REPORT ON FACULTY DEVELOPMENT FOR CASE-METHOD TEACHING

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INTRODUCTION

EXECUTIVE SUMMARY

Each center for faculty development studied under this project presents unique strengths and issues that would inform the establishment of a successful center for case teaching and learning at Keio Business School. The following are those strengths and issues for each of the institutions observed:

HBS CHRISTENSEN CENTER

The C. Roland Christensen Center is the only institution studied that is a formal center for case-method teaching and learning. In this way, it is the model that Keio Business School should seek most to emulate.

The Christensen Center, however, has yet to become fully established. Most of the details concerning its management, operations, budget and networks are still being determined by the newly appointed Director and the steering committee.

But what could be most learned from the Christensen Center at this point is the process by which is was established: the individuals who spearheaded the initiative, the consensus needed across the administration and faculty, and the steps taken to determine what the Center would look like. The Christensen Center's in-progress history is rich and Keio Business School would greatly benefit by studying it.

HARVARD DEREK BOK CENTER

The Derek Bok Center's strength as a center for teaching and learning is obvious: it is the oldest, largest and most established of the institutions studied. In this way, it is the premiere model to which all faculty development centers should compare themselves.

However, one should not ignore the glaring differences in scope and purpose between Harvard and Keio: the former being large and diverse while the latter smaller and more focused on business and case-method teaching and learning. With these differences in mind, one would benefit best by noting the diverse offerings in programs and services provided by the Bok Center, and then being prudent in selecting those that would most fulfill the needs of Keio.

DARDEN SCHOOL

The Darden School appears to be where Keio Business School is presently and where Harvard Business School was five years ago—with only informal procedures of faculty development and minority support across the faculty for establishing a formal center. Noting the similarities between Darden and Keio would be beneficial in that it demonstrates how a world-class business school need not have a formal center for faculty development to stay competitive in educating business leaders. It is not likely that Darden will establish such a center, but that would not compromise the school's status as one of the best business schools in the world.

But on the other hand, one should acknowledge the significance of Harvard Business School moving forward with a formal center for faculty development while Darden remains with its status quo. One should suspect a change to occur between the two schools, if not in a widening difference in reputation then most likely a difference in teaching quality. So that being said, Keio should only look at Darden for reassurance in the present but not for growth in the future. For that, the Christensen Center would more than suffice.

U.VA. TEACHING RESOURCE CENTER

Having been modeled after the Bok Center, the U.Va. TRC is very much similar to the Harvard institution. Although smaller in scale, the TRC offers the same programs and services that one could find at the Bok Center. In this way, what one could learn from the TRC one could most likely learn from the Bok Center.

However, there are some noticeable differences between the Centers, most significantly in history and management. The TRC is essentially the product of one individual's efforts to improve teaching quality at her university; Marva Barnett single-handedly

INTERVIEW: Professor Katherine Merseth

Thursday, September 23, 12:00pm

Merseth is Senior Lecturer on Education and Director of Teacher Education Programs at the Harvard Graduate School of Education. She has written extensively on the use of case studies and case-method teaching in teacher education; her publications include "Cases and Case Methods in Teacher Education" (1996) and Case Studies in Educational Administration *(1997).*

What policies should a center for case learning/teaching have?

1) *Feedback*: senior faculty or external observers required to offer substantial feedback to juniors.
2) *Videotaping*: required to keep records of evaluated teaching
3) *Case writing*: required case-writing component for junior faculty; work with administration to publish these cases and provide writer partial royalties
4) *Praxis*: required praxis writing component for junior faculty, encouraging them to write about their teaching experiences and perhaps publishing them in a school-wide journal
5) *Course planning*: required course-writing component for junior faculty, encouraging them to prepare for such issues as blackboard organization and case discussion.

Through my years of educating teachers and managing Harvard's teacher education program, I have learned that it is essential to not divorce teaching from writing—to always be writing while teaching, whether it be praxis, course planning or case writing.

What programming should a center for case learning/teaching have?

1) *Videotaped observations*: senior and junior faculty sitting on each other's classes
2) *Peer planning sessions*: faculty helping one another plan their courses
3) *Seminars*: facilitated by professionals/experts and focusing on both substance (what is taught) and process (how it is taught, ex. orchestrating the class)

What is the main challenge to establishing an effective center for learning?

Providing senior faculty an incentive for dedicating time for faculty development. Establishing policy may be asking too much, but having professors volunteer would not yield enough demand. A planning committee is needed to analyze to what extent faculty development programming is required, striking the balance between faculty freedom and teaching accountability.

Incentives could include student evaluations (teachers want good scores) and teaching awards (having one's name on a plaque or in a publication means a lot).

Having conducted much research on case teaching and teacher education, what publication would you suggest Professor Takagi read?

In addition to works by Professor Christensen and my own publications on the subject, I would recommend William Welty's article in *Change* Magazine. You can find the bibliographic information in my article's bibliography listings.

founded and grew the TRC to what is today. For that, she is to be commended. Many management and leadership lessons could be learned from Barnett, especially those concerning building university-wide support for a higher-education center and keeping a loosely-defined mission to provide tailored services to a diverse number of clients.

WACRA

WACRA is the only organization studied that is not a center, but an association for faculty development—a network of professionals who are interested in, hold events for, and publish articles about the case method. Although involving a broad membership base that spreads across numerous countries, and a strong core membership in the form of an executive board, WACRA lacks any significant staff, physical space, or administrative infrastructure.

That being noted, what could be most learned from WACRA does not concern faculty development content nor organizational management, but rather the power of networking: how relationships are crucial in building support and credibility for a group of professionals. Keio Business School representatives should not attend WACRA events to gain further insight on the case method (for that, they should look at the Christensen Center) but to network: to associate themselves with professionals across the world with a similar, vested interest in the case method and its applications. Such relationships could lead to unforeseeable opportunities and at the very least would spread Keio Business School's reputation as an institution dedicated to case method excellence.

OVERALL

After researching and analyzing the histories, operations and performances of these four institutions, one would arrive to the conclusion that the two most crucial factors to consider when establishing a center for faculty development would be purpose and scale.

Purpose: why create a center? Why dedicate the time and resources in providing programs and services for faculty development when a school already has informal mentorships between faculty members? One must not only answer this question but also establish a clear and measurable organizational purpose before moving forward in establishing a center.

Scale: who would the center serve? Would it only serve faculty members at a particular school, or would it also serve doctoral students and teaching fellows? Would it serve other professional schools or the entire university? Would it also offer services to members from other universities and institutions across the nation and the world? Establishing the scope for the center's purpose and then formulating plans for growth in scaling staff, programs and services are crucial for the center's success.

METHODOLOGY

The research and analysis conducted for this project were executed by the following timeline and procedures:

- *late August – early September*: conducted online research of the four institutions; scheduled interviews with contacts over email
- *September 8*: arrived in Boston, MA
- *September 9-15*: continued to research institutions both online and with library resources; finalized interviews with contacts over phone
- *September 16-17*: University of Virginia interviews: Marva Barnett and Robert Bruner
- *September 18-22*: return to Boston to write up Virginia interview summaries and to begin drafting preliminary report
- *September 23*: first-round interviews with Harvard contacts: Dwight Crane, Carl Kester, Katherine Merseth, and Valerie Porciello
- *September 24*-27: began writing up Harvard interview summaries and continued drafting report
- *September 28*: second-round interviews with Harvard contacts: Rebecca Hunter, Hans Klein and David Wylie
- *September 29-October 14*: finalized interview summaries; wrote final draft of report

INTERVIEW: Professor Carl Kester

Thursday, September 23, 2:00pm

Kester is Mizuho Financial Group Professor of Finance at the Harvard Business School. He also serves as Senior Associate Dean and Chairman of the MBA program.

