちらでもよい
- 3) _____ 普段着である
 _____ スーツを着ている
 _____ 服装は関係ない
- 4) _____ ハンサム/美人である
 _____ ハンサム/美人ではない
 _____ 顔は関係ない
- 5) _____ 常に清潔さや髪型に気を使っている
 _____ 清潔さや髪型に無頓着である
 _____ どちらでもよい

- 6) _____ タバコを吸う
 _____ タバコを吸わない
 _____ どちらでもよい
- 7) _____ 若い
 _____ 老年である
 _____ 歳は関係ない
- 8) _____ 頭を使うゲームを習慣としている (将棋、チェスなど)
 _____ 体を使うスポーツを習慣としている
 _____ どちらでもよい
- 9) 女性教師について
 _____ 化粧をしている
 _____ 化粧をしていない
 _____ どちらでもよい
- 10) 男性教師について
 _____ 髭を生やしている
 _____ 髭を生やしていない
 _____ どちらでもよい

3. 理想の大学教師の専門に関する資質

以下の項目について、あなたが理想とする大学教師の専門に関する資質としてたいへん重要ならば [4]、重要ならば [3]、あまり重要でなければ [2]、全く重要でなければ [1]、をそれぞれつけて下さい。

- 1) [全国的、国際的] に優秀な学者である * [] 内0で囲む _____
- 2) 立派な教育者である _____
- 3) 説明の仕方が上手い _____
- 4) 少なくとも一つの外国語を流暢に話せる _____
- 5) 学生の建設的批判を促し、耳を傾ける _____
- 6) 学生の就職の面倒を見てくれる _____
- 7) 多分野にまたがる学習の取り組みをしている _____
- 8) 学生の個人的な悩みの相談に乗ってくれる _____
- 9) 研究分野について、常に最新の情報を持っている _____
- 10) 知的好奇心に溢れ、向学心に満ちている _____

4. 大学教師に求められる才能

以下の質問について、簡単な語句または一行程度の簡単な文でお答え下さい。 [受けたことのない科目については空欄で]

1) 外国語を教える教師に一番求められる才能は？

2) 理科を教える教師に一番求められる才能は？

3) 人文科学を教える教師に一番求められる才能は？

4) 信州大学の教師について、最も嫌な所は何ですか？ [全員お答え下さい]

5) 信州大学の教師について、最も良い所は何ですか？ [全員お答え下さい]

5. 改善してほしいこと

信州大学の現状や、信州大学の教師全般について、あなたがどう思っているかをお尋ねします。選択肢のなかから一つ選んで、数字でお答え下さい。

- 1) 全体的に見た外見的特徴は； [1] とてもよい、 [2] まあまあである、
[3] もう少し改善して欲しい、 [4] 大いに改善の余地有り _____
- 2) 全体的に見た人間性は； [1] とてもよい、 [2] まあまあである、
[3] あまりよくない、 [4] よくない _____
- 3) 専門家としての能力は； [1] とても優れている、 [2] よい、
[3] もう少し改善して欲しい、 [4] 多いに改善して欲しい _____
- 4) 視聴覚機材やコンピューターの扱いは； [1] とても上手、 [2]
まあまあである、 [3] もう少し改善して欲しい、 [4] 多いに改善
して欲しい _____
- 5) 実験器材の扱いは； [1] とてもよい、 [2] まあまあよい、 [3]
もう少し改善して欲しい、 [4] 多いに改善して欲しい、 [5] わから
ない _____
- 6) 時代に即した授業を行なうための、大学の施設や器材は； [1] 充分揃っ
ている、 [2] そこそこである、 [3] 充分揃っていない _____
* [3] とお答えになった方は、何が欠けていると思いますか。簡単な語
句でお答え下さい。 _____
- 7) 日本人外国語教師の語学力について
* 会話力； [1] 優れている、 [2] よい、 [3] まあまあ、 [4] 乏しい、
[5] 会話力は重要ではない _____
* 読解力； [1] 優れている、 [2] よい、 [3] まあまあ、 [4] 乏しい、
[5] 読解力は重要ではない _____
* ヒアリング； [1] 優れている、 [2] よい、 [3] まあまあ、 [4] 乏
しい、 [5] ヒアリングは重要ではない _____
- 8) 授業の構成や内容は； [1] 優れている、 [2] よい、 [3] もう少し
改善して欲しい、 [4] 多いに改善して欲しい

