

Learning Abroad



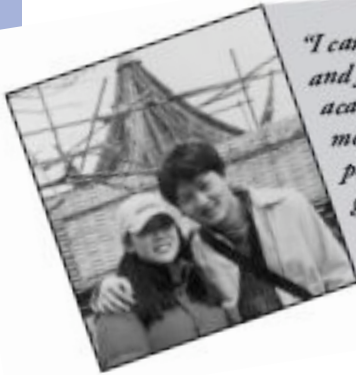
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- Marlana, Italy 2002



"There aren't many Asian students in Mexico, so I was excited to explain that I'm from the US and from the Hmong culture. It is great because even as I learned so much about Mexico and the Spanish language, I am much more in touch with my Hmong culture."

- Maixee, Mexico 2003



"I came back from China changed, and for the better. I am more focused academically, more independent, and more appreciative of what I have. My parents are proud of me, and they're glad I'm so happy."

- Bob, China 2003



"I approached the decision to study abroad and how to finance it in the same manner as I did college. When it comes right down to it, they are both a valuable part of who I am now and have both played an important roll in attaining the career I have now."

- Suyapa, Ecuador 1996



Study Abroad: One Approach to Educating Students of Color

National Conference on Race & Ethnicity In
American Higher Education

June 2005


Presenters

General College
University of Minnesota

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Nationally, 10% of the students who study abroad are students of color.

Presentation Overview

- Study Abroad Curriculum Integration
 - System-wide
- Multicultural Study Abroad Group (MSAG)
 - System-wide
- Office of Multicultural and Academic Affairs (OMAA)
 - System-wide
- Multicultural Center for Academic Excellence (MCAE)
 - Campus/University (Twin Cities)
- General College Learning Abroad Initiative (GCLAI)

Curriculum Integration

- The leadership of the University of Minnesota placed priority on providing international perspectives as part of the undergraduate experience.
- A Bush Foundation grant was obtained to increase student participation in study abroad programs and internationalize the curriculum across all four U of M campuses.
- The aim was to incorporate international perspectives and content into the fabric of the institution.

<http://www.umabroad.umn.edu/ci/>

Formation of the Multicultural Study Abroad Group (MSAG)

- During the September 2001 Freshman/Sophomore Advising retreat for the University's Bush grant, interest emerged regarding the participation of students of color in study abroad programs.
- Advisors noted that students of color face particular barriers to study abroad.
- Initial members included representatives from numerous system wide University units.

The Multicultural Study Abroad Group (MSAG)

Mission Statement

The Multicultural Study Abroad Group (MSAG) is made up of University of Minnesota professionals who actively support the University's goal of increasing the numbers of students of color who study abroad by: working to overcome barriers, promoting the benefits of study abroad, and providing resources that address the needs of students of color.

<http://www.umabroad.umn.edu/ci/groups/msag/>

Process

- Initial correspondence by email
- Identified Issues, Concerns, Barriers of Students of Color to Study Abroad:
 - Financial Concerns
 - Family Considerations
 - Fear
 - Cultural Barriers & Concerns
 - Academic Concerns
 - Marketing of SA programs/recruitment
- Meetings 4 x per year

Working Groups

- Web and Written Materials
- Data Collection and Information Gathering
- Programs and Outreach
- Scholarships/Financing

Outcomes

- Data Collection emphasized
- Website
- Multicultural Study Abroad Brochure
- Family Friendly programs
- Programs with a Multicultural Focus
- Study Abroad presented to students of color early in college career
- Concerns raised about finances for Study Abroad
- Sharing of Resources and Expertise



You as a Culturally Diverse Person

Your Fantasy Study Abroad

- What would you study?
- Where would you study abroad?
- What would you learn outside the classroom?
- Where and with whom would you live?



What barriers exist for
students of color at
your institution?

The 5 F's

- Fit
- Faculty and Advisor Support
- Finances
- Fear
- Family and Friends

What do we mean by barriers?

- Real and perceived
- Those common to all students
- Those unique to students of color
- Cultural twists to common barriers

How did we discover barriers?

- Academic Research: Asian Americans and Study Abroad
- Focus Groups
- Diversity Issues Survey
- Outreach Activities
- Student Experience (feedback)

Diversity Issues Survey

Korean- Adoptee, female, studied in S. Korea:

Being a female in an Asian country has less benefits than in the US. Although women's rights are becoming more of an issue, women are still being treated as secondary. Not knowing the language and being Korean was often frustrating. Some of the older people just didn't understand why I wouldn't know my own language.

