



# STUDY ABROAD ADVISING FOR INTERNATIONAL STUDENTS

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## ABOUT THE GUIDE AND AUTHORS

This guide was produced by a subgroup of the 2020-2021 International & Exchange Student Services Diversity Abroad Global Education Task Force. The Task Force is a collection of global education and diversity professionals who provide critical guidance and support to Diversity Abroad initiatives. This toolkit is primarily for study abroad advisors working with international students who are interested in studying abroad; however, international student offices, academic advisors, and other student affairs professionals who support international students may also find it helpful.

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## Introduction

While there are plenty of resources available for international students studying in the United States or domestic students studying abroad, resources geared specifically towards international students pursuing study abroad are lacking. This document aims to fill this gap in advising resources. We cannot overlook the unique needs and considerations of this particular population, and they should be intentionally integrated into advisor-facing and student-facing digital and print materials. By the same token, the language we use in speaking about all facets of the study abroad experience should be more inclusive as the U.S. citizen lens tends to be the default.

This toolkit is primarily for study abroad advisors working with international students who are interested in studying abroad; however, international student offices, academic advisors, and other student affairs professionals who support international students may also find it helpful. This overview summarizes the six phases of the study abroad continuum: promotion, exploration, application, pre-departure, abroad, and re-entry. In each section, important topics for consideration have been highlighted, including immigration, identity development, and inclusive language practices. The checklists at the end of the document flag important considerations and action items for students and advisors that align with each phase of the study abroad experience.

## **PROMOTION**

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During the promotion phase educators and advisors provide information on study abroad opportunities and recruit study abroad participants. The following are some topics to consider:

### **Study Abroad Benefits for International Students**

- Students learn about U.S. culture through another cultural lens
- Students learn more about themselves and their identity through participation in a third culture
- Students develop their identity as a global citizen as they explore and navigate three (or more) cultures
- Students may be interested in being perceived as a U.S. cultural ambassador to host country peers, perhaps an experience they had not anticipated when planning their studies in the US
- Students feel more connected to U.S. culture since they may be considered a “U.S.” student while abroad
- Students have an opportunity to highlight their own culture and identity in an environment beyond the U.S. campus.
- Students expand their career opportunities and marketability in their home country and the US

### **Immigration and Citizenship Status**

Make sure wording is inclusive of all citizenship and immigration statuses:

- Visas holders (i.e., F-1, J-1)
- Non-U.S. citizens
- Non-U.S. citizens with permanent residency

## Recruiting and Presentation Materials

- Materials should use inclusive language such as “students studying in the U.S. who would like to study abroad” and focus on the international student perspective rather than being exclusively US-centric
- Consider spotlighting international students who have studied abroad and the skills they gained
- Explain how course credit earned abroad will apply towards the degree
- Advise students on visa requirements for their destination and remind students that their timeline might differ and be lengthier from that of their peers when it comes to visas and other pre-departure steps
- Consider a specific section in all campus orientation materials addressing non-U.S. citizens, especially if you have a large international student population

## Special Resources

- International students may feel like study abroad is “not for them” if they do not have the proper advisors—make sure students know who they can turn to as a resource
- Partner with other offices that advise international students and work with them to make sure students have familiar advisors with whom to discuss options.
- Utilize international student returnees as peer advisors to support prospective students as a group or one-on-one

## Outreach Channels

- English language centers
- Foreign language centers
- Faculty & courses that attract international students or are specifically created for them
- Orientations specifically designed or required for international students
- Offices & student organizations that engage with international students and can promote study abroad opportunities



# EXPLORATION

During the exploration phase international students discover opportunities and delve deeper into identifying the best fit for their study abroad goals. When advising international students at this stage, here are some key things to keep in mind.