- 9) 板書などの字は ; [1] とても読みやすい、[2] まあまあ読みやすい、
[3] 少し読みにくい、[4] とても読みにくい _____
- 1 0) 説明の仕方は ; [1] とても上手い、[2] まあまあよい、[3] あ
まりよくない、[4] 下手である _____
- 1 1) 授業で身振り手振りを ; [1] 有効に使っている、[2] 有効に使っ
ていない、[3] 使っているが、逆効果になっている _____
- 1 2) 授業のやり方は ; [1] 私に興味をもたせ、やる気にさせる、[2]
特に何の影響も与えない、[3] 私をうんざりさせる _____
- 1 3) 授業外の時に ; [1] とても近づきやすい、[2] まあまあ近づきや
すい、[3] 近づきにくい _____
- 1 4) 学生の授業への出席に ; [1] こたわらない、[2] いくらかこたわ
る、[3] 厳しい _____
- 1 5) 国内や海外でなされた、専門分野の最新の発展に ; [1] よく通じて
いる、[2] あまり通じていない、[3] 全く知らないようだ _____
- 1 6) 専門分野における理論が、実際に社会でどう使われているか ; [1]
よく知っている、[2] もう少し知るべきだ、[3] 全く知らないよ
うである、[4] 知る必要はない _____
- 1 7) 学生の前で ; [1] 模範となるよう振舞うべきである、[2] 模範と
なっていないが、そうなるよう努力すべきである、[3] どちらでも
よい _____
- 1 8) 学生の扱いは ; [1] 一人の人間として尊重したものである、[2]
型通りのものである、[3] 少し学生への配慮に欠ける、[4] 全く
配慮に欠ける _____
- 1 9) 学生のことを ; [1] よく気にかけてくれている、[2] あまり気
にかけてくれない、[3] 全く気にかけていない _____
- 2 0) 大学に、もっと女性教師が ; [1] いるべきである、[2] いなくて
もよい、[3] わからない _____
- 2 1) 外国人講師による授業や講演が ; [1] もっとあってもよい、[2]

- このままでよい、[3] もっと少なくてよい _____
- 2 2) 大学外から専門家を招いての授業や講演を；[1] して欲しい、[2] しなくてよい _____
- 2 3) 私は大学で；[1] よく勉強している、[2] 必要な分だけ勉強している、[3] 十分な勉強をしていない _____
- 2 4) 学生のような活動に；[1] 積極的に参加している、[2] まあまあ参加している、[3] 参加しない、[4] 参加しすぎである _____
- 2 5) 全体的に見て、私の理想の教師像に；[1] 近い、[2] まあまあ近い、[3] かけ離れている _____
- 2 6) 私は信州大学の教師の質に；
 [1] 満足している、[2] 不満である _____
 * [2] とお答えになった方は、具体的に何が不満であるかお答え下さい。 _____
- 2 7) 教師を定期的に評価し、詳細を学生に公表する制度を；[1] 奨励する、[2] 奨励しない _____
- 2 8) 大学教師が、授業での教え方や、最新の教育方法を身につけるための訓練を受けることは；[1] いい考えだと思う、[2] 必要ではない、[3] わからない _____
- 2 9) 教師に対し、学生が授業に関する質問や提案を書き、投函できるようなポストが；[1] あると良いと思う、[2] なくてよい、[3] わからない _____
- 3 0) 大学側と学生の代表とが集まって、特定の授業や教師の改善を目的とした話し合いをするための正式な機会を設けることは；[1] 必要である、[2] 必要ではない、[3] わからない _____
- 3 1) 信州大学の教師に対して、授業の質を上げるために、何か改善して欲しいことがあれば、お書き下さい。(簡潔に)

- 3 2) 教師同士で相互に、あるいは大学外から専門家を招いて、授業のやり

方について評価することは； [1] 良い考えだと思う、 [2] 良いとは思わない、 [3] わからない _____

3 3) 大学の事務員との関係や、連絡は； [1] ととてもよい、 [2] ふつうである、 [3] 不十分である、 [4] 悪い _____

* [3] または [4] とお答えになった方は、信州大学の事務の運営について、具体的に何を改善すべきかお答え下さい。

3 4) 大学は学生に； [1] 将来の仕事に役立つ教育を施すべきである、 [2] 視野を広げるための、一般教養を施すべきである、 [3] 一般教養とともに、将来の仕事に役立つ教育を施すべきである _____