What steps are needed for a school like Keio to improve faculty development?

1) *Mentorships*: the most important. Draft policy that encourages and promotes the relationships between senior and junior faculty. Foster a culture of collaboration.
2) *Faculty Recruitment*: give more weight to candidate's teaching experience rather than simply research
3) *Diversity*: draft policy that encourages the recruitment and development of diverse faculty: diverse in backgrounds, education, teaching styles, etc.
4) *Technology*: like Harvard, outfit all classrooms with technology conducive to faculty development; *examples*: multiple, moveable chalkboards; digital videotaping

What experience have you had teaching in Japan?

I attend an annual 3-week program in Shinjuku at the Moore School. I train senior executives with an average age of about 53/54 in finance. All classes are case-based and use the case-method. Participants are divided into study groups, with about 10 members per group, to discuss the cases. We then return to a larger discussion and conclude, we hope, with individual reflection.

The participants are not versed in finance, and all dialogue is translated English/Japanese, so there are significant barriers to learning. The most significant is the cultural adjustments participants must make towards the case-method. The Japanese executives are reluctant to actively participate, and I must cold call them, which serves useful since it 1) breaks the ice and 2) lowers the threshold of participation in that upon seeing one of their peers offer a mediocre response, the participants are less afraid to respond themselves.

Another interesting phenomenon is eye contact. Instead of raising hands like Americans do, the Japanese tend to convey interest in responding by making eye contact with the instructor. It is important to acknowledge this cultural difference for purposes of class orchestration.

What other experience do you have teaching internationally?

Although I was not involved, HBS has a program with Chinghwa University in China. Like the Moore School program, the Chinghwa Program offers general management courses to senior executives. The interesting thing is, though, that Chinghwa business professors are included as participants. In addition to learning the content, they also learn the case-method pedagogy by observing the HBS professors. It is the program's hope that these Chinese professors would teach more and more of the curriculum as every year passes; for example, 20% this year and 50% next year and 80% the next and finally 100%. Eventually, the result would be a cadre of Chinese professors versed in the case method and pioneering case writing for China.

With your experience in teaching in Asia, what advice do you have for Professor Takagi in establishing a center for faculty development?

It is crucial to foster mentorships between senior and junior faculty. One learns the case method best by being an apprentice for an expert on case method.

In addition, it is important to keep inviting case teachers from around the world to KBS so that senior faculty can be continually.

HARVARD BUSINESS SCHOOL CHRISTENSEN CENTER

OVERVIEW

The C. Roland Christensen Center for Teaching and Learning will be the first significant higher education center dedicated to developing case-method faculty. Rather than being a resource of services and information, or being scaled broadly across an entire university, the Christensen Center will focus almost solely on assisting Harvard Business School faculty and their needs. Only until the time it will be fully integrated into the HBS culture will the Center scale to provide significant services to parties outside the business school. Overall, the Christensen Center's mission is narrowly focused, its programming faculty-centered, its management centrally-aligned, and its development mostly pending.

The Christensen Center holds much promise for being the pre-eminent model internationally for effective faculty development in case teaching and writing.

HISTORY: *In Progress*

In 2000, there was a general feeling across the HBS administration and faculty that faculty development processes were unsatisfactory, but few members expressed genuine concern. At the time, Dwight Crane was Associate Dean for faculty development and managing student evaluations of teaching. There were cases of junior faculty receiving poor scores in teaching. Dwight and his department sent the underperforming instructors to the Bok Center, and after a few weeks, they returned with improved evaluation scores. Noticing the Bok Center's positive results, the Dean appointed a committee chaired by David Garvin in 2001 to further research the current status of faculty development and the effectiveness of the Bok Center.

The committee spent six months gathering data: visiting Harvard's Derek Bok Center, interviewing directors of teaching and learning centers across the country, and consulting with HBS faculty on what services are most needed. In addition to understanding the functions of centers for teaching and learning, the committee uncovered evidence of hindrances in the way of faculty improvement, such as fear across the junior faculty of asking for teaching training and their receiving poor advice from mediocre-teaching senior faculty members. The research committee summarized their findings in a report and submitted it to the Management Committee comprised of HBS Faculty Department Heads. The Management Committee, however, was skeptical of the findings, weary of how creating a center for learning would alleviate the situation and arguing instead to simply reinforce norms, i.e. stressing that seniors of already existing mentorships were not working hard enough.

The next two years were spent gathering support for the idea of the Christensen Center. The Dean and the Management Committee finally consented, but they did not want to create a Center without proper funding.

There are, at this point in Fall 2004, preliminary plans for the Center, and the steering committee has recently appointed a Director. As part of its capital campaign, the Business School is currently building an endowment for the Center. A number of important gifts have been received, and the center is well on its way to being fully funded.

MISSION: *Focused*

The Christensen Center seeks to focus almost solely on augmenting the already established HBS system of faculty-to-faculty mentoring by providing programs, resources and tools to help improve teaching across the faculty. In this way, the Center will be less of an external resource than an essential component to the HBS culture.

Preliminary components of the Center's mission include:

1) *Serves as a resource*: services and programs are not required, but instead implicit and part of the HBS culture. As Valerie Porciello stated, the Center will be "a very helpful place" for all faculty.
2) *Provides a multi-dimensional approach to Faculty Development*: the Center supports

INTERVIEW: Dwight B. Crane

Thursday, September 23, 10:00am

Dwight Crane is George Fisher Baker, Jr. Professor of Business Administration at the Harvard Business School. He is also Chair of the Owner/President Management Program. Crane has served as Senior Associate Dean At HBS for eight years, including Director of Faculty Development and Director of Research.

Why build the Christensen Center now?

We are establishing a center for case teaching to address several problems:

1) *Changing faculty*: HBS recruits 22-25 new faculty annually with 3-4 with HBS doctorates. This means that few members have teaching experience, let alone exposure to the HBS case method. These inexperienced members need formal training.
2) *Ineffective training*: what teaching help the junior faculty receives is rare and unfruitful. Senior faculty have little time and there are few incentives for relationships to be made.
3) *Teaching more difficult*: students are now as old as new faculty, which makes teaching tougher, especially for female members. With a student body two-thirds male, female instructors rarely receive deserved respect.
4) *Moral worth of teaching*: teaching is too important of an issue to neglect at an institute of learning; in this way, teaching quality is worth investing in
5) *Confidentiality*: junior faculty are reluctant to ask seniors for help, admitting weakness. Need for confidentiality in teaching training

How did the steering committee build credibility for the Center?

It is important to involve faculty in planning and management processes. For example, the Center will have a faculty advisory board to oversee operations.

Moreover, word-of-mouth marketing is important. The more often faculty members hear about the Center, and the more publicity the Center receives, the more legitimate the institution.

What are some of the future plans for the Christensen Center?

In addition to assisting new faculty members, the Center will in the future assist doctoral students.

Harvard President Larry Summers has reviewed the Center plans, and hopes that the Center may serve as the point place for the graduate schools while the Bok Center serves the Arts and Sciences. So in the future, the Medical and Law school may use Christensen Center services. The demand for Bok Center services is exceeding their supply, and there is no room for expansion, so it is only intuitive that the Christensen Center would serve the overflow.