## Special Considerations for International Students

- **Identity:** International students may have begun exploring many facets of their identity within the context of the United States. In this phase, they may need to start considering local realities in their prospective host locations, specifically relating to identity dynamics within the host country (for example, levels of acceptance for LGBTQI+ communities, people of color, people from different religious backgrounds, abilities, etc.). A reflective question to pose to students might include: Are there any potential challenges or benefits I may experience based on my social identity or identities? Advisors can also direct students to the [Destination Guides](#) on DiversityAbroad.com to research potential host locations further.
- **Visas/Immigration:**
  - » What is your organization's policy and ability to advise students on visa and immigration issues? If you are unable to provide that support, consider if there are others within your organization that can or if the student will be responsible for doing this research on their own.
    - » Do you have resources that you can point them to to get them started? Some students may want to consult with experts on any questions they have regarding their ability to leave the US before they get any further in the process.
  - » As an advisor, it is important not to make any assumptions about a student's current immigration status. That said, there are some things that you may need to consider and make sure the student is aware of:
    - » Consider whether your organization or institution has any policies regarding whether an international student is permitted to study abroad in their home country, or a country where they hold citizenship.
    - » They may need a visa, but this is not always the case (for example, international students from the EU may be able to study in other EU locations). Other students may need to consult an expert on whether studying outside of the US is even an option for them based on their current situation.

## Program Offerings

- Advisors should ensure that students understand what programs are available to them through your institution.
- If there are different program types, it should be clear what level and type of support is offered with each. For instance, visa support, housing, built-in programming to help explore identity, etc. are services that some study abroad providers include in their programs. On the other hand, exchange programs may be less likely to offer this type of support.
- Students should also have a clear understanding of all other program requirements, including language of instruction and any other expectations. Similarly, information about procedures around credit transfer and enrollment should be available to all students.
- **Financial considerations:**
  - » If a student is currently receiving funding from a sponsor or other external source, they should confirm whether or not this can be applied to a study abroad program.
  - » Many of the most well-known study abroad scholarships have “U.S. citizenship” as an application requirement. Advisors should be aware of this when sharing information about scholarships and funding opportunities, and consider whether there are alternate resources they can share.
- **Connecting with returnees:** Connecting international students with other international students who have studied abroad in the past can make studying abroad seem more tangible. While you can emphasize that students’ experience may vary significantly from their own, connecting students to returnees in similar situations can assist in that peer-to-peer knowledge sharing and trust building of this experience.



# APPLICATION

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During the application phase students may be completing applications for the host university or program and/or completing steps required by the home school. They could be managing multiple sets of timelines and deadlines. To facilitate this stage of the process, consider the following recommendations.

## **Map Out the Application Process**

Give students an overview of the timeline for application and all related next steps. Where possible and for continuity, it could be helpful to assign students to an advisor who can support them throughout the entire study abroad process.

## **Home School Application Considerations**

Program applications may require a mix of forms from various home school officials. Clarify for students which offices they may need to engage with in order to complete their application(s). Encourage students to request letters of recommendation and/or academic evaluation forms from instructors as soon as possible.

## **Program Application Considerations**

Remind students that programs with rolling admissions review applications in the order they are received and popular programs fill fast. In such cases, it is advisable to apply early.

## **Finances**

Connect students with any institutional and external funding sources for which they qualify. Where relevant, suggest opportunities for students to earn additional money (not tied to program/tuition cost) for incidentals and unexpected costs.

## Travel Considerations

- **Passport validity:** Remind students to confirm the validity of their passport and research the requisite number of blank passport pages needed for entry in the host country.
- **Visa application:** Urge students to review visa application requirements for the host country so that they are prepared to initiate the application process as soon as they gain admission to the study abroad program. Requirements could vary based on citizenship.
- **Visa status:** Direct students to an international student advisor at your institution to understand the steps for maintaining U.S. student visa status while abroad and any implications study abroad might have in planning for CPT or OPT. Only the advisor/ advisors in your international student office are qualified to advise students on visa and immigration requirements.
- F-1 students will need to be sure they check their F-1 visa stamp, passport expiration date, and I-20 travel signature date before departing the US. Students will likely need a new travel signature before leaving campus for a study abroad program.
- Students should consult their campus' immigration and visa advisor to consider any implications study abroad might have for CPT or OPT.
- **Undocumented students & domestic opportunities:** To be inclusive of students who are presently unable to travel outside of the United States, consider what **domestic opportunities** are available through your institution that might take undocumented students to other parts of the region or country for:
  - » Academic study
  - » Internship
  - » Research
  - » Public service
  - » Extracurricular activities

