

FACULTY DEVELOPMENT REPORT

AY 2022/2023

International University of Japan
Prepared by the Faculty Development Subcommittee
December 2023

Members of the Faculty Development Sub Committee (FDSC) AY 2022/2023

Takeo Kikkawa, Professor, Graduate School of International Management (GSIM)

Lin, Ching-Yang, Associate Professor, Graduate School of International Relations (GSIR)

Chuang, Hong Wei, Associate Professor, Graduate School of International Management (GSIM)

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

Yoshio Abe, Manager, President's Office (PO) until March 2023.

Toru Wada, Manager, President's Office (PO) from April 2023.

We, the FDSC members, consciously implemented faculty development activities in AY 2022/2023 with the following priorities:

- (a) Develop, establish, and improve remote online teaching (including hybrid class)
- (b) Enhance language education
- (c) Promote deep human touch education

Table of Contents

<u>Section A. Faculty Development Activity in AY 2022/2023.</u>	P4
<u>(a) Develop, establish, and improve remote online teaching (including hybrid class)</u>	P4
<u>(b) Enhance language education</u>	P6
<u>(c) Promote deep human touch education.</u>	P9
<u>(d) Other items</u>	P11
<u>Conclusion</u>	P15
 <u>Section B. IUJ’s Annual FD Plan for AY 2023/2024.</u>	P17

Section A. Faculty Development Activity in AY 2022/2023

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

We continued to develop, establish, and improve remote online teaching (including hybrid class).

The results were as follows.

GSIR:

GSIR has conducted the following items:

1. Faculty members learned how to use modern applications, such as Miro, to enhance online teaching. Notably, Professor Comai conducted a seminar to share his experiences in utilizing this application.
2. Faculty members exchanged insights on using interactive tools to augment classroom interactions during online teaching. These methods include interactive presentation tools like Prezi and the use of breakout rooms in video conferencing platforms, enabling students to engage in smaller discussion groups.
3. Experiences were shared on employing multiple cameras, tools like live switchers, and portable microphones to boost the quality of teaching.

GSIM:

To achieve this, GSIM introduced a multifaceted approach to faculty development. It began with comprehensive training sessions and workshops, equipping faculty with the latest tools and technologies necessary for remote online teaching. Faculty members were encouraged to explore various platforms and learning management systems to online and hybrid settings. To ensure the continuous improvement of remote online teaching, GSIM faculty members were encouraged to seek student feedback and participate in self-assessment in order to reflect on their teaching methods. GSIM aimed to not only meet the demands of the modern educational landscape but also to provide students a high-quality learning experience that aligns with the IUJ's commitment.

CLEAR:

1. ELP

At times when COVID outbreaks required the return to online classes (e.g. for short periods in IEP 2023), the ELP continued to make use of the following tools:

- Zoom for holding lessons, presenting language and material, 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 on Google Classroom allowed us to monitor student writing in real time and hold open-book assessments in place of exams
- Google Forms for holding quick quizzes and for providing immediate feedback
- Hybrid classes.

2. JLP

JLP conducted no online teaching this year.

Other items of note:

The FDSC held the following Online Class Seminar.

Online Class Seminar for Faculty Development

1. Date and Place:

13:00 PM-14:00 PM on Wednesday, October 12, 2022

At 202 classroom and by Zoom (own personal space).

2. Contents:

How to use Miro

3. Speaker:

Prof. Comai, Alessandro

4. Number of Participants:

7 participants (including staff members)

(b) Enhance language education

We promoted to enhance language education as follows.

GSIR:

1. Utilized online applications like Grammarly to support students in thesis writing.
2. Introduced tools like DeepL, Google Translators, and other AI-assisted applications, such as Scispace to help students comprehend academic papers.
3. Faculty members organized study/discussion groups to provide students the opportunity to present their research, enhancing their presentation and communication skills.

GSIM:

To achieve this, GSIM faculty participated in intensive training sessions, designed to equip them with the latest teaching methodologies and materials tailored to the English language courses offered by GSIM. These workshops also incorporated strategy for addressing the challenges of online and hybrid language instruction. Faculty members were encouraged to exchange insights and share best practices to enhance their teaching techniques.

CLEAR:

1. ELP

The ELP faculty continues to make strong efforts to include citation, referencing, paraphrasing, and summarizing practices into all our courses in order to promote anti-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). Although not conducted in 2023, the ELP has in place a program to deliver a ½ credit Paraphrasing course in the Winter 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 / Ongoing 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 leads to a significant use of poor citation and paraphrasing practices. There are still a large proportion of second year students

who do not seem to have developed much proficiency in citation practices, and this could be due to their reliance on paraphrasing software that only offers quick fixes.

