



コロンビア大学 (1754年～) バトラー図書館



ニューヨーク市立大学 (1847年～)

③ インディアナ大学

(訪問場所とインタビュー相手は参加者全員が共有しているので省略し、感想だけ記します。)

第一に敷地の広さと設備の充実が印象的だった。

学外からの訪問者のための宿舎について、新潟大学は質量ともに充実させる必要があると感じた。

大学敷地内の博物館や美術館などが充実している。単に教育研究関係の物品を並べているだけでなく、本格的な美術館・博物館としての体裁を有しており、かつ、一般の来館者が楽しむことができるような展示内

容となっている。

教育内容の調査については、数値的データの蓄積が印象的だった。アンケートを戦略的に用い、統計的処理を綿密に行うことは、新潟大学で一層の努力が必要であると感じた。特に教育内容の改善について個々のトピックごとに必要性を学内の教職員に訴える際に有効ではないかと感じた。ただし、内容が綿密なものであるほど、網羅的で統一的なアンケートの実施は困難であること、また、データの解釈について統一の見解をまとめることが難しいことも、併せて感じさせられた。

視察報告 4

The Intensive English Program at Indiana University Bloomington インディアナ大学ブルーミントン校英語集中プログラム

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In March 2010, I travelled to America with a Niigata University task group studying Higher Educational Institutional (HEI) reforms and the role that the Scholarship of Teaching and Learning (SOTL) Movement has played in the process of these changes. During this trip, I met with Dr. Heidi Vellenga, the assistant director of the Intensive English Program (IEP) at Indiana University in Bloomington, Indiana. Over the past six years, I have surveyed a number of tertiary intensive English programs in locations throughout the United States and UK, but her program was by far the larg-

est I have seen, with over thirty teachers and nearly three hundred international students. The following are some of the points that emerged during our 45-minute conversation, together with my commentary based upon my earlier research and observations.

Indiana University does not require the Test of English as a Foreign Language (TOEFL) as a prerequisite for international student admission, but instead uses a State English examination called the Indiana English Proficiency Exam.



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As a result, the university occasionally requires students with high TOEFL scores to take the IEP Course as a prerequisite. Although Indiana University is considering the use of the TOEFL test, my study of other IEPs suggests that this may be counterproductive to the trend in the United States of recruiting vast numbers of international students to supplement dwindling revenue streams of their HEIs. Other IEPs are establishing courses that are accredited by respected educational bodies, which are now allowing greater numbers of international students to enter British and American universities through the IEP course and bypassing the TOEFL or the British International English Language Testing System (IELTS).

The IEP at Indiana University's Bloomington Campus is a self-supporting unit in the TESL/TEFL Department. This is a rare situation, since most of the other EAP programs that I have surveyed have been moved out of academic departments to be managed either by administrative offices or connected to the office of a provost in an effort to encourage internationalization and diversity on campus. Vellenga agreed, saying that she had studied the situation of other IEPs in the US, and found that nearly all IEP and English for Academic Purpose (EAP) programs are the black sheep on campus and typically homeless. Her IEP used to be in the "Urban English" Department before it was moved around several times – first to the Linguistics Department, and then to the Applied Linguistics Department. Dr. Vellenga added that her research uncovered that there seem to be certain archetypes for the IEP and EAP programs. She supported my observation that very few IEPs are connected to academic departments like hers at Indiana University, and that some have shifted to becoming a tool for international student recruitment run by administrators in the International Students' Center. Others, she said, are primarily designed as school entry based (TOEFL preparation) and survive primarily on the patronage of a senior dean or ad-

ministrator at the HEI. The IEP at Indiana University represents the few programs that are more academic based, meaning that university language preparation of the type featured in the TOEFL test is taught, but that their curriculum is more focused on helping students to become academically critical thinkers. The IEP also serves as a training opportunity for those studying to be teachers in the TEFL/TESL Department.

The tenuous links with SOTL in this program were seen in how EAP teachers were respected as trained educational professionals. Their classroom autonomy, according to Dr. Vellenga, is honored. Instead of being managed by administrators with visions of "Active Learning" or "Practical English", each teacher is entrusted to run their class according to their temperament and talents, with the caveat that all must cooperate in preparing students for the linguistic and academic rigors of university life. Instructors are encouraged, but not forced, to improve themselves in teaching and learning, and it seemed to me that Dr. Vellenga wished to foster a sense of community among a disparate group of teachers.

As with most programs I have surveyed, the IEP at Indiana University is entirely self-funded, but subject to university oversight. One positive aspect of this, observed Dr. Vellenga, is that they do not pay for the cost and maintenance of facilities. On the converse side, she finds that dealing with upper-level academics who do not understand EAP is a challenging task. This is a common problem mentioned by others that I have interviewed in both the States and the UK. She said that running an IEP is difficult, because it is a volatile market that she deals with. Global economic conditions will affect whether or not an adequate number of students can be recruited.

In spite of these challenges, of the directors I have interviewed, Dr. Vellenga was definitely more of an academic than an administrator. Although as an administrator, she did not teach classes, she nevertheless presented research at Applied Linguistics and TESOL conferences. Her role fits within the cline of what University of London's Cynthia Whitchurch (2008 ; 2009b ; 2009a) describes as a "Blended Professional", one who inhabits the third spaces between the traditional roles of administrator and academic, and which are emerging on university campuses around the world. By existing between the world of academic and administrator, she and others in similar positions encounter many challenges caused by the ambiguity that her position entails. Dr. Vellenga noted that, as a new administrator, she wants to increase the profitability of the program by going

out and finding more students so that there is an average of 15 per classroom, and that she also would like to improve things in the IEP. However, she stated that small changes over time are better than big changes. She stated that since she has considerable experience as a TEFL teacher, she is committed to respecting teacher autonomy, and fully appreciates the importance of securing sufficient "buy in" from teachers so that any program enhancements she proposes will endure. By "buy in", an American HEI administrative (and business) term, she means that she seeks to build rapport with teachers. So far her strategies of small program changes have been ones which offer practical assistance to teachers, such as changing the fonts on forms or improving the readability of documents. Through such incremental enhancements, she plans on securing the trust of teachers and acquire the necessary strength of personal relations that scholars such as Powley (2009) and Bezzina (2000) state is vital for the success of administrative educational leadership.

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