3 5) 大学は、これから増々必要とされる、社会変化に適応していく能力を、学生に身につけさせるような教育を； [1] すべきである、 [2] しなくてよい、 [3] わからない _____

3 6) 最もあてはまるものを選んでお答え下さい。

a. 私は自分の将来について、日頃からやりたいと思いつけている仕事や活動がある； [1] ある、 [2] ない _____

* [1] とお答えになった方は、それは何かお答え下さい。

b. 日本社会の組織は、私の夢の実現に； [1] 好意的である、 [2] まあまあ好意的である、 [3] 冷たい _____

c. 雇用者は、会社の組織のなかで、私が大学で身につけた技能や、独自の能力を最も発揮できる様な役職を； [1] 用意すべきである、 [2] 用意しなくてもよい、 [3] わからない _____

d. 日本の年功序列制は、利益や技能を優先した雇用制度、昇進制度に取って代わられるべきであると； [1] 思う、 [2] 思わない、 [3] わからない _____

3 7) 私は大学で、いじめにあったことが； [1] ある、 [2] ない _____

3 8) 信州大学でのいじめについて； [1] 深刻な問題だと思う、 [2] 問題だと思う、 [3] 問題はない、 [4] わからない _____

APPENDIX 2 -IDEAL DREAMJOB - EVOLUTION PER FACULTY-**Reading aid:**

- ☞ Column 1: Reference to subgroup.
 - A, E, F, K, etc. are official abbreviations of Faculty names
 - O stands for freshmen
 - I stands for final year students
 - M stands for Male students
 - F stands for Female students
- ☞ Column 2: total participants in each subgroup
- ☞ Columns 3 to 5: results in %

	TOTAL	RELATED	NOT RELATED	NO DREAM
AOM	12	50,0	16,6	33,3
AOF	23	65,2	3,0	30,4
A1M	18	11,0	38,8	50,0
A1F	15	40,0	33,3	26,6
EOM	26	73,0		27,0
EOF	38	79,0	13,0	7,9
E1M	38	60,5	10,5	28,9
E1F	57	47,3	14,0	38,5
FOM	48	20,8	16,6	62,5
FOF	17	11,7	11,7	76,4
F1M	29	3,4	13,8	82,7
F1F	11	27,2	27,2	45,4
KOM	41	19,5	26,8	53,6
KOF	16	25,0	12,5	62,5
K1M	41	17,0	22,0	60,9
K1F	6	33,3	33,3	33,3
LOM	14	14,2		85,7
LOF	36	8,3	5,5	86,0
L1M	20	10,0	10,0	80,0
L1F	33	27,2	9,0	63,6
MOM	10	80		20
MOF	5	100		
M1M	15	86,6		13,3
M1F	8	50		50
SOM	38	34	2,6	63,1
SOF	12	25		75
S1M	19	15,7	5,2	79
S1F	6			100
TOM	89	30,3	19,1	50,5
TOF	7	42,8	14,2	42,8
T1M	78	30,7	15,3	53,8
T1F	7	57,1		42,9

