SILA Faculty Development 2020-2021
Session Schedule

| Date | Presenter(s) | Topic | Content | Number of Participants (including presenters) |
|---|---|---|---|---|
| June 10 16:20-16:40 | A. Passos | Mid-term reports (coronavirus version) | The presenter explained how to proceed with mid-term reports for the Spring 2020 semester. | 20 |
| June 10 16:40-17:00 | A. Passos | Using the new database system (UNIPA) | The presenter gave an overview of the new database system and its basic functions. | 21 |
| July 29 16:40-17:00 | A. Kasai & 2 counselors (Yuko Sakanabe and Shiori Nakatake) | How to Deal with Students' Mental Health Issues: Meet the MIC Counselors! | The presenters talked about counseling services available at MIC. | 24 |
| On-Demand | A. Passos | 2020 Study Abroad on Campus | In this presentation, a plan of action for the 2020 Study Abroad program was introduced. With the coronavirus pandemic, there was a huge impact in the SILA mandatory Study Abroad program. As students could not go to abroad institutions, it was important to understand how MIC was going to deal with this issue. | 28 |
| On-Demand | A. Passos | How to Do UNIPA Grading | As a new student management system was introduced, all faculty had to know how to post their course grades into the system. In this session, faculty learned the basic procedures necessary to input their | 32 |

| | | | grades and print out the proper paperwork. | |
|---|---|---|---|---|
| October 30 11:00-11:40 | A. Yasutomi | Hints and suggestions for research grant applications | This session discussed three issues: 1) Characteristics of research grants available in Japan; 2) Challenges and difficulties many (particularly non-Japanese) scholars may typically face; and, 3) Hints and suggestions for a successful application. | 18 |
| December 3 16:20-17:00 | A. Howard | Introduction to Doing Research at MIC | This session introduced the procedures necessary for faculty or thesis students to do research with human subjects at MIC. | 14 |

**Session Feedback Form**

1. The objectives of the session were clearly defined.
2. Participation and interaction were encouraged.
3. The topics covered were relevant to me.
4. The content was organized and easy to follow.
5. The session experience will be useful in my work.
6. The presenter was knowledgeable about the training topics.
7. The session length and pace were appropriate.
8. The session room and facilities were appropriate.
9. The materials distributed were helpful.
10. What aspects of the session could be improved?
11. How do you plan to apply the contents of this session to your work?
12. Additional comments

**NOTE:**

Number **1** = STRONGLY DISAGREE
Number **5** = STRONGLY AGREE

# Mid-term reports (coronavirus version) (A. Passos)

Date: June 10, Wednesday

Session Start/End Time: 16:20/16:40

Place: via Zoom

Summary:

The presenter explained how to proceed with mid-term reports for the Spring 2020 semester. Due to the coronavirus pandemic and the new system implementation happening at the same time, the SILA would use a different method for the Spring 2020 semester. The deadlines and the process flow of contacting students' families were explained.

Participants:

| | |
|---|---|
| A. Passos | E. Head |
| E. Bond | A. Yasutomi |
| A. Howard | J. Hong |
| D. Occhi | F. Kobayashi |
| A. Kasai | A. Simpson |
| J. Adachi | C. Mork |
| B. Rodda | F. Jimenez |
| C. Yamamoto | J.C. Choi |
| J. White | N. Brown |
| W. Lloyd | |
| P. Richards | |

# Mid-term reports (coronavirus version) (A. Passos) - Session Feedback

| Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 |
|----|----|----|----|----|----|----|----|
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 4 | 5 | 4 | 5 | 5 | 4 | 5 |
| 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 5 | 5 | 5 | 4 | 5 | 3 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 3 | 5 | 4 | 5 | 4 | 3 | 4 |
| 4 | 5 | 5 | 4 | 5 | 5 | 4 | 5 |
| 3 | 2 | 2 | 3 | 1 | 3 | 1 | 5 |
| 5 | 4 | 5 | 4 | 5 | 5 | 3 | 4 |

| Q9 | Q10 | Q11 | Q12 |
|----|-----|-----|-----|
| Yes. | Please notify the event a little bit eariler. | Mid-term reports | |
| Yes. | No problems. | I'm going to do midterm reports on my students, as required. | |
| Yes. | I don't know | reports | |
| Yes. | NA | NA | |
| Yes. | we needed to know in advance that we have to report failing students by tomorrow! I do not know who should be failing because they might be failing due to internet problems so I cannot fail them. | as above. I am in a quandry. However the dean is very helpful and open to communication about these issues. | We needed time to discuss the parameters of pass/fail while we are doing online or only some face to face classes. It is a problem as we may demotivate students if we are too lax.  This is more difficult to decide in the Intro to classes. In English |

| | | | classes I have a reasonable sense of who should pass. |
|---|---|---|---|
| Yes. | More prior notice with agenda. | Use the information to complete responsibilities and meet deadlines. | |
| Yes. | It was fine. | We are required to do it. | |
| Yes. | none | mid term | |
| None were distributed. | The FD was fine. | Filling in mid-term evaluations | |
| Somewhat. | n/a | n/a | |
| Somewhat. | Pace | Will apply to my preparation and handling of mid-term reports | |

# 2020 Spring Midterm reports

2020.06.10 SILA FD Session

# Why do we have midterm reports?

- Feedback to students

- Identify issues early in the semester

- Force students to meet with advisor and discuss their academic progress

# 2020 Spring problems

- Withdraw has changed to 1 week after midterm

- Due to the Coronavirus pandemic, classes were delayed

- Students have not met with advisors yet

- Students do not know about "withdraw" (and some don't even know it is possible to fail a course)

# 2020 Spring workflow

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | **June 12** <br> **Mid-term reports** <br> 11 | 12 | 13 |
| 14 | 15 <br> Students/parents will received the reports <br> Advisors will receive reports → | 16 | 17 | 18 | 19 | 20 → |
| 21 | 22 <br> Students in danger of failing can receive proper advice about withdrawing from courses → | 23 | 24 | 25 | 26 | 27 → |
| 28 | 29 <br> → Last day to withdraw | 30 | | | | |

# Midterm Report・中間報告

Please complete a midterm report on ALL students in danger of failing or otherwise facing difficulties in your courses. Reports should be submitted by Wednesday, June 17.

