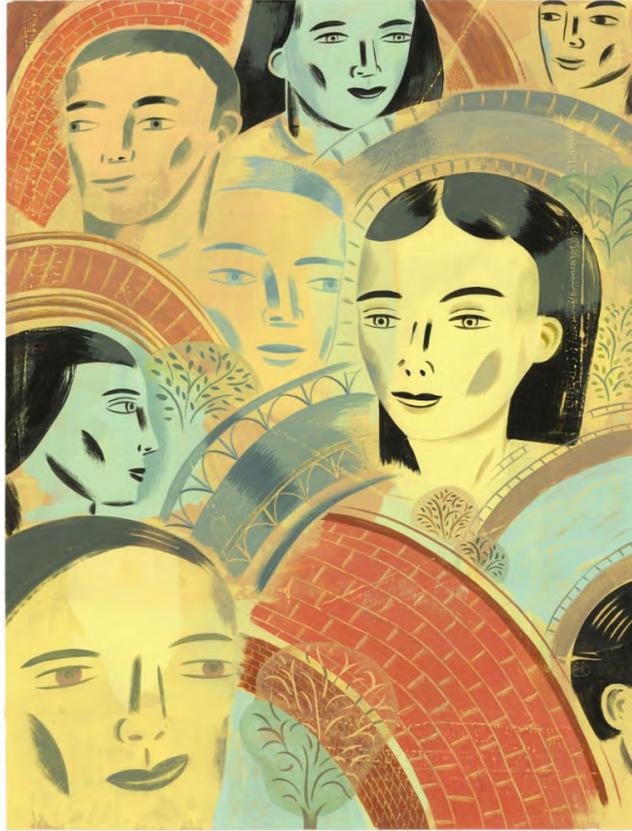


AED KNOWLEDGE SERIES PRESENTS

**The Proceedings for the
COLLOQUIUM ON
DIVERSITY IN EDUCATION ABROAD:
HOW TO CHANGE THE PICTURE**

MAY 2, 2006



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**ORGANIZED AND HOSTED BY
ACADEMY FOR EDUCATIONAL DEVELOPMENT**

**The Colloquium is an activity of the AED Education Abroad Initiative
Center for Academic Partnerships**

Carl A. Herrin, Suzanne Dadzie, and Sandra A. MacDonald, co-editors

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For framing the discussions of the Colloquium and setting an expectation for success, the Colloquium organizers acknowledge the special contribution of Eileen Wilson-Oyelaran, President of Kalamazoo College and the keynote speaker. I also recognize the assistance AED received from Joseph L. Brockington, Kalamazoo's Associate Provost for International Programs.

The Colloquium organizers extend thanks to Stephen F. Moseley, President and Chief Executive Officer of the Academy for Educational Development for his support of this activity, and his larger interest in and commitment to education abroad.

The Colloquium presenters—each of whose papers appear in this Proceedings—provided the substantive papers and discussions that led the deliberations of the Colloquium. I am grateful for their time and interest in this topic. The panel presenters include Laurie Black (School for International Training), David Comp (University of Chicago), Margery Ganz (Spelman College), Dévora Grynspan (Northwestern University), Kari Miller (American University), Nicole Norfles (Council for Opportunity in Education), Evian Patterson (Academy for Educational Development), Keisha Robinson (University of Maryland-College Park), Wolfgang Schlör (University of Pittsburgh), and Molly Tovar (Gates Millennium Scholarship Program).

I also wish to acknowledge additional contributors, P. Bai Akridge (Worldwise Services, Inc.), and LaTasha Malone (Butler University), who submitted supplemental papers and were active participants in the Colloquium.

The Colloquium's three formal panels were ably moderated by Elaine Johnson, Natalia Lopez, and Viwe Mtshontshi—each a member of the AED staff and to whom I extend my thanks.

The Colloquium organizers wish to thank the following participants for moderating the small group afternoon discussions that produced the basis for following recommendations contained within these proceedings. The moderators were Laurie Black, Eyamba G. Bokamba, Joseph Brockington, David Comp, Cynthia Felbeck Chalou, Margery Ganz, Dévora Grynspan, Judith T. Irwin, Arlene Jackson, Katherine Kidd, Constance Lundy, Nicole Norfles, Wolfgang Schlör, Gayle Woodruff, and Elizabeth Veatch.

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express special thanks and recognition for the invaluable contribution of Katherine Kinzer, Knowledge Series Coordinator at AED.

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The Colloquium organizers extend our thanks to the AED Conference Center staff, Jennifer DeSanto and Shane Praneepachachon, for their assistance and support.

