“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.”

- Mariana, 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.”

- Maikee, 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 role 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

Lizette Bartholdi  barth028@umn.edu
Rudy Hernandez  r-hern@umn.edu
Jeannie Stumne  stumn001@umn.edu
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)
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) 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
MULTICULTURAL STUDENTS
STUDY ABROAD

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

UM Twin Cities
Learning Abroad Center
205 Dinkytown Hall
2171 12th Ave. S.
Minneapolis, MN 55455
612.624.1094
612.624.1000
umtca@umn.edu
www.umn外贸.cn

UM Duluth
International Education Office
110 Two Harbors
1121 Lake Avenue
Duluth, MN 55812
715.231.7153
608.772.4030
umdtca@duluth.umn.edu
www.umn在外租赁.cn

UM Morris
Center for International Program
223 Cowles Service Bldg.
Morris, MN 56267
320.589.6414
morrisca@morris.umn.edu
www.morris.umn.edu

UNiversity of Minnesota
Twin Cities • Duluth • Morris • Crookston

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 I appreciate what I have. My parents are proud of me, and they're glad I'm so happy."

- Bob Chiu 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 reconcile their identity as an American and gives them the opportunity to explore their own cultural background.

Will you be seen and see yourself as an American like you are about? 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 face real challenges when studying abroad, and some students have unrealized stereotypes.

Someday students feel isolated as they explore their identity. These can be intense when you try to find someone with whom to share the feelings and experiences that are distinctly related to identity. Making friends and connections within the host culture can provide cultural insights to help you learn about the cultural and historical context that gives rise to stereotypes. vaccine. However, you also have to face these challenges, and each one will give you the opportunity to grow and learn.

How Will You Be Perceived?

You may be seen and see yourself as an American like you are about. 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 face real challenges when studying abroad, and some students have unrealized stereotypes.

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You Can Afford to Study Abroad

If you plan ahead, do your research, track expenses, develop a budget, and cut back on dispensed cost, your options expand. The following chart shows how much it will cost you to study abroad and how much it will cost your student. It is important to review the chart above and understand how much it will cost you to study abroad.

<table>
<thead>
<tr>
<th>Item</th>
<th>Domestic Double</th>
<th>Study Abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$10,000</td>
<td>$12,000</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$700</td>
<td>$750</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$16,516</td>
<td>$17,050</td>
</tr>
<tr>
<td>Transportation</td>
<td>$800</td>
<td>$850</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$1,600</td>
<td>$1,900</td>
</tr>
<tr>
<td>Total</td>
<td>$20,916</td>
<td>$22,600</td>
</tr>
</tbody>
</table>

You can afford to study abroad and help others do the same by donating to the study abroad program. Your donation will help students afford to study abroad and make a difference in the lives of others.

Experience a Third Culture

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

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

Support at Home

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

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 fellowships and scholarships. Come talk to a study abroad advisor, we’d love to help you explore the options.

You Are Not Alone

You are not alone. A growing number of students are choosing to study abroad. This experience can be very fulfilling. It often challenges students to reconcile their identity as an American and gives them the opportunity to explore their own cultural background.

Support Network Abroad

Leaving your friends and family in order to cross the globe for an international education can be quite an adjustment. The study abroad office on your campus provides information for parents. Your study abroad advisor is willing to speak with parents, so make an appointment and bring them into the office with you.
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
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

Delay in Graduation as a barrier for Minority Students

- Soph I May 02
- Soph II Mar 02
- Soph III Nov 03

Frequently Given
## Campus Wide Impacts

### Undergraduates (Twin Cities Campus)

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total UMTC undergraduates studying abroad</td>
<td>779</td>
<td>715</td>
<td>990</td>
<td>1065</td>
<td>1040</td>
<td>1159</td>
<td>1339</td>
</tr>
<tr>
<td>As % of total undergrad enrollment</td>
<td>3.2%</td>
<td>2.8%</td>
<td>3.7%</td>
<td>4.2%</td>
<td>3.85%</td>
<td>4.12%</td>
<td>4.66%</td>
</tr>
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</table>
## Campus Wide Impacts

### Race/Ethnicity (Twin Cities Campus)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Asian American or Pacific Islander</td>
<td>69</td>
<td>42</td>
<td>43</td>
<td>50</td>
<td>53</td>
<td>48</td>
<td>101</td>
</tr>
<tr>
<td>African American</td>
<td>12</td>
<td>8</td>
<td>16</td>
<td>13</td>
<td>12</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>Chicano/Latino</td>
<td>17</td>
<td>21</td>
<td>18</td>
<td>21</td>
<td>17</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>655</td>
<td>528</td>
<td>797</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiracial</td>
<td>7</td>
<td>19</td>
<td>18</td>
<td>28</td>
<td>10</td>
<td>27</td>
<td>60</td>
</tr>
<tr>
<td>Not Noted</td>
<td>20</td>
<td>151</td>
<td>145</td>
<td>400</td>
<td>166</td>
<td>106</td>
<td>206</td>
</tr>
<tr>
<td>Foreign National</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Undergrad Students of Color to Study Abroad</td>
<td><strong>105</strong></td>
<td><strong>91</strong></td>
<td><strong>98</strong></td>
<td><strong>112</strong></td>
<td><strong>97</strong></td>
<td><strong>106</strong></td>
<td><strong>212</strong></td>
</tr>
</tbody>
</table>
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?