



Section 3 - Job Preparation and Training

Resident Director survey respondents were asked a series of questions to gauge their level of preparation for various circumstances for which they may be responsible or held accountable. Responses were collected on the Likert Scale of (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

Figures presented below illustrate responses to the statement *'I feel that I am adequately prepared to effectively deal with the following matters'*. Responses have been categorized and grouped into the figures based on the percent of responses that were 'Strongly Agree'. Note that the number of respondents to each question varies, and likely indicates the varied responsibilities of individual Resident Directors (e.g. some may not hold responsibility for Curriculum Planning, for example).

Figure 3.1 shows statements with which less than 35% of Resident Directors indicated that they Strongly Agree they are prepared to deal. These are issues with which the study abroad sector needs to take immediate action for the success, safety, and professionalism of the sector. Significant issues in this category include dealing with GDPR, Critical Mental Health Issues, Local Employment and HR Issues, First Aid, and Occupational Health and Safety.

Figure 3.2 shows statements with which between 35 and 50% of Resident Directors indicated that they Strongly Agree they are prepared to deal. Overall these are matters with which Resident Directors may feel less confident in having the training or support to manage effectively, and include such key matters as Title IX, Workplace Self Care, Legal oversight of the Program, and Diversity, Equity and Inclusion issues. As with the matters shown in Figure 3.1 there is a range of responses, but with these issues there are more Resident Directors feeling prepared, as compared to Figure 3.1. These are issues with which the study abroad sector likely needs to take action to ensure adequate preparedness of their onsite staff.

Figure 3.3, in which greater than 50% of respondents indicated they Strongly Agree with the statement, represents matters with which the majority of Resident Directors feel competent and well-prepared. These are matters to which likely little additional attention needs to be paid by the sector as a whole. However, for all responses there were a number of Resident Directors indicating that they were not well prepared to handle an

important issue, which suggests that individual programs/institutions would do well to review these categories with their onsite directors and provide support and training opportunities where needed. Some notable matters in this section include strong overall preparation to deal with Academic Matters, Emergency Response, Non-Critical Mental Health, and the Effective Management of Staff.

Raw data for Figures 3.1 - 3.3 are presented as Table 3.1.

**I feel that I am adequately prepared to effectively deal with the following matters:
Less Than 35% of Respondents Strongly Agree**