The Colloquium organizers are the AED Leadership and Institutional Development Group, which conceived of and organized this event. We are indebted to Sandra Lauffer and Bonnie Barhyte, the Group's Senior Vice Presidents. The Colloquium was an activity of the Center for Academic Partnerships, Sandra A. MacDonald, Director and Vice President. Among the Center's staff that provided key staffing assistance were Mathilde Andrade, Julia Phelan, and Scott Leo. Our Center intern, Erika Cameron, provided invaluable post-program assistance. AED staff within our Group who assisted with the Colloquium included Elizabeth Veatch, Emily Matts, and Laura Ochs. All of these individuals provided invaluable input and support before and during the Colloquium.

The Proceedings were greatly aided by the editing assistance of Penelope Mitchell, and completed with the able guidance and persistence of Suzanne Dadzie and design work of Judith M. Stevenson. Thank you all.

The Colloquium on Diversity in Education Abroad marks an important step in the ongoing effort to ensure that all American undergraduate students have an equal opportunity to participate in a quality education abroad program. Two colleagues at AED encouraged and supported the efforts to make this event—and the subsequent Proceedings—a reality. I extend my personal thanks for their guidance to Sandra Lauffer and Sandy MacDonald.

Carl A. Herrin
Colloquium Organizer and Proceedings Co-editor
Director, Education Abroad Initiative
Center for Academic Partnerships
Academy for Educational Development

May 2007

Table of Contents

1.	Colloquium Program	6
2.	Presenter Bio-Sketches	7
3.	Colloquium Overview: Carl A. Herrin	20
4.	Opening Remarks: Stephen Moseley	31
5.	Opening Plenary: Dr. Eileen Wilson-Oyelaran - Diversity in Education Abroad: Why It Matters to the Nation	35
6.	Panel I: What We Know about Diversity in Education Abroad	47
	David Comp – What We Know about Diversity in Education Abroad: State of the Research	48
	Dr. Nicole Norfles – What We Know about Diversity in Education Abroad: Obstacles and Opportunities	54
	Dr. Wolfgang Schlör – AIE: A Study on Minority Participation	60
7.	Panel II: What’s Working in Achieving Diversity In Education Abroad	66
	Laurie Black – Collaboration and Commitment: Making Partnerships Work for Increasing Study Abroad Participation at HBCUs	67
	Dr. Margery Ganz – Empowering Black Women to Get Off Campus, on the Plane and Overseas	71
	Dr. Dévora Grynspan – Internationalizing Underrepresented Students: Mixed Results	77
8.	Luncheon Speakers:	83
	Sandra MacDonald – Framework for Changing the Picture of Americans Studying Abroad	84
	Dr. Molly Tovar – Succeeding with Undergraduates: Getting Beyond Money	87

9.	Panel III: How Education Abroad Became a Reality for Me	91
	Keisha Elizabeth Robinson – How Education Abroad Became a Reality for Me: Catching the Travel Bug Early	92
	Kari Miller – Overcoming Obstacles by Embracing Institutional Strengths	95
	Evian Patterson – How Education Abroad Became a Reality for Me: Finding Connections Overseas	97
10.	Additional Papers:	100
	P. Bai Akridge: A New Strategy for Increasing Diversity in Education Abroad	101
	LaTasha Malone: Diversity in Education Abroad: The Need for Institutional Commitment	108
11.	Colloquium Open Discussion:	111
	Focus Group Key Action Points	112
12.	Appendices:	
	Appendix 1: Plenary and Panel Question & Answer Sessions	115
	Appendix 2: Power Point Presentations	135
	David Comp	
	Nicole Norfles	
	Wolfgang Schlör	
	Molly Tovar	
	Laurie Black	
	Appendix 3: List of Colloquium Participants	136
13.	Academy for Educational Development: Education Abroad Initiative	141
14.	Academy for Educational Development: Board of Directors	143

**Colloquium on Diversity in Education Abroad
Program**

- 8:00 am **REGISTRATION**
- 9:00 am **Opening Plenary**
Diversity in Education Abroad: Why it Matters to the Nation:
Dr. Eileen Wilson-Oyelaran, President, Kalamazoo College
- 10:00 am **Panel I: What we Know about Diversity in Education Abroad**
David Comp, University of Chicago
Nicole Norfles, Council for Opportunity in Education
Wolfgang Schlör, University of Pittsburgh
- 11:15 am **Panel II: What's Working in achieving Diversity in Education Abroad**
Laurie Black, School for International Training
Margery Ganz, Spelman College
Devora Grynspan, Northwestern University
- 12:45 pm **LUNCH**
Framework for Changing the Picture of Americans Studying Abroad
A Perspective from AED
- Succeeding with Undergraduates: Getting Beyond Money**
Remarks from Molly Tovar, Gates Millennium Scholars Program
- 1:45 pm **Panel III: How Education Abroad became a Reality for Me**
Keisha Elizabeth Robinson, University of Maryland
Kari Miller, American University
Evian Patterson, Academy for Educational Development
- 3:00 pm **Colloquium Open Discussion**
Improving Diversity in Education Abroad
- 5:00 pm **RECEPTION**