* Required

Email address *

Your email

Course Code

Your answer

Course Title

Your answer

Student ID Number

Your answer

## Student Name

Your answer

## Advisor

Your answer

## Absent

Your answer

## Late

Your answer

## Failing

○ YES

○ NO

○ Maybe

## Participation

○ Poor

○ Average

○ Good

○ Excellent

## English

○ Poor

○ Average

○ Good

○ Excellent

## Remarks

Your answer

Send me a copy of my responses.

Submit

Never submit passwords through Google Forms.

This form was created inside of Miyazaki International College. Report Abuse

Google Forms

# Using the new database system (UNIPA) (A. Passos)

Date: June 10, Wednesday

Session Start/End Time: 16:40/17:00

Place: via Zoom

Summary:

The presenter gave an overview of the new database system and its basic functions. In this FD session a basic explanation of the system was given to all faculty so everyone was able to start using the new system to get class information and report attendance properly.

Participants:

| | |
|---|---|
| A. Passos | E. Head |
| E. Bond | R. Schmidt |
| S. Lim | A. Yasutomi |
| A. Howard | F. Kobayashi |
| A. Kasai | C. Mork |
| J. Adachi | W. Hall |
| B. Rodda | P. Mlodkowski |
| C. Yamamoto | F. Jimenez |
| J. White | J.C. Choi |
| W. Lloyd | N. Brown |
| P. Richards | |

# Using the new database system (UNIPA) (A. Passos) - Session Feedback

| Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 |
|---|---|---|---|---|---|---|---|
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 4 | 5 | 4 | 4 | 4 | 3 | 3 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 3 | 5 | 5 | 4 | 5 | 5 | 4 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 3 | 4 | 2 | 4 | 4 | 2 | 4 |
| 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 |
| 3 | 2 | 3 | 3 | 1 | 2 | 2 | 5 |
| 5 | 4 | 5 | 3 | 4 | 4 | 4 | 4 |

| Q9 | Q10 | Q11 | Q12 |
|---|---|---|---|
| Yes. | Please notify the event a little bit eariler. | UNIPA | |
| None were distributed. | Videos?? Still waiting | Wont | None |
| Yes. | I don't know | attendaance | |
| Yes. | NA | NA | |
| Yes. | We needed more time to use unipa | it is compulsory | the systems would be more useful with photo id of students and I want to know if I can e mail a whole class on this system. Thanks to Dean Anderson for a clear session. It was pretty good but we did need more  tiem. |
| Yes. | Agenda | Implement UNIPA usage ASAP | |
| Yes. | It was helpful. | It is required of us to use this system. | |

| | | | |
|---|---|---|---|
| Yes. | More time | attendance lists | |
| Yes. | Although it couldn't be helped, it's a shame the system wasn't completely functional at the time of the FD. | As directed by the Administration | |
| Yes. | n/a | n/a | |
| Somewhat. | Clarity | Use of the database | |

# How to check your classes in UNIPA

After login into the system, the system displays classes in the front page according to your schedule. To see the list of all courses you are teaching, you will have to go to he "My Classes" link.

How to Deal with Students' Mental Health Issues: Meet the MIC Counselors! (A. Kasai)

Date: July 29, Wednesday

Session Start/End Time: 16:20/17:00

Place: via Zoom

Summary:

The presenters talked about counseling services available at MIC, how faculties can help connect students to services and how to encourage students to get help for mental health and/or learning challenges.

Participants:

| | |
|---|---|
| A. Passos | D. Occhi |
| S. Lim | R. Schmidt |
| A. Howard | A. Yasutomi |
| A. Kasai | F. Kobayashi |
| J. Adachi | C. Mork |
| B. Rodda | F. Jimenez |
| C. Yamamoto | N. Brown |
| J. White | 2 counselors (Yuko Sakanabe and Shiori Nakatake) |
| W. Lloyd | |
| P. Richards | E. Cho |
| A. Simpson | J-P. Hong |
| Izumi Iwakiri | G. Dunne |

# How to Deal with Students' Mental Health Issues: Meet the MIC Counselors! (A. Kasai) - Session Feedback

| Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 |
|---|---|---|---|---|---|---|---|
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 4 | 5 | 5 | 4 | 4 | 4 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 4 | 5 | 4 | 4 | 4 | 4 |
| 5 | 3 | 4 | 4 | 3 | 3 | 2 | 3 |
| 4 | 5 | 5 | 4 | 5 | 5 | 1 | 5 |
| 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 |

| Q9 | Q10 | Q11 | Q12 |
|---|---|---|---|
| None were distributed. | N/A | Helping students find advising if they need it | |
| None were distributed. | The length of the meeting limited a lot of discussion opportunities. Adding breakout sessions for faculty to have smaller discussions on various topics. | I now have a general idea of who to speak with if I have troubled students. | |
| None were distributed. | probably inavoidable, but if it could have been held sooner, students suffering this semester may have gotten more support | to help students in need | I'm very grateful to our psychology faculty and staff for their efforts |
| Yes. | I think a lot of people wanted the presenters to address specific problems, which wasn't the presenters fault. | I know better what to do if I have students with personal problems in my classes. | |

| | | | |
|---|---|---|---|
| None were distributed. | I came late, so not entirely sure. | needed to know these details... | |
| Somewhat. | not sure | not sure | |
| Somewhat. | Have a longer session, pay the presenters to present for longer. | To support students | |
| None were distributed. | Perhaps have another session to talk about the rest of the content that we didn't get to discuss | I now have an idea of what to do if a student needs support I can't give | |
| Yes. | There were a lot of questions. Perhaps multiple sessions for different purposes would help with the timing of the agenda. | It will help to advise students of concern. | |
| Yes. | Brief case studies would be interesting | Will use content to help students who experience learning or personal problems | |