With your experience in founding the Christensen Center, what advice do you have for Professor Takagi in establishing a center for faculty development?

HBS does not place the Dean in front of the faculty, so it is crucial to gain faculty support. That means building credibility through reports, research and publicity.

Much of the credibility will be a result of the Director we hire. Thus, hiring the most appropriate and effective director is key.

a one-size-doesn't-fit-all theory, acknowledging that faculty have different learning styles. Programming that would reflect this pluralistic theory include:
   - one-on-one consultations
   - series of videotapes focusing on diverse and effective case-teaching methods
   - seminars facilitated by Christensen Center staff that demonstrate the diversity of pedagogy
3) *Augment mentorships*: the Christensen Center will not replace but augment already existing mentorships between senior and junior faculty
   - *example*: helping senior faculty member become a better classroom observer
4) *FD Expertise*: Center staff will not conduct original research but rather be well informed about current research on adult learning and case learning/teaching
   - *example*: one staff member may be expert on use of technology while another on pedagogy; both abstain from conducting their own research but instead consult sources and attend conferences relevant to their areas of expertise

MANAGEMENT: *Centralized*

The steering committee plans to provide the Center Director with full managerial control, checked by two parties: a Faculty Advisory Group and the Division of Research & Faculty Development. The prior will play a role similar to that of a Board of Directors for a company: offering advice, feedback, and assessment for the Center Director. The latter will provide the administrational support and conduct an annual performance review.

In addition to the Director, the Center staff will also include an Associate Director and two or three other members. All positions hope to be filled within the next two years.

All members will hold different, advanced degrees, but not necessarily in business. Each will focus on a particular area of case learning/teaching. The steering committee did not desire to recruit a current HBS faculty member as the Center Director for political and confidentiality reasons.

All positions will be full time administrative, hence no member will have teaching obligations.

PROGRAMMING: *Faculty-centered*

1) *Videotaped observations*: creating and editing together videotapes of faculty teaching so that they can see themselves
2) *Seminars*: the center staff will present seminars to various members of HBS, Harvard and other communities. The School's well-established Colloquium on Participant-Centered Learning will be included in this area, as will new programs for HBS doctoral students, MBA Ed Reps, and faculty members from other professional schools at Harvard.
3) *Best practices DVDs*: staff will create video vignettes of best practices in the classroom, using a diverse range of styles and approaches
4) *Required teaching seminars for new faculty*
5) *Individual consultations*: offered by request
6) *Library resources*: books, journals, cases, multimedia DVDs, etc.
7) *Course preparation*: Center staff working with course heads and section groups in preparing course curricula and practicing pedagogy
8) *Research*: not original but reviewing already existing research on issues such as creative pedagogy and role of gender in teaching business

NETWORKS: *Scaled*

The Christensen Center will be at a central and accessible location for faculty. It will not be remote and hidden; attending the Center and using its services should not be, as stressed by Valerie Porciello, seen as a shame but as culturally encouraged.

The Center will operate under the Division of Research & Faculty Development, and as such, will report to the division for both its operational budget and its annual performance review. The performance review will be conducted by Valerie Porciello and would involve consulting the Christensen Center's

Faculty Advisory Group in assessing the Director's performance and determining accountability criteria for the next year.

The Center aims to offer services primarily to HBS faculty members. In the future, the Center will scale to provide services to doctoral students and then faculty members from the professional schools at Harvard. Finally, the Center will grow to offer programs to business school administrators and instructors outside of Harvard and across the world.

INTERVIEW: Valerie Porciello

Thursday, September 23, 4:00pm

Porciello is Executive Director of the Division of Research and Faculty Development at the Harvard Business School.

Why build a Center for case learning/teaching now?

The HBS faculty is becoming increasingly diverse, new members having very little or no teaching experience. A Center is needed to develop these members' teaching abilities.

Moreover, the draw on senior faculty time is becoming increasingly demanding. A Center is needed to assist the senior faculty with mentoring junior faculty more efficiently and optimally.

What was your role founding the Christensen Center?

The only HBS staff member on the committee, I served as the administrative aid and the "resource provider" for the faculty, charged to get everyone moving forward instead of spending too much time building consensus. I hired the research associate needed to examine centers of learning, pressure tested various ideas from an administrative perspective, and co-wrote the proposal.

What is the HBS Division of Research and Faculty Development?

The DRFD is a department at the Harvard Business School offering administrational support for our faculty. Our functions include:

- *Faculty recruiting*: providing the administrative infrastructure behind recruiting (ex. drafting letters, scheduling interview appointments, etc)
- *Faculty support*: allocate each professor an individual budget for research
- *Administrative support*: recruit, train and manage all 83 faculty assistants on campus
- *Assignment planning process*: calculate each professor's workload matrix
- *Faculty retirement planning*
- *Faculty alumni services*: provide retired HBS faculty an actual place of campus as temporary office
- *Faculty research support*: recruit, train and manage the "Global Research Group"—a team of researchers that can be hired by faculty members for research needs
- *Research center*: recruit, train and manage programmers that write simulations used by faculty members
- *Case records*: collects and organizes all HBS cases and provides the editing and legal services for professors

With your experience in founding the Christensen Center, what advice do you have for Professor Takagi in establishing a center for faculty development?

It is crucial to gain faculty support: assessing their needs and building consensus on key issues

Moreover, the hiring of the Director is crucial; the success of the Center will depend on the effectiveness of its Director.

HARVARD UNIVERSITY DEREK BOK CENTER

OVERVIEW

The Derek Bok Center for Teaching and Learning is the largest of all the centers observed: serving the largest and most diverse number of constituents, offering the most services, and having the longest history. Established in 1975, the Bok Center has served as the premiere model for faculty development centers in the nation, informing the establishments of both the U.Va. Teaching Resource Center and the HBS Christensen Center. The Bok Center has been led by Director James Wilkinson since 1988, but because of the Center's large size, management has become increasingly decentralized over the years. Overall, the Bok Center's mission is appropriately defined, its programming appropriately diverse, its management decentralized, and its development impressively growth-based.

MISSION: *Broad*

As stated on its website and its publications, the Bok Center's mission is "to enhance the quality of teaching and learning in Harvard College courses." Such a mission limits the scope of faculty development to those teachers of Harvard undergraduates.

But as the mission is focused on its ends, it remains loose on its means. The Bok Center does not profess a single educational philosophy. Rather, it attempts to tailor its services to meet the strengths and needs of individual faculty. The Center works with faculty and teaching fellows to develop types of teaching that actively involve students in their own instruction. Such active learning draws its inspiration from the research process itself: asking questions, forming hypotheses, and seeking evidence to test ideas. In this way, the Bok Center seeks to improve teaching and learning but leaves the pedagogy for the faculty to shape and define for themselves.