Presenter Bio-Sketches

Eileen Wilson-Oyelaran Kalamazoo College

In July of 2005, Dr. Eileen Wilson-Oyelaran became the 17th president of Kalamazoo College, a nationally recognized, small liberal arts institution that has been providing education-abroad programming for a majority of its students for more than 40 years. The participation rate of Kalamazoo College students studying abroad is now 83.5 percent, which, according to *Open Doors*, puts Kalamazoo College among the top ten baccalaureate institutions for study abroad rates in 2005.

In addition to her experience in higher education in the United States, Dr. Wilson-Oyelaran held teaching and administrative positions at Obafemi Awolowo University in Nigeria. While in Nigeria she also served as a consultant for UNICEF in the area of early childhood development. She has worked extensively with faculty in higher education and in

K-12 and has been recognized for her expertise in the area of cultural diversity. Her primary areas of scholarly interest are child development and multicultural education, and she has written numerous articles on child growth and development in the Nigerian context.

Dr. Wilson-Oyelaran has received national recognition for her leadership in higher education; she was awarded the 1999 Gender Equity Architect Award from the American Association of Colleges of Teacher Education for her work in leadership development and mentoring young women and girls. In 2005 she was honored as a YWCA "Woman of Vision." Dr. Wilson-Oyelaran obtained her BA in sociology from Pomona College and her MA and PhD in education from the Claremont Graduate University.

Stephen Moseley Academy for Educational Development

Stephen F. Moseley joined the Academy in 1970 and has served as AED's president and chief executive officer since 1987. Under Mr. Moseley's guidance, AED has become one of the leading non-governmental organizations working in the areas of education and exchange, health, youth development and the environment. Currently the Academy runs more than 250 programs throughout the world serves 167 countries with technical assistance, education, training and international visitor programs. AED works in partnership with governments, foundations, multilateral agencies, businesses, and public and private educational institutions.

Mr. Moseley began his career at the nonprofit Education and World Affairs, later renamed the International Council for Educational Development.

Currently, Mr. Moseley is chairman of the Basic Education Coalition. A past president of the

Washington Chapter of the Society for International Development, Mr. Moseley now serves as the organization's treasurer and sits on its International Governing Council. He is vice chairman of the Coalition for American Leadership Abroad, serves on the boards of InterAction and U.S. Global Leadership Campaign, is a member of the steering committee of the International Educational Training Coalition, and is a member of the Advisory Committee on Voluntary Foreign Aid. He is also a member of the Board of Directors of the United Nations Association/National Capitol Area.

Mr. Moseley graduated with a B.A. in English from the University of Hartford in 1967. In 1989 he was awarded a Doctor of Humane Letters, Honorary Degree, by his alma mater, and in 1997 he was elected to the University of Hartford's Board of Regents.

P. Bai Akridge
WorldWise Services, Inc.

Dr. Akridge is President of WorldWise Services, Inc., a MBE certified, Maryland-based consultancy providing program development and research services in the areas of international education and workforce development. A key focus of his work involves promoting global literacies among U.S. students of color in high schools and colleges.

He directs the Global Diversity Leadership Institute--an international education pilot program, for the Prince George's County, Maryland Public Schools. Bai also serves as Visiting Associate Research Scholar in the Center for Transcultural Education in the College of Education at the

University of Maryland College Park, and Adjunct Associate Professor of Business in the Graduate School of Management and Technology at the University of Maryland University College.

Bai earned several advanced degrees, including a Ph.D. in Political Science and a M.A. in Public Policy Administration from the University of Wisconsin-Madison. He also holds a Certificate of Business Administration from The Wharton School of the University of Pennsylvania. He graduated with honors from DePauw University in Indiana and spent a year studying abroad at the University of Nairobi in Kenya, East Africa.

Laurie Black
School for International Training

Laurie Black joined the School for International Training (SIT) Study Abroad Program in 1993 as an admissions counselor, then became the director of admissions, and is now the assistant dean for external relations. Her areas of responsibility include university relations, marketing, alumni and constituent development, and grants management. She received her MA from the School for International Training and a BA in sociology and rhetoric and communication studies from the University of Virginia. While she was an undergraduate, Ms. Black studied abroad in London and later became fascinated with more nontraditional locations. After an initial career in social services and research, Ms. Black

entered the field of international education as a study abroad advisor at the University of Vermont. Ms. Black has been involved in initiatives that focus on students of color and socioeconomic diversity in study abroad programs. She is a member of NAFSA, for which she served as the Vermont state representative, and has been a presenter on numerous panels and workshops at regional and national conferences. She is also a member of the Forum on Education Abroad, CASE, and the advisory board for *Abroad View* magazine. Ms. Black lived in New Zealand and Australia for two years and traveled extensively in Africa, Asia, the Caribbean, Europe, and the South Pacific.