# Suicide Help: TALK
## Talk, Ask, Listen, Keep Safe

## Yuko Sakabe & Aya Kasai

# Suicide is the highest cause of death for youth
(Japan Ministry of Health and Labor, 2017)

| Age | No 1 cause of death | | | No 2 cause of death | | | No 3 cause of death | | |
|---|---|---|---|---|---|---|---|---|---|
| | Cause | # of death | Per 100,000 | Cause | # of death | Per 100,000 | Cause | # of death | Per 100,000 |
| 10 ~ 14 | Cancer | 95 | 1.6 | Accident | 92 | 1.6 | Suicide | 55 | 0.9 |
| 15 ~ 19 | Suicide/ Accident | 457 | 7.6 | | | | Cancer | 143 | 2.4 |
| 20 ~ 29 | Suicide | 1474 | 22.1 | Accident | 568 | 8.5 | Cancer | 222 | 3.3 |
| 30 ~ 34 | Suicide | 1739 | 23.9 | Accident | 507 | 7.0 | Caner | 339 | 4.7 |
| 35 ~ 39 | Suicide | 2003 | 23.9 | Cancer | 802 | 9.6 | Accident | 546 | 6.5 |
| 40 ~ 44 | Cancer | 2792 | 25.9 | Suicide | 1694 | 17.8 | Heart related | 774 | 8.1 |

# TELL

- Tell the student that you are concerned.

- (It's also important to thank the student for honestly confiding difficult thoughts and feelings.)

Japan Ministry of Education, Culture, Sports, Science and Technology (2009) 教師が知っておきたい子供の自殺予防 [What teachers should know about children's suicide] https://www.mext.go.jp/component/b_menu/shingi/toushin/__icsFiles/afieldfile/2009/04/13/1259190_12.pdf

# ASK

- Ask directly the extent student thinks about dying (or self harm).

- Ask if they have the means, method and plan. (how, when and where) It is OK to ask!

Japan Ministry of Education, Culture, Sports, Science  and Technology (2009) 教師が知っておきたい子供の自殺予防[What teachers should know about children's suicide] https://www.mext.go.jp/component/b_menu/shingi/toushin/__icsFiles/afieldfile/2009/04/13/1259190_12.pdf

# LISTEN

- Listen without judgement.

- (Do not deny their wish to die and other feelings.)

Japan Ministry of Education, Culture, Sports, Science and Technology (2009) 教師が知っておきたい子供の自殺予防[What teachers should know about children's suicide]
https://www.mext.go.jp/component/b_menu/shingi/toushin/__icsFiles/afieldfile/2009/04/13/1259190_12.pdf

# KEEP SAFE

- If the student's safety is at risk, ensure safety first and then ask for help from others.

Japan Ministry of Education, Culture, Sports, Science  and Technology (2009) 教師が知っておきたい子供の自殺予防[What teachers should know about children's suicide] https://www.mext.go.jp/component/b_menu/shingi/toushin/__icsFiles/afieldfile/2009/04/13/1259190_12.pdf

# Which of the following is more high risk?

- These are fictional but representative of the kind of e-mails, messages, paper contents that MIC teachers have received in the past.
- What would you do if you receive these?

- これらは実際にMICの教員が学生から受け取ったメール、メッセージ、ペーパーの内容とよく似た架空のメッセージです。
- これを受け取ったらどうしますか？

- 死にそうになりながらレポートを書いてます。父の顔を見るのが嫌です。気が狂いそうです。また自殺を考えたくなりました。もう嫌です。助けてください！

- I'm dying trying to finish this report. I don't want to see my father's face. It's driving me crazy. It's making me  want to think about suicide again. I can't stand it any more. Help me!

- 母がまたうるさいことを言い始めました。今から家を出ようと思います!

- My mother started nagging me again. I'm leaving the house now!

- I look at the hanging rope in my room everyday wondering, "why am I still alive?" I'm only alive because I don't even have the courage to die. The guest speakers we met in class had courage to face themselves.

- 毎日部屋のロープを眺めて「なんでまだ生きているんだろう？」と思う。死ぬ勇気がないだけだ。ゲストスピーカーの人たちは自分に向き合う勇気を持っていた。

- でも私はもう楽になりたいと思います。いろいろ話を聞いていただき本当にお世話になりました。ありがとうございました。さようなら。

- But, I just want be at peace now. Thank you for always having listened to me. Thank you so much. Good bye.

# An example response for immediate danger

(Hopefully we won't get to this but we've had cases in the past……)

Hi, XXXX

I'm very worried and concerned about your message. Are you feeling safe? If you are feeling unsafe please go to a hospital, call an ambulance or police. Here is also a number you can call to talk to someone. xxx-xxx-xxxx

I would like to talk to you, but I don't have your phone number. Could you call me?  000-xxxx-0000 <span style="color:red">(Generally, we want to avoid giving students our phone numbers but If you are not at school, you may have to, if it's the best way at the moment to ensure the student's safety. When we can get a hold of the student and their location, we can connect them to emergency or other necessary help to ensure their safety.)</span>

<span style="color:red">(I would send this e-mail and then call Lloyd or Anderson while waiting for the student to call me so I have a back up support. Anderson and Lloyd will try to contact the family and other necessary help. Work together!)</span>

# What to do…

- If you receive these kind of messages, never second guess but consult with colleagues, counselor, dean and office as necessary. Safety first!

- If the team determine that there is no immediate danger, it's still good to meet and listen to the student. Sometimes students are just being poetic and they don't realize the consequence of sending such a message. Discuss the use of the words.

- If necessary, explain the consequences, for example, "This time it seems that you were just reflecting on your past thoughts about self-harm so I felt that I could ask you about this a few days later. But if I see in your message that you are unsafe, I will have to tell the school to contact your family and emergency." Then, students usually realize the seriousness of what they have done. This is a good moment to connect them to counseling if they are needing support.

- Counselors can help student make a "safety plan"

# Keeping a good boundary with students

- At MIC, students and teachers are very close. Many of them feel comfortable confiding in us. This is a good thing but also be mindful of your boundary!

- Avoid exchanging e-mails with students outside work hour. (If you are responding to student business e-mails during off-hour, use "schedule send" function to send it off during workday.) Open new e-mails during workhour only.

- Avoid connecting with students on SNS (Facebook, LINE, Messenger, etc.)

- When students come to talk to you, you can set the time limit at the beginning of your meeting.

- Enjoy!

2020, July 29th (Wed)

Title
How to Deal with Students' Mental Health Issues: Meet the MIC Counselors!

