FACULTY DEVELOPMENT REPORT

AY 2021/2022

International University of Japan

Prepared by the Faculty Development Subcommittee

January 2023

Members of the Faculty Development Sub Committee (FDSC) AY 2021/2022

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We, the FDSC members, consciously implemented faculty development activities in AY 2021/2022 with the following priorities:

(a) Develop, establish, and improve remote online teaching under the COVID-19 environment

(b) Promote public hygiene based on IUJ's experience combating COVID-19

(c) Promote academic integrity (plagiarism avoidance)

(d) Improve faculty capacity of teaching through their research, publications and so on.

Table of Contents

<u>Section A. Faculty Development Activity in AY 2021/2022.</u>

<u>(a) Develop, establish, and improve remote online teaching under the COVID-19 environment</u>

We conducted Zoom-only and hybrid classes on a trial basis to develop, establish, and improve remote online teaching under the COVID-19 environment. The results were as follows.

GSIR / GSIM:

In the past year, GSIR and GSIM faculty members encountered various issues when conducting online-only classes and hybrid classes. Faculty members frequently shared opinions and provided possible methods for solving these problems. These issues include (1) how to effectively perform an interaction with students, (2) how to conduct exams fairly, and (3) How to handle students online and in class in a balanced way in hybrid classes. Faculty members also shared methods/techniques they used for online teaching. For instance, the use of multiple cameras for both handwriting and lecturing explanations. Moreover, faculty members also adapted teaching skills and methods learned from online courses platform (ex: coursea).

CLEAR:

1. ELP

ELP made use of the following tools:

- Zoom for holding lessons, presenting language and materials, holding group discussions in breakout rooms, and recording/distributing the lessons
- Zoom report to check attendance
- Google Classroom and Google Drive for managing and distributing course materials
- Assignments tool in Google Classroom to monitor student writing in real time and hold open-book assessments in place of exams
- Google Forms for holding quick quizzes and providing immediate feedback

2. JLP

The JLP conducted Zoom only and hybrid classes in online teaching this year.

JLP faculty used the following features to teach, practice, and give assignments in online classes:

- Presentation of materials by screen sharing
- Handwriting demonstration using USB camera
- Collaborative editing and group activities using Google Docs, Jamboard or Padlet
- Group/pair conversation practice using breakout rooms
- Visitor sessions with native speakers via Zoom

- Quizzes using Google Forms and feedback with automatic or manual grading
- Management of assignments using the Google Classroom LMS
- Sharing of assignments and materials via Google Classroom
- Zoom recording/distribution for students with poor internet connections or absent students
- Reporting in the Zoom account to confirm the name and duration of attendance of participants (when an instructor was occupied with teaching but not certain of the names of the enrolled students in the first few weeks of a semester.)

Compared to face-to-face sessions, the following advantages were found:
- The automatic marking of Google Forms allowed for immediate feedback on homework and quizzes.
- The automatic pairing in the Zoom breakout rooms allowed us to avoid fixed pairs and gave students the opportunity to talk with new partners.
- Using the Zoom breakout rooms reduced the amount of time spent moving from one seat to another.
- Zoom made it possible to practice conversations not only with Japanese people in the neighborhood but also with Japanese people living outside Niigata.
- The recording encouraged autonomous learning.
- The audio files were easy to access.

On the other hand, the following issues were also identified:
- The use of multiple software and tools was time-consuming and sometimes resulted in crashes.
- Poor Internet connections and PC environments for students, especially off-campus students.
- Time cost and gaps in teachers' IT literacy needed for class preparation

Other items of note:
The FDSC held Online Class Seminars twice.

1st Online Class Seminar for Faculty Development
1. Date and Place:
10:30 AM-12:00 AM on Friday, October 1st, 2021
Classroom 203 and by Zoom (in participants' personal spaces).

2. Contents:

① Prof. Comai's teaching mode and experience of online classes (including hybrid)

② Outcome (results) of online classes (including hybrid)

③ Problems regarding online classes (including hybrid) and solutions to the problems.