David Comp
University of Chicago

David Comp is currently an advisor in the Undergraduate College at the University of Chicago. Before moving to the Undergraduate College in 2005, he worked as an assistant director in the Office of International Affairs.

He received his BA in Spanish and Latin American studies from the University of Wisconsin-Eau Claire, his MS in family science from the University of Nebraska-Lincoln, and he is currently a doctoral student in comparative and international education at Loyola University-Chicago. Mr. Comp has been active in the field of education abroad for several years.

He has served on two task forces of NAFSA: Association of International Educators and is

currently on the Teaching, Learning, and Scholarship Knowledge Community leadership team. He has held other leadership positions within NAFSA, such as founding co-chair of the U.S. Students Abroad Committee on Research and advisory board member of the Education Abroad Subcommittee on Under-representation. Recently he became a member of the Outcomes Assessment Committee of the Forum on Education Abroad. His additional contributions to the field include editing and compiling numerous bibliographies, including the annotated *Research on U.S. Students Abroad, Volume III, with Updates to the 1989 and Volume II Editions* and *Under-representation in Education Abroad*.

Margery A. Ganz Spelman College

Margery A. Ganz serves as both professor of history and director of Study Abroad and International Exchange at Spelman College, the oldest college for African American women in the United States. Since her arrival in 1981, the number of Spelman students studying abroad has grown from approximately three to four students per year to 70 per year for both semester- or year-long programs—as well as another 40+ students on Spelman's own summer programs and an additional eight on bilateral international exchanges.

Dr. Ganz has written on the issues facing African American students overseas for a variety of publications, and she has presented those topics at conferences for CIEE, IES, and

NAFSA. She is a member of Arcadia University Center for Education Abroad's National Advisory Board, IFSA Butler's National Advisory Council, and SIT's Partnership Council. She has also served on IES's Academic Council and Curriculum Committee and CIEE's Academic Consortium Board. She is a member of the Benjamin A. Gilman National Review Panel and is serving a three-year term on the Italy Committee for U.S. Student Fulbright Scholarships.

She received SECUSSA's Lily von Klemperer Award in 1995, and in 2002 she won IES's Lifetime Achievement Award. In the same year, she won Spelman's Corporate Partner's Faculty Member of the Year Award.

**Dévora Grynspan
Northwestern University**

Dévora Grynspan is director of the Office of International Program Development at Northwestern University, a campus-wide office reporting to the provost. She is a lecturer in political science and preventive medicine, as well as director of the Global Health Studies minor.

Dr. Grynspan coordinates and promotes international programs on campus, including international study and exchange programs for undergraduate and graduate students. Her programs abroad include rotations and research for medical students, science and engineering exchanges, programs on emerging global structures (China, France, Mexico), and global health programs in China, South Africa, Mexico, and France.

Dr. Grynspan received a PhD from Northwestern University (1983)

and a JD from the University of Illinois at Urbana-Champaign (1995), where she taught political science and was associate director of International Programs and Studies for 12 years before joining the Northwestern faculty in 1998. Dr. Grynspan teaches Latin American Politics and United States–Latin American Relations. She has written “Problems in Administering International Education Consortia,” (with Roger E. Kanet) for the International Education Forum (July 1997); “Nicaragua: A New Model for Popular Revolution,” in J. Goldstone, et al., *Revolutions of the Late Twentieth Century*, Westview, 1991; “Technology Transfer Patterns and Industrialization in LDCs: A Study of Licensing in Costa Rica,” International Organization (1982).

Carl A. Herrin Academy for Educational Development

Carl A. Herrin, the principal of Herrin Associates, is a recognized expert on international education and exchange policy and practice. His professional experience includes advocacy projects on nonimmigrant visa issues for students and scholars, tax policy affecting exchange participants, and financial aid and programmatic initiatives in support of U.S. study abroad participants. He is active in the leadership of NAFSA: Association of International Educators (he is presently past-chair of NAFSA's Education Abroad Knowledge Community); and he was a founding board member for the Forum on Education Abroad. His consulting practice includes both a government relations and international education focus. His clients have included the Academy for Educational Development, American Councils for International Education: ACTR/ACCELS, Council on International Educational Exchange (CIEE), Gustavus Adolphus College, International Research & Exchanges Board (IREX), Webster University, Worcester Polytechnic Institute, the Commission on the Abraham Lincoln Study Abroad Scholarship Program, and NAFSA: Association of International Educators.

