

FACULTY DEVELOPMENT REPORT

AY 2019/2020

International University of Japan
Prepared by the Faculty Development Subcommittee
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Members of the Faculty Development Sub Committee (FDSC) AY 2019/2020

Noboru Yamaguchi, Professor, Graduate School of International Relations (GSIR)

Shinichi Hirose, Professor, Graduate School of International Management (GSIM)

Motohide Saji, Professor, Graduate School of International Relations (GSIR)

Akihiro Takeuchi, Professor, Center for Language Education and Research (CLEAR)

Yoshi Abe, Manager, President's Office (PO)

We (FDSC members) consciously implemented faculty development activity in AY 2019/2020 with the following three points as guidance.

1. Improvement for awareness of the issues regarding Faculty Development (FD) and Staff Development (SD).
2. Building an FD system to improve education and learning.
3. Dealing with problems (Plagiarism, Academic Integrity).

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Section A. Faculty Development Activity in AY 2019/2020.

I. Improvement of awareness of issues regarding Faculty Development and Staff Development.

1-1. Holding FDSC meetings

In AY 2019/2020, FDSC meetings were held three times in order to carry out the suspended FD activities on campus.

1st IUJ Faculty Development Sub Committee Meeting Academic Year 2019/2020

Date: Thursday January 23, 2020

Agenda

- 1) Plan the activities of IUJ's Faculty Development Sub Committee
- 2) Plan the schedule of IUJ's Faculty Development Sub Committee

2nd IUJ Faculty Development Sub Committee Meeting Academic Year 2019/2020

Date: Wednesday March 4, 2020

Agenda

- 1) Confirmation of Turnitin (Plagiarism Check Tool) Seminar for Faculty Development (FD)
- 2) Activity Report 2019
- 3) Plan the activities of IUJ's Faculty Development Sub Committee for Academic Year 2020/2021
- 4) Plan the schedule of IUJ's Faculty Development Sub Committee for Academic Year 2020/2021

3rd IUJ Faculty Development Sub Committee Meeting Academic Year 2019/2020

Date: Thursday August 6, 2020

Agenda

- 1) 2020/2021 Faculty Development Activity Plan
- 2) Sharing information of remote classes by Zoom
- 3) 2019 Faculty Development Activity Report
- 4) Our immediate FD activity

II. Building an FD system to improve education and learning.

We acted to build an FD system to improve education and learning as follows.

2-1 Class Evaluation

Student evaluations conducted by GSIR, GSIM and CLEAR have been reported. GSIR conducts course evaluation at the end of each semester and evaluates class content, class quality, and student satisfaction. The results of the evaluation are fed back to each instructor by the administration office after the evaluation of the final grades is completed, and are used to improve classes' educational effects such as future course structure and teaching methods. At GSIM, all course evaluations are conducted twice, in the 4th week and at the end of the term, in a total of 8 weeks. Since 2017, the student response rate has reached over 90%. We are considering advancing the implementation period from the 4th week to the 3rd week in order to detect problems related to the course at an early stage. At CLEAR (ELP), in addition to class evaluation, class surveys are voluntarily conducted to obtain feedback from students, which is useful for improving classes. CLEAR (JLP) also conducts a course survey at the end of the term, shares the results with instructors, and strives to improve lesson methods and teaching materials.

2-2 Dean's Hour

In GSIR and GSIM, the Dean's Hour is reported as a means of obtaining direct input for FD from students in addition to improvement by course evaluation. It was held every month at GSIR until the corona crisis occurred and once every semester at GSIM, with students and faculty members participating. If there are suggestions for improvement from students, they are discussed at faculty meeting.

2-3 Curriculum Committee Meeting (GSIR, GSIM)

2-4 Syllabi Checking at the Faculty Meetings (GSIM)

At the Curriculum Committee Meeting, in which the Dean, Associate Dean, and Program Directors participate, GSIR is considering improving educational outcomes and educational effects of each educational program. In addition, for new courses and courses offered by newly appointed faculty members, the syllabi are to be checked by the faculty of each graduate school to maintain the quality of education.

2-5 Program and Course Coordination (CLEAR)

In CLEAR, the ELP coordinator scheduled and managed ELP faculty meetings, participated in CLEAR agenda meetings, and served as a representative of the ELP when necessary (e.g., in GSIR/M faculty meetings).

Coordinators produced the syllabi of their course at the beginning of a term, oversaw the development, revision, and distribution of course materials, promoted communication with other teachers teaching the same course (via meetings, emails), and reported on course and student progress during weekly faculty meetings.

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

At the end of the academic year, the coordinator provided a summative report of the course, including the performance of each student and the degree of attainment of the targets set at the Pre-academic year meeting. They were shared and discussed amongst the JLP members to improve the next academic year.

In regular meetings during the semester (biweekly), Students' information such as their performance, attendance and the placement of the students were shared.

