

University of Hawai'i at Mānoa Study Abroad Center

UHM Semester Faculty Resident Directorship Application Information

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**UHM Faculty Resident Director Application Information
UHM Semester in Japan at J. F. Oberlin University
Fall and Spring Semesters**

The University of Hawai'i at Mānoa Study Abroad Center's Council on Study Abroad is seeking applications from faculty to teach in Machida (suburb of Tōkyō), Japan during the Fall and Spring semesters.

While on a Study Abroad program, the appointed faculty is also expected to pursue professional development plans.

Eligibility/Requirements

All Mānoa faculty members in Bargaining Unit 7 are eligible to apply [from Rank 3 to Rank 5 or permanent Instructors (2)].^{9/09} Faculty members who are on leave during the semester preceding the study abroad resident directorship are **NOT** eligible to apply. Resident Directors are appointed from UH-Mānoa, as the UHM Study Abroad Center is a Mānoa program.

Interested applicants may apply for multiple programs simultaneously. Knowledge of the Japanese language is not a requirement for the application, although it may be helpful in facilitating cross-cultural interactions.

One faculty member per semester will be appointed as the Resident Director to teach in the "Academic Year in Machida" Study Abroad Program. Interested applicants must submit proposals to teach two courses per semester. The applicant may propose either sophomore or upper division courses (or one/two at each level). It is encouraged (not a requirement) that the proposed courses fulfill the current UHM general education and/or graduation, (core, foundations, diversification, focus) major, or elective credit requirements. In addition, please note that any UHM study abroad course may be used for a **FOCUS EXEMPTION** ^(9/09). Students on Study Abroad may use the FOCUS exemption to satisfy an appropriate 3-credit diversification and/or focus requirements. ^(9/08)

While the Study Abroad Center conducts year-round recruitment, it is expected that the appointed resident faculty director recruit students for the program as part of his/her pre-departure responsibilities. The appointed faculty can facilitate cross-cultural learning best when he/she is able to share recruiting and pre-departure orientation with the students before they leave. Thus the applicant is required to propose a student recruitment plan as part of his/her application. Faculty members are encouraged to publicize the program beyond UH Mānoa (e.g., Mainland universities).

Student Body in the UHM Resident Director's Courses

It should be noted that students who attend the Japan study abroad program are academically broad-based and do not come from a specific discipline. Further, students do not require a Japanese language pre-requisite to qualify for the program. Participants' class standings range from sophomores to seniors and are from UH Mānoa, Mainland universities, Chaminade University of Honolulu, and the UH System campuses. The UHM Resident Director's courses are also open to eligible J.F. Oberlin

University and Reconnaissance Japan (RJ) students.

All UHM students in the program are required to take at least one course from the Resident Director each semester.

Approval of Appropriate Department Chairs and College Deans/Remuneration

Prior to submitting the application to the UHM Study Abroad Center, it is of the utmost importance that the applicant consult and secure approval from his/her appropriate department chair and dean. The semester of teaching and resident directorship in any UHM Study Abroad program is NOT considered a sabbatical OR a semester of leave. Rather, it is a continuation of the faculty's teaching load and related responsibilities to be carried overseas. Therefore, the Faculty's salary while teaching in a Study Abroad Semester is continued to be paid by the faculty's home department/college. Hence, it is important that the appropriate Department Chair and College Dean approve the Faculty's application to teach abroad.

Department Replacement Cost

The department releasing the faculty will be provided with replacement costs by the Study Abroad Center. The lecture's teaching costs in this case, will be based on sufficient enrollment and is not guaranteed.

Program Resident Director Appointment and Pre-departure Responsibilities

The Council on Study Abroad will select the resident director. The applicant will be notified prior to the end of the current Fall semester but no later than the beginning of the Spring semester.

The UHM Study Abroad Center administers and implements the program in its entirety. These include developing program costs, student applications, travel arrangements, liability forms, registration, pre-departure orientation, resident director remuneration and travel. As part of the appointed resident director's pre-departure responsibilities, the faculty is expected to help recruit students for the program together with the Study Abroad Center, attend the pre-departure cross-cultural training sessions for the students as well as their parents, and participate in the resident director training.

Minimum Number of Student Participants in the Program

In order to meet the Center's overhead costs as well as faculty remuneration ideally there should be at least 20 participants in the program. The Center will not, however, cancel a program based on fewer than a minimum number of student enrollment.

Office Space

An office space with office equipment is assigned to the UHM faculty. Please ensure that the office space is utilized. As space is a premium at J.F. Oberlin University, if the office space is not utilized appropriately, there is the possibility of losing it in the future.