His prior volunteer activities have included chairing NAFSA's Strategic Task Force on Education Abroad, leading the Interorganizational Task Force on Safety and Responsibility in Study Abroad, and board chair for the Council on Standards for International Educational Travel (CSIET). Carl's work experience includes directing government relations for the American Councils for International Education: ACTR/ACCELS; deputy director of the Alliance for International Educational and Cultural Exchange; executive director of the International Exchange Association, and staff director of government relations at NAFSA: Association of International Educators. He began his career with the International Student Exchange Program, then at Georgetown University.

Carl writes on public policy issues related to international exchange, including topics as varied as U.S.-Japan exchange relations, the J Exchange Visitor Program, and the D.C. political scene. A 1981 graduate of Georgetown University, Carl is a study abroad product, studying at the University of Kent at Canterbury and at the University of Heidelberg.

Sandra Lauffer
Academy for Educational Development

Sandra Lauffer is Senior Vice President of the Academy for Educational Development (AED) and Director of the AED Leadership and Institutional Development Group. She has served AED in a variety of leadership positions since 1987, guiding its work in leadership development, international educational and cultural exchange, international fellowship administration, and building institutional capacity for education abroad.

She has long overseen AED's work in partnership with the State Department's Bureau of Educational and Cultural Affairs, including AED's service as a National Program Agency for the International Visitor Leadership Program; as administrator of the Educational Partnerships Program; and as administrator, since its inception, of the Partnerships for Learning Undergraduate Studies (PLUS) program, which supports undergraduates from the Middle East, North Africa, and South Africa to complete undergraduate degrees at U.S. universities. She also provided senior oversight for the National Security Education Program (NSEP) graduate fellows and flagship language programs.

Ms. Lauffer also directs AED's foundation-supported work in leadership development, which includes the Kellogg Southern Africa Leadership program, funded by the W.K. Kellogg Foundation to strengthen leadership capacity and invest in the capacity of rural communities to shape their own future; and the New Voices National Fellowship Program, funded by the Ford Foundation to support the development of new leadership for small U.S. nonprofit organizations working in human rights and social justice.

Ms. Lauffer's commitment to international affairs grew out of her service as a Peace Corps Volunteer in Malawi. She serves on the Board of the National Peace Corps Association and Friends of Malawi; on the Steering Committee of the Coalition for Citizen Diplomacy; on the Executive Committee of the Alliance for International Educational and Cultural Exchange and as chair of its State Department Task Force; and is a past member of the Board of Directors of the National Council for International Visitors.

Sandra MacDonald
Academy for Educational Development

Sandra MacDonald is Vice President and Director of the Center for Academic Partnerships at the Academy for Educational Development (AED). She has worked in the field of international education for over two decades developing expertise in managing academic exchange

programs, international professional training, university partnerships, and youth exchanges. At AED she serves as project director for the Partnerships for Learning Undergraduate Studies (PLUS) program and for the AED Education Abroad Initiative.

LaTasha Malone
Butler University

LaTasha Malone is the associate director of the Center for Global Education at Butler University where she is responsible for the program management, policy development, and advising aspects of study abroad. Prior to her work at Butler, Ms. Malone served as the Assistant Director of the Office for Study Abroad at The George Washington University in Washington, DC. She has also served as a program coordinator and consultant for diversity initiatives in Texas and Michigan.

Ms. Malone has studied, worked or traveled professionally in nearly 20 countries and has particular research interests in minority student participation in study abroad. She holds a M.A. from The George Washington University in International Education and a B.A. in English and bi-lingual secondary education from Kalamazoo College. She also serves as vice-chair of the Committee on Underrepresentation in Education Abroad within NAFSA: Association of International Educators.

Kari Miller
American University

In 1997, Kari Miller studied abroad at Rhodes University in Grahamstown, South Africa, while an undergraduate at Spelman College. Directly after earning her BA in English (1998) at Spelman, she pursued an MS in higher education at Florida State University. At FSU, Ms. Miller held a graduate assistantship in the International Center, where she coordinated a short-term intercultural exchange program. After receiving her degree, she relocated to Carlisle, PA, to work as a study abroad advisor at

Dickinson College. After Dickinson, Ms. Miller transferred to the Washington, D.C. metropolitan area and served as the assistant director of the Study Abroad Program at George Washington University. In January 2005, Ms. Miller became the associate director of AU Abroad at American University.

In addition to working full time, Ms. Miller is a part-time doctoral student at Howard University where she is pursuing a PhD in African Studies, with a specialization in African literature.

