



diversityabroad

MEN & STUDY ABROAD III –

RECOMMENDATIONS

---

SHORT COURSE SERIES



# Introduction

---

Welcome to *Diversity Abroad's Short Course Series*. These 30-minutes e-learning opportunities are designed to provide professionals with insight and practical tools to support and advance inclusive excellence in global education.

Short courses are facilitated by experts in the field of diversity, inclusion, and international education. Each course includes a resource sheet of links and further information. For more information, please visit: [www.diversityabroad.org/shortcourses](http://www.diversityabroad.org/shortcourses).



# Instructor's Biography & Profile



**James M. Lucas (Jim)**

**lucasjam@msu.edu**

he/him/his

Assistant Dean, Global Education & Curriculum

Michigan State University

Jim works in the Undergraduate Education Office, assisting faculty and departments integrate institutional learning goals, assessment, and global themes into their work. Jim also coordinates the university's freshman seminar program, including campus-based and international courses, and he leads several study abroad programs each year to places like Iceland, Italy, Australia, Cuba, and New Zealand.

Jim completed his Ph.D. in Higher Education Administration in 2009; his dissertation research used mixed methods to consider the question “why do male students study abroad at much lower rates than female students?”, and since completion, Jim has consulted on the issue of men and study abroad and began leading a program entitled Men, Masculinity, and Leadership for fraternity members.



# Overview of the Short Course Series

- Episode I – Terminology & Background
- Episode II – The Research
- **Episode III – Recommendations**

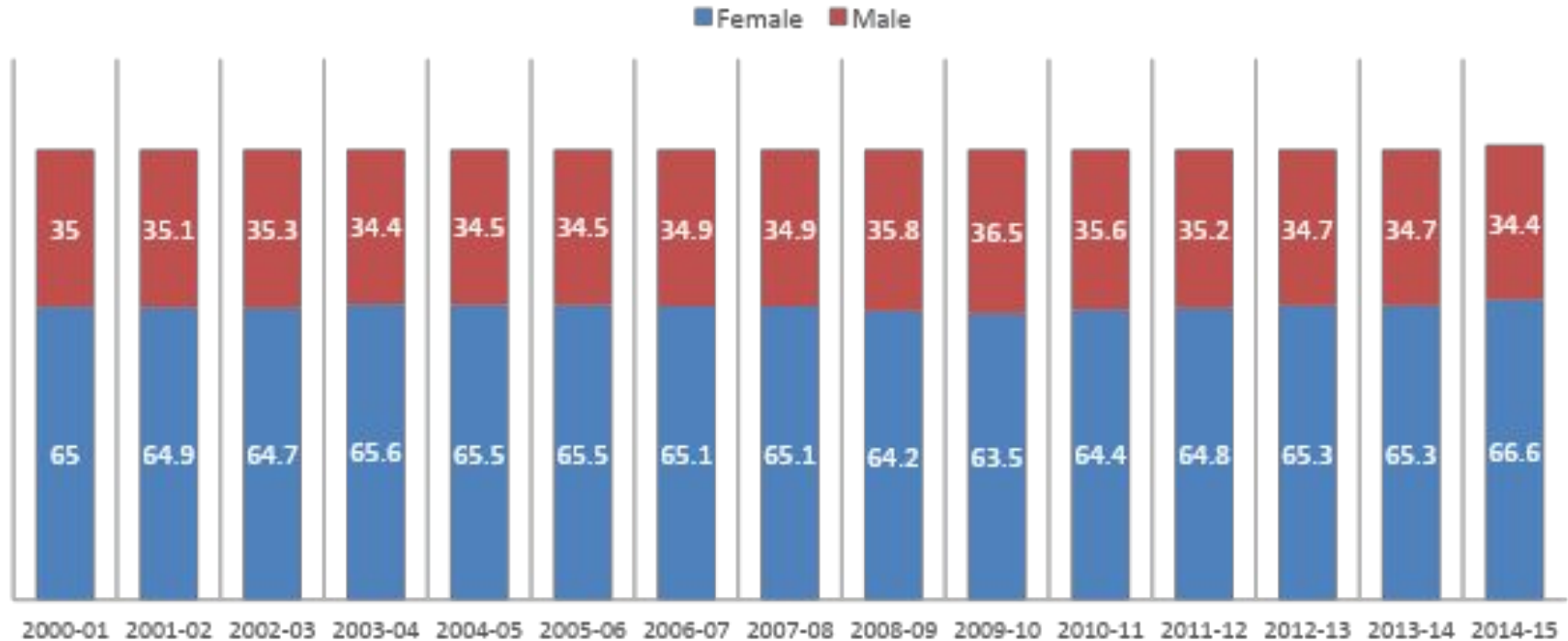
The most exciting trilogy since Star Wars....