Hispanic-American, female, studied in Kenya:

Gender is a big issue- it is a very patriarchal society and my position and role as a female was frustrating to deal with. That was very hard to deal with but my darker skin helped me gain a bit of acceptance sometimes.

Asian, female, studied in Vietnam:

1) want to explore where I grew up, 2) want to know more about Vietnam literatures, 3) want to study traditional medicine

Diversity Issues Survey

Asian/Indian-American , studied in Denmark:

My status as a minority, physical appearance, and ethnicity greatly affected my experience in Denmark. This is a culture that contains racist and culturally inconsiderate TV programs that would never be aired in the US. There are also subtleties in the way you are treated by other Danes. They have a different view and respect for other minorities.

Colombian-American, female, studied in India:

By looking Indian, I blended much more easily. This made me feel safer and made me seem less intrusive.

Black-African, male, studied in Jordan:

I was part of a minority group. Being a part of a minority group in Jordan does not matter that much. The problem I had was with my fellow white American students. They looked at me as a member of a minority group and not Jordanians.

Challenges to determining barriers

- Triple AAA: Apathy, Apprehension, Awareness
- Data Collection
- Knowing Your Limits
- Communication with Colleagues
- Study Abroad Office Culture: Educate ourselves to go beyond the obvious

Brochure

"How **BIG** IS
YOUR WORLD?"

For more information, contact the
study abroad office on your campus:

UM Twin Cities
Learning Abroad Center
230 Haller Hall
271 19th Avenue South
Minneapolis, MN 55455
612.626.9000
888.700.UICFM
UMabroad@umn.edu
www.UMabroad.umn.edu

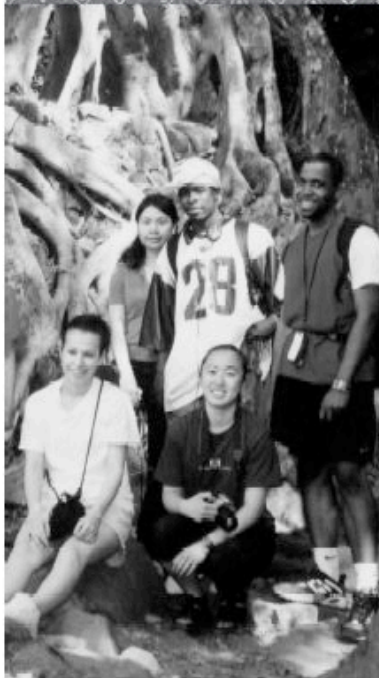
UM Duluth
International Education Office
110 Cira Hall
1123 University Drive
Duluth, MN 55812
218.726.8764
877.755.4200
intl@d.umn.edu
www.d.umn.edu/ieo

UM Morris
Center for International
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231 Community Services Bldg
Morris, MN 56267
320.589.6464
vanspek@morris.umn.edu
www.mor.umn.edu/corp/abroad

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9 Hill Hall
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www.cro.umn.edu/people/services/
studyabroad/

UNIVERSITY OF MINNESOTA
Twin Cities • Duluth • Morris • Crookston

MULTICULTURAL STUDENTS STUDY ABROAD



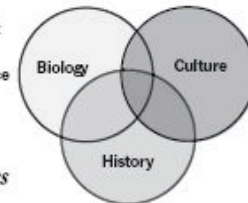
EXPAND YOUR WORLD :::

EXPLORE YOUR IDENTITY :::

Our identities are formed by our *biology*, our *history* and our *culture*.

Study abroad helps you examine your own identity by allowing you to view yourself through the mirror of other cultures.

Each location has unique historical circumstances that impact *interactions* between cultural groups. Many multicultural students find value in the experience of exploring their *identity* by interacting within a new historical and cultural *context*.



Study abroad opens a *world of opportunities* to students from diverse backgrounds. Whether you are interested in exploring your identity through your heritage, experiencing a third culture, or gaining professional and *academic experience* in your major, study abroad makes your world bigger.

Now, while you are a student at the University of Minnesota, you have the time and support you need to fit this unique, *rewarding* experience into your life.