Nicole Norfles
Pell Institute for the Study of Opportunity in Higher Education

Dr. Nicole Norfles, former special assistant to the president of the Council for Opportunity in Education, is a fellow in the Pell Institute for the Study of Opportunity in Higher Education. Dr. Norfles advances research on issues surrounding educational opportunity (both nationally and internationally) for low-income and first-generation college students as exemplified in the Lumina Retention Study, and she also works with the International Access Committee on the council's board of directors. More specifically, Dr. Norfles's research focuses on undergraduate and graduate college persistence issues, technology use and

access, student financial aid, and general indicators of educational opportunity. Her areas of international focus include South Africa, Francophone Africa, and Europe.

Dr. Norfles is currently doing research on the equity of employment compensation for personnel who work with low-income students, TRIO student involvement in study abroad programs, methods to support TRIO McNair alumni through graduate school, and analysis of proposed HEA policy on educational opportunities for TRIO students.

Evian Patterson
Academy for Educational Development

Evian Patterson was a 2002–03 J. William Fulbright scholar in Cairo, Egypt, where he studied modern standard and Egyptian colloquial Arabic and contemporary Islamic movements in modern-day Egypt. He is from Durham, N.C., and holds a BA in religious studies and philosophy with a concentration in Islam and the Middle East from the University of North Carolina-

Wilmington. Currently, Mr. Patterson is a program assistant at Academy for Educational Development (AED) in the Center for International Training, where he administers a USAID-funded project that brings Palestinians from the West Bank and Gaza to the United States for master's degree programs at universities across the country.

Keisha Elizabeth Robinson
University of Maryland

Keisha Robinson studied abroad in Mexico in 1998 and in Grenada in 2000. She worked as a head teacher at St. Veronica's Head Start Program in Baltimore, Maryland, from 2001–02, where she taught children ages three to five. From 2002–03, Ms. Robinson volunteered with the U.S. Peace Corps in Kingston, Jamaica, as a

Youth-at-Risk advisor. She holds a BA in anthropology from the University of Maryland with a minor in African American studies. Currently, Ms. Robinson is employed as an undergraduate advisor in the anthropology department at the University of Maryland-College Park.

Wolfgang Schlör
University of Pittsburgh

Dr. Schlör is the associate director of the University Center for International Studies (UCIS) at the University of Pittsburgh. Prior to joining UCIS in fall of 1996, Dr. Schlör was U.S. Director of the International Affairs Network, a project to build

international affairs schools in Central and Eastern Europe, a program that is based in the University of Pittsburgh's Graduate School of Public and International Affairs. Dr. Schlör holds a PhD in political science from the Freie Universität Berlin.

Molly Tovar
Gates Millennium Scholars Program

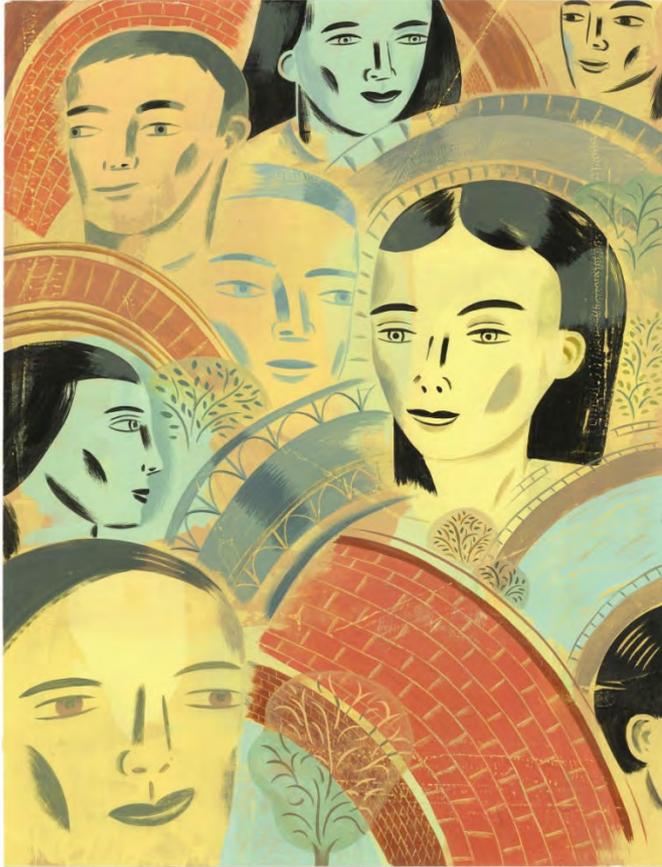
Molly Tovar came to Virginia as the director of Leadership and Scholar Relations for the Gates Millennium Scholars Program with considerable experience in higher education. Her previous position was the chief operating officer and director of the Gates Millennium Scholars Program for the American Indian Graduate Center in Albuquerque, New Mexico. There she helped to build an effective program that provides real opportunities in higher education for American Indians. While in Oklahoma, she served for the Oklahoma State Regents for Higher Education as the president of the Minority Teachers Council. Her work included serving in the Graduate College of Oklahoma State University as director of academic student services and then as the associate vice-provost for student services for the University of

Oklahoma Health Sciences Center.

