Outcomes & Goals for Training Session
- Provide a better understanding of the issues and concerns that may impede first-generation and multicultural students from studying abroad.
- Provide knowledge regarding how to talk to students about academic and financial planning.
- Expand the comfort level of students, faculty and staff in discussing multicultural issues related to study abroad.
- Offer practical strategies for encouraging students to study abroad.
- Development of an action plan to integrate training concepts into practice.

1). Multicultural Study Abroad Group (MSAG) Overview
- Formation and membership of the group.
- Mission
- Outcomes achieved

2.) Academic Planning (staying on track for graduation)
- Students can take courses to meet a variety of requirements (e.g. for their major, minor, Lib Eds, second language requirement).
- Consider program type (e.g. length, when is the best time to go).
- Encourage students to talk with faculty or department advisor early in their planning process.
- Use orientation to encourage early planning.
- Advertising—have materials visible and available to show support and spark conversations.
- Get to know the staff in the study abroad office on your campus for referrals.
- Undecided students still have many opportunities (e.g. liberal education requirements, second language, and electives).
- Utilize planning resources such as major planning sheets, interest advising sheets, etc.

2.) Financial Planning
- Discuss study abroad early and encourage financial planning.
- Remind students that financial aid and scholarships can be used to pay for study abroad.
- Encourage students to apply early so they are eligible for more scholarships.
  - Talk about what makes a strong essay.
  - University of Minnesota Study Abroad Diversity scholarship.
• Make sure to check with your college offices.
• Encourage students to have conversations with family regarding ways they can work together to save money.
• Discuss the spectrum of costs in programs (cost of programs varying).
• Discuss cost comparison with students.
  o Study abroad costs vs. in/out state tuition costs.
  o Package of costs may include more than just tuition (e.g. Room and board).
  o Cost of travel and experiences will never be this cheap!
  o Experience is worth the cost—could benefit career down the road.

3.) Workload for advisors
• Integrate study abroad into regular advising appointments and contacts with students don’t view it as something extra.
• Talking with students about study abroad makes work interesting and fun, especially after they come back and share their experiences!
• It is not important to know about all of the specifics of each program or site, instead; know how to make good referrals.

4.) How to encourage study abroad
• Be Proactive!
  o Don’t wait for the student to ask.
  o Mention study abroad during advising appointments or during class.
  o Have materials visible and available in your office (e.g. MSAG brochure).
  o Regularly send out e-mails regarding programs, first-step meetings etc.

• Different types of programs offer different levels of support depending on student’s comfort level.
  o May term, faculty led.
  o Programs with support centers.
  o Programs with home stays.
  o Immersed within local university versus classes with only other American students.

• To encourage study abroad, use examples of other students who have done it.
  o Student panels
  o Student profiles (Learning Abroad Center website)
  o Connecting with peers in Learning Abroad Center or students you know who have studied abroad.

• Help students consider how they talk to their family and friends about study abroad.
  o Benefits to education and personal development.
  o Normalizing study abroad (it is part of the college experience).
  o Increases marketability for careers and development of transferable skills (prestige attached).
  o Use heritage seeking aspect as a sell for parents.
Use multicultural study abroad brochure as conversation starter with parents.
Discuss level of support students will experience abroad (e.g. home stay).

5.) Identity Issues
• Consider the student's comfort interacting with difference.
  o Racial identity development can influence this (professional & student).
  o Faculty, staff and advisors should be aware of their own comfort level discussing these issues.
  o Racial identity development models

References:


• Fear
  o Advisors/faculty/staff are not in a position to eliminate a student’s fear, but can help students acknowledge fear and realize fear is a normal experience.

• Strategies
  o Encourage research to learn more about the host country (see below).
  o Framing it as a learning experience.
  o Have you thought about how you will be perceived?
    ▪ people will be looking at you from their worldview
  o Use examples if possible.

6.) Study Abroad Office as a Resource
• It is important to make a “good” referral (help students ask the right questions).
  o Have students consider writing specific questions before hand.
  o Encourage students to do research before appointments.
  o Encourage students to narrow their interests and goals.
  o Make personal referrals, if possible (get to know staff in the study abroad office on your campus).

• Diversity surveys
• Connecting with students who have been abroad
• Study abroad advisor referrals
• First-Step Meetings

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• Website
• Binders