MANAGEMENT: *Decentralized*

Because of the substantial size of Harvard College, the Bok Center staff is proportionally large. The staff includes:

- one Director: oversees Center operations: activities, staffing, funding and special projects
- nine Associate Directors, each with specific areas of focus:
    1) teaching portfolios
    2) students' expectations and learning outcomes
    3) education policy
    4) writing pedagogy
    5) training and workshops for international teaching fellows
    6) teaching with technology
    7) early evaluations; course consultations
    8) case-based teaching; race and gender issues; leadership
    9) junior faculty seminar; senior teaching fellows program
- two Postdoctoral Fellows, who received grants from the Center to conduct specialized research related to teaching and learning
- five Support Staff members:
    - one Assistant Director: financial administration; assistant for case discussion seminars
    - one Program Coordinator: information on Bok Center resources, and administrative coordination
    - one Technical Supervisor: videotaping, audio-visual, multimedia and computer management
    - two Staff Assistants

Many of the professional staff have doctorates in traditional academic disciplines and a record of outstanding teaching. In addition, the Center trains and employs graduate student Teaching Consultants (for video viewings and peer support of graduate student teaching

PROGRAMMING: *Diverse*

To carry out its mission of enhancing teaching and learning quality, the Bok Center offers a number of programs, services and resources:

SHORT-TERM PROGRAMS

All departments in the Faculty of Arts and Sciences provide teacher training for graduate student teaching fellows; each selects the methods most appropriate for its discipline. Many department programs involve the Bok Center, most often through teaching fellow participation in the Center's short-term training.

- *Fall and Winter Teaching Orientations:* In the days preceding the fall and spring semesters, the Bok Center holds teaching orientations, focusing principally on the needs of teaching fellows, with special offerings for faculty.

Teaching Orientations draw a combined total of 600 participants each year. Harvard faculty, Bok Center staff, and experienced teaching fellows, as well as invited speakers from other institutions, lead the orientation sessions. The Fall and Winter Orientations primarily offer practical strategies for improving classroom practice.

All members of the Harvard FAS teaching community are invited to attend the Fall and Winter Orientations. Faculty and graduate students also receive advance schedules and invitations directly.

INTERVIEW: Rebecca Hunter

Tuesday, September 28, 10:00am

Rebecca Hunter is Program Coordinator at the Bok Center, providing administrative coordination and meeting with visitors to the Center.

What methods of self-assessment does the Bok Center employ to measure its performance?

The Bok Center has undertaken a substantial amount of internal assessment. In addition to having its clients complete evaluation forms upon program conclusion, we have taken advantage of faculty/TA questionnaires and interview data to maximize our understanding of faculty/TA needs and preferences.

What do you believe are the Bok Center’s strengths and weaknesses?

The Bok Center’s chief strengths at present appear to be our staff—each member having clearly-defined duties and excel in performing them—and the care we devote to all of our clients. Moreover, we are growing more and more proud of our ability to keep up with advanced technologies, always integrating our pedagogical expertise with the latest in instructional technology.

I believe the Bok Center could improve by devising more programs that are client-centered rather than concentrating on continuing our annual workshops.

What direction is the Bok Center headed towards now?

I believe the Bok Center will begin to dedicate more of its time and resources to departmental and discipline-based outreach. We will be shifting from general workshops and individual consultations to include more focused programmatic and assessment activities, undertaken in concert with departments and clusters of disciplines. This will, we believe, lead to some “multiplier” effect, in that we will encourage more systematic mentoring of new faculty by experienced colleagues within specific departments, i.e. we will be “training the trainer.”

- *New Faculty Orientation:* Each Fall the Bok Center, in conjunction with the Office of the Dean of the Faculty of Arts and Sciences, organizes a New Faculty Orientation. This series of events introduces new junior and senior faculty to the teaching culture at Harvard. At the start of the semester, new faculty have the chance to meet each other and invited members of the Harvard community, including selected students and veteran faculty, in a half-day meeting. Follow-up sessions later in the year permit exploration of related topics.
- *Practice Teaching Sessions ("Microteaching"):* These sessions offer beginner teachers to acquire practical classroom experience before they teach their first class. Future teaching fellows practice teaching one another in "microteaching sessions" offered by the Bok Center, where they can rehearse basic techniques in a friendly environment. A group of teaching fellows from a single department or course meets with the instructor and Bok Center staff. Participants alternate between the role of teacher and student. Each "teacher" gives a brief, prepared lesson and then hears comments from the group on the strengths and weaknesses of their teaching. In addition, their teaching is videotaped. The prospective teaching fellows subsequently view and discuss their performance in a confidential, one-on-one session with a Bok Center staff member.

  To schedule microteaching for a course, a course director or head teaching fellow calls the Bok Center, preferably prior to the start of the semester. In addition, "open" microteaching sessions are scheduled early in the semester for new teaching fellows whose course or department has not organized a session.

  Microteaching is organized practice teaching. The goal is to give instructors confidence, support, and feedback by letting them try out among friends and colleagues a short slice of what they plan to do with their students. Ideally, microteaching sessions take place before the first day of class, and are videotaped for review individually with an experienced teaching consultant. Microteaching is a quick, efficient and interactive way to help teachers get off to a strong start.

  As many as six teachers from the same or similar courses can participate in a single microteaching session. Course heads, a few experienced instructors, and a Bok Center staff member are usually invited to serve as facilitators. While one person takes his or her turn as teacher, everyone else plays the roles of students. It is the job of these pretend pupils to ask and answer questions realistically. It is the job of the pretend teacher to involve his or her "class" actively in this way.

  Such a scenario typically runs for five to ten minutes. When finished, the person conducting the class has a moment or two to react to his or her own teaching. Then everyone else joins in to discuss what they saw that they especially liked. Finally, the group may mention just a few things that the practice teacher might try doing differently in the future.

  Like all Bok Center tapes, videos of these sessions are for the benefit of those taped and are not seen by anyone else without the explicit permission of the practice teacher. Session tapes can even be erased immediately if the practice teacher wishes. Nearly everyone, however, finds it extremely helpful to make an appointment to view and discuss their tape together with a Bok Center consultant.

<u>LONG-TERM PROGRAMS</u>

The Bok Center offers a number of programs that involve participation over weeks or months.

- *Discussion Leadership Seminar*: Each fall the Bok Center offers a ten-week Master Class for faculty and experienced teaching fellows to enhance discussion leading skills through the Case Method. Participants from a broad range of disciplines explore problems in classroom dynamics and the choices a teacher makes to encourage active learning. For the approximately 30 participants, the seminar presents a rare opportunity to discuss their craft, share common challenges, and learn from one another in a gathering of committed teachers.

- *Junior Faculty Seminar*: Junior faculty from varied disciplines come together to discuss practices and theories of teaching. Several luncheon meetings are scheduled each term to suit the group's needs, with the agenda determined by consensus.
- *Senior Teaching Fellows Seminar*: This program provides a discussion forum for advanced teaching fellows and post-doctoral instructors across all disciplines, and encourages them to develop mentor relationships with novice teaching fellows in their departments. The fellows meet seven times during the semester to consider cross-disciplinary teaching issues.
- *Graduate Writing Fellows Program*: Each semester, the Graduate Writing Fellows Program enrolls approximately 25 teaching fellows from various departments who share a wish to improve their students' writing and to provide substantive feedback on that writing. Fellows attend a two-day workshop and reconvene several times during the semester to learn how to design assignments, to use writing to generate classroom discussion, to respond to student drafts and papers, and to link theories of writing pedagogy to their own experience with students.
- *Teaching in the American Classroom Program*: this program constitutes an important part of the Center's commitment to training international teaching fellows. It provides training in pedagogy: sensitivity to students' needs, flexible teaching strategies, non-verbal communication, and language. The program meets for one week before classes begin and periodically throughout the semester.
- *Dudley Teaching Fellows' Dinners*: these pizza dinners—held several times over the semester at Dudley House, the graduate student center—provide a forum for informal, focused discussions on different teaching issues. They are open to all Harvard teaching fellows, instructors, tutors, and preceptors.
- *Departmental Training Programs*: The Center's staff works collaboratively with a number of departments in programs ranging from jointly sponsored training for new teaching fellows to videotaping the entire faculty of a department. One example of jointly-sponsored training for new teaching fellows is the Teaching Apprenticeship Program in the Mathematics Department, where each graduate student-in-training visits and provides guest lectures to the class of an experienced coach. In other departments, Bok Center staff facilitate teaching retreats, semester-long teaching seminars for new teaching fellows, or training for specific undergraduate programs such as sophomore tutorial.
- *Head Teaching Fellows' Network*: Head teaching fellows meet periodically each term to exchange information and strategies on issues including sectioning, course administration, equity in grading and evaluations, and improving course staff meetings.
- *Teaching with Technology*: in collaboration with the Instructional Computing Group (ICG, part of FAS Computer Services), the Bok Center fosters the use of technology for undergraduate courses. The Center focuses particularly on pedagogical advice for using web sites and other technological tools to enrich courses. Combining content knowledge, pedagogical experience, and web-authoring skills learned from the ICG, teachers can create custom sites to meet their goals. Bok Center consultants are available to discuss the appropriateness of technology with teaching fellows or faculty who are contemplating such projects.