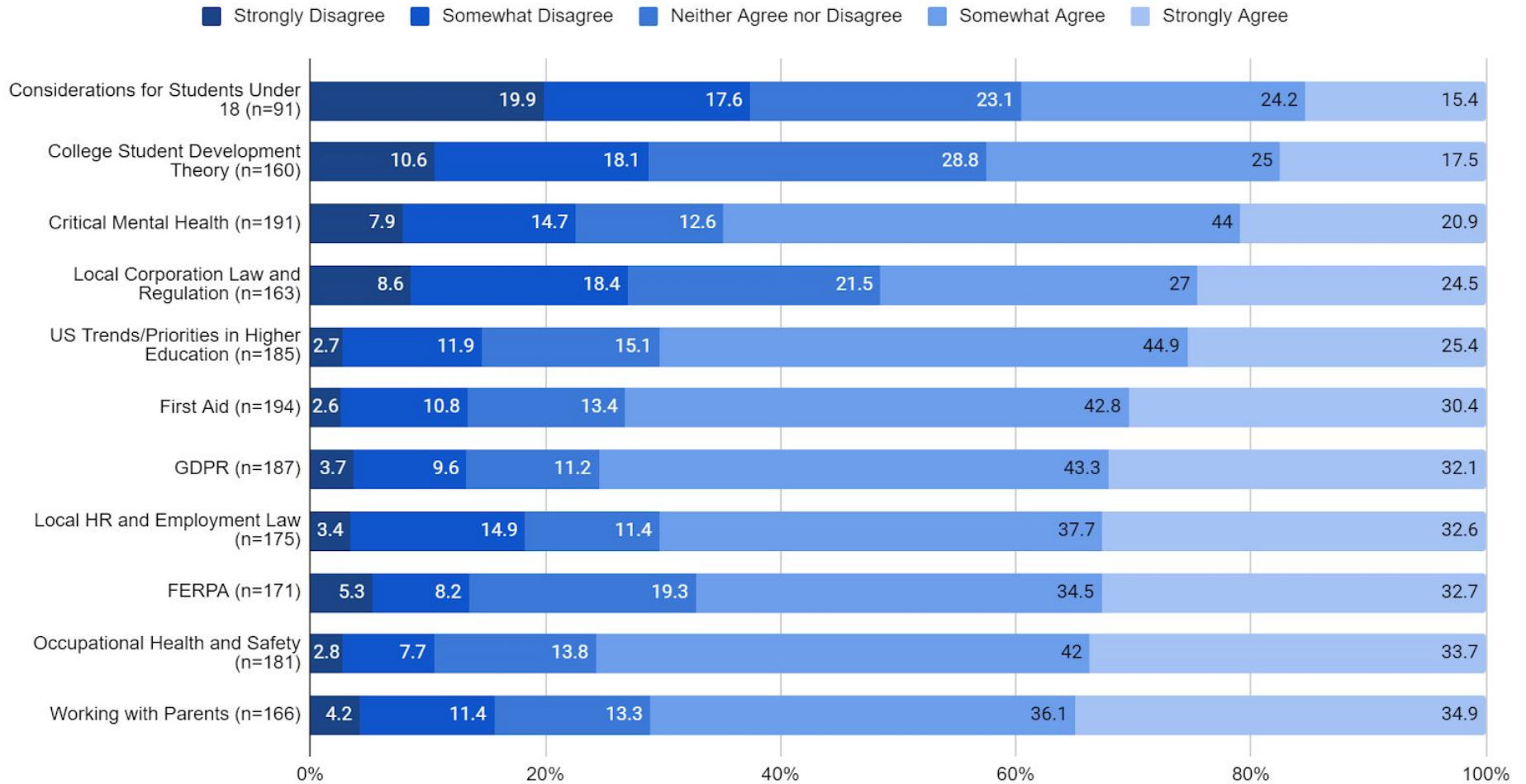


Figure 3.1. Matters with which <35% of Resident Directors strongly agree they are prepared to deal.

**I feel that I am adequately prepared to effectively deal with the following matters:
Between 35 - 50% of Respondents Strongly Agree**

