University of Hawai‘i at Mānoa
Study Abroad Center

Faculty Resident Directorship
Application Guidelines

Summer Programs

Angers, France
Annecy, France
Berlin, Germany
Dublin, Ireland
Florence, Italy
Kōbe, Japan
Lille, France
Seville, Spain
Shanghai, China
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UHM Summer Faculty Resident Directorship Application Guidelines

1. Narrative of Student Monitoring Experiential Learning Plan that Incorporates the Study Abroad Student Learning Outcomes

Study abroad programs that offer language courses only and/or specific content courses are taught and graded by the host institution’s instructors. These courses are articulated as UH Mānoa courses. The UHM Resident Director does not teach the course(s). However, the Resident Director is responsible for mentoring UHM students to ensure student learning outcomes through contextual learning activities.

The Resident Director must describe the process through which the student will be monitored for academic progress as well as for the purpose of final UHM grade reporting (without teaching). The grades that students receive on the Experiential Learning Plan/Project should be used to either reduce or add to the host institution final grades. (4/13)

While writing your narrative, please refer to the University of Hawai‘i at Mānoa Study Abroad Center Mission Statement and Student Learning Outcomes. These may be helpful in your own plan. For easy reference, a sample of an Experiential Learning Plan is attached see pages 8-11.

Please provide a detailed Experiential Learning Plan. This plan will be given to the students and will be posted by the Study Abroad Center on its website. (8/10)

- a statement as to how you will monitor the student’s academic progress in the program and utilize this information to provide the final grades (if at all).
- a plan as to how you will interact with the students (e.g., experiential learning activities; etc) (4/15/08). To get started on your plan ask the following: (5/09)
  - What is essential for my students to learn and be able to accomplish by the end their study abroad term?
  - 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 program at this Study Abroad site?

2. Personal Statement

Please respond to the following questions:

- why you would like to be a resident director?
- how you would integrate academic and experiential components of the program?
- what skills, abilities, and knowledge make you an effective Resident Faculty Director? (9/10/08)
• Briefly provide your personal philosophy statement on student development and some examples of how you have, in your academic career, tried to develop undergraduate students: intellectually, emotionally, and/or professionally.
• Explain how you plan to support and help students as a Resident Director. Provide examples from your experience to illustrate how you have done so and how you will do so abroad.

3. Professional Enrichment Statement
   Please respond to the following question:
   • How might this Resident Directorship appointment enrich you as a faculty member at Mānoa in the next few years?

4. A confidential recommendation letter from your department chair
   The letter must be sent directly to the Study Abroad Center and address the following:
   • your teaching ability
   • rapport with students
   • whether you have demonstrated ability to be responsible for and responsive to students’ multiple needs in an overseas environment
   • your ability to work cooperatively with diverse groups

5. A summary of teaching evaluations
   Submit evaluations of four most recent consecutive semesters/summers that contain the summary ratings for each question on the evaluation and a list of all comments made by students. It is to be done by someone else in your department and attested by the person. Do not include raw evaluations. (4/24/07)

6. Curriculum vitae

7. Applicant’s student recruitment plan for the program

8. SAC Form 1
   Form is included in the packet; must contain appropriate signatures.

COMPLETED APPLICATION SUBMITTAL
• Electronic submission one pdf. Copy arranged accordingly to: uhmsac@hawaii.edu
Do not include the confidential reference letter in the electronic submission.

• One original signed page of SAC Form 1 and one original confidential reference letter sent to the address at right:

Inquiries
Sarita Rai, Director
956-4738
sarita@hawaii.edu
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
Sample of Experiential Learning Plan

Aloha students. While you undertake your French language study at the Institut Française des Alpes, I will be your direct contact with the University of Hawai‘i at Mānoa. My role as Resident Director includes monitoring your academic progress as well as your attendance and level of participation, facilitating and mediating in any academic issue that arises in your study, and insuring your final grade is properly transmitted and recorded as UHM credit.