④ Suggestions to IUJ regarding Facility Equipment for online classes (including hybrid)

3. Speaker:

Prof. Comai, Alessandro

2nd Online Class Seminar for Faculty Development

1. Date and Place:

10:30 AM-12:00 AM on Thursday, December 16th, 2021

Classroom 203 and by Zoom (in participants' personal space).

2. Contents:

① Prof. Maurya's teaching mode and experience of online classes (including hybrid)

② Outcome (results) of online classes (including hybrid)

③ Problems regarding online classes (including hybrid) and solutions to the problems.

④ Suggestions to IUJ regarding Facility Equipment for online classes (including hybrid)

3. Speaker:

Prof. Maurya, Dayashankar R.

2) 10:30 AM-12:00 AM on Thursday, December 16th, 2021

Number of Participants:

1st Online Class Seminar for Faculty Development: 25 participants (including staff members)

2nd Online Class Seminar for Faculty Development: 8 participants (including staff members)

(b) Promote public hygiene based on IUJ's experience combating COVID-19

We promoted public hygiene to limit COVID-19 as follows.

GSIR/GSIM:

In every face-to-face class, before faculty members and students enter the class room, their body temperature was measured, their hands were sprayed with disinfectant, and they were given a disinfectant wet wipe to clean chairs and desks. Everyone was required to keep wearing a mask. Windows and/or doors were open sufficiently for ventilation. All program meetings were conducted online. As for faculty meetings, many GSIR faculty members joined via Zoom, and only a relatively limited number of faculty members were physically present at faculty meetings.

CLEAR:

ELP / JLP faculty helped to ensure the following during face-to-face classes:

- Students had their temperatures checked, hands sanitized, and desks wiped before beginning the lessons.
- Everyone wore masks during the lessons.
- Social distance was maintained during the lessons.

(c) Promote academic integrity (plagiarism avoidance)

We promoted academic integrity (mainly plagiarism avoidance) as follows.

GSIR/GSIM:

A lecture about plagiarism was provided to the first-year students in their student orientation. Moreover, faculty members also explained the concept of academic integrity and regulations in IUJ to students in each class and let students know the seriousness and consequences if any misconduct behavior is identified.

CLEAR:

1. ELP

ELP faculty continue to make strong efforts to include citation, referencing, paraphrasing, and summarizing practices into all our courses in order to prevent plagiarism (for example, 1/3 of the Academic English 1 course focuses on these practices and includes a test at the end of the course). We also started offering a ½ credit paraphrasing course in the Winter 2022 term in order to introduce paraphrasing, citation, and referencing techniques and strategies to students who do not take our Academic English or English for Report/Thesis Writing courses.

- Benefits of this approach: Students find this very helpful, and students show evidence in their ELP course assignments and tests that they understand the academic culture behind these practices.
- Current issues: Paraphrasing and summarizing are extremely challenging, even for proficient students. Feedback from some students suggests that they are interested in quick-fix solutions, and so they often make use of sub-standard paraphrasing software without fully understanding the academic culture surrounding citation practices. This can lead to heavy use of poor citation and paraphrasing practices. There is still a large proportion of second year students who do not seem to have developed much proficiency in citing references. This could be due to their reliance on paraphrasing software that only offers quick fixes.

ELP faculty hold a plagiarism workshop once a year at the start of the course. However, it is not clear that all students attend this workshop. Additionally, while the workshop is helpful, it is not clear that the timing of the workshop allows for a lasting effect when students start writing assignments. We feel it may be helpful to expand offerings of plagiarism workshops if we were given resources and support to do so.

ELP faculty hosted one professor's talk in March 2022 at the request of the GSIR council on the topic of how to paraphrase, which focused broadly on poor paraphrasing practices and the best practices to employ. We did not receive any feedback on whether this talk was useful or effective, but ELP faculty feel strongly that this is a topic in which many students need significant training.