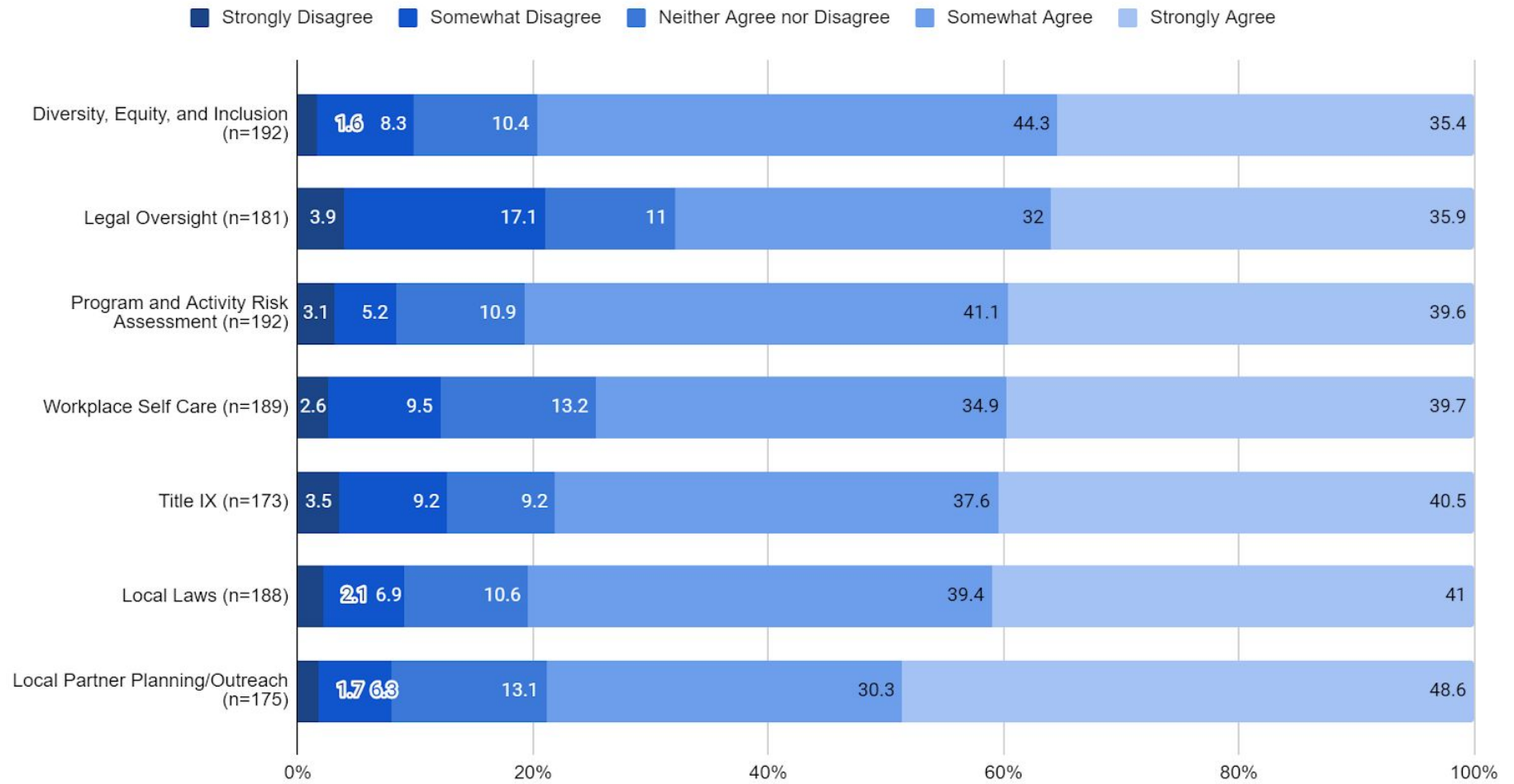


Figure 3.2. Matters with which between 35-50% of Resident Directors strongly agree they are prepared to deal

I feel that I am adequately prepared to effectively deal with the following matters: More Than 50% of Respondents Strongly Agree