<u>SERVICES</u>

- *Feedback on Teaching*: The Bok Center offers and encourages use of a broad variety of feedback techniques, so that teachers can reflect on their own teaching as a first step toward improvement.
- *Videotaping and Analysis*: One of the Center's principal tools for feedback is

videotaping. A teacher and students are usually videotaped in the Center's specially-equipped classrooms, or more rarely, at another campus location. Over 200 teachers are videotaped annually. Each videotaped class is subsequently viewed in a confidential session with Bok Center staff members. The staff member and teacher together analyze specific teaching issues and focus on the taped individual's teaching recognizing that there are many effective ways to teach. Videotape allows teachers to experience their own teaching directly in a safe, supportive atmosphere. At the teacher's request, the Center can provide copies of the tape to be reviewed by others or included in a teaching portfolio as part of a job application.

- *Classroom Observation*: Direct classroom observation is also offered by the Bok Center. Such observation by experienced staff is especially appropriate if the class is small (such as a tutorial) or if the instructor believes that taping might distract students. A confidential review follows each observation.
- *Teaching Portfolios*: the Bok Center advises teaching fellows to begin documenting their teaching early in their careers. The Center has developed a booklet on how to create a teaching portfolio, which includes information about the academic job market, articles on documenting one's teaching, and a sample portfolio.
- *Interpreting Student Evaluations*: The Bok Center provides assistance to teachers in designing, collecting, and interpreting student feedback, mostly early in the semester, thus enabling mid-course adjustments. Sample evaluation forms are available as online documents. The Center can (on a small scale) collect and tabulate evaluations to ensure student anonymity.

  At the request of a course head or teaching fellow, the Center also provides Student Feedback Interviews. A Bok Center staff person speaks directly to students (the teacher is out of the room), soliciting their comments. As with written evaluations, the teacher and staff person privately consider and interpret the results.

  More than 90 percent of FAS classes enrolling 20 or more are evaluated by students at the end of the semester using a common evaluation form; results are tabulated and published by the Committee on Undergraduate Education (CUE). The Bok Center plays no role in these summative evaluations, but staff are again available to assist teachers and course heads in interpreting them.
- *Course Consultations*: As consultants to courses, Bok Center staff work with professors, head teaching fellows, or groups of teaching fellows—attending teaching fellow meetings, administering and discussing mid-term course evaluations, and generally offering guidance for training, planning, or trouble-shooting. A professor may wish to collaborate with the Bok Center in training all teaching fellows for a course, or to focus more particularly on those new to teaching. Center staff can also assist faculty with curriculum and course design.
- *Teaching Awards and Certificates*: Although it does not evaluate teachers directly, the Bok Center awards the "Harvard University Certificate of Distinction in Teaching" (based on student CUE evaluations) to outstanding teaching fellows at a special reception each semester. Award recipients have achieved 4.5 or above on the evaluations' 5-point scale; the number of recipients have risen steadily over the past decade, and now stands between 15 and 20 percent of the teaching fellow population.

<u>RESOURCES</u>

- *Library*: the Bok Center library includes over 200 books on teaching and learning. The Center also subscribes to more than 30 current journals on higher education and related topics.
- *Videotapes*: the Bok Center produces and holds "The Harvard Teaching Series," plus a number of other university and commercially produced videotapes on teaching and learning. It also includes tapes of master teachers, samples of different

teaching styles, workshops by staff and faculty, and videotapes of selected sessions from previous Teaching Orientations.

BUDGET

Because of Harvard University's status as a private institution, budget numbers are unavailable to the public. However, a brief approximation of the Center's partial budget can be found online in a report written by Director Wilkinson on the progress of Notre Dame's Kaneb Center for Teaching and Learning: the Bok Center's staff budget in 2002 was $849,000, serving faculty and staff outlay for 10.5 full-time employees.[1]

NETWORKS

The Bok Center is located in a convenient location for the undergraduate community: in the Science Center next to Harvard Yard.

The Bok Center operates under the Faculty of Arts & Sciences, and as such, offers programs and services primarily to individuals teaching Harvard College undergraduates: tenured faculty, visiting instructors, teaching fellows and assistants, and course assistants. The Bok Center also collaborates informally with teachers belonging to the other Harvard schools: Business, Government, Medicine and Public Health.

[1] See "External Reviewers' Report on the Univ of Notre Dame's Kaneb Center for Teaching and Learning" at http://kaneb.nd.edu/documents/ext-review.pdf

UNIVERSITY OF VIRGINIA DARDEN SCHOOL

OVERVIEW

The Darden School does not have a formal center for faculty development, but having received comments from Professor Robert Bruner about the informal processes of faculty development at Darden, it is worth noting these processes in this report.

The Darden School faculty is significantly smaller than Harvard Business School's: 85 members compared to HBS's 207 (approximately 40%). As such, Darden's faculty development processes are prone to informality and more tied to the school's culture. The processes increase and decrease in value and funding depending upon the collective needs of the faculty, as opposed to those of the administration. Presently, there is, as noted by Professor Bruner, little demand across the faculty for any additional funding to be put towards faculty development.

FACULTY DEVELOPMENT

Darden coordinates six methods for faculty development: mentorships, faculty meetings, lunch seminars, observations, case writing, and a graduate teaching course.

1) *Mentorships*: informal and voluntary; mutually chosen between professor and doctoral student.

   Some principles:
   - learner should desire to be coached
   - conversation should begin where learner's knowledge/experience ends
   - begin conversations with tactical topics (ex. how to deal with late students or grading procedures) because they are more practical, immediate, understandable
   - confidentiality

2) *Faculty meetings*: required for professors involved in team-taught courses. Instructors, each responsible for one section, get together weekly to discuss the same case they will use in the course. Productive only to the extent that the meeting/discussion leader is prepared and facilitation is done correctly. Such meetings reflect and reinforce the Darden's team-oriented culture—that it is not only encouraged but necessary to collaborate with colleagues

3) *Lunch seminars*: encouraged for all faculty members. Held monthly during the academic year. First half-hour is spent eating; the next 45 minutes spent on small group discussions. Generally, five faculty members volunteer to each lead one of the five small-group discussions concerning a teaching issue. Most successful discussions revolve around a hypothetical vignette of a teaching situation (once again, tactical topics are best). Such lunch seminars legitimize teaching as an important issue for faculty.