ELP members have been slowly developing materials that we eventually hope to host on the MLIC library website. Time constraints have limited our progress with this endeavor, but we nonetheless intend to continue with this and make resources available for all students in the near future.

Minor cases of plagiarism are common in ELP courses, ranging from poor practice in citation and referencing and misuse of copy and paste, with approximately 5 – 10 cases per year. However, in the 2021-2022 Fall Term courses, we were proud to find only two very minor cases, suggesting that our approach may have been effective. On the other hand, in the Winter term, we later found a significant increase in the number of students committing plagiarism. This was surprising. We observed that during Fall term most students were off campus and studying online, whereas in Winter most students had arrived and were studying on campus. This leads us to wonder to what extent the student environment on campus incubates or exacerbates these poor practices, and so must redirect our strategies more effectively in future.

<u>(d) Improve the faculty's teaching capacity through their research, publications, etc.</u>

We improved the faculty's (including TAs and staff) teaching capacity through their research, publications, etc. as follows.

GSIR / GSIM:

Regarding the faculty members' capacity for research, some faculty members have joined conferences online or academic activities held at other universities. In addition, some conduct joint research with scholars outside the IUJ under using Kaken grants. As for improving teaching capacity, many faculty members learned new teaching skills and techniques through participating in online classes.

CLEAR:

ELP faculty have continued to implement the following systems

- Employing Teaching Assistants (TAs) to support students whose English is a little weaker. This continues to receive positive feedback from both TAs and tutees alike. This has helped ELP members get a better understanding of weaker students' needs and the processes that weak students go through in improving their written English.

- Staff English Support. ELP members have recognized that administrative staff may have questions about English, including the need for documents to be proofread. After a trial period, this initiative was continued. Prof. Mayne has managed the process, and each ELP member has contributed to 60 minutes per week for one month of staff English support. Prof. Parsons stood down from these duties for one term due to workload pressures, but resumed them again after his workload lightened.

- Fully implementing the new exemption test. ELP has long needed a more efficient and effective exemption test to identify incoming students with the greatest English needs. The following activities were done:
  o ELP members edited one section each (Vocabulary, Grammar, Reading, Writing) of the new test, editing or rewriting questions that previous performed poorly.
  o Graded questions and written essays
  o Reviewed carefully the writing of students on the borderline of exemption.
  o Carried out discrimination analysis of all questions.

  The analysis of the test currently shows that results are consistent from year to year and are in line with ELP members' expectations.

ELP faculty also continued with the following activities:

- Sharing materials between teachers, particularly in courses for which there is more than one teacher.
- Course surveys: these are in addition to the end of course evaluations and provide useful feedback to faculty.
- Attending conferences online and workshops and writing papers to present our research. In particular, Prof. Mayne introduced his new book through an IRI-hosted presentation at IUJ, which was very well received by all those who attended.
- Holding non-degree programs, such as the Niigata Prefecture Programs, Niigata Minami High School IEP, and the Development Bank of Japan NDP.

Through CASEN, the ELP faculty have begun liaising with representatives of GSIR and GSIM in order to better assess the English language learning needs of IUJ students and make improvements in our courses in order to meet these needs.

(e) Other items

1-1. Holding FDSC meetings

In AY 2021/2022, six FDSC meetings were held to carry out the Faculty Development Seminar and compose the 2020/2021 Faculty Development Activity Report and 2022/2023 Faculty Development Annual Plan.