Appointment Period

The appointed Faculty will teach two courses for the specific semester and perform related duties on-site including professional development. The appointment period is for one term only. The Fall semester at Oberlin University runs approximately from the

second week of September through late December. The Spring term begins in the first week of April and ends the last week of July.

Program Resident Director Remuneration and Fringe Benefits

Salaries and benefits will be continued to be paid by the University through the faculty's home department/college.

Accommodations

As part of the Resident Director appointment a two- or three-bedroom house will be provided with a land telephone line. Utilities (gas, electric, telephone charges) are not included. The house is approximately within 15-minute walking distance from J.F. Oberlin University.

Airfare

SAC will pay a round trip airfare for the faculty teaching in Japan for the term. The airfare will be based upon the purchased and not the published fare for the Hawai'i students attending the Japan academic year. Should the student airfare have an age limit, then the Study Abroad Center will pay for/purchase the cheapest round trip airfare based on three written bids in accordance to current UHM fiscal policies.

Book Shipment Allowance

The Study Abroad Center will also pay \$200 for the cost of shipping books and related study abroad teaching materials to and from the site.

Faculty Visa/Travel Documents

The Study Abroad Center in conjunction with the International Student Center (formerly Center for International Studies) at Oberlin will provide all necessary information needed to process the Japanese Working Visa for the faculty such as letters guaranteeing financial documentation and other necessary travel documents, including the University "travel request" forms.

A Certificate of Eligibility is required in order to obtain the working visa. J.F. Oberlin University will forward the Certificate of Eligibility after it is received from the Ministry of Justice in Japan. An explanation of the Certificate of Eligibility is provided below. Once the Certificate of Eligibility is in hand, the faculty is expected to obtain a visa and related permission directly from the Japanese Consulate General. Please allow four to six weeks visa processing time.

Consulate General of Japan Visa Section 1742 Nu'uana Ave. Honolulu, HI 96817 www.honolulu.us.emb-japan.go.jp Tel: 808-543-3111
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Certificate of Eligibility

A Certificate of Eligibility is a document issued by the Ministry of Justice in Japan. The holder of this certificate has the advantage of reducing the time required to obtain a visa and complete immigration procedures by showing the certificate to the immigration officer, and can obtain landing permission more easily. Visa categories for which a Certificate of Eligibility can be issued include such activities as being an entertainer, student, professor, researcher, or long-term resident participating in religious activities, or for other specified purposes.

Documents required to activate a Certificate of Eligibility visa:

- Valid passport
- Visa application form
- Passport-size photo (2"x 2")
- Certificate of Eligibility (original)
- Visa fee, if necessary

THE UHM STUDY ABROAD CENTER

Established in 1987 as a self-sustaining unit, UHM Study Abroad Center (SAC) plays a variety of roles in creating, administering, and evaluating academic Study Abroad Programs for the University of Hawai'i at Mānoa. The Center specializes in overseas academic program delivery, student health, safety, security, risk assessment and management through a variety of means, including on-site inspections, and program evaluations. As part of the Center's standard of care, it provides training to faculty resident directors in health, safety, risk and liability. It also provides extensive orientations for SAC students with a strong focus on issues of health, safety and cultural sensitivity. The Center's activities are based in the principles of best practices in international education suggested by NAFSA: An Organization of International Educators and the policies and practices on Study Abroad by the WASC Handbook of Accreditation/ 2001.

SAC provides opportunities for qualified students to study, and for faculty members to teach and pursue professional development in other countries. Accordingly, the Center's mission states that:

Students in Study Abroad Programs shall acquire knowledge through academic work in other countries and develop cross-cultural understanding through cultural immersion. Faculty in Study Abroad Programs shall have similar enrichment.

(SAC By-laws, Programs and Council on Study Abroad Charges)

Council on Study Abroad

The Center Director works with the Council on Study Abroad, the policy making body of the Study Abroad Center. Members of the Council are comprised of faculty who are appointed by the Mānoa Faculty Senate Executive Committee to serve on the Council. The Council employs its considerable knowledge and experience to provide oversight, assessment of academic soundness, and evaluation of pedagogical achievements and ensures the Mission of SAC is achieved. The Council also approves Study Abroad Programs and, as well as faculty appointments. In addition, the Council is the Curriculum Committee of the Study Abroad Center that reviews and gives final approval to the academic content of the program

Established Semester/Year Study Abroad Program

An established academic year/year study abroad program is one that has been reviewed by the appropriate departments, curriculum committees, colleges, and approved/ accepted by the Council on Study Abroad prior to June 30, 1993 in its entirety (academic objectives, curriculum, cultural activities, and location). On July 1, 1993, the UHM Study Abroad Center was transferred to the Office of the Senior Vice President and Executive Vice Chancellor, presently the Office of the Chancellor for Mānoa. Thus, from the aforementioned date forward, the Council on Study Abroad approves new programs and faculty appointments offered under the aegis of the UHM Study Abroad Center.