As an experienced Resident Director, I'm also available for counseling and assistance in your adjustment to life in a new and different cultural environment.

I will be available most mornings at the Institut for individual meetings, and we will arrange several group get-togethers once the program schedule is set. these can be both social and informational gatherings. Since my specialty is media, we'll work in some screenings of French films.

We will also be undertaking some experiential learning beyond your Institut classes and excursions to insure we all meet the Student Learning Outcomes of the Study Abroad Center:

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

6. Demonstrate knowledge of diversity with a focus on the population or topic of interest in your Study Abroad program.

7. Communicate appropriately and effectively with diverse individuals and groups.

8. Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints.

We'll accomplish these through:

Keeping a journal of your intercultural intersections. This journal can include text, photos, drawings, clippings from local newspapers or magazines, poetry - it's your journal, so you can express in your own style. You may share it with other participants online, or you may keep it personal and share it only with me.

Two photo essays. (Bring a camera!) You'll work on these throughout the program. One will display "things" you discover that are unique in French or Savoie culture. The other will reflect people, with a theme of what we have in common across cultures. (Think of the UH motto: Above All Nations, Humanity.") These photo essays will be shared online among all participants.
Participating in online discussions via the UHM Laulima site. Some of these discussions will be directed by questions from me. You are welcome, of course, to initiate a discussion based on one of your own intercultural discoveries.
## Example of Student Learning Outcomes Assessment Rubric

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Below Expectation</th>
<th>Satisfactory</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate awareness of your own cultural values and biases and how these impact your ability to work with others.</td>
<td>Fails to submit regular journal entries, or entries lack meaningful intercultural interactions.</td>
<td>Submits regular journal entries that include self-reflection on cultural learning though immersive experiences.</td>
<td>Journal entries show insights into personal and communication styles that affect meaningful culture learning.</td>
</tr>
<tr>
<td>Demonstrate knowledge of diversity with a focus on the population or topic of interest in your Study Abroad program.</td>
<td>Fails to participate in photo essay submissions.</td>
<td>Submits images that reflect both uniqueness of host culture, and human interactions that transcend cultural boundaries.</td>
<td>Incisive images that show more closeness that distance to subjects, and the use of camera as a research tool.</td>
</tr>
<tr>
<td>Communicate appropriately and effectively with diverse individuals and groups.</td>
<td>Poor attendance, participation in Institut programs, including excursions.</td>
<td>Regular attendance and active participation in Institut programs.</td>
<td>Applies classroom and excursion learning to everyday living experiences.</td>
</tr>
<tr>
<td>Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints.</td>
<td>Fails to respond to, and participate in, online discussions.</td>
<td>Responds to online discussion questions and comments analytically on responses of others.</td>
<td>Regularly initiates discussions with original questions and observations.</td>
</tr>
</tbody>
</table>

(Courtesy of Prof. Tom Brislin, Academy for Creative Media, Annecy Study Abroad Program)
Note: Act 208, effective July 1, 2016, mandates that faculty members are “responsible employees” for the purposes of Title IX. The template below has been revised to comply with Act 208.

SAMPLE TITLE IX SYLLABUS TEMPLATE

The University of Hawaii is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, the University has staff and resources on your campus to support and assist you. Staff can also direct you to resources that are in the community. Here are some of your options:

If you wish to remain **ANONYMOUS**, speak with someone **CONFIDENTIALLY**, or would like to receive information and support in a **CONFIDENTIAL** setting, contact the confidential resources available here:

http://www.manoa.hawaii.edu/titleix/resources.html#confidential

[or]

If you wish to remain **ANONYMOUS**, speak with someone **CONFIDENTIALLY**, or would like to receive information and support in a **CONFIDENTIAL** setting, contact:

**Lesbian, Gay, Bisexual, Transgender (LGBT) Student Services**
Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) Student Services strives to maintain a safe and inclusive campus environment that is free from harassment and discrimination. The office provides direct services to students of the University of Hawai‘i at Mānoa to confidentially discuss or seek advocacy and support for mistreatment due to their actual or perceived sex, gender identity, gender expression, or sexual orientation.