# PRE-DEPARTURE

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During the pre-departure phase, students and advisors are completing all of the administrative steps required by the institution and/or study abroad program to ensure a successful transition abroad. Advisors should make sure all resources and presentation materials use inclusive language. When reviewing language ask yourself these questions: Is your pre-departure information written through a U.S. lens? Does all the information provided apply for international students as well?

Here are some topics to consider during the pre-departure stage:

## Visa & Immigration

Your study abroad office may not advise on visas and immigration; however, it is important to provide all students with baseline information.

Make sure all your resources have appropriate language for students traveling with a U.S. passport and non-U.S. passport.

- If your pre-departure resources mention U.S. student visa requirements, they should also state the requirements for non-U.S. students.
- Reminder: The website for the U.S. Department of State only provides information for U.S. citizens.

International students should be aware that they need to consult the international student office at their institution regarding their U.S. visa and how they can maintain their U.S. visa status while abroad.

## Health & Safety

The health and safety of students is very important and information specific to international students should be included. Pay particular attention to:

- **Health insurance:** Students should be aware that international health insurance covers them everywhere **except** their home country. Therefore, it is important for them to maintain health insurance in their home country.
- **Safety:** Remember that international students cannot register with the U.S. consulate while abroad. Instead, international students should register with the consulate that corresponds to the passport on which they are traveling

## Communication with Families and Friends

International students at U.S. universities are already studying abroad, but it is always important to remind students about having a communication plan with their family and friends while abroad. The following are some communication tips for students:

- **Time zone:** Remind students to be mindful of which time zone they will be in and the time difference relative to where friends and family are located.
- **Communication plan:** Before traveling students should make a communication plan with their family and friends and explain that they might not be accessible at all times. Remind the students that they are the ones having this amazing experience while their families and friends will be left home.
- **Cell phone usage abroad:** Point out how cell phone usage abroad may differ from the US.

# WHILE ABROAD

After the multiple phases of planning and exploration prior to departure, the moment international students arrive in their host country is one of the most critical. Advisors need to provide additional support to international students while they are still orienting to the new environment and adjusting to the new study abroad experience. International students may also need additional help locating local resources. This could be provided through formalized and periodic check-ins with the students throughout the program.

## Unique Considerations While Studying Abroad:

### Visa/Immigration Issues:

International students studying abroad may have additional concerns about how to keep their visa while in a host country. Do not assume they are completely unfamiliar with the process, given the students may have lived already in another country, but do provide clear step-by-step information about the upcoming appointments a student may have at a local government office that handles immigration matters.

- Maintaining F-1 Visa:
  - » Students must be sure they keep their immigration documents safe during the study abroad phase.
    - » A lost passport and subsequent loss of an F-1 visa stamp will require a student to reapply for these items.
  - » Living and studying in a country other than your home country may complicate passport and visa applications.
    - » Students must ensure they are meeting all the requirements to continue to be a full-time, active student in good academic standing at the home institution during the study abroad program.
    - » Students must continue to read and monitor all emails from the home school's international student office to ensure they are aware of changing immigration regulations and guidance.
    - » The international student office will be able to advise a student about documentation they will require in order to [return to the US](#) after their study abroad program ends.

#### ■ Renewing F-1 Visa Stamp Abroad:

- » Students are responsible for being familiar with all expiration dates related to their F-1 status (Form I-20, F-1 visa stamp expiration date, and passport expiration date).
- » If a student's F-1 visa stamp will expire before they plan to return to the US, they will have to budget the additional time to secure a new visa stamp at a U.S. embassy or consulate abroad before returning to the US.
- » A student can apply for an F-1 visa stamp in a country other than their home country but must be aware of additional processing times or application checks when applying as a third-country national.
- » The F-1 visa stamp must be valid (at a minimum) for the date the student intends to arrive back in the US.