Such programs are administered, implemented, and periodically evaluated by the Study Abroad Center. Administration includes but is not limited to developing program costs,

fiscal/financial management and oversight, negotiating with the host institutions on all aspects of the on-site logistics of the program, curricula, student services such as advising and counseling, student application review and selection, all relevant financial documentation for financial aid recipients, course credit registration, grade reporting, post-program evaluation, risk/liability assessment and management, cross-cultural training, faculty remuneration and travel if applicable. The Study Abroad Center recruits students throughout the academic year. Upon official appointment of the resident faculty director then s/he is expected to help recruit students as well.

Definition of a Study Abroad Program

SAC programs have carefully identified academic objectives. These programs assist students in furthering or completing their degree requirements. A student wishing to participate in an overseas program should be able to graduate within the time frame allotted to her/his degree program. Since these study abroad programs are an integral part of a student's academic program, courses completed overseas are designed to fulfill a student's major, minor, certificate, core, foundations, diversification, language, or graduation requirements. All Study Abroad courses are expected to meet current Mānoa academic standards and are articulated as Mānoa courses. Study Abroad course work is completed overseas and is taught either by a Mānoa faculty or by faculty of an overseas institution of higher education.

According to the distinguishing characteristics, a Study Abroad Program will:

1. Be delivered in an international setting (i.e., outside of the 50 U.S. states) on a regular basis.
2. Be part of a UHM degree (including electives, certificate, or graduation requirements)
3. Carry the appropriate UHM resident course credits in all the programs.
4. Have a designated UHM Resident Faculty Director or host institution designee to ensure academic and program quality, as well as student welfare.
5. Be considered an institutional offering under the aegis of the Study Abroad Center.
6. Have its overseas component reviewed for risk assessment and management prior to the commencement of the program.

Courses Taught in Semester-Year Study Abroad Programs by UHM Faculty

As stated earlier, faculty members are to offer two courses per semester to be taught in English in their field of expertise, but Japan-focused. The faculty is encouraged to offer the two three-credits courses each term with the understanding that the student will take at least one course from the faculty and the remaining three courses from the host institution.

Course Credits

The number of credits in a study abroad course is determined by the total number of classroom contact hours. As is customary, a 3-credit course requires a minimum of 45 contact hours.

An applicant offering a Study Abroad course may compute "field trips" as part of the total contact hours if such trips are essential to the course. Field trip credit hour computation is based on laboratory classes. Generally a lab offered for 1 semester

hour of credit meets three “class hours” per week over a 15-week period (IRO, 2002, p. 9). Therefore, a 1-credit field trip/lab course must have a total of 45 contact hours for study abroad programs.

An undergraduate course cannot simultaneously be approved for graduate course credits. The applicant must propose two levels of courses with appropriate requirements at each level.

There are two ways that an applicant may initiate courses to be taught in a study abroad program:

- propose existing courses listed in the UHM catalog and tailor them to the overseas setting
- propose a new course

If a new course (not listed in the UHM catalog) is being proposed, the faculty must follow standard departmental/college and administrative channels for the approval of new courses before submitting the proposal to the Study Abroad Center.

University of Hawai'i at Mānoa Study Abroad Center Mission Statement and Student Learning Outcomes

The purpose of this document is twofold. First it is to help faculty who teach in Study Abroad Programs to understand the program and student learning outcomes. Second, it is to help the faculty design courses that will meet both the Study Abroad program and student learning outcomes.

University of Hawai'i at Mānoa Mission Statement

Leadership - Excellence - Innovation

University of Hawai'i at Mānoa Study Abroad Center Mission Statement

Students in the University of Hawai'i at Mānoa Study Abroad Center Programs shall acquire knowledge through academic work in other countries and develop cross-cultural understanding through cultural immersion. Faculty in Study Abroad Programs shall have similar opportunities for enrichment.