APPENDIX 3.1 COMPARATIVE CHART OF 20 QUALITIES OF SHINSHU UNIVERSITY'S TEACHING STAFF

Quality	Results for the University ¹		Results per Faculty ²		Freshmen (%)		Final year Students (%)	
	NOT HAPPY	HAPPY	NOT HAPPY	HAPPY	NOT HAPPY	HAPPY	NOT HAPPY	HAPPY
1 Participation	88%	12%	ALL 8 F	/	85,9	13,4	88,1	10,4
2 Absenteeism	85%	12%	ALL 8 F	/	83,6	13,4	87,1	9,4
3 Teaching Style	82%	15%	ALL 8 F	/	79,4	16,8	83,8	12,6
4 Body language	77%	18%	ALL 8 F	/	76,2	20,7	80,6	15,1
5 Content/Structure	68%	29%	ALL 8 F	/	65,1	32,5	70,7	26,1
6 Handwriting	59%	36%	A,E,F,K,L,S,T	M	68,3	28,6	53,5	43,9
7 Working World	57%	35%	ALL 8 F	/	55,7	36,4	59	33,5
8 Multimedia	55%	42%	A,E,K,L,M,T	F,S	50,3	44,8	57,5	37,9
9 FL Speak	54%	40%	A,F,K,L,M,S,T	E	48,7	45	59,3	33,7
10 Updated	53%	40%	A,E,F,M,S,T	K,L	52,8	41,7	55,1	37,4
11 Elocution	52%	46%	E,F,M,S,T	A,K,L	57,8	40,6	40,3	51,1
12 Access	51%	47%	E,F,K,L,T	A,K,M,S	47,1	50,5	46,4	50,3
13 FL Read	46%	45%	A,F,K,M,S,T	E,L	44,8	48,3	51,3	41,2
14 Workload	42%	58%	/	ALL 8 F	39	60,2	42,7	55,8
15 Care	35%	62%	/	ALL 8 F	33	63,9	33,7	62,5
16 Respect	35%	64%	/	ALL 8 F	34,6	63,2	34,2	62,7
17 FL Listen	34%	60%	/	ALL 8 F	35,3	57,9	32,2	61
18 Appearance	33%	64%	/	ALL 8 F	33,5	63,9	33,5	63
19 Professional	32%	63%	/	ALL 8 F	32,5	65,1	27	66
20 Personal	25%	74%	/	ALL 8 F	18,7	78,5	26,8	70,2

¹ In the study referred to as "The whole sample group"

² Lists the Faculties in which a majority of participants are or are not satisfied.

Faculties who are ranked twice are so because the sub-groups of satisfied and non-satisfied were equally divided.

**APPENDIX 3.2 - INTERFACULTY COMPARATIVE CHART OF 20 MEASURED QUALITIES OF THE TEACHING STAFF-
SATISFACTION RATE**

Reading aid:

- ☞ Column 1: 20 qualities measured
- ☞ Line 1: official abbreviations for each Faculty
- ☞ Score: For each quality, the Faculty with the highest satisfaction rate scores 8 points.
The Faculty with the lowest satisfaction rate scores 1 point.

	A	E	F	K	L	M	S	T
1 Participation	6	2	5	5	5	1	8	7
2 Absenteeism	6	4	2	8	6	1	7	3
3 Teaching Style	8	6	5	4	7	1	4	2
4 Body language	5	4	1	7	8	3	6	2
5 Content/Structure	6	4	6	8	7	1	3	2
6 Handwriting	6	3	2	4	7	8	5	1
7 Working World	4	6	6	7	3	1	2	8
8 Multimedia	1	3	8	5	2	6	7	4
9 FL Speak	4	8	5	7	4	1	7	2
10 Updated	7	5	4	7	8	1	4	2
11 Elocution	7	5	4	6	8	1	3	2
12 Access	7	3	4	5	3	6	8	1
13 FL Read	4	8	7	5	6	1	2	4
14 Workload	1	4	5	7	6	8	2	4
15 Care	4	1	4	7	2	8	5	6
16 Respect	5	3	2	6	8	4	7	1
17 FL Listen	3	8	5	4	8	1	2	6
18 Appearance	8	6	4	1	4	6	7	2
19 Professional	5	2	8	4	7	1	7	4
20 Personal	6	2	4	5	7	4	8	1
TOTAL:	103	87	91	112	116	64	104	64

APPENDIX 4. The Letterbox Communication System Experiment (LCSE).

The purpose of the experiment is to establish whether or not students and their professors would take advantage of the establishment of a practical communicational channel between them, that aims at starting or improving a form of dialogue beneficial to the optimization of the teaching quality and the performance of the students while preserving, through its discrete and confidential character, the sensitivities of both partners.

The Experiment.

A small, manageable group of voluntary professors, representative of the eight Faculties and their subsections will be invited to participate in the experiment.

The experiment would run over a period of 6 months, later to be determined.