## Cultural Adjustments

### New institutional adjustment and academic expectations:

While in the US international students became familiar with the university departments, centers, and offices that provide services and resources to them. International students studying abroad now need to familiarize themselves with new reference points—offices and administrators that may be helpful during their study abroad experience. Moreover, advise students to keep open communication with the student support-related offices at the host university/local partner (if applicable) in order to inform them of their travel arrangements within and outside of the country. Not only it is good practice to maintain communication with the local university, but it may also turn out to be helpful to inform the local providers of their travels in case of emergency or in order to receive information that specifically concerns individuals with their nationality in a situation of emergency.

From an academic standpoint, the host university partner might have very different academic expectations than at American universities in the US. In fact, international students might have gotten used to a relatively high level of oversight compared to what other universities around the world expect. For instance, some universities might have a more student-driven learning process where there is less institutional oversight, fewer class assignments, and less access to faculty. The host university may expect students to take more initiative outside of the classroom to complete their coursework.

### Culture shock:

- Even if the host country students are studying in may not be drastically different from their home culture, some international students may still need to expect a bit of an adjustment period. As international students accustomed to American cultural norms, they will now need to familiarize themselves with the actual day-to-day realities of the host country. Students may feel anxious from the language barrier or frustrated by the differences in technology, hygiene, social interactions, transportation, or any of the other things that impact their day-to-day life. It is important for advisors to remind students that this period of anxiety does not last forever and that eventually students will reach the adjustment stage. Students will ultimately get their footing and things will not seem so strange anymore.
- Family and friends' support: Remind students to connect with friends and support networks back in the US or in their home country in order to maintain their familiar reference points. Also remind students to communicate their whereabouts and travel plans to their families.

### Local context:

The locals' response to American students may vary depending on the historical ties between the US and the host country. In fact, American students studying abroad are often perceived through a [negative lens](#) such as being ignorant of the local norms or disrespectful of the host country. Moreover, the host country may have different perceptions and awareness of diversity, inclusion, and identity matters. While not only inclusion and diversity matters need to be contextualized in the history of the host country and therefore social identities may be interpreted differently, often identity and belonging issues may not be as widely and openly discussed. Since international students have likely gotten used to more openly discussing matters of inclusion and diversity on their U.S. college campuses, now they will need to learn what is considered 'acceptable' at the new study abroad location.

### Identity Considerations

- **Openness about social identities:** Depending on the country in which a student decides to study, certain social identities may be more or less acceptable within the public sphere. For example, practicing Muslims who choose to study abroad in a country where Islam is highly frowned upon may decide not to openly disclose this identity to students on the program or to local students. Students may develop a different sense of belonging as a result.
- **Identity ascribed to international students by local population:** International students are often used to being associated with their nationality in the US, which may often become their salient identity. While they are abroad they may be surprised by the [social identities ascribed to them](#). Social and intercultural dynamics in the student's host country may be



shaped by global or local media images, host country experiences with immigration, the aftermath of war or geopolitics, and/or religious norms, as well as exposure or lack thereof to different cultures. Thus international students may be associated with a specific group that they do not identify with. Although international students do not hold American citizenship, the local population may still perceive international students as ambassadors of American culture abroad, and therefore international students may be subject to the same misinformation and stereotypes. This perception may be at play in potentially every encounter between locals and international students.

- **Connection with locals:** To help international students transition into the new host country, you may want to also consider putting the students in touch with local communities such as identity-based organizations or specific resources (such as hair products for black students), based on their nationality, ethnicity, sexual orientation, race, etc.
- Here are some considerations and questions to engage in personal reflection:
  - » How do students navigate their intersectional identities while studying abroad?
  - » What identities are students looking to disclose? And how do their identities impact their specific experiences on the ground?
  - » How does the local culture perceive students studying at a U.S. institution and how does that impact your study abroad experience as an international student?