As part of the Orientation program for in-coming students, the ELP faculty hold a plagiarism workshop. However, it is not clear that all students attend this workshop. In 2022 it was conducted online, over Zoom, and only 50% of incoming students were present. In addition, in the 2022 Orientation, students were asked to answer questions about plagiarism using Google Forms. What was revealing was students' inability to recognize plagiarism in others' work, indicative of the need for ongoing instruction about plagiarism and its avoidance? 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 the resources and support to do so.

ELP members have been slowly developing materials that we eventually hope to host on the MLIC library website. Time and staffing 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. A change in teaching strategy resulted in very few incidents of plagiarism in the 2022-2023 Fall Term courses, indicating that our ongoing approaches are becoming more effective. As in Winter 2021, plagiarism in Academic English 2 was found to occur, most likely due to the fact that the students required to take this class are amongst the least proficient users of English in first year courses. Such students are more likely to resort to plagiarism in their writing. The ELP continues to stress the need to avoid plagiarism and strategies to overcome such a trap throughout both compulsory and elective courses.

The ELP faculty have also been involved in addressing the rising concern of Generative AI in students' writing. Guidance, along lines established by other schools within IUJ, has been offered by the ELP faculty to students about how Generative AI tools such as Chat GPT can be utilized at certain stages of their writing process (e.g. the brainstorming of ideas for papers). However, students are also informed that such tools should not be drawn upon for the written work they submit for assessment.

2. JLP

JLP conducted as follows.

- The course coordinators are rotated every three years to prevent instructors from staying with the same course for too long. 2023 was a year in which this rotation occurred.
- Along with the coordinator changes, JLP adjusted the number of sessions of classes to be repeated based on the past enrollments for each course.
- We shared course materials, including content and material in instructor's respective Google Classrooms.
- We offer Intensive Japanese Programs and Japanese for Zero Beginners every year.
- We invited Japanese people from local areas and Japanese students enrolled in IUJ to Japanese conversation classes. We created ample opportunities for international students to practice speaking Japanese. Those classes deepened engagement between Japanese and international students.

Other items of note:

The FDSC held the following FD Seminar for the strengthening students' English language skills.

1. Date and Place:

13:00 PM-14:00 PM on Tuesday, October 18, 2022

At 203 classroom and by Zoom (own personal space).

2. Topic:

Strengthening Students' English Language Skills

3. Speaker:

Prof. Parsons, Daniel

4. Number of Participants:

16 participants (including staff members)

(c) Promote deep human touch education

We promoted the following faculty development activities as deep human touch education.

GSIR:

GSIR has conducted the following items:

1. Faculty members increased face-to-face meetings with supervisees.
2. Shared experiences and techniques on conducting in-class discussions.
3. Faculty members established groups on platforms like Discord or MS Teams to provide support for supervisees and facilitate communication between supervisees and supervisors.

GSIM:

To achieve this, GSIM emphasized mentorship and regular one-to-one meetings between faculty and students, fostering a supportive and nurturing learning environment. This approach can enrich the educational journey and enhance student engagement and overall well-being. By prioritizing deep human touch education, GSIM is going to install a sense of belonging and lasting impact in students' lives.

CLEAR:

1. ELP

ELP faculty members have continued to implement the following systems:

- **Employing Teaching Assistants (TAs) to support students whose English is a little weaker.** This practice 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 continued - but to a lesser extent than in the previous year - this staff English support. As it was found that most support was requested in the form of the editing and proofreading of university documents, this assistance became more commonplace than did the 'mini-lessons' offered in the previous year.
- **Revision of exemption test.**
 - The new exemption test was revised once again in order to best identify in-coming students with the greatest need of English support. The efficacy of the revised test has resulted in a far more precise and less cumbersome identification process.

- In the run-up to the late September 2023 test, analyses of previous tests were conducted and questions were refined. In particular, the listening and writing portion of the test was overhauled completely with the expectation that it would produce a more accurate indication of student proficiency.

Even though COVID has become far less of an issue in the past year, online learning technology continues to be utilized substantially (Google Classroom, Google Forms etc.) to streamline courses. English classes that focus on writing have often taken place in computer classrooms. When classes are conducted in regular classrooms, students are encouraged to bring notebook computers and/or tablets to complete work online. This writing can be more easily shared with others in class and which can also be checked and assessed more easily.

The ELP faculty also continued with the following activities:

- Sharing materials between teachers, particularly on courses in 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 (in-person and online) and workshops and writing papers to present our research.
- Holding non-degree programs, such as the Niigata Prefecture Programs, Niigata Minami High School IEP, and the Development Bank of Japan NDP.
- Ongoing CASEN meetings have allowed the ELP faculty to liaise 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.