Summary
MIC has two counselors on campus on Wednesdays. They help many of our students survive college life and graduate! In this FD, the counselors will talk about counseling services available at MIC, how faculties can help connect students to services and how to encourage students to get help for mental health and/or learning challenges. We will also discuss some fictional but common case examples and emergency protocols.

Guest speakers (MIC counselors)

Yuko Sakabe M.A., Certified Clinical Psychotherapist, Licensed Psychologist

As a clinical psychotherapist, I work in mental health clinics, junior high school, high school and college. I also provide counseling services at Miyazaki Crime-Victim Support Center as well as Life-Net Miyazaki which is a suicide prevention telephone counseling service. I hope you will get to know me as someone who can be of support to MIC students. I look forward to seeing you all.

Available on Wednesdays when school is in session. (Not available in August and September.)
Available hour: Wednesday 8:30 ~ 16:30 (Junior college students are priority.)

Shiori Nakatake M.A., Certified Clinical Psychotherapist, Licensed Psychologist

I'm originally from Miyazaki and I studied clinical psychology at Shigakukan University. I spent six years in Kagoshima as a student and I came back to Miyazaki. I have been working in Miyazaki for the last seven year as an adjunct faculty at Miyazaki Gakuen Junior College teaching music therapy and conduction music therapy for children. I also work at other institutions to provide music therapy, development consultations and mental counseling. I started working at MIC this spring as a student supporter.

Available on Wednesdays 9:00 ~ 17:00 and Fridays 12:00 ~ 13:00 when school is in session. (Not available in August and September.)

（質問、ディスカッション）

- MIC で学生がカウンセリングを受ける時の手順、手続きについて
- How to receive counseling services at MIC
- 学生がカウンセリングを受けようと思った場合
- When students decide they want to receive counseling.
  - 学生部の岩切さんを通して、事務室で、電話で、メールでアポを取ってもらうことができる。学生が自分でアポを取りにくい場合は教員の名前でアポを取ることもできる。
  - Students can make an appointment with counselors through student affairs office, in person, by phone or e-mail. Iwakiri-san is in charge. If a student is hesitant, a teacher can also make an appointment in their name for the student.
  - カウンセリングオフィスのドアが開いている時は、ドロップインしても良い。カウンセラーがセッションをしていない時ドロップインアワーを設けることがある。
  - Students can also drop-in when the counseling room door is open. The counselors may have drop-in hour when they don't have sessions.

- 教員が学生にカウンセリングを勧めたい場合
- When teachers want to recommend students to counseling service
- どのように学生に切り出せば良いのか。どういったことに配慮すれば良いか。どのようにしたら学生がカウンセリングを受けてみようと思えるか。
- How to bring up the topic with students. What to be careful. How to encourage students to want to start receiving counseling services.
  - 学生が先生を信頼して自分の問題を打ちあけているのに、先生が突然カウンセラーを勧めると、学生は見放された気持ちになる場合がある。そのような場合は学生がカウンセリングを受けようとは思わないことが多い。先生は「第三者の意見も聞いてみるのはどうかな？」「先生にもどうやってサポートしたらいいかわからないことがあるから、必要な支援が受けられるようにカウンセラーの先生に一緒に相談してみない？」と切り出すと良いかもしれない。
  - When a student confide in their teacher, they trust that teacher. If the teacher suddenly refers the student to a counselor, the student might feel abandoned and they are less likely to go see a counselor. In such cases, it can be helpful if the teacher makes a soft suggestion. "How about we hear a third opinion?"

"There are some things I don't know how to help. Can we seek some advice from the counselor so you can be better supported?"

o 1回目のセッションは学生とカンセラーをつなぐため、教員とカウンセラーと学生が3人で会うのはとても効果的。教室での様子を知る教員からの意見や情報は貴重。連携することで良い結果につながることも。(教員にとっては大きな労力に思えるかもしれないが、早い段階でカウンセリングに繋げることができたら、結果的に後が楽！)

o There have been successes connecting students to counseling service at MIC when a teacher joins the first introductory session with the counselor. Teacher's observation notes of the student in class is very useful. Collaboration can lead to successful outcomes. (Aya's note: This may seem like a lot of extra work but when I make efforts in early stage of the problem to get the counselor involved, it becomes less work for me overall.)

o 教員と学生が親しくない場合や難かしい関係にある場合、別の教員やアドバイザーがカウンセリングを紹介すると良い。（その学生と難しい関係にある教員がカウンセリングを勧めると、学生は「心の問題にされた」と感じ、カウンセリングを拒むことがある。異なる教員が話をし、カウンセリングが有効なのか、ミディエーションサポートも必要なのか話し合うと良い。カウンセラーはミディエーションサポートもしていただけるでしょうか？学生同士のコンフリクトのケースでは過去に協力してもらったことがあります。MICには教員や学生にとって関係を修復するのに効果的なミディエーションの方法の準備があるでしょうか？MICは村のような小さなコミュニティーなので、ミディエーションはどのような方法が良いのかもっと話し合う必要があるかもしれませんし、これにフォーカスしたミディエーションの専門家によるFDがあっても良いかも。）

o When a teacher has a difficult relationship with a student, a different teacher who has rapport with the student can talk to them. (Aya's note/questions: If the teacher who has difficulties with the student recommend counseling, the student may feel "psychologized" and resist counseling. A different teacher can talk to the student and see if counseling and/or mediation support can help. Can counselors provide mediation support? MIC counselors had helped mediate between students in the past. Do we have an effective mediation/grievance support procedure in place at MIC for teachers and students to restore a working relationship? MIC is like a small village and finding a restorative mediation procedure that suit our setting might be a good topic for future discussions and perhaps a FD by a mediation trainer. )

- 学生にとってカウンセリングが必要かわからない時や、学生へのサポートについて相談したい時、学生との関係に悩んでいる時など、カウンセラーにアポをとって相談することは歓迎です。通訳サポートをつけます。（ロイドさんや、必要に応じて他の人）

- Teachers are always welcome to make an appointment with the counselors to discuss student cases. If you are not sure what's going on with a student, if you have difficulties with a student, if you want to see if our counseling service is be appropriate for a student, please feel free to talk to the counselors. Interpreting support will be provided (by Lloyd or others as necessary).