Cameron Miyamoto  
Queen Lili‘uokalani Center for Student Services 211  
2600 Campus Road  
Honolulu, HI 96822  
(808) 956-9250  
email: lgbts@hawaii.edu  
http://manoa.hawaii.edu/lgbt/

**Office of Gender Equity**
The Office of Gender Equity offers direct services to victims and survivors of sexual harassment and sexual assaults. Brief descriptions of services offered are available here.

Jenna Friedman  
Queen Lili‘uokalani Center for Student Services 210  
2600 Campus Road  
Honolulu, HI 96822  
(808) 956-9499  
email: geneq@hawaii.edu  
www.manoa.hawaii.edu/genderequity
Prevention, Awareness, and Understanding (PAU) Violence Program
Prevention, Awareness, and Understanding (PAU) Violence Program exists to inspire, educate, and empower students and campus communities to build safe living-learning environments, end interpersonal violence, and encourage holistic well-being in ways that are supportive, collaborative, student-centered, and strengths-based. PAU Violence Program staff provides direct services to all University of Hawai‘i at Mānoa students including crisis response, safety planning, academic support, and referrals to campus and community resources.

Jennifer Barnett
Leslie Cabingabang
Queen Lili‘uokalani Center for Student Services 211
2600 Campus Road
Honolulu, HI 96822
(808) 956-8059
uhmpau@hawaii.edu

Student Parents At Mānoa (SPAM)
Student Parents At Mānoa (SPAM) seeks to increase the visibility of and resources for student parents at UH Mānoa as they pursue education while parenting. SPAM staff provide advocacy, support, and referrals for pregnant and parenting students to help them succeed in their educational goals.

Teresa Bill
2600 Campus Road
Queen Lili‘uokalani Center for Student Services 211
Honolulu, HI 96822
(808) 956-8059
gotkids@hawaii.edu
http://manoa.hawaii.edu/studentparents/

Counseling and Student Development Center (CSDC)
The Counseling and Student Development Center (CSDC) offers support to UHM students, staff, and faculty to assist with personal, academic, and career concerns. All services are confidential and most are free of charge for Mānoa students. They also offer free consultation to faculty and staff on personal and student-related issues as well. CSDC office hours are from 8:00 a.m. to 4:30 p.m., Monday through Friday. They also offer immediate walk in appointments for urgent or emergency/crisis services during their regular daily hours.

Queen Lili‘uokalani Center for Student Services 312
2600 Campus Road
Honolulu, HI 96822
(808) 956-7927
uhmcsdc@hawaii.edu
www.manoa.hawaii.edu/counseling

University Health Services Mānoa (UHSM)
The University Health Services Mānoa (UHSM) is staffed by physicians, nurse clinicians, nurses, and other support staff, and offers a wide range of medical services and programs to UH Mānoa students, with many of the services also available to UH Mānoa faculty and staff and students from other UH campuses. Services include general medical care on a walk-in basis; women’s health, sports medicine, psychiatry, and dermatology clinics by appointment; pharmacy and clinical laboratory; and student training, employment and volunteer opportunities.

1710 East West Road
Honolulu, Hawaii 96822
(808) 956-8965
www.hawaii.edu/shs/

If you wish to REPORT an incident of sex discrimination or gender-based violence including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence or stalking as well as receive information and support, contact:

Dee Uwono
Director and Title IX Coordinator
Hawai‘i Hall 124
2500 Campus Road
Honolulu, HI 96822
As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University’s Title IX resources and the University’s Policy, Interim EP 1.204, go to: http://www.manoa.hawaii.edu/titleix/

(Updated August 2016)