Dr. Tovar serves on numerous national and state higher education bodies and organizations. For example, she still serves as a representative for the Blue Ribbon Committee for the State of New Mexico and is an active member of the New Mexico Super Computing Challenge Board. She was a member of ACT policy research advisory panel and has earned national recognition and awards, such as the Council for Graduate Schools Peterson's Award for innovative programs to enhance diversity.

Dr. Tovar received her BS in vocational rehabilitation from the University of Wisconsin-Stout, her MAT degree from Oklahoma City University and her Ed.D. in higher education from Oklahoma State University.

Colloquium on Diversity in Education Abroad: How to Change the Picture



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An Overview

Carl A. Herrin

Consultant

Academy for Educational Development

Summary of Proceedings: How to Change the Picture

Carl A. Herrin

Consultant

Academy for Educational Development

The U.S. education abroad community has strived for decades to make opportunities to study abroad accessible to as many undergraduate students as possible and has sought to increase participation by students of color and those of limited financial means, who are underrepresented within the education abroad population. This effort at achieving greater diversity in education abroad has had some notable successes on individual campuses and with particular programs. Despite these efforts, however, there remains a conspicuous underrepresentation of African American, Hispanic American, and Native American students among the ever-growing population of U.S. students who study abroad. This underrepresentation appears closely tied to, though not synonymous with, a broadly held view that the fullest participation of interested students in education abroad is hindered by the cost—both real and imagined—of participation.

Addressing diversity in education abroad participation has received enhanced attention in the new millennium because of the tremendous growth in study abroad activities as well the unprecedented levels of public attention and policy interest. About 200,000 U.S. undergraduate students have completed a credit-bearing study abroad experience this past school year, and that number appears to be growing at a rate approaching 10 percent per year. Program opportunities now include an incredibly diverse set of options in terms of destination, subject matter, and duration. Education abroad activities now regularly attract major media coverage, whether it is about self-initiated overseas work experiences¹, multiple international sojourns that exemplify a new type of American student², or the challenge facing U.S. higher education institutions of managing enrollments and tuition receipts because study abroad programming has attained high levels of student interest³. Even the recent press attention on evacuations of U.S. citizens from Lebanon in the face of regional violence there, revealed a conspicuous collection of organized and independent overseas study activities.⁴

To this student demand and public awareness have been added clear and articulate calls for greater U.S. citizen engagement in the world through education abroad. Beginning with the report on improving access in 2003⁵ issued by NAFSA: Association of International Educators, Education Abroad

¹ *New York Times*, February 2006.

² *Washington Post*, August 2006.

³ *Wall Street Journal*, 2006

⁴ See for example, *The Chronicle of Higher Education*, July/August 2006.

⁵ "Securing America's Future: Global Education for a Global Age," NAFSA: Association of International Educators, November 18, 2003.

Subcommittee on Underrepresentation, and the corresponding call by the late Senator Paul Simon for a new comprehensive scholarship program, the exposition of the public policy merits to education abroad has been compelling. The following excerpt is from the commission's report subsequent to Simon's advocacy for a new Abraham Lincoln Scholarship Program:

"In global affairs—whether the region is Europe, Asia, Africa, Latin America, Eastern Europe and the former Soviet Union, or the Middle East and whether the issue involves diplomacy, foreign affairs, national security, or commerce and finance—what nations do not know exacts a heavy toll. The stakes involved in study abroad are that simple, that straightforward, and that important. For their own future and for that of the nation, it is essential that college graduates today become globally competent."⁶

This is but one view on the public good that is identified with increased overseas study participation and enhanced programmatic opportunities throughout the world—but it is a view broadly held.

President George W. Bush and senior members of his Cabinet—including Secretaries of State and Education, Condoleezza Rice and Margaret Spellings—have stated that it is in the national interest that more Americans take part in meaningful and well-grounded education abroad experiences as young adults. It is similarly in the national interest that this experience be shared by a more representative cross-section of U.S. students.