4) *Observations*: informal and voluntary; encouraged by the Dean of Faculty. Mostly held during observed teacher's year for tenure consideration. Observer should not be introduced to students; avoids the Hawthorne effect—observer's presence influencing classroom dynamics. Darden cannot formalize observations because costly for faculty's time: observer must read the case, sit in/observe the class, and meet with the observed teacher to provide feedback.

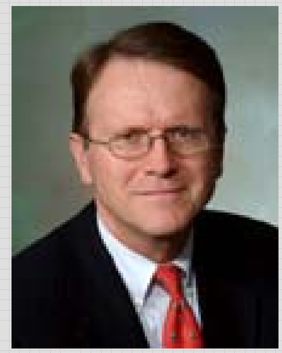
5) *Case writing*: encouraged for all faculty members. School pays writer royalties for every copy sold outside Darden.

6) *Graduate teaching course*[2]: required for doctoral students. Professor James Clawson organizes and teaches the course.

[2] For more information on Darden's doctoral seminar on pedagogy, see the course syllabus at http://faculty.darden.virginia.edu/clawsonj/pdf/Pedagogy%20Syllabus-2004.pdf

INTERVIEW: Professor Robert Bruner

Friday, September 17, 3:30pm



Robert Bruner is Professor of Management at the Darden Graduate School of Business Administration. He recently stepped down from his position as Founding Executive Director of the Batten Institute, a center for entrepreneurial studies and ventures at Darden.

What are you doing personally with faculty development?

I am currently conducting external observations at Boston University—working with two professors, observing their classes and meeting with both for an hour every week to provide feedback.

External observations are effective because they can instigate candid feedback on teaching without broaching issues involved with the tenure process, i.e. observed teachers do not need to worry about the observations affecting their tenure eligibility

What is the biggest challenge for establishing a center for faculty development?

The biggest challenge would be getting support from all parties—especially faculty—and organizing the culture of the school to value teaching.

Would Darden benefit by having a center for faculty development?

It is difficult to justify establishing such a center given the scale of the school—Darden being too small compared to Harvard. Having such a center, however, would be useful in that its presence would focus the faculty on case-method teaching excellence.

With your experience in founding and leading the Batten Institute, what advice do you have for Professor Takagi in establishing a center for faculty development?

In the short term, it's about speed and determination in developing programs that are highly visible and impactful for the community. Such programs would build credibility for the center. It's more important to have an 80% complete program fast than a 100% complete program slow.

For the long term, planning is key; you must ask yourself how you want the Center to impact the community. Draft clear, measurable goals and stick to them.

UNIVERSITY OF VIRGINIA TEACHING RESOURCE CENTER

OVERVIEW

The Teaching Resource Center (TRC) is essentially what the name suggests: a *resource* of services and information for teachers across the University of Virginia. As such, the Center's programming depends upon the requests of varied parties at the University and is rarely required for participants; i.e. participation is voluntary. If the TRC were a business, it would be a successful entrepreneurial small business led by Founder and Director Marva Barnett, who as a French professor in 1990, took advantage of historic opportunity for teaching improvement to secure both the Center's establishment and her director position. Overall, the Teaching Resource Center's mission is loosely defined, its programming flexibly diverse, its management centrally aligned, and its development impressively growth-based.

HISTORY: *Growth*

In 1989, there was growing concern across the University over various faculty development issues. The Chair of the University Board of Trustees' Committee of Educational Policy drafted a report stressing the lack of teaching done by faculty. The Student Council reinforced the report by arguing how teaching associates did all the teaching while professors researched. The Dean of Arts and Sciences also agreed by noting how the University's doctoral students do not receive enough support by faculty.

By the spring of 1990, the University sought to establish a program for training teaching associates. They wrote a proposal to the Virginia Department of Education requesting for the "Funds for Excellence" grant.

At the time, Marva Barnett, in addition to being a full-time member of the Arts & Sciences faculty, was already coordinating faculty development in the French department. After the University won the "Funds for Excellence" grant, Barnett wrote a plan [3] sketching the groundwork for a Teaching Resource Center. Having trained at the Harvard Bok Center as a graduate student, and having led a similar center at Indiana University, Barnett won credibility from the administration. Her plan was approved and she was chosen as the Director of the Center.

In July 1990, after much one-on-one planning[4], the Teaching Resource Center opens. At the time, there was no involvement from the graduate schools, even from the Education school. Barnett, in hopes of building University-wide support for the Center, adopted a "Never Say No" policy, consenting to any and all teaching-based projects proposed by any party at the University. Soon enough, the TRC received a small grant to videotape excellent faculty teaching, thus building support from the faculty.

In September 1990, Barnett hired two full-time employees: one administrative assistant and one teaching consultant. In the meantime, Barnett continues to spend most of her time visiting key members across the University and building support for the Center. The Engineering School becomes the first graduate school to request work, while the Nursing School followed soon afterwards.

In its third year, demand for the Center's programs exceeded its supply of labor. This affords Barnett the opportunity to request for additional staff, and the University grants her three additional employees: an Associate Director and two faculty consultants, hence doubling the staff size.

In 2003, the TRC wins a $300,000 grant from the National Endowment for Humanities. Matched by alumni donations, the Center receives a total of $1.2 million. Such grants together form a "slush fund" allowing the Center

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[3] For a copy of this plan, refer to "Proposal For Funds For Excellence To Begin A Teaching Resource Center" in the information packet provided by Director Barnett.

[4] It is important to note that the TRC never employed a steering committee nor had a faculty advisory committee. Barnett won credibility and support essentially through personal relationships—visiting key members of the administration and faculty one by one and involving them in the planning process.

INTERVIEW: Professor Marva Barnett

Friday, September 17, 10:00am

Marva is a Professor of French at the University of Virginia, and since the Teacher Resource Center's (TRC) founding in 1990, has been the Center's Director.

Why did you choose to become Director of the TRC?

In 1990, while involved with faculty development in the French department and with the administrational movement for university-wide faculty development, I saw an opportunity to switch career paths from teaching to administration. At the time, I desired the career change and took initiative in writing an original plan for a Center for teaching based upon my experience leading a similar center at Indiana University.

In retrospect, I accomplished what I aspired for—a leadership role in founding and managing a successful center for learning—while still continuing to teach French and pursue research interests.

How does the TRC measure its success?

It is difficult to measure success in teaching, let alone effectiveness of faculty development initiatives. The TRC submits an annual report to the Provost proving its success mainly by qualitative standards: noting how some program participants initially received low course evaluations on teaching, but after being involved with TRC programs, won numerous prizes for outstanding teaching. Along with the report, we note the number of participants attending each of our programs and highlight the growth of activity.

We have attempted to quantitatively assess the TRC's effectiveness, but have found significant drawbacks to student evaluations and participant comments—so significant that we have abandoned them altogether.

What is the biggest challenge for establishing a center for faculty development?

The biggest challenge would be getting support from all parties, especially the faculty.

Other challenges include:

- lobbying for more funding
- balancing routine and innovation in programming
- managing your own time as to not burn out
- balancing your administrative responsibilities with your academic ones: one solution was to provide all members in the Center (with the exception of the two office assistants, all members have advanced degrees) *research leaves* so that members keep up with their academics

What advice do you have for Professor Takagi in establishing a center for faculty development?