University of Hawai'i at Mānoa Study Abroad Center Program Student Learning Outcomes

The Mānoa Strategic Plan 2002-2010 calls for undergraduate educational effectiveness and continues to endorse Study Abroad as one of the University's strategic imperatives. Students in Study Abroad Programs gain: 1) a deeper knowledge and understanding of other cultures and their environments; 2) different perspectives in regard to other nations; 3) increased capacity to analyze issues with appreciation for disparate viewpoints; and 4) increased respect and tolerance of differences – all contributing to a citizenry better able to succeed in the 21st century

Study Abroad Center Course Specific Student Learning Outcomes: Courses Taught by UHM Faculty in Study Abroad Programs

Generally speaking, course-specific learning outcomes should include the following Study Abroad Student Learning Outcomes (SLOs). Please address explicitly how each of the four SLOs (listed below) is reflected in your assessment of the student's work. You may also consider having students write one or two of their own SLOs that they hope to achieve during the course of their Study Abroad program. SLOs should be written in a way that is measurable—through classroom assignments, grades, observations, journals, performance, exhibitions, or other means you deem appropriate. For example, if you use journal assignments as a mechanism of assessment, how does such an assignment reflect or achieve the outcome(s)?

Listed below are the four Study Abroad SLOs. These may be modified for your specific course/country depending upon the "in-class" or "out-of-class" assignments that you list on your syllabus. Based on your rubric or other grading criteria, there should be a category where students must provide examples of how they demonstrate awareness, communicate appropriately, or engage others from a different culture.

1. Demonstrate awareness of your own cultural values and biases and how these impact your ability to work with others.

2. Demonstrate knowledge of diversity with a focus on the population or topic of interest in your Study Abroad program.
3. Communicate appropriately and effectively with diverse individuals and groups.
4. Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints.

The subsequent pages include samples of SLOs and Rubrics of Assessments for Writing-, Oral-, and Ethics-centered courses for your reference and use.

May 11, 2009

UHM Study Abroad Center
SUGGESTIONS ON HOW TO DEVELOP SLOs
Writing Course Student Learning Outcomes*

Learning Outcomes for your UHM Study Abroad Course(s):

To get started, ask: What is essential for my students to learn and be able to accomplish by the end of my course? How will I facilitate their maximum learning outcomes thereby to enhance their Study Abroad experience with me as their Study Abroad Faculty Resident Director? What elements would the students have missed had I not been the Faculty Resident Director of this specific course at this Study Abroad site?

Learning outcomes

Statements that specify what students will learn and accomplish as a result of an activity, homework assignment, or field trip. These should be expressed as knowledge, skills, attitudes, dispositions.

Characteristics of well written Learning Outcomes

- Action must be observable
- Action must be measurable (consistently by different observers/scorers)
- Action verbs are used (for example, can use words in Bloom's Taxonomy). Avoid verbs that are unclear and subject to different interpretations, such as: know, become aware of, appreciate, learn, understand, be familiar with

Learning Outcomes	
<i>Instructor-Centered</i>	<i>Student-Centered</i>
Students will understand the nine reasons for studying the European monetary system.	Students will list and explain nine reasons for studying and understanding the European monetary system.
Students will develop an appreciation of cultural diversity in the workplace.	Students will summarize in writing their positive and negative feelings about cultural diversity in the workplace.

Writing Learning Outcomes Template

Students will be able to <insert action verb> to describe knowledge, skills, attitudes, dispositions.

Here are some of Bloom's Taxonomy action verbs that can be used to write measurable learning outcomes:

- For KNOWLEDGE (remembering): define, describe, identify, state, write, label, recall, etc. (students will recall facts without necessarily understanding the concept).
- For COMPREHENSION (understanding): distinguish, discuss, interpret, translate, differentiate, etc. (asks students to summarize main ideas without relating it to anything else).

- For APPLICATION (transferring): apply, compare, contrast, construct, demonstrate, relate, use, etc. (helps students apply learning to his/her own life experiences).
- For ANALYSIS (relating): analyze, diagram, investigate, prioritize, separate, transform, etc. (students can break materials into parts, describe patterns and relationships among parts).
- For SYNTHESIS (creating): assemble, combine, compose, formulate, generalize, organize, revise, etc. (students can create something new by combining parts to form a unique solution to a problem).
- For EVALUATION (judging): assess, appraise, critique, evaluate, reject, recommend, compare/contrast, etc. (allows students to express their own opinion, judge or value based on ideas, criteria, methods, etc.)

*Modified from California Lutheran University Website on Assessment
www.callutheran.edu/assessment/student_learning_outcomes/writing.php
February 2009

UHM Study Abroad Center
Example of a Written Paper Evaluation Rubric *

Performance Scale

- 3 Work is exceptional, excellent skills apparent
 2 Work is competent, meeting minimum requirements; adequate skills apparent, but additional instruction/practice required.
 1 Work is underdeveloped or incomplete.
 0 Work is unacceptable.