- 一年生については、全員に質問しでメンタルヘルスのスクリーニングが行われ、カウンセラーと短いミーティングが行われる。もし気になる学生がいたら、早めにカウンセラーに相談しておくと、スクリーニングの時に通常より詳しく話を聞いてもらうことができ、サポートに繋げやすい。

- All the first-year students receive mental health screening in questionnaire format and they receive a short introductory meeting with the counselor. So everyone have met with the counselor at least once in the begging. If you have a first-year student you are concerned about, you can talk to the counselors and when they see the students for screening, they can spend more time with the students to see if they need help.

- 教員はカウンセリングについて学生に説明することが難しいので、カウンセリングとはなんなのか、どのようなサポートを得られるのか、パンフレットがあると良い。

- It is difficult for teachers to explain about the counseling to students. It will be helpful to have a leaflet that explains what counseling is and what kind of support they can get.

- カウンセリングの敷居を下げるための、カウンセラーによるアウトリーチがあると良い。（学生向けワークショップやサポートグループなど）

- It would be great if some out-reach efforts can be made by the counselors such as stress management workshops and various support groups for students.

- オンラインカウンセリングは可能？正式には決まっていない。MIC のカウンセリング室はカメラとマイクが必要。坂邊先生は、教員とセッションをしたことがあり、可能。事務局が OK する必要がある。アンダーソンとロイド、お願いします！

- Is online counseling/teacher consultation available? It has not been announced officially. Counseling room at MIC needs a computer with a camera and a microphone. Sakabe-sensei has provided zoom sessions to

teachers. So it is possible. The administration needs to endorse this. Anderson and Lloyd, please work on this!

- 守秘義務について（特に日本の現場のルールが他国の現場のルールとかなり違うことを知っておく必要がある。学生がカウンセリングを受けていること、またその内容を誰がどの程度知ることになるのか、合意しておく必要がある。）
- Issues of confidentiality. (Ethics/regulations in Japan might be very different from practices in other countries. It's good to understand the differences. Who will know the fact that the student is receiving counseling? Who will know how much detail?)
  - MIC でのカウンセリングの守秘義務の範囲について。学生部（岩切さん）がアポイントメント名簿を管理している。カウンセラーは毎月、誰がカウンセリングを受けているかと大まかなトピックのレポートを提出。これが学長(山下先生)、副学長（福田先生）、学生部長（樋口先生）、事務局長（河野さん）に共有される？（だとしたら結構多いですね！短大は人数の把握のみで済ませているともお聞きしましたので、同じようにできないでしょうか？普段は人数の把握のみ。支援の連携のために合意を得た場合のみ、また、安全のため必要な場合のみ情報を共有するとした方が、学生にも説明しやすいし、もっとカウンセリングを利用しやすくなるはずです。私たちもカウンセリングを勧めやすい。管理者の何でも把握しておきたいというニーズのために、カウンセリングに大切なプライバシーが不必要に壊されるのは学生にとって最善でないと思いますし、インフォームドコンセント上の問題です。）相談の詳しい内容はカウンセラーが守秘。ただし、相談者自身や他者への安全が脅かされるとカウンセラーや学校が判断した場合は、安全のために共有することが必要な情報を、必要な職員、教員、家族と共有する。その場合もカウンセラーや学校が学生と合意した上で情報が共有されることが最前だが、そうすることが安全を脅かすと判断される場合は、合意がなくても連絡をすることがある。（これは OK）
  - Who will know that the student is receiving counselling? Student affairs (Iwakiri-san) manages the appointment roster. The counselor makes a monthly report indicating name of the clients and the kind of issues. This report is shared with the president (Yamashita-sensei), vice-president (Fukuda-sensei), director of student affairs (Higuchi-sensei) and the director of general affairs (Kawano-san). (Wow! That's a lot of people! We heard from the counselors that at junior college, they just report the number of students. Can we do the same? I think the information should be shared only when there is a safety concern.) Contents of the counseling session is not shared.

- o 学生は誰がどんな情報を共有するのか知る権利がある。
- o Generally, students have a right to know who has access to what information.
- o

- 緊急時の対応（自傷をほのめかす内容のメールやメッセージが来た場合。）
- Emergency protocol. (When teachers receive e-mails, line messages, content of paper/conversation implying self-harm or thoughts of suicide. Danger to self, others or objects. We need to agree on a procedure with Anderson and Lloyd.)

Please see attached slides for basic safety protocols.

Aya will work on a flow chart for mental health emergency.

- 留学生への対応について（みんなでアイデアを出し合うことが必要！）
- How to help international students. (Brain storm is needed!)

Future discussions are needed. How are our non-Japanese speaking students screened? Some did not go see the counselors in the first year. We don't have mental health services in English at MIC. This is an ongoing problem……

# 2020 Study Abroad on Campus (A. Passos)

Date: On-Demand

Session Start/End Time: On-Demand

Place: On-Demand

Summary:

In this presentation, a plan of action for the 2020 Study Abroad program was introduced. With the coronavirus pandemic, there was a huge impact in the SILA mandatory Study Abroad program. As students could not go to abroad institutions, it was important to understand how MIC was going to deal with this issue.

Participants:

| | |
|---|---|
| Adachi, Jason | Pawel, Mlodkowski |
| Bond, Erik | Rodda, Brendan |
| Brown, Nahum | Schmidt, Rebecca |
| Choi, Jong Chul | Simpson, Alan |
| Dunne, Gregory | Stanley, Iain |
| Hall, William | Yasutomi, Atsushi |
| Head, Ellen | Yamamoto, Craig |
| Higuchi, Akihiko | White, Jason |
| Hong, Jeong-Pyo | Richards, Paul |
| Howard, Anne | Eunsoo-cho |
| Jimenez, Felix | Lloyd Walker |
| Kasai, Aya | |
| Kobayashi, Futoshi | |
| Lim, Stephanie | |
| Mork, Cathrine-Mette | |
| Occhi, Debra | |
| Passos, Anderson | |

