

# **FACULTY DEVELOPMENT REPORT**

## **AY 2023/2024**

**International University of Japan**  
**Faculty Development Committee (FDC)**  
**(Prepared by the Faculty Development Sub Committee (FDSC))**  
**December 2024**

Members of the Faculty Development Sub Committee AY 2023/2024

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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) until March 2024.

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We, the FDSC members, consciously implemented faculty development activities in AY 2023/2024 with the following priorities:

- (a) Improve teaching methods
- (b) Promote deep human touch education

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## **Section A. Faculty Development Activity in AY 2023/2024**

### **(a) Improve teaching methods**

We have implemented the following initiatives to improve the teaching methods of our faculty members.

#### **I. Faculty Development (FD) Seminars**

<Seminar 1>

Title: Sharing teaching method used by highly evaluated faculty members for **elective courses** in GSIR, GSIM and CLEAR.

Date: 14:40 PM-16:10 PM on Thursday, October 19, 2023,

Place: Classroom 204

Speakers: Prof. Huang (GSIR), Prof. Chuang (GSIM), Prof. Takeuchi (CLEAR)

Method: Hybrid (F2F and Online)

Contents:

**Section I** Presentation (20 minutes×3 (GSIR, GSIM, CLEAR))

How the presenters have improved their teaching methods and have conducted classes.

**Section II** Q&A and Discussion (30 minutes)

(Total:90 minutes)

Number of Participants:

The number of participants on site is 14 (11 faculty members and 3 staff members including presenters).

The number of participants by Zoom is 1 (1 faculty member).

<Seminar 2>

Title: Sharing teaching method used by highly evaluated faculty members for **core courses** in GSIR, GSIM and CLEAR.

Date: 16:30 PM-18:00 PM on Wednesday, December 7, 2023

Place: Classroom 204

Speakers: Prof. Lin (GSIR), Prof. Chuang (GSIM), Prof. Mondejar (CLEAR)

Contents:

**Section I** Presentation (20 minutes×3 (GSIR, GSIM, CLEAR))

How the presenters have improved their teaching methods and have conducted classes.

**Section II** Q&A and Discussion (30 minutes)

(Total:90 minutes)

Number of Participants:

The number of participants on site is 18 (15 faculty members and 3 staff members including presenters).

## II. FD Activities in each department to improve teaching methods

GSIR:

GSIR has conducted the following items:

- Several faculty members enrolled in online courses offered by platforms like EdX and Coursera to learn teaching methodologies, assessment strategies, and curriculum design.
- Faculty members attended seminars organized by research development committees, where they learned techniques for teaching both core and elective courses. Additionally, they gained valuable insights into supervision methods shared by other faculty members.

GSIM:

In the academic year of 2023-24, the GSIM faculty had several activities for teaching skills development in AI incorporated education including knowing how people are really using GenAI (<https://hbr.org/2024/03/how-people-are-really-using-genai>) and how to use Grammarly's AI detection (<https://support.grammarly.com/hc/en-us/articles/28936304999949-How-to-use-Grammarly-s-AI-detection>). Based on the developments, the following faculty development activities were offered: discussion on active learning strategies, course design, assessment and feedback techniques, and instructional technology. In the future, the faculty development plan in AI incorporated education will be regularly updated by faculty development seminar events. In evaluation to assess the effectiveness of whether the plan in achieving its goals. Evaluation methods will include surveys and feedback from participated faculty and staff members. Based on the evaluation, the plan will be revised as necessary to ensure continued alignment with the institution's mission and strategic objectives.

CLEAR:

### 1. ELP

Although COVID outbreaks are no longer a concern for us, the ELP has continued to learn more about and make further use of the following tools:

- 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

While the ELP has followed IUJ's policy of remaining an institution which encourages direct contact with the students and face-to-face classes, we have continued to hone our online skills in case remote teaching and learning needs to occur again.