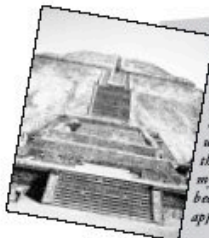
"I came back from China changed,
and for the better. I am more focused
academically, more independent, and
more appreciative of what I have. My
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- Bob, China 2003

Brochure

LEARNING ABOUT YOUR HERITAGE

Some students look for a program in their family's region of origin. This experience can be very fulfilling; it often challenges students to redefine their identity as an American and gives them the opportunity to explore their own cultural background.



"Looking at the different pyramids gave me a sense of history. I am both Native and Mexican, and I felt connected to this place. It was like I could envision the past. I thought to myself 'my people have been here.' I have a deep appreciation for being here."

- Graciela, Mexico 2002

EXPERIENCE A THIRD CULTURE

Multicultural students often bring a distinct understanding of cultural difference to a study abroad. They experience the mainstream of US culture and the US educational system while living with a non-mainstream cultural identity. Students may choose to use study abroad to enter a third culture. Students who enter the third cultural context often begin to see and understand the cultural dynamics that make up their own identity in new and powerful ways. This is a tangible educational benefit that allows students to grow and mature and gain insights into all sorts of inter-ethnic relationships.



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- Maixue, Mexico 2003

HOW WILL YOU BE PERCEIVED?

Will you be seen and see yourself as an American when you are abroad? Will your ethnic, religious, gender, or sexual identity be more pronounced based on this experience? The answers are different for each student and each experience. Multicultural students can face real challenges when studying abroad, and some students face uncomfortable stereotypes.

Sometimes students feel isolated as they explore their identity. There can be times when it is difficult to find someone with whom to share the feelings and experiences that are distinctly related to ethnicity. Making friends and connections within the host culture can provide cultural interpreters to help you learn about the cultural and historical context that gives rise to stereotypes. However you choose to face these challenges, each one will give you the opportunity to grow and learn.



"Study abroad helped me define who I am and appreciate what I have. Having some people think I was a prostitute because of the color of my skin was unlike any form of prejudice I have ever experienced. In the long run it was OK to have to deal with this challenge. Being able to step outside of all I've ever known was so healthy that I feel like I understand myself and my culture much better."

- Marianna, Italy 2002

Many students have filled out diversity issues surveys regarding study abroad. Find out how students face real challenges abroad that help them learn and grow. Ask for survey responses in the study abroad office on your campus.

YOU CAN AFFORD TO STUDY ABROAD

If you plan ahead, do your research, and take advantage of all the financial resources, study abroad can be very affordable. The following chart shows all the different components that go into a complete cost comparison. As this example illustrates, comparing your tuition to a study abroad program cost is not an accurate comparison, since room and board is usually included in the cost of a study abroad program.

| Sample Cost For: | Resident Undergraduate | Study Abroad Program |
|--------------------|------------------------|----------------------|
| Tuition and Fees | \$8482 | \$12,920 |
| Books and Supplies | \$730 | \$240 |
| Room and Board | \$6614 | \$250 |
| Transportation | \$100 | \$950 |
| Personal/ Misc | \$1642 | \$2400 |
| Total | \$17,568 | \$16,740 |

Not every study abroad program is cheaper than studying on your home campus, but if you compare all of your costs you will find that study abroad can be very competitive.



"I approached the decision to study abroad and how to finance it in the same manner as I did college. When it comes right down to it, they are both a valuable part of who I am now and have both played an important role in attaining the career I have now."

- Susapa, Ecuador 1996

The University of Minnesota offers \$300,000 of study abroad scholarships annually, including scholarships geared toward increasing diversity in study abroad programs. Some study abroad programs offer full-ride scholarships. Come talk to a study abroad adviser; we'd like to help you explore the options.

YOUR SUPPORT NETWORK ABROAD

Leaving your friends and family in order to cross the globe for an international educational experience can be a big decision. We encourage you to carefully select the right program for you. Study abroad programs vary in the amount of support they provide. They range from programs for very independent students who study as regular undergraduates in a host-country university to programs limited to University of Minnesota students with lots of built-in activities and support. There are many options in between.



"You think that if you go, you're putting your life on hold, but it's more of 'traveling a different path.' Everybody there has the same fears, so once you talk with them you build a relationship that almost substitutes for your support at home."

- Bob, China 2003

SUPPORT AT HOME

Some students are hesitant to pursue study abroad because of family responsibilities or commitments to friends or partners. As you talk with a study abroad adviser about this decision; talk with your family and the important people in your life. Get your support network involved and excited about the opportunity, too. The study abroad office on your campus provides information for parents. Your study abroad adviser is willing to speak with parents, so make an appointment to bring them into the office with you.