Issues such as curriculum, articulations between the courses, creating or abolishing new courses were discussed as well.

In a semester-end grading meeting (once per semester), each coordinator provides the performance of students of the course to be assessed and they were shared and discussed. The results of the JLP course surveys were shared as well.

2-6. Peer course observation

Peer course observation is not institutionalized as an FD program, but it is reported that it is implemented in an informal and ad hoc format at each graduate school and center. In GSIM, 70% of faculty members have experienced observation.

It is expected that the FD activities will be strengthened in the future.

2-7 Other Activities

In addition to the above activities, a Faculty Activity Report System (GSIR), Shared teaching materials (CLEAR), and Shared online course information (CLEAR) have been reported.

III. Dealing with problems (Plagiarism, Academic Integrity)

We acted to deal with problems (Plagiarism, Academic Integrity) as follows.

3-1. IUJ Seminar: Turnitin (Plagiarism Check Tool) Seminar for Faculty Development (FD)

The Faculty Development sub-committee planned to hold Turnitin (Plagiarism Check Tool) Seminars at 10:30 and 13:30 on March 12, 2020.

However, to prevent the spread of the novel coronavirus infection, this seminar was postponed.

3-2. IUJ Seminar : Grant Workshop

IRI held a Grant Workshop (Kakenhi) at 18:00 on October 16, 2019.

The objectives of this workshop were to support the faculty's KAKENHI (Grant-in-Aid for Scientific Research) application process and to offer information about other external grants.

Presenters:

Prof. Jinnai (GSIR), Prof. Shinoda (GSIR), Prof. Macikenaite (GSIR), Prof. Wong (GSIR),
Prof. Shinohara (GSIR)

Participants:

Prof. Huang (GSIR), Prof. Kane (GSIR), Prof. Maurya (GSIR), Prof. Tang (GSIR),
Prof. Chow (GSIM), Prof. Chuang (GSIM), Prof. Comai (GSIM), Prof. Akareem (GSIM)
Prof. Parsons (CLEAR)

3-3. IUJ Seminar: Hybrid Class Demonstration

The MLIC office held a Hybrid Class Demonstration for fall term classes in 2020 on July 2, July 3 and July 21, 2020.

The objectives of this seminar were to explain how to do Hybrid Class (Face to Face and online) and to support faculty members who would like to do that.

The number of Participants:

1st session (July 2) : 13 participants (including staff members)

2nd session (July 3) : 37 participants (including staff members)

3rd session (July 22) : 12 participants (including staff members)

3-4. External Pedagogical Training (GSIM)

GSIM states that about 80% of faculty participate in activities such as training opportunities for teaching methods using case materials.

3-5. Participation in relevant academic conferences, societies, and study groups (CLEAR)

CLEAR participates in the activities of academic societies and research groups to which faculty members belong. In particular, the English faculty participate in workshops such as how to use online tools such as Zoom, which is useful for developing new teaching methods.

3-6. Financial Supports for Attending the Relevant Academic Conferences

It is stated that IUJ has financial support for faculty members who participate in presentations at domestic and overseas academic societies and workshops.

IV. Conclusion

This report reveals that various FD activities are being carried out in each organization. In the future, it is necessary to systematically and organizationally engage in FD activities based on the verification of their effects, and to improve the FD activities aiming at improving the qualifications of faculty member and the quality of education. IUJ accepts students from diverse backgrounds such as nationalities, languages, and backgrounds, and has a mission to develop human resources in line with the diploma policy while bridging the differences in students' academic ability and learning motivation. The importance of FD is increasing. It would be desirable to establish the "Image of faculty to aim for", which is the ultimate goal of IUJ's FD activities, and to systematically proceed with various activities toward that goal.

The following Annual goals, FD Activity Priority, and FD Management process have been approved by the FD Committee (held on Friday August 28, 2020) for the next fiscal year.

Section B. Next IUJ FD Annual Plan 2020/2021

1. Annual goals

The annual targets for FD in 2020 are to:

- (a) Expand IUJ's FD system;
- (b) Promote and enhance IUJ's continuous FD activities; and
- (c) Support improvement of educational ability through PDCA cycle focusing on three policies stated in 2.

2. FD activity priority policies

The priority policies for FD activities in 2020 are to:

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

3. Mechanism of FD activities

To manage FD activities, IUJ follows the PDCA cycle of FD activities by efforts to:

- (a) Plan: Establish annual goals and priority policies with scheduled programs;
- (b) Do: Do FD-related activities (seminars related to priority policies, etc.);
- (c) Check: Check and evaluate FD activities by holding regular meetings of the FD Committee and its subcommittee while drafting the "2020 FD Activity Report" including positive and negative findings to improve such activities in the future; and
- (d) Act: Develop an "IUJ FD Annual Plan 2021/2022" reflecting the findings in the 2020 FD Activity Report (including improvements) and conduct FD activities based on the plan.