Nonetheless, the COVID period brought about a vast interest in and development of online methodologies, and the development of the use of online resources for language teaching has been ongoing, so the ELP faculty have been invested in learning more about how to make best use of such resources through reading of journals and web posts as well as attending online seminars.

In addition, the ELP faculty has maintained its interest in the role that AI plays in the field of academic writing. As a result, the faculty has been keeping abreast of these developments by reading materials covering this area in language teaching and has been watching videos and attending seminars on this topic. As a faculty, we also have frequently discussed the extent to which the use AI can be seen as a potential learning tool (e.g. for brainstorming in the writing process) as opposed to its commonly perceived role as a replacement for student creativity (i.e. students simply using AI to write papers). In short, we have continued to explore the positive aspects of AI as well as its downsides.

In order to address the ongoing issue of plagiarism among students, we have continued to develop teaching and instruction approaches that can enable us to better alert our students to the dangers of plagiarism, how to recognize plagiarism in their own work and that of others, and methods to synthesize sources so that plagiarism is less likely to occur in students' papers. This includes a greater understanding of Turnitin, ELP faculty having attended the online Turnitin workshop conducted in May for IUJ by representatives of the Turnitin company. In addition, one method that was expanded on in 2023-2024 was teaching students how to build a Literature Review Matrix, which has become a core aspect of the English for Thesis Writing course. In addition to this, we are updated daily of news of cases of plagiarism through a Google News portal focused on plagiarism. These news sources provide further examples of the serious consequences of plagiarism that we can share with students during each ELP course.

## 2. JLP

With the goal of improving teaching methods in the 2023-2024 academic year, the JLP faculty shared course materials, including content and material in instructor's respective Google Classrooms.

JLP faculty also attended / participated in the conferences listed below:

- The Spring Meeting of Association for Japanese Language Education, May 25-26, 2024. (online) \*
- The 55th Meeting of Study Group for Teaching Japanese to Chinese Speakers, March 16, 2024.\*
- The 26th Annual Meeting of Society for Technical Japanese Education, March 2, 2024 (Ibaraki city)
- "Use of Generative AI in Language Education," The Annual Symposium 2023 of United

Associations of Language Studies, February 10, 2024 (online)\*

- The 8th Learner Corpus Workshop& Symposium, National Institute for Japanese Language and Linguistics, February 3, 2024. (Online)
- The Autumn Meeting of Association for Japanese Language Education, November 25-26, 2023. (Yamagata city) \*
- The 61st Meeting of Japanese Language Education Methods, September 9, 2023. (online)\*
- Hybrid or online meetings of Development of Japanese Educational Grammar Books for Sinhala Native Speakers Aiming for Efficient Learning (JSPS Kakenhi Grant-in-Aid for Early-Career Scientists No. 20K13095), January 14 and 28, March 28 and 30, August 27, 2024.

\* had presentation(s) about improvement teaching methods



### **(b) Promote deep human touch education**

We have implemented the following initiatives to promote deep human touch education among our faculty members.

#### **I. Faculty Development (FD) Seminar**

Title: Sharing guidance methods and tips for thesis / research report supervision from highly evaluated faculty members in Advanced/Research Seminars at GSIR and GSIM.

Date: 16:30 PM-17:30 PM on Wednesday, January 24, 2024

Place: Classroom 207

Speakers: Prof. Goto (GSIR), Prof. Funabashi (GSIM)

Contents:

##### **Section I Presentation (20 minutes×2 (GSIR, GSIM))**

What the presenters are attentive to when guiding students in writing theses or research reports, and what initiatives the presenters are taking to improve the guidance.

##### **Section II Q&A and Discussion (20 minutes)**

(Total:60 minutes)

Number of Participants:

The number of participants on site is 14 (11 faculty members and 3 staff members including presenters).

