**Required Items**

1. Course Syllabus (for teaching programs only)
2. Narrative of Student Monitoring and Experiential Learning Plan that Incorporates Study Abroad SLOs (for students not enrolled in your course or for non-teaching programs)
3. Personal Statement
4. Professional Enrichment Statement
5. LOR
6. Teaching Evaluations
7. CV
8. Student Recruitment Plan
9. Application Form
1. Course Syllabus

• Mandatory to have carefully thought-out SLOs in syllabus
• Complete, clear and concise syllabus

To get points
• Consider focus courses (W/O/E)
• Tailor course content to Study Abroad site
• Consider “lower level” courses (with little to no pre-requisites)
2. Narrative of Student Monitoring and Experiential Learning Plan

- Present monitoring and mentorship plan required for student success
- Relate plan to SLOs
- Propose activity or excursion relevant to course/SLOs in experiential learning plan
3. Personal Statement

• Integrate academic and experiential components
• Highlight skills, abilities, and knowledge that would make you an effective RD
4. Professional Enrichment Statement

• Elaborate on how RD experience will enrich you as a UH faculty

To get points

• Demonstrate professional connection to local university/museum/gallery/theater/etc.
• Include invitation letter/email
• Show how site is relevant to your research/endeavor
5. LOR

- Provide LOR guidelines to chair
- Ask chair if:
  1. (S)he is in favor of you serving as RD
  2. Colleagues/adjunct will cover your courses
  3. There is sufficient funds to cover salary/adjunct
- Talk to dean:
  1. If 2. and/or 3. above are/is problematic
  2. To find out if (s)he is in favor of you serving as RD
6. Teaching Evaluation Summary

- Provide only **last 4 consecutive semesters** (avoid padding)
- Highlight student comments that show your rapport with students

### Teaching Evaluation

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My teacher in this class makes me feel that s/he really cares about me.</td>
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<tr>
<td>2. My teacher really tries to understand how students feel about things.</td>
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<td>3. Students in this class treat the teacher with respect.</td>
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<td>4. Our class stays busy and doesn’t waste time.</td>
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<td>5. My teacher has several good ways to explain each topic that we cover in this class.</td>
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<tr>
<td>6. My teacher explains difficult things clearly.</td>
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<tr>
<td>7. In this class, we learn a lot almost every day.</td>
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<td>8. In this class, we learn to correct our mistakes.</td>
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<tr>
<td>10. I like the way the class is organized.</td>
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</tbody>
</table>

**RAGE**
7. CV

- Include only relevant information and avoid padding
- Include date of hire at UH, degrees, dates of degrees, list of publications and co-authors who were/are students, awards (especially teaching awards – evidence of teaching ability and good student rapport)
- Highlight publications with students, number of graduate students advised to completion
8. Student Recruitment Plan

- Coordinate with College based Study Abroad Advisers
  - Vanessa Chong: Social Sciences
  - Max Lee: Natural Sciences
  - Greg Harris: AH/LLL
- Past Resident Directors & Council Members
- Volunteer to serve at Study Abroad fair
- Visit relevant UHM classes
- Email blast to relevant students
- Posters
Other Strategies

• Be aware of application deadlines (fall)
• Start application process early
  1. Strong enrichment plan requires lead time
  2. Relating experiential learning to Study Abroad SLOs requires thought/planning
  3. Time consuming to pull teaching evaluations together for independent summary
• Seek past RD/council member input on application
Time Commitment

Once appointed there is time commitment

- 2 hours of promotional meeting with the Director and the Study Abroad Advisers
- Promotional class visits - 5 min presentations each leading to application teaching - as many as possible.
- 2 one-hour each information meetings together with the Advisers
Time Commitment Contd.

- 50-60 applications to review
- 2 hours of risk management training with the Study Abroad Director
- 12 hours of pre-departure and cross-cultural orientation/training with the students
- ½ an hour of wrap-up meeting with the director
MY RESIDENT DIRECTOR EXPERIENCE

Teaching and Researching Around the World
UHM SAC
23 September 2020
My Background

- Linda Oshita, Associate Specialist, Special Education Department, College of Education

- Resident Director (RD) experience:
  - Summer Intensive Program, Kobe, Japan (2018)
  - Year-in-Japan Program (YiJ), Kobe, Japan (AY 2019-2020)

- Two teenagers
  - Accompanied me to Kobe last year
  - Attended international school while in Japan
My YiJ RD Duties

- **Advise** international students – UHM, mainland US universities, and universities in France, Germany, Canada, the U.K.

- **Teach** one class per semester
  - *Fall 2019:* Portrayal of Individuals with Disabilities in Japanese Popular Culture
  - *Spring 2020:* Barrier Free Japan

- **Research**
  - Barrier free design in Japan
  - Community support and education for people with disabilities
  - Supporting international students with disabilities on study abroad programs

- **Administrative duties**
  - Writing program reports (mid-year, year-end)
  - Tasks related to the YiJ program (e.g., scholarship review, development of selection criteria, handbook)
Benefits of Being an RD

- Incredible professional development opportunity
  - Design and teach courses for YiJ
  - Advising from a more holistic perspective
  - Time and opportunity to pursue my research interests

- Establish connections and collaborations with colleagues in Japan
  - Recreational activities for people with disabilities
  - Education and employment training for children & adults with disabilities
  - Support services with Japan Rail (JR)
  - Guest lecturers in my spring seminar
Pandemic and Spring 2020

■ Challenges
  – The Unknown
  – Derailed the second half of my spring class and spring collaborations

■ What Worked
  – Clear, ongoing communication and support from UHM SAC
  – Full support of Konan University KIEC
  – Rapport and trust built with students
  – Japan’s management of the first wave

■ Would I do it again?
  – ABSOLUTELY, POSITIVELY, WITHOUT A DOUBT - YES!!!!
Thank you for listening!