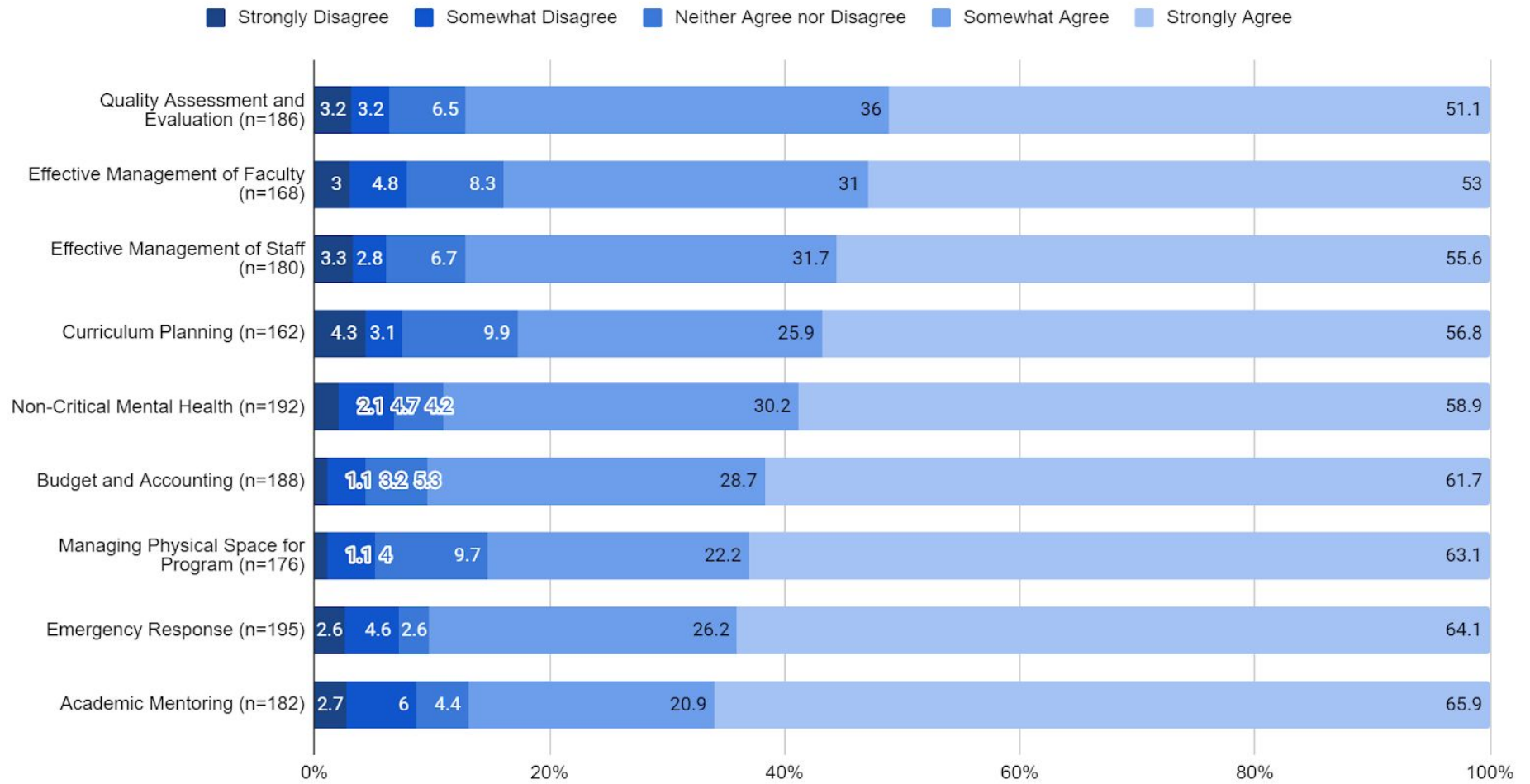


Figure 3.3. Matters with which >50% of Resident Directors strongly agree they are prepared to deal.

Table 3.1. Matters with which Resident Directors feel they are prepared to deal (% respondents).

I feel that I am adequately prepared to effectively deal with the following matters;	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
Considerations for Students Under 18 (n=91)	19.9	17.6	23.1	24.2	15.4
College Student Development Theory (n=160)	10.6	18.1	28.8	25.0	17.5
Critical Mental Health (n=191)	7.9	14.7	12.6	44.0	20.9
Local Corporation Law and Regulation (n=163)	8.6	18.4	21.5	27.0	24.5
US Trends/Priorities in Higher Education (n=185)	2.7	11.9	15.1	44.9	25.4
First Aid (n=194)	2.6	10.8	13.4	42.8	30.4
GDPR (n=187)	3.7	9.6	11.2	43.3	32.1
Local HR and Employment Law (n=175)	3.4	14.9	11.4	37.7	32.6
FERPA (n=171)	5.3	8.2	19.3	34.5	32.7
Occupational Health and Safety (n=181)	2.8	7.7	13.8	42.0	33.7
Working with Parents (n=166)	4.2	11.4	13.3	36.1	34.9
Diversity, Equity, and Inclusion (n=192)	1.6	8.3	10.4	44.3	35.4
Legal Oversight (n=181)	3.9	17.1	11.0	32.0	35.9
Program and Activity Risk Assessment (n=192)	3.1	5.2	10.9	41.1	39.6
Workplace Self Care (n=189)	2.6	9.5	13.2	34.9	39.7
Title IX (n=173)	3.5	9.2	9.2	37.6	40.5
Local Laws (n=188)	2.1	6.9	10.6	39.4	41.0
Local Partner Planning/Outreach (n=175)	1.7	6.3	13.1	30.3	48.6
Quality Assessment and Evaluation (n=186)	3.2	3.2	6.5	36.0	51.1
Effective Management of Faculty (n=168)	3.0	4.8	8.3	31.0	53.0

Effective Management of Staff (n=180)	3.3	2.8	6.7	31.7	55.6
Curriculum Planning (n=162)	4.3	3.1	9.9	25.9	56.8
Non-Critical Mental Health (n=192)	2.1	4.7	4.2	30.2	58.9
Budget and Accounting (n=188)	1.1	3.2	5.3	28.7	61.7
Managing Physical Space for Program (n=176)	1.1	4.0	9.7	22.2	63.1
Emergency Response (n=195)	2.6	4.6	2.6	26.2	64.1
Academic Mentoring (n=182)	2.7	6.0	4.4	20.9	65.9