## II. FD Activities in each department to promote deep human touch education

GSIR:

GSIR has conducted the following items:

- Faculty members applied various techniques learned in seminars organized by faculty development committees to increase interactions between students and between faculty and students in the classroom. For example, group discussions were introduced in lecture-style courses to encourage class participation. For student presentations, a conference-style format was implemented, with discussant and commentator groups formed to facilitate deeper audience interaction with the presenters.
- Beyond the planned activities, GSIR faculty members increased interactions with students through extracurricular activities. For instance, faculty members participated in student-led activities such as badminton clubs and had lunches/dinners with supervisees and TAs. They also attended country-specific festivals and parties organized by students.

GSIM:

In the academic year of 2023-24, the GSIM faculty had some events related to deep human touch education. The first one is X-Culture Global Symposium participation which provides an opportunity to meet world-class International Business scholars, attend their research presentations, expand personal and professional networks, and learn more about the exciting world of International Business research and academia. Second, several field trips were provided for a real-world experience. When leaving the classroom, faculty and students can see the connections between what is happening in theory and in the real-world. Finally, faculty lively participated in local municipal activities such as civilian lectures.

CLEAR:

### 1. ELP

The ELP continues to stress the importance of our face-to-face classes, and the one-on-one tutorials we hold with our students two to three times per term. Whilst face-to-face classes are a given at IUJ, the ELP's strategic use of these regular tutorials gives all students enrolled in ELP courses the opportunity to discuss their progress in English with their instructors. These tutorials primarily focus on ways for students to improve upon their academic writing in non-threatening, personalized environments in which students can interact with their respective instructor without the pressure of other students learning of their concerns. Notwithstanding this aspect of these tutorials, such sessions often become the setting for extended discussions on matters beyond academic writing, moving into

general conversations about the students' ongoing journey to achieve greater English proficiency, how to improve their study skills at IUJ for all courses, and other advice. These tutorials are not just a part of regular term courses, but also play a vital part in courses during the annual Summer Intensive English Program.

In addition to the provision of tutorials to regular IUJ students, the ELP played a major social role with participants in non-degree programs (NDPs) (e.g. Niigata high school and university students, TODA Corporation NDPs) during their brief stays on campus. This role involved engaging in attendance at NDP participants' presentations, as well as welcome and farewell parties, broadening participants' opportunities for language and cultural interaction.

## 2. JLP

In the 2023-2024 Academic Year the JLP conducted the following:

- Tutorial sessions and consultations with students as frequently as was necessary.
- Conversations with students in Japanese outside classroom hours.

### **(c) Other items**

#### **I. Faculty Development Seminar**

Title: Turnitin (Plagiarism Check Tool) : Latest Usage and Trends

Date: 14:40-16:10 on Monday, May 27th, 2024

Lecturer:

Ms. Onitsuka, Aiko (Training & implementation Consultant, Turnitin Japan)

Mr. Tanaka, Daichi (Training & implementation Consultant, Turnitin Japan)

Method: by Zoom

Contents:

- Latest usage of Turnitin (Main point)
- Plagiarism trends, specific examples of anti-plagiarism measures
- Information related to generative AI
- Q&A session

Number of Participants:

The number of participants is 18 (13 faculty members and 5 staff members).

## II. Other FD activities in each department

### GSIR:

GSIR has conducted the following items:

- Faculty members engaged in interdisciplinary research collaborations both within and outside the school. They attended networking events with organizations such as JICA, IMF, and other universities, fostering relationships that could lead to collaborative research opportunities.
- Faculty members applied recent technologies in their research and teaching, such as using large language models (LLMs) like ChatGPT and GitHub Copilot to write code, and teach students how to code.
- Faculty members attended the Turnitin seminar to learn how to use this online application for detecting plagiarism in student assignments and writing.
- Junior faculty members received support and guidance from senior faculty through both formal and informal activities to enhance their research and teaching skills.