Involve yourself on committees and organizations throughout the University to not only market the Center but to also stay updated on where the University is headed; it is important to know where the University will be in a few years and then place the Center there—always before the University catches up. In this way, peer support and funding will always be abundant.

to make more money than it uses. Thus, if the TRC at any time needs additional funding for new programs, Barnett simply needs to ask the Provost and the money is offered.

MISSION: *Broad*

To accommodate for the diverse teaching needs of numerous parties across the University, the TRC has adopted a broadly-defined mission: "promoting excellence in teaching."

As outlined on the Center's website, the TRC's mission verbatim is as follows:

- supports initiatives that value excellent teaching in a strong research institution
- promotes interdisciplinary connections and scholarly exchange among faculty members
- offers numerous programs and publications that highlight effective teaching strategies, including workshops, confidential consultations, handbooks, and essays on teaching
- contributes to the university's intellectual community by creating opportunities for sharing teaching expertise and wisdom
- encourages undergraduates to consider what constitutes effective teaching and learning
- fosters and supports innovative teaching methods and technologies

MANAGEMENT: *Centralized*

The TRC staff include:

- one Director: oversees entire Center
- one Associate Director: oversees one or two major programs at a time
- three Faculty Consultants: available upon request for consulting
- three Support Staff members: one being the Director's secretary, the other two managing programs

Except for the one Administrative Assistant, all TRC staff hold advanced degrees in the liberal arts, and as such, each conduct teaching consultations and instruct one course annually. To accommodate for their academic endeavors, the TRC allows each employee paid research leaves.

Duties are delegated on a project basis, e.g. two members manage the Teaching Fellows Program, one member manages the International TA Program, etc.

Primarily because of its small size, the TRC holds a centralized management structure, with Director Marva Barnett as the focal point and the other members circling around her as project managers. Barnett employs an administrative assistant to assist her in time management.

PROGRAMMING[5]: *Diverse*

To carry out its mission of promoting excellence in teaching, the TRC offers diverse programs, services and resources:

<u>PROGRAMS</u>

- *University Teaching Fellows Program:* trains junior faculty for effective teaching
- *Teaching Workshops*: held every August and January and open to the U.Va. community. The August workshop emphasizes teachings basics, while the January workshop encourages the exploration of new and advanced techniques.
- *Teaching Portfolio Workshop*: held annually with around forty faculty participants reflecting on their teaching by creating portfolios
- *Teaching & Technology Initiative*: program helping faculty consider how technology shapes and can improve their teaching
- *International TA Program*: through courses Linguistics 111 and 112, the TRC helps international teaching fellows improve their teaching and English-speaking
- *Writing Workshops*: coordinated by TRC but conducted by trained leader from English department; helps participants respond effectively to student writing

<u>SERVICES</u>

- *Conferences*: confidential, available upon request; held with trained TRC staff member. Issues include: managing course-specific dynamics, reviewing student evaluations, analyzing class videotapes

[5] For details about each programming item, please refer to the TRC information packet provided by Director Barnett.

- *TA training*: TRC staff members invited by departments to train teaching fellows
- *Student focus groups*: assist professors in acquiring feedback from their students
- *Teaching awards:* TRC offers awards recognizing excellent teachers and researchers of teaching issues

RESOURCES

- *Library*: books, articles, handbooks, videotapes about teaching issues available at the Center for perusal and short-term loan
- *Publications* [6]: a teaching handbook for faculty and TA's, a compendium for teaching a diverse student body, a collection of essays by U.Va. faculty and TA's, and a frequent newsletter

BUDGET

As described by the interview with Marva Barnett, and as outlined by Budget sheet she provided, the annual budget distributions are approximately as follows:

Salaries/Wages:	$210,000 (75%)
Admin. Expenses:	$36,400 (13%)
Programs:	$33,600 (12%)
Total:	$280,000 (100%)

The TRC is funded by the Provost Office, and currently draws from a well-secured endowment won from the National Endowment for Humanities in 2003. Currently, the Center spends less than the fund makes annually, so that there is little risk for overspending.

NETWORKS

The Teaching Resource Center, although located in the center of campus (on the Lawn facing the main landmark Rotunda), is rather difficult to find. Hidden amongst tall trees, flanked by identically designed buildings, and without any sign displaying its name, the TRC conceals itself in privacy. Clients may very well visit with anonymity and feel rest assured that their relationships would remain confidential.

The TRC operates under the University Provost Office. For its annual performance assessment, the TRC submits an Annual Report [7] outlining its programs held, consultations offered, accomplishments met, etc.

The TRC serves faculty and TA's primarily from the College of Arts & Sciences. It at times offers consultations and holds workshops for members of the other U.Va. Schools such as the Engineering, Nursing and Medical Schools. It has yet to serve the Darden Business School.

As the TRC's mission is to promote teaching excellence within the confines of the University of Virginia, it rarely conducts any programs or services for parties outside the University. At times, TRC staff invite outside visitors interested in the operations of a successful center for teaching.

[6] Marva Barnett provided an information packet about the TRC and included are two publications: *Teaching at U.Va.* and *Teaching a Diverse Student Body*

[7] For a copy of the 2003 TRC Annual Report, refer to the information packet provided by Director Barnett.

WORLD ASSOC. CASE METHOD RESEARCH & APPLICATION

OVERVIEW

The World Association for Case Method Research and Application (WACRA) is essentially what the name suggests: an international *association* for professionals interested in the case method. In this way, WACRA is not a center nor a business but a *network*—an organization revolving around events planning, the research that stems from them, and most importantly, the relationships made during them.

WACRA holds an international conference every year, hosted by a different university at a different location in the world. Papers reviewed by a committee prior to the event are presented during the conference. The best are later published in a volume. WACRA holds other events such as an annual conference on creative teaching and a workshop on case writing.

It's essentially a one-man show at WACRA: Dr. Hans Klein is not only the President, but the Board Chairman and the newsletter editor. He teaches a financial accounting class at Babson College and dedicates the rest of his time managing WACRA. In this way, WACRA can be seen as Klein's hobby—a serious, formalized hobby—but nonetheless a result of his leisure time spent bringing people together.

Overall, the WACRA's history is network-drive, its mission focused on building relationships, its programming events-based, its and its management centrally-aligned.

HISTORY: *Network-driven*

The official establishment date of WACRA, as stated on its website, is 1984, but as stressed by its founder Hans Klein, the birth of WACRA was less a moment than a process.

WACRA was the result of a gradual accumulation of networks among professionals interested in the case method: professors, researchers, policy-makers, and business executives. As the contacts and relationships grew, Hans Klein became more and more compelled to formalized the networking into a worldwide organization. 1984 marks the year in which Klein officially registered WACRA as a professional organization.

Over the following years, when Klein had extra time from his university teaching, he would dedicate his efforts in planning an event where all his contacts could come together, collaborate and share ideas on the case method. These events started as scattered, informal meetings but have grown to become well-organized, well-funded, well-attended events.

It is important to note the strategies Klein has employed to formalize and grow WACRA. First, he effectively marketed to the right people: professionals associated with higher education institutions—mostly professors. By attracting them to WACRA events, and then enlisting them as members, Klein associates WACRA with respectable universities across the world and thus builds credibility for his organization. When one university receives the honor of hosting WACRA's annual event, a dozen attending representatives from other universities desire to host next year's event. In this way, demand for WACRA's programming rises and credibility follows suit.

While growing credibility and membership base, Klein also dedicates his efforts to solidify WACRA's most valuable members into a core membership. He praises these individuals' research and encourages them to submit papers for WACRA publications. He gives them a sense of ownership by recruiting them onto planning and selection committees. To reciprocate these honors, the members give more donations to WACRA and further ensure the association's financial stability and organizational sustainability.