# 2020 Study Abroad on Campus (A. Passos) - Session Feedback

| Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 |
|---|---|---|---|---|---|---|---|
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 3 | 1 | 4 | 3 | 3 | 3 | 3 | 2 |
| 4 | 4 | 5 | 4 | 5 | 5 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 3 | 4 | 4 | 3 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |

| Q9 | Q10 | Q11 | Q12 |
|---|---|---|---|
| Yes. | nothing | not sure | |
| Somewhat. | More knowledge about what is going to happen | I need to teach area studies, so it's crucial. | |
| Yes. | This was fit for purpose but the plans seem to be a bit vague on some things. | Teaching a course for this program, | Corvid has presented us with a problem! Flexibility is needed in how we respond. I think students will need definiteness but I realize there are good reasons why we don't have that yet. Thanks for making it asynchronous. |
| None were distributed. | Can't imagine what to improve | We are all better informed by this | Thanks |
| None were distributed. | more details - but understood that not available yet... | will be teaching them! | |
| Somewhat. | None | Still thinking | |

| Yes. | On demand FD is very efficient. | It's relevant to thinking about the next semester. | Thank you. |
|---|---|---|---|

# The SILA 2020 S.A. Program

with the coronavirus

2020.07.30

# The S.A. Program in a Nutshell

- English Language (6 credits)
  - Students receive language instruction in all 4 skills (reading, writing, listening and speaking)

- Area Studies (6 credits)
  - Students learn about a specific area's culture

- Independent Study (2 credits)
  - Within the area of choice, students will pickup a topic and expand on it under a professor's advice

# English Language (6 credits)

- SILA offers more credits than necessary
  - 2 normal SILA courses meeting twice a week = 8 credits

- We need 10 courses
  - Group 1: (Mork 01 & Mork 02) Two courses in one
  - Group 2: (Ellen) and (?????)
  - Group 3: (Iain 01) and (?????)
  - Group 4: (Iain 02) and (Paul)
  - Group 5: (?????) and (?????)

We need volunteers!!!!

- Students will work on a 3750 word-portfolio that includes homework assignments submitted to the English language courses

# Area Studies (6 credits)

- Students will choose one area (within the areas of the S.A. Manual)
  - North America (4 sections: ?????, ?????, ?????, ?????)
  - Oceania (1 section: ?????)
  - UK (1 section: Alan)

- 3 classes a week

- Content will be provided by abroad institutions

- Students work on a 7500 word-essay that puts together all the topics discussed in the classes

We need volunteers!!!!

| Time/Date | Lssson Content | Learning Outcome |
|---|---|---|
| Week 1<br>Oct. ___ , 2020 9:00 am | Introductions: Getting to Know Each Other and Campuses | ALCI team and Prof. Bell introduction<br>MIC student introduction |
| Week 2<br>Oct ___, 2020 9:00 am (Tokyo time | What is U.S. Culture?<br>Prof. Dawn Bell | TBD |
| Week 2<br>Oct. ___, 2020 at 9:00 am (Tokyo time) | San Diego Attractions | TBD |
| Week 4<br>Oct. ___, 2020 at 9:00 am (Tokyo time) | American Holidays: Halloween | TBD |
| Week 5<br>Nov.___, 2020 at 9:00 am (Tokyo time) | U.S. Politics: Past, Present, Future With small group of CSUSM student ambassadors | TBD |
| Week 6<br>Nov.___, 2020 at 9:00 am (Tokyo time) | California Slang | *See sample lesson below |
| Week 7<br>Nov.___, 2020 at 9:00 am (Tokyo time) | Regions of the United States | TBD |
| Week 8 | | |

# Independent Study (2 credits)

- Students will work on a 3750 word-essay related to one of the topics of their area studies

- 1 class a week    *We need volunteers!!!!*

- Preference should be given to group meetings
  - Grad-school seminar style
  - Content driven by students

# Volunteering to Help Out (please…)

- English Language:
  - Assignments done by the Eng. Program Coordinator and Dean
- Area Studies:
  - Although content will be provided by abroad institutions, MIC instructors will have to expand on the content of the classes (using their personal experiences)
  - International Education Center is doing the agreements
- Independent Study:
  - Preference for instructors who are in charge of "areas" already

# Thanks for watching until the end…

Please direct your questions directly to the Dean, in person or by email.

# How to Do UNIPA Grading (A. Passos)

Date: On-Demand

Session Start/End Time: On-Demand

Place: On-Demand

Summary:

As a new student management system was introduced, all faculty had to know how to post their course grades into the system. In this session, faculty learned the basic procedures necessary to input their grades and print out the proper paperwork.

Participants:

| | |
|---|---|
| Adachi, Jason | Pawel, Mlodkowski |
| Bond, Erik | Rodda, Brendan |
| Brown, Nahum | Schmidt, Rebecca |
| Choi, Jong Chul | Simpson, Alan |
| Dunne, Gregory | Stanley, Iain |
| Hall, William | Yasutomi, Atsushi |
| Head, Ellen | Yamamoto, Craig |
| Higuchi, Akihiko | White, Jason |
| Hong, Jeong-Pyo | Richards, Paul |
| Howard, Anne | Eunsoo-cho |
| Jimenez, Felix | Hiromi-endo |
| Kasai, Aya | ksakamoto Rumi |
| Kobayashi, Futoshi | Matsuda |
| Lim, Stephanie | Yoshino Horita |
| Mork, Cathrine-Mette | Yoshiko Murahata |
| Occhi, Debra | |
| Passos, Anderson | |

# How to Do UNIPA Grading (A. Passos) - Session Feedback

| Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 |
|---|---|---|---|---|---|---|---|
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 1 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 4 | 5 | 4 | 4 | 5 | 5 | 5 |
| 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 4 | 5 | 5 | 5 | 5 | 5 | 3 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |

| Q9 | Q10 | Q11 | Q12 |
|---|---|---|---|
| Yes. | NA | By following the instructions | |
| Yes. | None | To input grades | |
| None were distributed. | nothing | input grades | I filled out these surveys before. Why do I have to do them again? |
| Yes. | none | I used it | |
| Yes. | fine | we have to use it | thank you , it was good to do it asynchronously. |
| None were distributed. | Nothing. | Now I understand the grading process on UNIPA. | |

| None were distributed. | Can't think of any improvements | To do the grades, of course ;) | Thank you for sharing this online. |
|---|---|---|---|
| None were distributed. | fine as is | need to grade! | We should have more FDs like this! |
| Yes. | None | Grading | |
| Yes. | I enjoy on demand. I think we should do more FD as on demand. | I will use the new skills right away. | Thank you. ^^ |
| Yes. | It was fine. The on-demand format was great! | | |