### GSIM:

On June 29, 2023, GSIM was placed on the list of global accreditation extensions by AACSB International, the world's leading authority on business school quality assurance (<https://www.aacsb.edu/media-center/news/2023/06/confirming-global-quality-and-distinction-in-business-education>). However, the Peer Review Team provides recommendations for improvement, which are then incorporated into the school's strategic plans. AACSB emphasizes continuous enhancement, meaning schools should be able to show measurable improvements in response to prior feedback. The GSIM faculty members kept working on "continuous improvement review" status, with periodic updates required for specific areas for improvement. Particularly, about qualitative measurement data collection. The reaccreditation process requires extensive data collection and reporting, which can be challenging to maintain consistently.

### CLEAR:

#### 1. ELP

ELP faculty have continued to implement the following systems:

- Revision of exemption test.
  - The new ELP exemption test is being revised each year 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.

- Based on earlier iterations of the test, analyses of results were conducted and questions were refined. In particular, the listening and writing portion of the test was overhauled completely resulting in a more accurate indication of student proficiency.
- Utilizing online resources.  
Online learning technology continues to be utilized substantially (e.g., Google Classroom, Google Forms) 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 can also be checked, assessed, and commented on more easily, giving the students access to faster feedback about the quality of their work, and where they need to improve upon their writing.

The ELP faculty also continued with the following activities:

- Sharing materials between teachers, particularly on courses in which there is more than one teacher.
- Attending conferences (in-person and online) and workshops and writing papers to present our research.
- Holding non-degree programs, such as the Niigata University Student IEP, Niigata High School Student IEP, and the Development Bank of Japan NDP. In the most recent academic year, a new client - TODA - has joined us for two individual NDPs: one in December, and one in June.
- Ongoing curriculum development  
Since the reduction in ELP faculty in April 2023, regular academic year course offerings have been 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) were changed, and Academic English III was 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.

These changes to Academic English have resulted in a completely different pattern of streaming of students in compulsory classes, a pattern which was able to be achieved with changes to the incoming student exemption test. The test now allows the ELP to separate students requiring English into two streams - those with the greatest needs are now required to take Academic English

I in Fall and Academic English II in Winter. Those students identified to have less==pressing needs are only required to take Academic English II in the Fall term.

In the previous compulsory / non-exempt Academic English course pattern, students were 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:** 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	-

In the 2023-2024 academic year, the content of the compulsory classes shifted slightly, with Academic English 1 focusing on aural / oral skills, (which had been neglected in earlier iterations of Academic English) along with reading, writing, grammar, and vocabulary.

As noted earlier, the coordinator and sole instructor for this new iteration of Academic English classes resigned from IUJ at the end of March 2024. Apart from casual remarks at ELP meetings, this instructor did not share any feedback with other ELP colleagues about the efficacy of the new iteration of Academic English classes and left no detailed record (apart from syllabus details available for students). The new member of the ELP, joining us as of April 2024, will teach a new course of Academic English but will follow the streaming system established prior to his arrival at IUJ.

- Promote academic integrity (Use of Generative AI)

As noted in last year’s report, the ELP faculty have also been involved in addressing the rising concern of Generative AI in students’ writing. As part of our orientation to courses and part of the assignment process, guidance, is 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 and reminded regularly that such tools should not be drawn upon for the written work they submit for assessment.

## 2. JLP

The following was done as in the previous year:

- Right before the beginning of a new academic year, the course coordinators issued in JLP 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 JLP 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 each student's performance were assessed (e.g. conversation tests, quizzes) were shared and discussed. The results of JLP course surveys were shared as well.
- The course coordinators are rotated every three years to prevent instructors from staying with the same course for too long. The 2023-2024 academic year 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 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.



## **Conclusion**

For the 2023/2024 academic year, the FDSC has conducted two seminars on improving teaching methods for faculty members. Faculty members who received high evaluations in elective or core courses shared their teaching approaches, providing participants with valuable insights and practical tips to apply in their own classes. Many faculty members participated in the seminars, and the results of the questionnaire showed that the contents of the seminars were highly evaluated by the participants, who commented that the seminars were very useful because they were based on their actual experiences. The FD seminars will be held again next year under this theme.