WACRA's research component also serves to formalize the association. By involving a number of respected academics in writing papers for WACRA publications, Klein and his colleagues have built their own original core knowledge of the case method and its applications. In this way, WACRA can be seen as an academic organization worthy of attention by higher education institutions.

INTERVIEW: Professor Hans Klein & David Wylie

Tuesday, September 28, 1:30pm

Klein is Adjunct Professor of Accounting and Finance at Babson College and President & Executive Director of WACRA.

Wylie is Director of Case Development at Babson College. He has served as a Research Associate at Harvard Business School after obtaining his MBA at the school ('84).

Klein (left),
Wylie (above)

What principles should a center for case learning/teaching be founded upon?

6) *Acculturation*
   - Senior faculty acculturate junior faculty to the case method
   - Junior faculty in turn acculturate the students to the case method
   - *Result*: a school-wide culture of case teaching excellence
7) *Diversity*
   - Diverse teaching methods
   - Teaching to students with diverse backgrounds and learning styles
8) *Participant-centered Learning*
   - Students learn business as active participants (not just through lectures)
   - Junior faculty learn teaching as active participants (not just observations)

Through WACRA, what effective faculty development methods have you witnessed?

At the London Toronto school, effective mentorships drive effective faculty development. Senior and junior faculty sit on and observe each other's classes. Moreover, seniors assist juniors in writing original cases.

What faculty development initiatives have WACRA done?

Every year at our summer conference, WACRA officials/experts host a one-day case-method teaching seminar for junior faculty at the host university.

If you had a million dollars to design your own center for case teaching/learning, how would you spend it?

Klein: I would send junior faculty to WACRA conferences and other international seminars on case teaching. I would also invite WACRA experts to the university to demonstrate diverse teaching methods.

Wylie: I would do what the London Toronto School did—facilitate faculty mentorships. Mentorships are the most effective mechanism by which junior faculty learn to become effective case teachers.

With your experience in case teaching, what advice do you have for Professor Takagi in establishing a center for faculty development?

Assessment is a very critical issue: how would you measure the effectiveness of the Center? How do you measure improvements in faculty teaching?

A solution lies in combining several assessments from student evaluations to faculty input to observations by external examiners.

Last and probably most important, WACRA's President Hans Klein is a networking salesman at heart. He is persistent in establishing fruitful relationships for growing WACRA; he is relentless in requesting donations from members for funding WACRA. During every luncheon he has at WACRA events, and during every meeting he holds with professionals year-round, Klein is selling his organization: always asking notable individuals to attend WACRA events and become involved with the networks.

MISSION: *Focused*

Quite simply, WACRA's mission is to bring people together—to build strong relationships among professionals interested in the case method and its applications.

WACRA's formal mission, as stated on its website, is to:

- explain, research and *advance the use* of case-method in teaching, planning and training at all levels;
- promote and encourage *research* using the case method, with special emphasis on studying the teaching effectiveness in varied teaching-learning systems;
- coordinate *case writing* and the development of interactive pedagogical methods involving the case method, simulations and games;
- augment the available body or research and teaching materials;
- foster interdisciplinary applications; and
- encourage cooperation with the public sector, the business community, and other case method oriented professional specialties on a worldwide basis

MANAGEMENT: *Centralized*

The WACRA staff include:

- one President: oversees entire association
- one Executive Assistant: provides administrational support and events planning
- one Office Manager
- one Web Coordinator

All WACRA staff positions are part time, with each member holding another part time job outside of the association. Each member is compensated by donations.

Due to the WACRA's focus on its events, communication among the staff is seasonal and carried across distances rather than limited to an office. Members rarely meet at the office but instead hold meetings together to plan for events, draft publications, and perform other administrative duties.

To involve esteemed professionals fluent with the case method and thus build its credibility, WACRA has an executive board comprised of thirteen individuals from different countries across the world:

- Executive Director
- Director of Development and Membership
- Director of Business-Economics
- Director of Communications
- Director of Education
- Director of Entrepreneurship
- Director of Higher Education Administration
- Director of Information Systems
- Director of Marketing
- Director of Public Relations
- Director of Sponsor Management
- Director of South America
- Director of Technology

The board members' titles, as apparent by reading them, are quite arbitrary—based less on WACRA's needs than on that particular member's expertise. The executive board, in this way, strategically provides valued WACRA members ownership of the organization and builds loyalty.

Although WACRA has a substantial number of staff and board member positions, its actual management power is concentrated in its founder Hans Klein. Klein leads the staff as President and leads the Board as Executive Director. Although he involves staff and board members in administrative and planning issues, Klein holds the key decision-making power. In this way, WACRA can be seen as a successful entrepreneurial venture run primarily by a successful entrepreneur.

PROGRAMMING: *Events-based*

To carry out its mission of bringing professionals together for advancing the case method, WACRA holds events and publishes research:

EVENTS[8]

- *International Conference*: held annually at various locations internationally during the summer. Involves keynote speakers, plenary sessions, concurrent technical and expository sessions, case writing colloquia across disciplines, and various workshops.

  The 22nd International Conference will be held July 3-6, 2005.
- *ACT International Creative Teaching Conference*
- *Case Writing in Action Workshop*: collaborative workshop for educators from all disciplines. The 4th annual workshop will be held October 29 at Babson College, focused on training junior faculty for effective case writing. The workshop will rest heavily on the expertise of Babson Director of Case Development and WACRA member David Wylie.

PUBLICATIONS

- *Volume of Selected Papers*: a collection of original, academic articles written by WACRA members. Papers are accepted and reviewed at every international conference by a double-blind peer committee. Typically around 250 papers are reviewed with 100 accepted for presentation and 50-60 eventually published in the year's *Volume*.
- Books in Print: written and published by WACRA members and usually based on discussions held at annual international conferences. Available for purchase on the WACRA website. Titles include: *Interactive Teaching and Learning Across Disciplines and Cultures; Teaching: Complex Demands Require Innovation; Collection of International Cases; Interactive Teaching and the Multimedia Revolution; Interactive Teaching and Learning; Interactive Teaching and Emerging Technologies; Teaching and Interactive Methods; The Art of Interactive Teaching; Innovation through Cooperation;* and *Forging New Partnerships*
- *Newsletter*: informs members about ongoing research projects, employment opportunities, new publications, developments in curriculum and pedagogy

BUDGET

Since it is a privately-run and funded association, WACRA cannot release its budget numbers. One can safely assume, however, that almost all funds are spent on events costs rather than staff salaries and administrative expenses.

WACRA derives its funds from membership fees. Levels of membership include:

- *Regular Membership*: \$65
- *Organizational Membership*: \$350
- *Sustaining Membership*: \$500
- *Associate Member*: \$55; advanced students

A WACRA membership provides newsletters, discounts on WACRA publications, preferential rates at WACRA-sponsored meetings/conferences, notices for activities and papers, and assistance in case writing and teaching.

NETWORKS

WACRA's networks are wide and far-reaching, stretching across dozens of countries across the world. They are concentrated in universities, especially those with growing business schools. Officials from these universities, like those who attend Harvard's annual Colloquium on Participant-Centered Learning, are interested in the case method and are excited at the opportunity to share their interest with others as well as learn more about the subject by attending WACRA conferences.

[8] For more detailed descriptions of WACRA events and publications, including copies of WACRA newsletters, visit http://www.wacra.org