2. JLP

JLP conducted as follows.

- JLP faculty members had tutorial sessions and consultations with students as frequently as was necessary.
- JLP faculty members talked to students in Japanese outside classroom hours.

(d) Other items

Meetings

1-1. Holding FDSC meetings

In AY 2022/2023, four FDSC meetings were held to carry out the Faculty Development Seminar and compose the 2021/2022 Faculty Development Activity Report and 2023/2024 Faculty Development Annual Plan.

<1st IUJ Faculty Development Sub Committee Meeting Academic Year 2022/2023>

Date: Thursday September 15, 2022

Report

1) 2022/2023 Faculty Development Seminar

Agenda

1) 2021 Faculty Development Activity Report

<2nd IUJ Faculty Development Sub Committee Meeting Academic Year 2022/2023>

Date: Thursday November 24, 2022

Report

1) 2022/2023 Faculty Development Seminar

Agenda

1) Making a Faculty Development Activity Report 2021/2022

2) 2022/2023 Faculty Development Activity Plan by each graduate school and center

<3rd IUJ Faculty Development Sub Committee Meeting Academic Year 2022/2023>

Date: Thursday January 19, 2023

Agenda

1) Making a Faculty Development Activity Report 2021/2022

2) 2022/2023 Faculty Development Activity Plan by each graduate school and center

<4th IUJ Faculty Development Sub Committee Meeting Academic Year 2022/2023>

Date: Thursday April 13, 2023

Agenda

1) 2022/2023 Faculty Development Activity Plan by each graduate school and center

2) 2023/2024 Faculty Development Activity Plan (Next Academic Year)

1-2. Holding FDC meetings

<1st IUJ Faculty Development Committee Meeting for Academic Year 2022/2023>

Date: Wednesday January 25, 2023

Agenda

1) 2021 Faculty Development Activity Report

<2nd IUJ Faculty Development Committee Meeting for Academic Year 2022/2023>

Date: Wednesday May 24, 2023

Agenda

1) 2023 2024 IUJ Faculty Development (FD) Annual Plan

Other FD activities by GSIR, GSIM, CLEAR

GSIR:

GSIR has conducted the following items:

1. Informal meetings and study groups were held among faculty members to share current research progress and knowledge on the forefront of research techniques, including data sources, programming methods, and new software.
2. Faculty members attended IRI's research seminars/workshops to gain insights from researchers in different fields.

GSIM:

Through these concerted faculty development efforts, GSIM reaffirmed its commitments to offer students a world-class education, equipping them with the needed skills to success in an interconnected world.

CLEAR:

ELP:

(1) The reduction of the ELP Faculty from four to three members since April 2023 has required the remaining staff to assume the responsibilities of the now absent fourth member. This has resulted in the remaining faculty having to determine what courses can be offered to students.

Since the reduction in ELP faculty was decided, course offerings have needed to be overhauled so that the remaining faculty can best meet the needs of students arriving for the new academic year (i.e. 2023-2024). The three traditional 'compulsory' first year classes for students with low English proficiency

(i.e. Academic English I, II, & III) will be changed, and Academic English III will be dropped in favor of a Spring iteration of the English for Research Writing course, a course that has up until this time been taught in Fall and (for the first time) taught in Winter 2023.

These changes to Academic English will result in a completely different pattern of streaming of students in compulsory classes, something which should be able to be achieved with changes to the incoming student exemption test. The test will allow the ELP to separate students requiring English into two streams - those with the greatest needs will be required to take Academic English I in Fall *and* Academic English II in Winter. Those students identified to have less pressing needs will be required to take only Academic English II in the Fall term.

In the previous compulsory / non-exempt Academic English pattern, students being required to take subsequent Academic English classes based on performance (e.g. students who did not meet the goals of AEI would be required to take AEII, and those who did not meet the goals of AEII would be required to take AEIII).

Table 1: Current Format

Year / Term	1st / Fall	2nd / Winter	3rd / Spring
Course	Academic English I	Academic English II	Academic English III

Table 2: Format for 2023-2024 onwards

Student English Proficiency	1st Year / Fall	1st Year / Winter
Very low	Academic English I	Academic English II
Low	Academic English II	-

The content of these compulsory classes will also shift slightly, with Academic English I focusing on aural / oral skills, skills (neglected in earlier iterations of Academic English) along with reading, writing, grammar, and vocabulary.

(2) For the first time in the history of the Summer Intensive English Program (IEP), low-proficiency, full-time, two-year students (who had completed their first year at IUJ) joined the program. A total of three.