Additionally, the FDSC hosted a seminar on effective thesis and research report guidance, presented by faculty members who have received high evaluations in Advanced/Research Seminars. This seminar aimed to promote deep human touch education (a supportive and engaged educational approach). Presenters shared methods for guiding students in their thesis or research projects, which many faculty members found helpful. According to questionnaire results, participants valued the practical insights and expressed interest in incorporating these methods into their own supervisory practices. This seminar will also be offered again next year.

Following recent revisions to MEXT regulations, the elements of "administration" and "management" have been incorporated into the definition of faculty development (FD). As a result, items related to administrative development are now included in the Faculty Development Committee Regulations. In response to these revisions, the FDSC identified a need to hold an FD/SD (Faculty Development/Staff Development) seminar. During the FDSC meeting, a proposed seminar topic focused on addressing students' physical and mental health concerns as part of faculty and staff members' administrative roles. FDSC members discussed the sensitivity surrounding student health disclosures and recognized that students may be reluctant to share such information with faculty or staff members. However, in light of the unfortunate passing of two IUJ students in 2023, the FDSC decided that a case study on managing similar situations would be valuable. This seminar will provide an opportunity for faculty and staff members to consider how they might respond if a student confided in them about a health issue. The seminar will be offered as an FD/SD seminar in AY2024/2025.

Finally, the FDSC will continue to share specific experiences and case studies from faculty and staff members to enhance their capability.

## **Section B. Summary of FDC and FDSC Meetings AY 2023/2024**

### **1. FDC meeting**

	Date	Agenda item	Report item
1st	12/13/2023	1) Proposal on IUJ's Definition of FD Activities and Revision of Faculty Development Committee Regulation 2) 2022 Faculty Development Activity Report	1) Report on Faculty Development Seminar 2) Faculty Development Activities for 2023/24
2nd	5/22/2024	1) 2024 2025 IUJ Faculty Development (FD) Annual Plan	1) Report on Faculty Development Seminar

### **2. FDFC meeting**

	Date	Agenda item	Report item
1st	9/29/2023	1) 2023/2024 Faculty Development Seminar 2) 2022 Faculty Development Activity Report	No report item
2nd	11/15/2023	1) Making a Faculty Development Activity Report 2022/2023	1) 2023/2024 Faculty Development Seminar 2) The State of FD (FD for administration)
3rd	1/18/2024	No agenda item	1) 2023/2024 Faculty Development Seminar 2) Report on the revision of IUJ Faculty Development Committee Regulations 3) Confirmation of 2023/2024 Faculty Development Activity Plan by Each Graduate School and Center
4th	3/27/2024	1) Faculty Development Seminar (FD for Administration / Management)	1) 2023/2024 Faculty Development Seminar 2) Confirmation of 2023/2024 Faculty Development Activity Plan by GSIR
5th	4/26/2024	1) Faculty Development Seminar (FD for Administration / Management) and others	1) 2023/2024 Faculty Development Seminar
6th	5/22/2024	No agenda item	1) 2023/2024 Faculty Development Seminar 2) 2024/2025 Faculty Development Activity Plan

## **Section C. IUJ FD Annual Plan AY 2024/2025**

The FDC decided the following annual goals and FD activity priorities for AY 2024/2025.

### **1. Annual goals**

The annual goals for FD in the 2024/2025 academic year are as follows:

- A Faculty Development Seminar will be held once every term.
- A joint FD/SD seminar will be held once a year.
- A summary of each Faculty Development Seminar will be distributed to all faculty members for their reference.
- The course evaluation results from the 2023/2024 academic year will be reviewed to ensure that all IUJ courses were well received by students, and measures will be taken if any problematic cases are found.

### **2. FD activity priority policies**

Priority will be given to the following activities in the 2024/2025 academic year:

- a) Improving teaching methods and thesis/research report guidance by conducting FD seminars to share tips on how highly evaluated faculty members conduct classes and provide thesis and research report guidance.
- b) Conducting a joint FD/SD seminar with the aim of deepening knowledge about students' mental and physical health (FD for administration/management).