The more students learn about the local context, the better idea they will have of how they may be perceived in the host country and how their identities interact with the majority population of the place they are studying in. If they hold a “minority” identity, advise them to exercise caution and be mindful of how they may be perceived in public places. Moreover, they may decide to disclose (or not) a part of their identity with other students on the program. Encourage students to identify and develop trust with those who know them and are equally invested in their safety. Encourage students to reflect on these questions to connect more deeply with their experiences without assuming that all international students will have the same experience even if some of them may have the same citizenship. Before returning to the US also encourage them to start thinking about how they have changed while abroad and how their experience as an international student in the US will now be different. Have their salient identities changed over this period of time?

## Additional Considerations

- **Mental health implications:** For multiple reasons, including issues of discrimination and isolation, international students may feel overwhelmed by the many emotions they may experience while adjusting to a new social and cultural environment. Consider whether the student may need to be put in touch with a local counselor covered by their health insurance or with a university-sponsored counselor located in the US to sort through those emotions.
- **Language considerations:** For some international students, studying in another country may mean that they will need to learn a new language. If necessary, advise the student to seek additional language support and tutoring while studying abroad.
- **International students who are first-generation college students:** The intersection of being an international student and a first-generation college student may add some additional strains to the international student experience while studying abroad:
  - » Recommended excursions may produce financial insecurity and strain on international students
  - » A feeling of guilt for experiencing study abroad, due to not being able to provide financial support to family back in their home country

# RE-ENTRY

The re-entry phase includes the preparation for and physical return to the United States. Advisors will want to consider both typical re-entry advice they would give to all students as well as recognize some specific challenges for international students.

## Re-entry While Still Abroad

If you are advising an international student who is currently studying abroad and preparing to return to the United States, remember to discuss the following:

- **Reverse culture shock and coping strategies:** Students are likely to experience a mix of emotions about departing the host country and returning to the United States. Advisors should talk with students about what emotions to expect, including but not limited to: excitement (to see U.S. friends, return to the campus they 'know'), sadness (to say goodbye to new friends), anxiety (about re-immersing themselves in the U.S. culture and campus, what happened while they were abroad). Students also may have developed new beliefs and opinions or explored new identities while abroad that their U.S. friends or friends/family from back home may not understand. While U.S. students are often going home to family, be mindful that international students are not necessarily returning 'home.' Instead, they are likely returning to their U.S. host institution. While there are likely friends in the US who will welcome them back and be interested in hearing about their experience, unlike domestic students, international students are not returning to the environment/culture that is most familiar to them. This 'extra' group of friends and/or family will be asking about their experience and possibly making judgements, etc.
- **Considering comparisons between home and host cultures:** Advisors can encourage international students to think about how what they experienced abroad compares to both their previous experience in the United States as well as their home country. Some questions you may want to discuss with students include:
  - » How did the study abroad experience compare to what you thought it was going to be like and what actually occurred?
  - » Did you see any similarities in your study abroad experience and your experience in the United States?
  - » What did you learn about your home culture or the U.S. culture as a result of your study abroad experience?
  - » Are there 1 or 2 stories from your study abroad experience that you want to share with either your family and friends back home or those in the United States?
  - » Think about a new experience you had while abroad: how do you think your family/friends back home would react? What about your friends/classmates in the US?

- **Plan to say goodbyes to new friends:** There are so many things to do when students are preparing to return to the US, but they should not forget to make a plan to say goodbye to new friends, collect contact information, etc. This will help provide closure and ease the transition.
- **Visa/immigration issues:** Being careful not to make any assumptions about the student's status, remind students to double check their immigration documents to ensure the U.S. visa is still valid and they have a travel signature (if required). Do they have a signature on their I-20/DS-2019 or other document required for re-entry to the United States? Do they have an unexpired, multiple-entry U.S. visa stamp?