1st IUJ Faculty Development Sub Committee Meeting Academic Year 2021/2022

Date: Friday September 17, 2021

Report

1) 2021/2022 Faculty Development Seminar

Discussion

1) 2021/2022 Faculty Development Activity

2nd IUJ Faculty Development Sub Committee Meeting Academic Year 2021/2022

Date: Thursday November 25, 2021

Report

1) 2021/2022 Faculty Development Seminar

Discussion

1) 2021/2022 Faculty Development Activity

3rd IUJ Faculty Development Sub Committee Meeting Academic Year 2021/2022

Date: Thursday January 27, 2022

Report

1) 2021/2022 Faculty Development Seminar

Discussion

1) 2021/2022 Faculty Development Activity

4th IUJ Faculty Development Sub Committee Meeting Academic Year 2021/2022

Date: Friday March 4, 2022

Agenda

1) 2022/2023 Faculty Development Seminar

Discussion

1) Direction for Future Faculty Development Activity

5th IUJ Faculty Development Sub Committee Meeting Academic Year 2021/2022

Date: Thursday April 21, 2022

Agenda

1) 2022/2023 Faculty Development Seminar

Report

1) Report on educational faculty development contents for IUJ faculty members

6th IUJ Faculty Development Sub Committee Meeting Academic Year 2021/2022

Date: Thursday May 19, 2022

Agenda

1) 2022/2023 Faculty Development Seminar

2) Composing a Faculty Development Activity Report 2020/2021

3) 2022/2023 Faculty Development Activity Plan

1-2. FDC meetings

1st IUJ Faculty Development Committee Meeting for Academic Year 2021/2022

Date: Tuesday May 24, 2022

Agenda

1) 2020 Faculty Development Activity Report

2) 2022 2023 IUJ Faculty Development (FD) Annual Plan

CLEAR:

The following was done as in the previous year.

- Right before the beginning of the new academic year, the course coordinators provided their syllabi and attainment targets, which describe goals and the approaches to attain the goals for their courses. They were shared and discussed amongst JLP members.

- At the end of the academic year, the coordinator provided summative reports of the courses, including the performance of each student, the degree of attainment of the targets set at the pre-academic year meeting. They were shared and discussed amongst JLP members for course improvement in the next academic year.

- In regular meetings during the semester (biweekly), students' information such as the performance, attendance and placement were shared. Issues such as curriculum, articulation between courses, and the creation or abolishment of courses were discussed as well.

- In semester-end grading meetings (once per semester), each coordinator shared and led discussions about the performance of students in the course who were assessed. The results of the JLP course survey were shared as well.

Conclusion

In AY 2021/2022, the FDSC couldn't do many FD activities due to the Corona infection. When FDSC members discussed online classes, there was an opinion that it is necessary to continue to improve the class environment of Hybrid Classes, especially the acoustics and sound collection capability in classrooms on campus. We propose that the university administration improve the class environment, and continue to discuss ways to improve online classes.

After COVID-19, the FDSC members think that the learning environment will never completely return to its previous state before COVID-19. Depending on the situation, it will be necessary for us to conduct online classes. Therefore, we are continuously accumulating information of up-to-date online teaching technology and faculty experience and skills to confirm the effectiveness of online teaching.

Also, when considering the contents of the FD seminar for the next academic year, opinions were raised about the problem of students' English academic skills. It was argued that there are students from various countries at IUJ, and that there are students with different English education, which creates a difference in their English proficiency. From the 2021/2022 academic year, at the initiative of CLEAR, a committee (CASEN), consisting of one representative from each graduate school and one representative from CLEAR has been formed. Based on the opinions expressed in the committee, CLEAR faculty members are improving the English program by reflecting those opinions in the course content. The FD subcommittee will also discuss strengthening English education as a priority for FD activities in the next academic year.

Section B. IUJ FD Annual Plan AY 2022/2023

The FDSC decided the following annual goals and FD activity priorities for AY 2022/2023.

1. Annual goals

The Faculty Development Committee will meet once or twice.

・Faculty Development Sub-Committee will meet at least once each term.

・IUJ Faculty Development Seminars will be held at least twice.

・IUJ Faculty Development Sub-committee members will participate in outside Faculty Development Seminars once or so each.

・The President's office will collect data, documents, and references for Faculty Development, and distribute them to all IUJ faculty members.

2. FD activity priorities

The policies for FD activities in 2022 are to:

(a) Develop, establish, and improve remote online teaching (including hybrid class)

(b) Enhance language education

(c) Promote deep human touch education