# WHAT'S THE PROBLEM?



# Male Study Abroad Participation (IES Open Doors, 2016)



# Connection to last time

---



# System of concerns

- Broader patterns of male engagement in college
- Disinterest amongst men in diversity and cultural learning
- Lack of agreement about the state of men within education
- Weak research base about education abroad participation
- Less data re



# HOW CAN WE INTERVENE?



# Issue I: Do your own campus research

- What is the climate (“buzz”) around study abroad on your campus?
  - How do students describe study abroad?
  - What is the value of study abroad?
- How effective is your campus advertising/communication in relating to men?
  - What might you do differently in terms of the language, tone, or visuals used in your messaging?
  - Are there new/different communication channels, locations, or methods that you might



# Issue II: Audit your Messaging and Materials

- What types of images would you like to see in your materials?
- How might you capture these?
- Test run your images and video with more than just participants
- Avoid the “used car sale-person” approach; students are suspicious of messages from the “converted”
- Images that present (or balance):



- Academic or field work

- Behind the scenes / once in a lifetime experiences

SHORT COURSE SERIES





# Don't forget about text

- Use language for the unconverted, not the language of the converted
- Go beyond “it was amazing....”
- Studying by major (featured on sites and hand-outs): what if my major is not up there?
- Creative names and descriptions
- Who are your quotes from? What do they say? How do they shape the message of what study abroad is?



# Climate Change, Zombies, and You:

## Environmental Problems and Science Fiction

Science fiction has long been a way for authors to explore environmental issues. For example, in the 1950s and 60s, comics such as The Hulk and Spiderman explored radiation. In the 1970s, movies such as Logan's Run and Soylent Green depicted anxiety around population growth, and more recently, Avatar and WALL-E have explored resources issues and The Walking Dead and The Hunger Games have investigated life after global collapse.

This track will use some classic and modern science fiction to explore the ways in which people think about environmental problems, including wildlife, biotechnology, climate change, social equity, food, and energy. We will apply our discussions to field visits in New Zealand that include visits to wildlife reserves, volcanic valleys, Maori historic sites, and local businesses and organizations.



# What study abroad can do?

## Research & Climate

- Do your students use the same terminology as you do? Do they search your page like you think they do?
- Clear articulation about study abroad's value to majors and careers
- Link to institutional learning outcomes and assessment efforts

## Messaging

- Diverse people depicted and quoted
- Testimonials from young alumni and employers
  - Someone "who made it work for them"
  - Not messages about fun, culture, lifelong friends, life-changing

## Messaging cont.

- Visual, scan-able page to distinguish program types
- Method for figuring out if study abroad is right for you that addresses FAQs...
- Need to think like you are talking to someone who doesn't understand study abroad
- Transformative messages that shape the narrative: dispel my doubts and....
- Tell me what I will do abroad and how it will help me and...