"Study Abroad was a transforming educational experience for my daughters. They were challenged by the circumstances overseas to draw upon internal resources they would never have realized were there all along. Because of their study abroad experience, they became much wiser at intentionally tapping into those resources for the rest of their lives."

- Juan, parent of Anna and Katie

Advising Principles: Students of Color and Study Abroad

- Caution about using general categories
- Be willing to make mistakes & learn from them
- Students appreciate your efforts
- Get to know different student populations on your campus
- Use what you know about barriers to engage students in the selection process
- Why do they want to go?

Impact Around Campus



Office for Multicultural and Academic Affairs (OMAA)

- Offers academic support to help students succeed in the classroom, and leadership and cultural opportunities to help students succeed outside the classroom. Ensures that students reach their full potential at the University of Minnesota
- Staff Knowledge of Study Abroad Increasing
- Learning Abroad liaison to Multicultural Affairs
- Development of Short-Term Study Abroad Programs
- SEAM classroom presentations

General College

- One of eight freshman admitting colleges
- 16% of incoming Twin Cities freshman class
- Total enrollment fall 2004: 1829 students
- 875 were new first-year students

- Significant student of color enrollment
 - 48% are students of color
 - 21.5% African American
 - 2.2% American Indian/Native American
 - 19.9% Asian/Pacific Islander
 - 4.6% Chicano/Latino

General College

- College advisers & faculty study abroad knowledge is improving
 - 6 advisers participated in site visits to improve understanding
 - 12 faculty and staff involved in CI retreats
 - Several faculty are directly involved in learning abroad initiatives
- Culture shift among advisers & faculty
 - Advisers are promoting study abroad
 - Faculty are promoting in classrooms

General College Study Abroad Initiative

- Purpose: To promote and support GC learning abroad experiences
- Why?
 - U of M set goal of 50% of students learning abroad
 - Studies show early planning of LA translates into actually going abroad
 - Students that study abroad obtain skills that will serve them well the rest of their lives

General College Study Abroad Initiative

- Who?
 - Faculty
 - Advisers
 - Administrative/Support Staff
 - Development Office Staff
 - LAC liaison
 - OMAA liaison
 - Others as need for expertise arises