(3) Such students volunteered to take part in the IEP and were involved in all classroom and other IEP-related activities. These students were permitted to use part of their scholarship fees (e.g. amounts which would be used for field trips) to fund their involvement in the IEP. These students' ability to join the IEP in 2023 was also feasible due to the relatively low enrolment in the IEP by traditional participants (IMF-OP students studying English, IUJ-incoming students, and 'Summer-only' students).

All three of these students had positive feedback about their involvement in IEP 2023. In addition, the presence of these students in the entire IEP meant that there was greater student diversity in the second half of the program, Phase 2, when there are usually only Japanese students present in classes (IUJ-incoming and 'Summer-only' students). If feasible in 2024, this practice will likely continue.

JLP:

The following was done as in the previous year.

- Right before the beginning of a new academic year, the course coordinators issued the syllabus and the attainment target(s) for each of the courses for which they are responsible. The attainment target(s) describe goals and the approach required to attain the goals for his/her course. For each course, both the syllabus and attainment goal(s) were shared and discussed amongst JLP members.
- At the end of each academic year, the course coordinator provides a summative report of the course, including the performance of each student, the degree of the attainment of the target set at the pre-academic-year meeting. These reports were shared and discussed amongst JLP members for improvement in the next academic year.
- In regular meetings during the term (held bi-weekly), information about students, such as their performance, attendance, and the placement of the students was shared. Issues such as curriculum, relationships and connections between the courses, and the question of creating or abolishing new courses were discussed as well.
- In term-end grading meetings (held once per term), each coordinator presented the performance of students in their respective course to be assessed and both students' performance and the means by which students' performance were assessed (e.g. Conversation tests, quizzes) were shared and discussed. The results of JLP course surveys were shared as well.

Conclusion

In AY 2022/2023, the FDSC member thought that it was needed to continuously acquire and accumulate information for online teaching technologies and faculty experience and skills because the learning environment will never completely return to its pre-COVID-19 state. Therefore, the FDSC organized a seminar on how to utilize the online whiteboard called MIRO from Prof. Comai. This seminar was a trigger for faculty members to explore and utilize the latest tools for online teaching in GSIR, GSIM and CLEAR, and to use them to improve their own classes.

FDSC members discussed the student's English skills and there was an opinion that many students has poor academic writing skills and then faculty members need to help the students many times when the students write research report and thesis. Also, they do not have appropriate knowledge of academic writing (how to make citation, how to insert tables and figures and so on). Therefore, the FDSC organized a seminar by Prof. Parsons on Strengthening Students' English Language Skills, which was attended by many faculty members as well as staffs.

As part of the Orientation program for in-coming students, the ELP faculty hold a plagiarism workshop and the ELP faculty members continue to make strong efforts to include citation, referencing, paraphrasing, and summarizing practices into all our courses in order to promote anti-plagiarism.

In addition, ongoing CASEN meetings have allowed the ELP faculty to liaise with representatives of GSIR and GSIM in order to better assess the English language learning needs of IUJ students and make improvements in English language courses in order to meet these needs.

In terms of human touch education, one-to-one, face-to-face thesis (research report) guidance has been resumed and, in GSIR, platforms such as Discord or MS Teams have been used to provide careful and close thesis (research report) guidance, including a lot of communication between supervisors and supervised students. FDSC members continue to discuss to promote human touch education.

When considering the contents of the FD seminar for the next academic year, there was an example of activities of supervising for students. In GSIM, midterm presentation of theses and reports will be held in the future. GSIM students will do presentations for 10 minutes to faculty members and students and the schedule being adjusted by each faculty member. It is good that the topic of next academic year's faculty development activity will be how to supervise students and how to teach language education. The FD subcommittee will discuss improving teaching methods in next academic year.

Section B. IUJ FD Annual Plan AY 2023/2024

The FDSC decided the following annual goals and FD activity priorities for AY 2023/2024.

1. Annual goals

The annual targets for FD in 2023 are as follows

- Faculty Development Committee will be held once or twice.
- Faculty Development Sub-Committee will be held once by each term at least.
- IUJ Faculty Development Seminar will be held twice at least.
- IUJ Faculty Development Sub-committee member will participate in outside Faculty Development Seminar once or so.
- President office collects data, documents, reference for Faculty Development, and distribute it to all IUJ faculty members.

2. FD activity priority policies

The priority policies for FD activities in 2023 are to

(a) Improve teaching methods

(A seminar to share tips on how highly evaluated faculty members do a class).

(b) Promote deep human touch education

(A seminar to share tips on how highly evaluated faculty members conduct thesis guidance).