3 2 1 0

Mechanics

Spelling	_____	_____	_____	_____
Grammar	_____	_____	_____	_____
Punctuation	_____	_____	_____	_____
Sentence structure	_____	_____	_____	_____

Format

Tables/diagrams, if applicable	_____	_____	_____	_____
References/citations	_____	_____	_____	_____
Appendix	_____	_____	_____	_____

Paper Organization/Document Structure

Introduction is well-written, with transition to body	_____	_____	_____	_____
Conclusion provides closure to paper	_____	_____	_____	_____

Writing Style

Academic tone (i.e. absence of contractions, appropriate vocabulary, written in third person no I/we or you)	_____	_____	_____	_____
Maintains reader's interest	_____	_____	_____	_____

Substance

Highly informative/sufficiently detailed	_____	_____	_____	_____
Sufficient number of sources cited	_____	_____	_____	_____

Each bit of factual information clearly cited (or must reader guess origin of the information?)	_____	_____	_____	_____
Appropriate Supporting Materials	_____	_____	_____	_____

Logic

All sentences clearly written	_____	_____	_____	_____
All sentences cohesive with one another	_____	_____	_____	_____

*Adapted from the Food Science and Human Nutrition Department Assessment Website, Iowa State University
www.fshn.hs.iastate.edu/outcomes/faculty/measures.php.

April 30, 2009

UHM Study Abroad Center
Example of an Oral Presentation Evaluation Rubric *

Name of Presenter:**Date:****Name of Evaluator:**

Rubric for Oral Presentations				
	Below Expectation	Satisfactory	Exemplary	Score
Organization	No apparent organization. Evidence is not used to support assertions. (1)	The presentation has a focus and provides some evidence which supports conclusions. (2)	The presentation is carefully organized and provides convincing evidence to support conclusions. (3)	
Content	The content is inaccurate or overly general. Listeners are unlikely to learn anything or may be misled. (1)	The content is generally accurate, but incomplete. Listeners may learn some isolated facts, but they are unlikely to gain new insights about the topic. (2)	The content is accurate and complete. Listeners are likely to gain new insights about the topic. (3)	
Style	The speaker appears anxious and uncomfortable, and reads notes, rather than speaks. Listeners are largely ignored. (1)	The speaker is generally relaxed and comfortable, but too often relies on notes. Listeners are sometimes ignored or misunderstood. (2)	The speaker is relaxed and comfortable, speaks without undue reliance on notes, and interacts effectively with listeners. (3)	
Total Score				

*adapted from SW 200: Field of Social Work, Violet Horvath

UHM Study Abroad Center**Example of Ethical Issues Evaluation Rubric (in discussions, writings, group presentation, etc.) ***

(Choose any Ethics Skill, modify scoring to numerical values, and/or add additional criteria necessitated by your course)

Ethics Skill	Unacceptable	Acceptable	Excellent
can identify an ethical issue in a problem or case	unable to identify	can identify the ethical issue but unclear elaboration	identification of the ethical issue and explanation of underlying principle being violated
can use problem solving stages to arrive at a resolution for an ethical issue	unable to use stages	uses stages but incomplete or brief	thorough and complete description of stages to resolve the issue
can identify the stakeholders involved in an ethical issue	unable to identify stakeholders	can identify stakeholders but unclear on impact	can identify stakeholders and describe potential impacts
can state the approach to ethics being used (e.g., justice, utilitarian, etc.)	unable to state approach	able to state approach but unclear or minimal description of approach	clear and elaborated statement of approach
can explain how ethical reasoning develops (e.g., Kohlberg, Belenky, Perry or other theory)	unable to explain	general explanation of development	detailed explanation of development
can describe how to promote development of an ethical organizational climate	unable to describe	can describe but vague or incomplete	thorough description
can describe the impact of unethical behavior in an organization	unable to describe impact	can describe 2 impacts	can describe 3 or more
can identify risks to participants in research	unable to identify risks	can identify but unclear explanation	clear identification and explanation
can suggest ways of reducing risks to participants in research	unable to make suggestions	makes suggestions but not elaborate	clear and elaborated suggestions
can describe how to conduct an ethics audit in an organization	unable to describe audit	can describe audit but is incomplete or vague	thorough explanation of audit
can locate and know a code of ethics for their field or management specialty	unable to locate code	can locate and generally describe the code	able to locate and describe code in detail

*Adapted from: Ethics & behavior faculty.css.edu/dswenson/web/Gradingrubrics/gradingrubrics.htm, accessed 5/2/09.