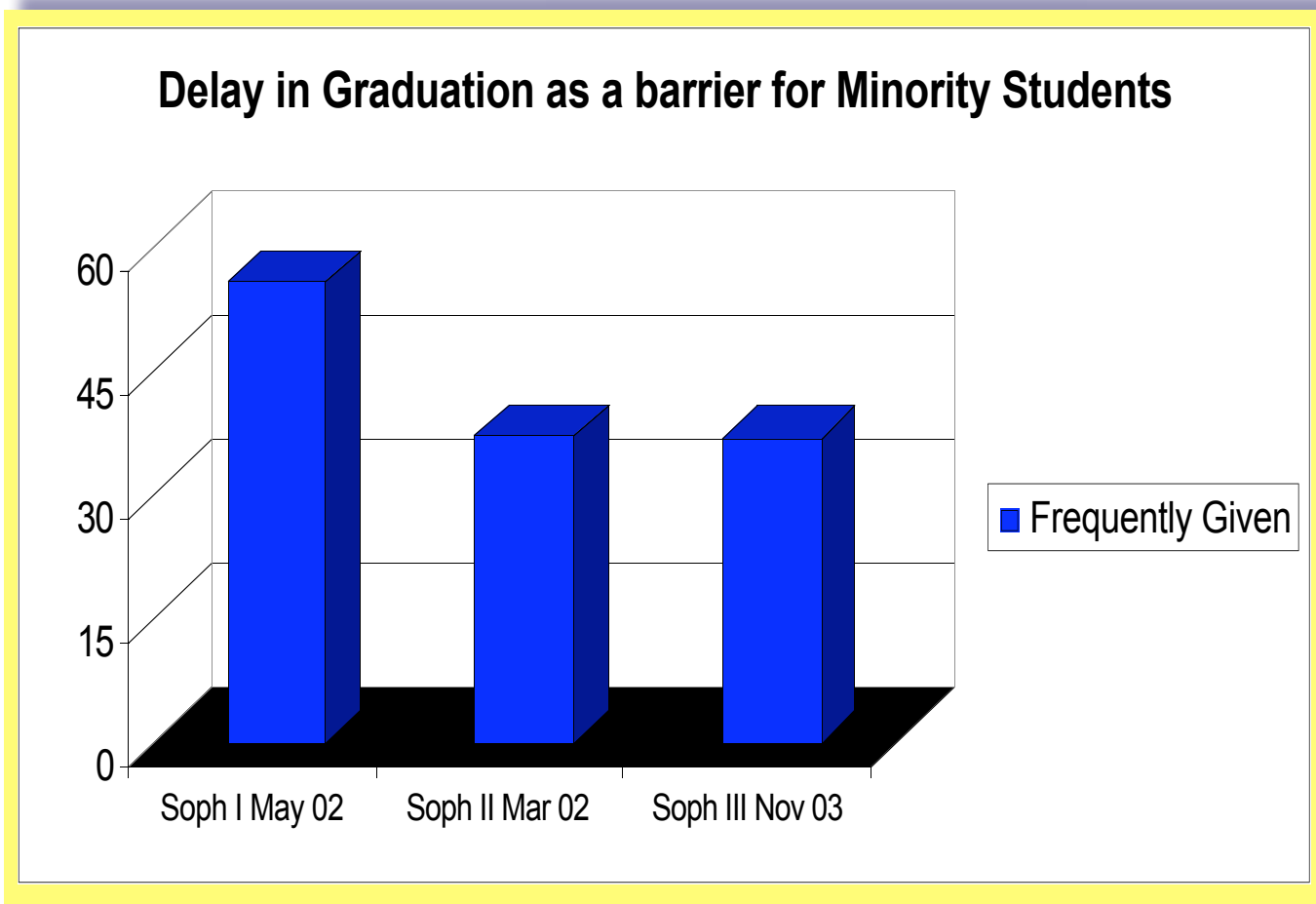
General College Study Abroad Initiative

- What?
 - Promotional events fall 2004 and spring 2005
 - Creation of scholarships for LA
 - LAC 1st Step meetings in GC
 - Faculty promote LA in classrooms, some faculty sponsor/teach LA sessions, other faculty are trying to develop LA sessions
 - On-going LA presentations for faculty and staff

Reality of Our Work



Campus Wide Impacts



Campus Wide Impacts

Undergraduates (Twin Cities Campus)

| | 1997-98 | 1998-99 | 1999-2000 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---------|---------|-----------|---------|---------|---------|---------|
| Total UMTC <i>undergraduates</i> studying abroad | 779 | 715 | 990 | 1065 | 1040 | 1159 | 1339 |
| As % of total undergrad enrollment | 3.2% | 2.8% | 3.7% | 4.2% | 3.85% | 4.12% | 4.66% |

Campus Wide Impacts

Race/Ethnicity (Twin Cities Campus)

| | 1997-98 | 1998-99 | 1999-2000 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|--|------------|-----------|-----------|------------|-----------|------------|------------|
| American Indian/Alaskan | 0 | 1 | 3 | 0 | 5 | 1 | 9 |
| Asian American or Pacific Islander | 69 | 42 | 43 | 50 | 53 | 48 | 101 |
| African American | 12 | 8 | 16 | 13 | 12 | 14 | 23 |
| Chicano/Latino | 17 | 21 | 18 | 21 | 17 | 16 | 19 |
| White, non-Hispanic | 655 | 528 | 797 | | | | |
| Multiracial | 7 | 19 | 18 | 28 | 10 | 27 | 60 |
| Not Noted | 20 | 151 | 145 | | 400 | 166 | 206 |
| Foreign National | | | 18 | | | | |
| Total Undergrad Students of Color to Study Abroad | <u>105</u> | <u>91</u> | <u>98</u> | <u>112</u> | <u>97</u> | <u>106</u> | <u>212</u> |

Campus Wide Impacts

- Since 1997-1998, on the Twin Cities Campus, the number of students of color studying abroad has almost **tripled**.
- During 2004-2005, **295** undergraduate students of color studied abroad.
- More students of color are applying for scholarships

Impacts at General College

- Increase in amount of interest by students
 - Increased questions to advisers
 - Increased attendance at first step meetings in both locations
 - 84 students attended panel discussions during 2004-2005
- Scholarship funds have been awarded
 - \$15,000 per year







What would you like to see
happen at your institution?

What would it take to make
it happen?