## Re-entry Upon Return to the United States

- **Readjusting to life in the US:** How long an international student was in the United States before going abroad may impact the adjustment process upon return. Unlike American students for whom most of the cultural traditions and social norms in the US are second nature, for international students they may have to remember or re-learn 'culturally appropriate' behavior when going back to the US. Strategies to recommend to international students who are readjusting to life in the US include:
  - » Rest and reflect on their experience. This will help students figure out what they learned about themselves, others, the United States, and their home country
  - » Students should acknowledge all feelings but try to stay busy and not self-isolate.
  - » Make an effort to re-connect with friends and family and re-join activities they previously enjoyed in the US
  - » Attend re-entry programming offered by your institution/organization
  - » Complete self-reflection activities (either independently or as part of re-entry orientation). [Small Planet Studio](#) and [Melibee Global](#) are just a couple of sources for examples
  - » Communicate with the study abroad and/or international student office to connect with others from the country where they studied abroad and help advocate for other international students to go abroad
  - » Connect with student groups
- **Meeting with the international student office:** International students should be encouraged to meet with the international student office upon their return to the United States (if applicable). Depending on their visa status, students may need to verify their course registration, obtain authorization for U.S. employment, and ensure they are otherwise 'in status.'
- **Advising international students on talking about their study abroad experience with friends and family:**
  - » Students who have been abroad often report that when they return home, friends/family may not be as interested in hearing about every detail of their experience. Encourage

international students to choose a few stories that were especially exciting rather than sharing their entire experience.

- » As another outlet for sharing their study abroad experience, suggest collaborating with the study abroad office to mentor other students interested in studying abroad in the same country/region or with the international student office to do a presentation for other international students interested in studying abroad.

### **Incorporating Students' Study Abroad Experience Into Academic and Career Plans**

As with domestic students, international students may find that their interests changed as a result of their study abroad experience. They may want to know about resources to explore other majors and career paths and should be encouraged to meet with the career center.

For international students a change in major can have implications on their visa status and there may be restrictions on how long they have to complete a degree program. Financial aid may also be limited to their current degree program. Students should discuss their plans with their international student advisor.

# CONCLUSION

The following checklists highlight important considerations and action items for students and advisors that align with each phase of the study abroad experience.

## Student Checklist

### Promotion

- ☐ Start looking at visa requirements as soon as possible.
- ☐ Reach out to international students who have studied abroad at your destination before.

### Exploration

- ☐ Begin considering immigration needs and consulting expert advice if necessary.
- ☐ Compare program options, including financial considerations.
- ☐ Consider the social, cultural, and/or political climate in your prospective host location. What potential challenges or benefits might you experience based on your social identity or identities?
- ☐ Reach out to other international students on your campus who have studied abroad to learn about their experience. Your study abroad or international students office may be able to help connect you!

### Application

- ☐ Meet with a study abroad advisor to understand the timeline for application and all related next steps in the process.
- ☐ Complete all relevant study abroad program application steps for the home school and host program or institution.
- ☐ Where relevant, connect with your study abroad and/or financial aid office to exhaust all opportunities for need-based and/or merit-based funding.
- ☐ Confirm the validity of your passport and research the requisite number of blank passport pages needed for entry in your host country.
- ☐ Research the visa requirements for the host country, and where applicable, be prepared to initiate the application process as soon as you have been admitted to the study abroad program.
- ☐ Consult with an international student advisor at your institution to understand the steps for maintaining your U.S. student visa status while abroad and any implications study abroad might have in planning for CPT or OPT.

## Abroad

- ☐ Register with your home country's consulate: it is always advisable to register with the consulate of your citizenship so that the local consulate could provide you with appropriate resources in situations of emergency.
- ☐ (If applicable) Keep your immigration documents safe and keep track of the steps to complete the process of acquiring a student visa in the host country.
- ☐ Take time to understand how your identities may be impacting your study abroad experience on the ground. Identify the level of comfort.
- ☐ Identify your support network.
- ☐ Familiarize yourself with the local identity-based resources (organizations, clubs, including university groups).
- ☐ (If necessary) Connect with either a local counselor or a university-provided one.
- ☐ (If applicable) Keep your host program informed of your whereabouts.
- ☐ Periodically check in with your academic and or study abroad advisor back home.

