

The New Advisor Guidebook: Mastering the art of advising

Chapter 10a - Advising International Students

Reader Learning Outcomes

Readers will:

- Understand the reasons students pursue an education abroad.
- Learn about the impacts of internationalization on U.S universities and colleges.
- Gain strategies on how to best work with international students.

Assessment Strategies:

- Pre and Post evaluation: Did readers/participants understand some of the reasons students might pursue an education abroad? Did readers/participants learn about some of the impacts of internationalization on U.S. campuses? Etc.
- Questions such as: “How might I react to living in a place where communication is a constant struggle?” or “How might I internalize separation from family and friends for an extended period of time?” are good starting points for trainers to start a training session for advisors that focuses on working with international students.
- The “Aiming for Excellence” section are full of activities that trainers can suggest as post-training activities to a session. A survey or evaluation 3 or 6 months after the training session can serve as an assessment to see if participants were able to apply info gathered from training to working with students and if participants were able to follow through with suggested activities.

Aiming for Excellence discussion questions and activities

- Meet with an advisor in International Programs to learn about the populations coming to campus: the top sending countries, most popular majors, and extent to which web sites or other public offerings are translated for parents.
- Familiarize yourself with immigration processes, regulations, and documents.
- Attend any workshop or presentation about information on international students and their home cultures.
- Identify international student organizations on campus and participate in their cultural activities and events.
- Research top majors for international students on your campus to see if they offer resources designed to help international students; for example, do they train and select international peer mentors or offer writing assistance?
- Ask admissions and the registrar about the application of international transfer credits and any transfer agreements in place for specific countries and international universities.
- Take advantage of NACADA and other advising resources. Read *Academic Advising Today* and NACADA Clearinghouse articles on international students. Join the Global Engagement FaceBook page, and attend presentations on international students at regional and annual conferences.
- Ask international students about their experiences on campus. Specifically inquire about key events and situations: orientation, availability and accessibility of contact personnel in international programs, and level of connection on campus. Obtain their suggestions for improving their U.S. college experience. Share constructive feedback with those in a position to enact change