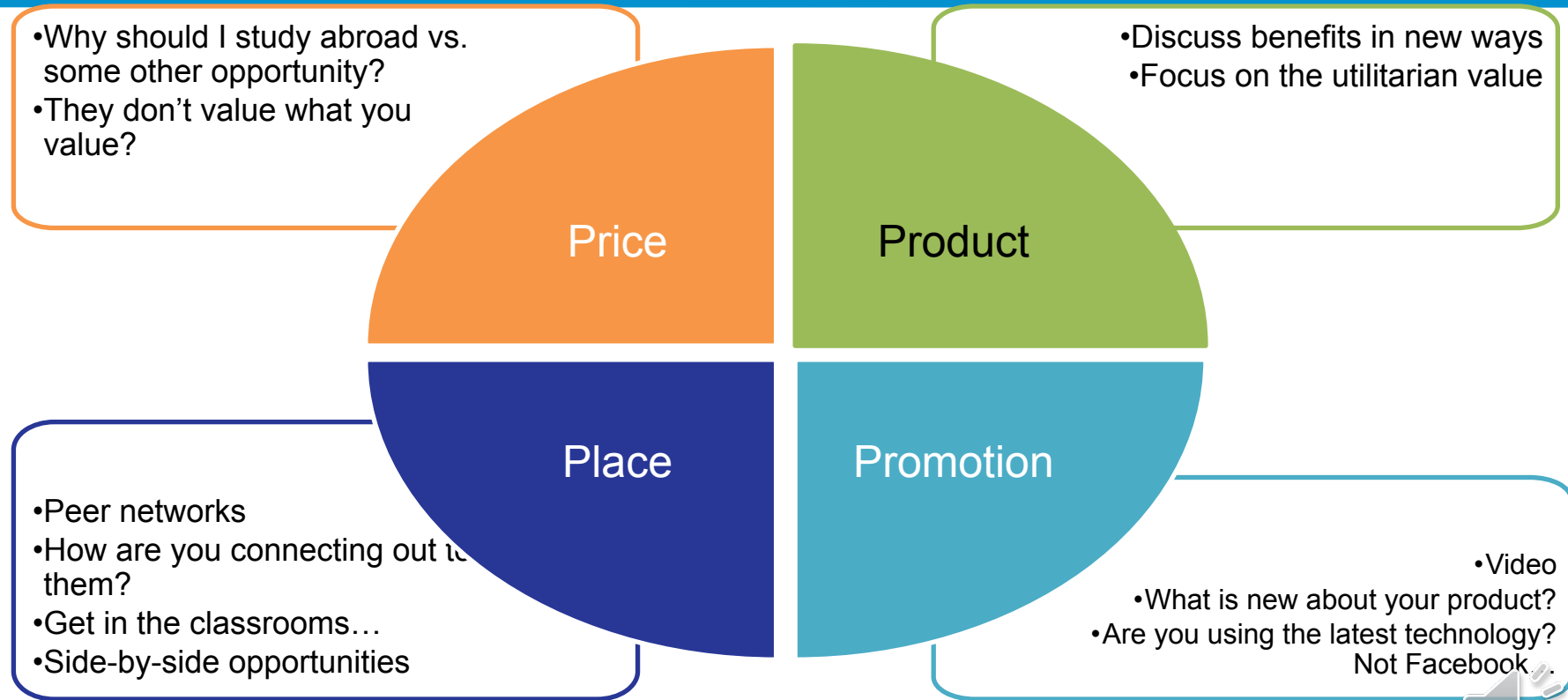
# Issue III: Go from Messaging to Marketing



- Use professional communicators
- Differentiate messaging based on major
- Go from passive to persuasive messages
- Work with and train campus partners to support your messages; counter negative messages



# A model for a marketing approach



# Issue IV: Support

- Obstacles come first in many cases; students will overcome if given reason
  - Students do not see a benefit worth overcoming the costs, so they don't try
  - Students have misconceptions about “what is study abroad”
- Can you practice affirmative action
- Can you reach men in their places and communities; partner with leader within those communities
- Make the process easy, straight-forward and non-threatening
  - Avoid “bad dog” behavior – what are your deadlines, participation requirements, and how do you handle discipline
  - Move to a tiered application system
- When men stall out
  - Follow-up on unfinished or incomplete applications or inquiries
  - Meet with them if they want to drop out



# WHAT ARE THE TAKE-AWAYS?



# Summary

- Interventions that target man and masculinity may also help address the concerns of other under-represented groups
- If not directly applicable, the concepts are often transferrable
- One solution will not fix it, and does not fit all
- Good Luck!



**ALL IMAGES ARE OPEN  
SOURCE FROM PIXABAY.COM**





diversityabroad

THANK YOU!

