Making Study Abroad Sustainable through Identity-Based Preparation:
A Panel Discussion
Land Acknowledgment

We recognize that all of us at UWT learn, live, and work on or near the traditional homelands of the Coast Salish people and our campus is situated on the current and traditional land of the Puyallup Tribe. We also acknowledge the histories of dispossession and forced removal that have allowed for the growth and survival of this institution and nation, and that this land acknowledgement is one small step toward true allyship. We commit to uplifting the voices, experiences, and histories of the Indigenous people of this land and beyond.
Agenda

- Reflection activity
- Preparing students
- Preparing faculty
- Panel
- Q+A
What is identity?

Identity refers to our sense of who we are as individuals and as members of social groups.

Examples of Identity

- Race and Ethnicity
- Gender
- Sexual Orientation
- First Gen Status
- Citizenship
- Social Class
Identity Abroad

As we interact with people all over the world, their perceptions of our identity may be different than how you perceive yourself.

Discuss these questions:

• What is the dominant identity in your host country? Does it align with your identity?
• What kinds of stereotypes may be present about people from the US?
• How will people in your host country perceive your identity?
• What assets does your identity bring to your study abroad program?
Student Preparation

Identity-based programming:

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**Student Preparation**

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**Identity-based programming:**
Student Preparation

Pre-Departure Orientation Scenarios:

Scenario 1: You identify as white and gay, use they/them pronouns and generally feel inconspicuous in the United States. Italian people often ask you if you have a boyfriend and use she/her pronouns when referring to you. This does not meet your expectations and makes you angry and uncomfortable.

- What expectations do you think the student originally had?
- What kind of power does the student hold in this situation?
- What can they learn about themselves or their host culture from this situation?
- As an ally, how would you address this issue with faculty members or the rest of the group?

Scenario 2: You identify as Latinx. Since arriving in your host country, several people have asked you where you’re from. When you tell them you’re from the States, they don’t believe you. They keep asking “No, where are you really from?”

- Why do you think this is happening to the student?
- What stereotype do they believe about people from the States?
- What kind of power does the student hold in this situation?
- How would you deal with these comments?
Faculty Preparation

Proposal identity-based questions:

- How is your program relevant to the lived experiences, knowledge traditions, and assets of UW Tacoma students, including those from historically marginalized communities?

- Please describe opportunities that students will have to engage meaningfully with local communities in the host country. What opportunities will students have to learn about the lived experiences, knowledge traditions, and assets of marginalized and Indigenous communities in the host country?
Faculty Preparation

One identity-focused orientation

• How to create a brave space for discussion
• Unpacking Your Backpack reflection activity
• Scenarios
  ◦ An able-bodied student understands her privilege in Italy as she aids a classmate in a wheelchair
  ◦ A white student becomes aware of his racial identity for the first time in South Korea
• Tips for creating an inclusive environment:
  ◦ Project Implicit
  ◦ Remembering to engage with majority group members
• Creating reflection opportunities
Panel

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Next Steps

• Browse programs
• Meet with advisors (academic and financial aid)
• Stop by GWP 102 during walk-in advising hours
• Visit our UW Tacoma Study Abroad YouTube Channel
• Follow us on Instagram @UWTS Study Abroad