# Entering Grades in UNIPA
## UNIPAで成績入力

setting　favorite　logout

宮崎国際大学　宮崎学園短期大学

Anderson Passossan
Previous login:2020/08/05 15:37

common ▼　Questionnaire ▼　掲示 ▼　履修関連 ▼　試験成績 ▼　授業評価 ▼　学生支援 ▼　Attendance Management ▼　Class schedule registration

**試験成績**
試験実施調査回答
成績入力

| Important | Deadline set | Approv |
|---|---|---|

There is no information about Important.

| Display in daily basis | Display in monthly | My Classes |
|---|---|---|

**Information**

**Schedule**

Notice

# 2020/08/05(Wed)

◀◀Previous week　◀Previous day　Today　Next day ▶　Next week ▶▶

**All day**

There is no plans.

**Search**

Add My Schedule

◉Student ○Teacher

**Per time**

Student ID:

There is no plans.

department

Target classes

☐ Without classes you are representative

Target students

☐ Only highest grades ☐ Without highest grades

🔍 Search

▾ During assessment's entry period

**Regular exam**

Class's management department:大学
Assessment's entry period:2020/07/06(Mon) 00:00 - 2020/08/31(Mon) 00:00

Teachers with * are representative of asessment.

| | Day and period | Subject | Learner | Target | User wh | Confirmation S | Confirmed | |
|---|---|---|---|---|---|---|---|---|
| ☐ | Mon4 Wed4 | DGSC10102 Introduction to Information ⋯ | 70p⋯ | 70p⋯ | 0pe⋯ | Not confir⋯ | 0persons | Anderso |
| ☐ | Tue1 Thu1 | DGSC10103 Introduction to Information ⋯ | 13p⋯ | 13p⋯ | 0pe⋯ | Not confir⋯ | 0persons | Anderso |
| ☐ | Tue2 Thu2 | DGSC10101 Introduction to Information ⋯ | 33p⋯ | 33p⋯ | 0pe⋯ | Not confir⋯ | 0persons | Anderso |
| ☐ | Thu4 | DSAB20101 英語（ESL） | 1pe⋯ | 1pe⋯ | 1pe⋯ | Confirmed | 1persons | Anderso |
| ☐ | Fri2 | DSAB20201 自由研究 | 1pe⋯ | 1pe⋯ | 0pe⋯ | Not confir⋯ | 0persons | Anderso |
| ☐ | Fri3 | DCED301 Career Design 3 -1 | 71p⋯ | 71p⋯ | 0pe⋯ | Not confir⋯ | 0persons | Anderso |
| ☐ | Fri4 | DSAB20301 地域研究 | 1pe⋯ | 1pe⋯ | 1pe⋯ | Confirmed | 1persons | Anderso |

https://unipa.miyazaki-mic.ac.jp/uprx/up/bs/bsa001/Bsa00101.xhtml

宮崎国際大学　宮崎学園短期大学

Anderson Passossan
Previous login:2020/08/05 15:37

setting　favorite　logout

common ▼　Questionnaire ▼　掲示 ▼　履修関連 ▼　試験成績 ▼　授業評価 ▼　学生支援 ▼　Attendance Management ▼　Class schedule registration

Assessment entry class list ▸ Assessment entry

成績入力 [Kmg002]

2020Year 前期　Regular exam
DSAB20201 自由研究　Fri2
(During input period)　2020/07/06(Mon) 00:00 - 2020/08/31(Mon) 00:00

PDF　Excel　Assessment ratio details

+ Display specification

🔍 Display

A : 90〜100 B : 80〜89 C : 70〜79 D : 60〜69 F : 0〜59 P : 111 X : 222 I : 333 W : 444 R : 555 N : 666 - : 999

Save　▦ Select column

| ☑ | Student ID | Kana name | Assessment | Asseessment name | Grade | Department | Transfer |
|---|---|---|---|---|---|---|---|
| | | 👤 | 88 | B | 2Grade | 大学 国際教養学部 比較文化学科 | |

☑　☐

Save　○ Confirm

It is necessary for editing to unlock after you have confirmed it.

成績入力確認リスト

押印欄

1 （ルソン）
2 定期試験

| | 評価 | 評価名 | 出席率 | 学年 | 学科組織 | 異動 |
|---|---|---|---|---|---|---|
| | P | P | | 2年 | 大学 国際教養学部 比較文化学科 | |

# Hints and suggestions for research grant applications (Dr. A. Yasutomi)

Date: October 30, 2020

Session Start/End Time: 11:00-11:40

Place: CCR1

Summary:

Dr. Yasutomi discussed three issues:
1) Characteristics of research grants available in Japan;
2) Challenges and difficulties many (particularly non-Japanese) scholars may typically face;
3) Hints and suggestions for a successful application.

Participants:

| | |
|---|---|
| A. Yasutomi | S. Lim |
| F. Kobayashi | C. Mork |
| A. Simpson | A. Kasai |
| B. Rodda | A. Howard |
| N. Brown | P. Richards |
| F. Jimenez | P. Mlodkowski |
| W. Hall | E. Bond |
| D. Occhi | R. Schmidt |
| E. Head | J. White |

Session Feedback:

| Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 |
|----|----|----|----|----|----|----|----|
| 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 |
| 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 |
| 4 | 4 | 4 | 4 | 4 | 5 | 4 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 |

| Q9 | Q10 | Q11 | Q12 |
|----|-----|-----|-----|
| None were distributed. | Nothing it was good | In the future it is possible that I will apply for kakenhi. | I was not helped much to find the results of my application so although I made an application for kakenhi in 2019 I never found out the evaluation level. |
| Yes. | NA | NA | |
| None were distributed. | None | It gives me a better idea of planning and preparing to apply of any type of grant. | |
| None were distributed. | nothing comes to mind | I don't plan to apply for Kaken. | Useful insight to those parties who are interested |
| None were distributed. | none | Grant work | |
| None were distributed. | It was all very good | I will apply for a Kakenhi next year. | |
| None were distributed. | None really. The speaker was informative and frank. | I will remember what he said when grant season comes around | |
| None were distributed. | No suggestions for improvement. Very good! | I'll look into applying for the grant. | |

| None were distributed. | It was helpful. | I will use the knowledge gained when I apply for grants. | Thank you for the great presentation! |
|---|---|---|---|
| None were distributed. | It would be good to receive a handout with the main points of the presentation. | It was a great help in understanding the grant application process and that will be very beneficial should I decide to apply for KAKEN or another Japanese grant. | |