## Preparing for/Upon Return to US

- ☐ Check U.S. Immigration documents: contact the international student office at your U.S. institution for guidance as needed.
- ☐ (If applicable) Meet with the international student office: ensure you are registered appropriately for the next semester, have required employment authorization in advance, and any other requirements specific to your visa status and individual circumstances.
- ☐ Meet with the career center, your academic advisor, etc.: If some of your future plans changed as a result of your study abroad experience, contact these offices to discuss further. Also remember to discuss with your international student advisor before making any changes as they it could impact your visa/immigration/financial aid status.



## Study Abroad Advisor Checklist

### Promotion

- ☐ Review all orientation materials to ensure they are inclusive to international students and aren't using language only specific to U.S. citizens.
- ☐ Identify key resources and advisors that international students may be able to utilize throughout the process.

### Exploration

- ☐ Understand your organization's policies on immigration advising and have a list of resources that you can share with the student if you are unable to answer their questions.
- ☐ Ensure information about program features can be easily accessed, including language of instruction, level of support, budgets, and scholarships open to non-U.S. citizens.
- ☐ Make resources available to students so they can research potential challenges or benefits they might experience in different host locations based on their social identities.
- ☐ Connect students with other international students who previously studied abroad.

### Application

- ☐ **Map out the application process:** give students an overview of the timeline for application and all related next steps.
- ☐ **Home school application considerations:** clarify for students which offices they may need to engage with in order to complete their application(s).
- ☐ **Program application considerations:** remind students that programs with rolling admissions review applications in the order they are received and popular programs fill fast.
- ☐ **Finances:** connect students with any institutional and external funding sources for which they qualify.
- ☐ **Passport validity:** remind students to confirm the validity of their passport and research the requisite number of blank passport pages needed for entry in the host country.
- ☐ **Visa application:** urge students to review visa application requirements for the host country so that they are prepared to initiate the application process.
- ☐ **Visa status:** direct students to an international student advisor at your institution.

## Pre-Departure

- ☐ Make sure that pre-departure language is inclusive.
- ☐ Remind students about international health insurance coverage.
- ☐ Direct students to register with the consulate that corresponds to the passport on which they are traveling.

## Abroad

- ☐ Encourage your students to remain up to date with the steps necessary to maintain their visa status active while studying abroad.
- ☐ Encourage your international students to reflect on identity dynamics while abroad.
- ☐ Consider putting the students in touch with local communities with which they may share experiences based on their social identities.
- ☐ (If applicable) Remind students of the local points of references they may want to reach out to in regard to residential life, health resources, extracurricular activities, community service opportunities, and beyond at the host university.
- ☐ (If applicable) Collaborate with and maintain open communication with the host program administrators in order to be informed of outstanding issues to address.
- ☐ Formalize periodic check-ins and touch points with your appointed students.
- ☐ Clearly communicate the various ways in which students can report instances of racism, sexism, and any other forms of discrimination at the local university (if applicable) as well as at the student's home institution in the US.

## Re-Entry

- ☐ Review/Update re-entry orientation materials: incorporate ways the re-entry/re-acclimation process may be different for international students into re-entry orientation and advising materials.
- ☐ (If applicable) Verify immigration requirements: encourage international students to contact the international student office both before returning to the US and after arrival to verify immigration status.
- ☐ Connect students with the international student association and other student organizations to share their experiences and help encourage other international students to study abroad.
- ☐ Refer students to the career center and/or academic advisor if they have developed other professional interests as a result of their study abroad experience.
- ☐ Help students think about how their home and host cultures (US and study abroad location) compare to each other.

## RESOURCES

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