

# 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



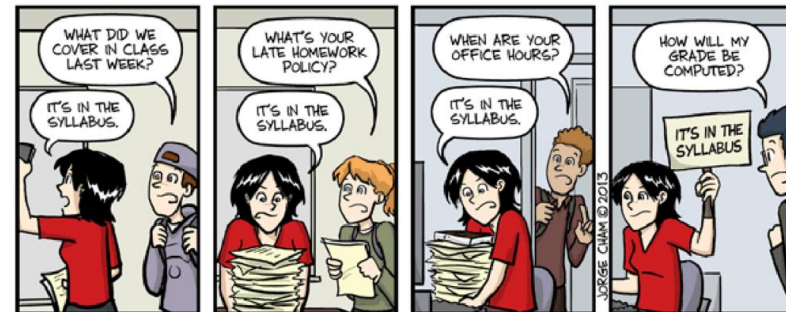
# 1. Course Syllabus

- Mandatory to have carefully thought-out SLOs in syllabus

- Complete, clear and concise syllabus

To get  points

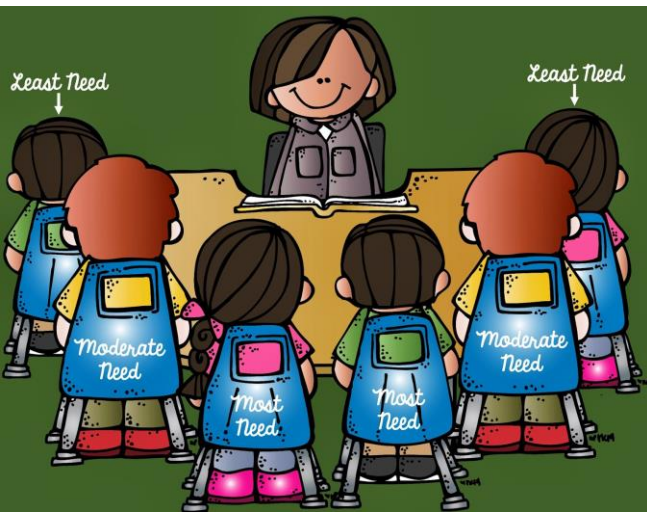
- Consider focus courses (W/O/E)
- Tailor course content to Study Abroad site
- Consider “lower level” courses (with little to no pre-requisites)



**IT'S IN THE SYLLABUS**

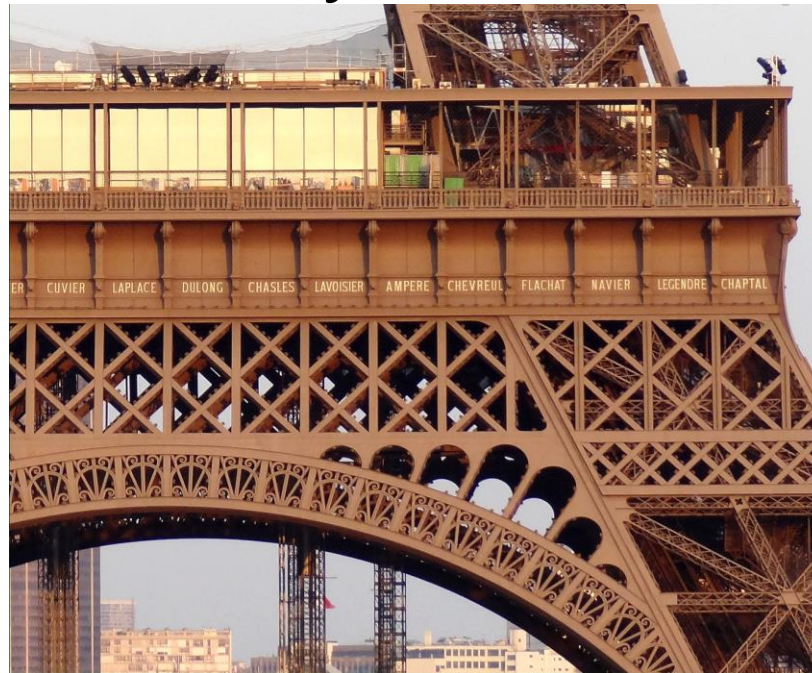
## 2. Narrative of Student Monitoring and Experiential Learning Plan

- 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

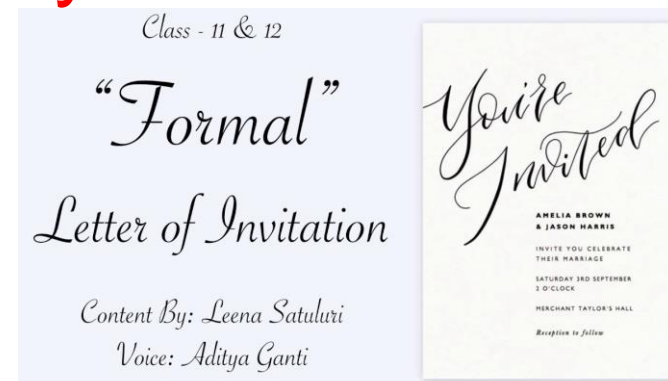


# 4. Professional Enrichment Statement

- 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

	Strongly agree	Agree	Disagree	Strongly disagree
1. My teacher in this class makes me feel that s/he really cares about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My teacher really tries to understand how students feel about things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students in this class treat the teacher with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Our class stays busy and doesn't waste time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My teacher has several good ways to explain each topic that we cover in this class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My teacher explains difficult things clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. In this class, we learn a lot almost every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. In this class, we learn to correct our mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My teacher makes lessons interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. All of the things I have learned in this class will be useful to me in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**RAVE**

# 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



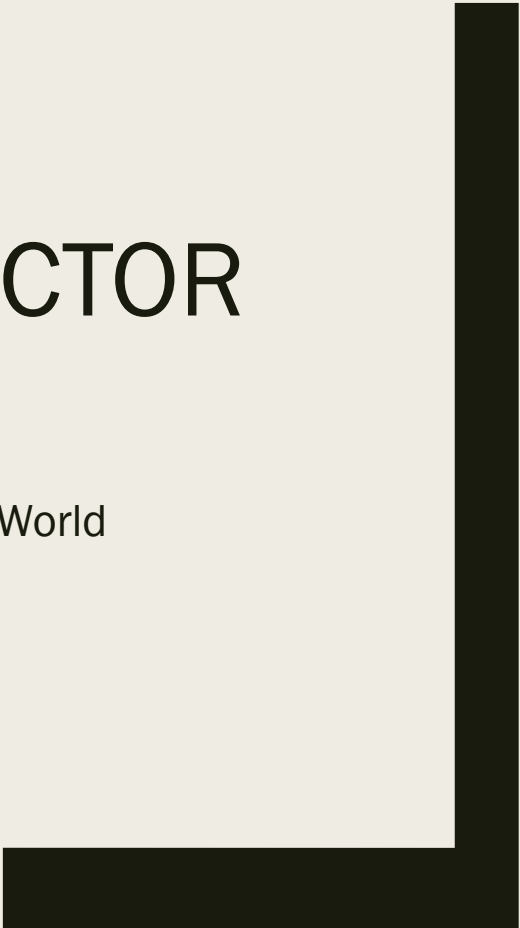


# MY RESIDENT DIRECTOR EXPERIENCE

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!!!!*

















Mr. Suzuki (Vice President of Students)  
Mr. Kuki (Chief of Students)  
Mr. Takeuchi (General Staff)  
Kazuma

Thank you for listening!