**Hints and suggestions for research grant applications**

FD session 2020
Atsushi Yasutomi

# In this presentation



1. Grants in Japan
2. Preparation
3. Technical hints & suggestions
4. Other essentials

# 1. Registration

- # e-rad:
  - ☐ required personal number for Kaken
  - ☐ takes some time
  - ☐ Office needs to process

- # Profile
  - ☐ Researcher profile in the Gakushin / JSPS HP

- # Study Kaken info
  - ☐ **All** info available HP in EN

# 2. Time-management

■ Last minute drafting never works

■ Spring – Summer: important prep time

■ Successful application usually takes 2-3 years(?) of preparations

- Research question, design, methodology, co-researchers,
- reviews after rejections
- reviews and comments in conferences

## Sep - Nov

- Kaken starts accepting applications in September and closes 1st week of Nov

  - Actual drafting application is time-consuming
  - formats, diagrams, etc.

  - Internal deadline: submission to univ admin (online, print, request for rewrite) → Univ approval takes sometime → submission online by Univ Staff

# 3. Co-researchers

■ Each has different level, size, budget, purpose, duration:

- A, B, C
- Intl collaboration
- young scholars
- specifically assigned projects

■ <u>Who</u> are in your research project

- indicates research quality & qualification
- roles and justifications
- variety of aspects
  - ✓ global, perspectives, etc

■ Qualifications

- strong rationales, qualification for participating in a joint project
- research network (perhaps most important)

# qualification

- **publications**

- conferences

- field researches

- grant records

- research collaborations

**publications**

➢ **indicate your research records and qualification**

- Perhaps most important requirements

- Publications in related fields

- publications in peer-reviewed, domestic and international journals, books, edited books

# qualification

- publications
- **conferences**
- **field researches**
- grant records
- research collaborations

**conferences & field researches**

- International and domestic conferences

- present papers
  - ➤ lead to new publications
  - ➤ comments from other scholars

- Opportunities for new academic network (perhaps this is more and most important)
  - ➤ more info for research project and more joint research projects

# qualification

- publications

- conferences

- field researches

- **grant records**

- research collaborations

**grant records**

➢ **indicate your research qualification & guarantees your trust in academic performance and budgetary management**

# qualification

- publications
- conferences
- field researches
- grant records
- **research collaborations**

**research collaborations**

# Introduction to Doing Research at MIC (Dr. A. Howard)

Date: December 3, 2020

Session Start/End Time: 16:20-17:00

Place: Zoom meeting

Summary:

This session introduced the procedures necessary for faculty or thesis students to do research with human subjects at MIC.

Participants:

| | |
|---|---|
| A. Howard | E. Head |
| J. Adachi | S. Lim |
| B. Rodda | G. Dunne |
| A. Yasutomi | C. Mork |
| F. Kobayashi | P. Richards |
| C. Yamamoto | E. Bond |
| W. Hall | J. White |

Session Feedback:

| Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 |
|---|---|---|---|---|---|---|---|
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |

| Q9 | Q10 | Q11 | Q12 |
|---|---|---|---|
| None were distributed. | A few examples of typical problems with TRAC applications | Will use it in my own research and when advising ST students | |
| None were distributed. | nothing | Advising students | |
| None were distributed. | distribution of PPT? | I often do action research... | |
| Yes. | NA | NA | |
| None were distributed. | None | I will use it when working with my thesis students. | |
| None were distributed. | Handout of the information for reference | This will help me with advising senior thesis students and for my personal research conducted at MIC. | |
| Yes. | None. | In future research endeavors | |

# Introduction to Doing Research at MIC

Faculty Development Session

November 26, 2020

# What is TRAC?

- The Dean has the responsibility of reviewing and overseeing research conducted at MIC
- TRAC is charged with advising the Dean on matters of research

TRAC and faculty research
- What kind of research goes through TRAC?
  - Research that takes place at MIC, or with MIC faculty or students, needs to go through TRAC.
  - Research does not need to go through TRAC if an instructor is doing research in their own classroom through normal class activities.
  - TRAC will provide feedback about research which does not require TRAC approval as a courtesy upon request.
- What kind of feedback will TRAC provide?
  - The main focus of the feedback is ethics.  TRAC also will provide some feedback about research design.

3

# Procedure for faculty

- Application timeline
  - Please allow as much time as possible—at least one month.
- What to provide in your research proposal
  - See next slide.
- What does it mean if you're approved?
  - TRAC approval means that the person named in the application has approval to do the procedure specified. Other people do not permission to use the data, and the named person does not have permission to use the data for other purposes.

4

## Application should include:

- Background for non-specialists
- Your instrument if applicable
- Informed consent
    - In the language of the people who will provide your data
    - Must include:
        - Subjects can withdraw without penalty
        - Risks/rewards
        - Participation/non-participation has no influence on grades or class standing

5

# Procedure for students
- Why do they have to do it?
    - Students were including personal information in theses without thinking about the ramifications.
    - Students were padding theses with unnecessary surveys.
- Who has to do it?
    - All students who want to use surveys, interviews, observations, or other types of research using humans as a data source.
    - Students who are interviewing an expert about the subject they are expert in do NOT need TRAC approval, provided the interview includes no personal information.

6

# Procedure for student, cont.

## • Application timeline

- Students submit to TRAC in mid-December. They need advisors to review and check it before the deadline.

## • What to check

- The submission does not need to be error-free. However. **TRAC should be able to figure out what the student is talking about.**
- Does the proposed research answer (or partially answer) the research question?
- Is the research necessary in order to answer the research question? Is the student avoiding reading?
- Please advise your students not to submit to TRAC if you are reasonably certain the application will not pass.

7