In each of their regular classes, the participating professors will:

- ✍ Distribute a flyer, containing precise information on the experiment and inviting the students to actively participate.
- ✍ Organize elections to designate two class representatives: one male and one female and two deputies. In the absence of either of them, four male or four female representatives will be elected.
- ✍ The elected representatives will pledge to participate actively over the whole duration of the experiment; in the case that they are incapacitated, their deputies will take over.
- ✍ At the end of the last class of each month with the participating professor, the class delegates will be granted 10 minutes to collect all the comments of their comrades: constructive criticism, congratulations, questions, suggestions. It is imperative that the class representatives select only those comments, questions or suggestions that haunt a majority of their comrades; individual cases should be dealt with through direct contact between the student and his/her professor.
- ✍ After one month, at the second evaluation, the delegates will collect -and this for the 5 remaining evaluation meetings- not only new questions, suggestions, constructive criticism, but also rate the professor on his/her improvement. The rating system contains only three grades:
 1. Same (= no change in comparison to last month)
 2. Worse (= there are more problems than last month)
 3. Better. (= professor takes into account his/her class's suggestions and responds positively to criticism, suggestions and questions.

- ✍ The delegates will summarize the results of each 10 minute meeting and fill out a specially designed form in duplicate. The front page of the form will be deposited in a purposely installed letterbox with a lock, one for each participating professor, and the copy will be deposited in the "Letterbox Project" letterbox.
- ✍ Total anonymity will be guaranteed to participating professors: the letterboxes, the forms and their copies will only carry a number, the latter to allow easy collation of the six reports per professor that will be handed in during the experiment. Moreover no namecalling will be allowed in the reports.
- ✍ At the end of the experience, all participating students will be asked to give a written comment on the experiment on a special form, to be collected by the delegates and transmitted to the research team.
- ✍ The participating professors will also be invited to share their impressions in order to allow the research team to draw conclusions from the experiment.

APPENDIX 5 - LETTERBOX COMMUNICATION EXPERIMENT - REPLY FORM

✂ Please return this reply form to:

Prof. Luc Meskens
Research Center for Educational Programs
Shinshu University
3-1-1 Asahi
Matsumoto-shi
390 NAGANO

Name: Professor
Faculty:
Tel. Extension N°:.....

I am interested in the Letterbox Communication Experiment, as described in the Ideal Professor Report and:

- would like to participate in an INFO-meeting to receive more information about the project.
- would in principle be ready to participate in the project and would therefore like to receive all the necessary information.

Signature:.....

Replies are welcome in Japanese, English, French, German or Dutch

APPENDIX 6.

YOUR OBSERVATIONS AND SUGGESTIONS ON THE IDEAL PROFESSOR REPORT

✂ Please return this reply form to:

**Prof. Luc Meskens
Research Center for Educational Programs
Shinshu University
3-1-1 Asahi
Matsumoto-shi
390 NAGANO**

Name: Professor
Faculty:
Tel. Extension N°:.....

I have read the IDEAL PROFESSOR REPORT and would like to make the following observations:

.....

I have read the IDEAL PROFESSOR REPORT and would like to make the following suggestions:

.....

APPENDIX 7

At the university of Leuven (Belgium) all students have free access to the Internet. Moreover, on the initiative of its president, Prof. Oosterlinck, all university owned students rooms began to be connected to the Internet last year. By the time all rooms are connected, the system is expected also to be used as a full scale interactive tool between professors, students and the administration.

E-mail will allow students to send in assignments, to do group-work, to send questions to and receive e-mail answers from their professors, to consult their professors' syllabuses or even notes; they will even find examples of examination questions and exercises, and they will be able to monitor, in real time, any administrative or organisational information, such as the cancelling of a class, the opening hours of libraries or student restaurants, examination calendar, etc.

De Standaard, "Kotnet brengt internet naar alle Leuvense studentenkamers", March 1st-2nd 1997.

APPENDIX 8

Sometimes students rate their professors with a pinch of humor, as shown in the article below.

"The students of the Faculty of Law of the University of Leuven (Belgium) have elected Prof. Raf Verstraete "Best Professor of the Year"!
 ...Other prizewinners are Prof. André Alen (category "The Ideal Prime Minister") and Prof. Paul Van Orshoven (category "The best haircut).
 Professor Verstraete also won the prize in the category "The professor with whom you would like to spend one month on an uninhabited island"."
De Standaard, March 5th 1997.