Education abroad experiences ought not to be the primary purview of upper-middle-class, White, female students. Kalamazoo College President Eileen Wilson-Oyelaran has spoken eloquently on the nation's interest in having globally competent citizens, and the need to assure ourselves that all undergraduate students attain these skills as they prepare for their lives after college. Wilson-Oyelaran said in part, "I would argue that the skill of intercultural competence coupled with a global perspective is essential for anyone who aspires to provide leadership in the 21st century." An essential element of addressing this public policy conclusion is ensuring that all U.S. undergraduate students have an equal opportunity to participate in an education abroad experience, and that the nation simultaneously ensure that no particular group of the college student population be excluded from that set of experiences. The United States clearly cannot afford to have disenfranchised its future leaders from this preparation for their civic and professional responsibilities by virtue of race or ethnicity, or because of economic limitations and impediments.

⁶ "Global Competence & National Needs," Commission on the Abraham Lincoln Study Abroad Fellowship Program, November 2005.

In 2006, the Year of Study Abroad⁷—a symbolic expression of interest by the U.S. Senate in the need to engage more Americans in an education abroad experience—the Academy for Education Development convened this Colloquium on Diversity in Education Abroad to review the state of affairs of underrepresentation in the U.S. study abroad population, with a particular focus on access for students of color and those of limited financial means. In conceiving this colloquium, AED had three goals:

The United States clearly cannot afford to have disenfranchised its future leaders from this preparation for their civic and professional responsibilities by virtue of race or ethnicity, or because of economic limitations and impediments.

- To advance understanding of the underlying factors that cause certain groups of students to be underrepresented within the education abroad population;
- To bring together a new constellation of interested stakeholders among higher education generally and international educators specifically to review, discuss, and recommend solutions to improve diversity in education abroad; and
- To initiate a new national effort to address successfully diversity in education abroad in the immediate future.

To achieve those goals, the colloquium has convened a group of speakers, facilitators, and participants drawing from a cross-section of U.S. higher education and education abroad programs. Leaders—both on U.S. campuses and among study abroad program providers, as well as educational and professional association representatives—have presented their views, discussed various aspects of the issue, and set out recommended actions to engage affirmatively a more representative group of students among the education abroad population. The response to the colloquium invitation reflected the strong interest in this topic among international educators. The 116 registrants included a diverse cross-section of individuals from public and private institutions, educational organizations, and government. A list of participants is included with these proceedings in Appendix 3.

Diversity in Education Abroad: Why It Matters to the Nation

In her plenary address, Dr. Wilson-Oyelaran drew on Martin Luther King's words, spoken in 1961, to illustrate the importance of global interconnectedness: "All life is interrelated. We are all caught up in a web of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly." Study abroad remains a key strategy for conveying what Dr. Wilson-Oyelaran described as the skill of intercultural competence. Building on that notion, she explained that "the limited participation of

⁷ S.Res. 308, 109th Congress, passed the U.S. Senate November 10, 2005. The resolution sets 2006 as the Year of Study Abroad.

students of color in education abroad has consequences at both the national and personal levels.” She outlined the benefits education abroad provides in advancing both learning and careers by achieving global competency skills. These skills are important to corporate America, to the country’s diplomatic interests, and to individual students and their personal growth. Dr. Wilson-Oyelaran articulated and stressed the importance of a renewed effort to engage U.S. undergraduate students successfully, regardless of their race, ethnicity, or economic means, in education abroad.

Dr. Wilson-Oyelaran also commented on the paucity of scholarly examination of why African American, Hispanic American, and Native American students are conspicuously absent from our education abroad enrollments. While overall U.S. student participation in overseas study programs continues to grow at a steady rate of about 10 percent per year, the profile of those participants remains largely unchanged in terms of gender, race, ethnicity, and economic means.

What We Know about Diversity in Education Abroad

Colloquium presenters David Comp from the University of Chicago, Nicole Norfles from the Council on Opportunity in Education, and Wolfgang Schlör from the University of Pittsburgh, spoke about what U.S. higher education does and does not know about minority and lower socio-economic student participation in education abroad programs. The telling reality is that there are comparatively little existing data on participation rates beyond the annual survey published in *Open Doors* by the Institute for International Education. There is also little by way of scholarly literature, and much of what is available has been produced only since 1980. As Comp commented, “there is obviously a need for more rigorous and advanced research on minority students studying abroad.” The colloquium’s discussions led to a clear conclusion that a new effort to expand research and analysis about education abroad participation rates, and the underlying motivations and impediments, is in order.

Within that context, however, Comp outlined the demographic picture of participation for the 2003-04 academic year showing that nearly 84 percent of all U.S. undergraduate study abroad participants were White and 65 percent were female. The overall percentage of students studying abroad remained largely stable for the past decade, while female participation rates showed a slow increase. With regard to students of color, only 5 percent of participating students were Hispanic American, and less than 3.5 percent were African American. Asian Americans represented slightly better than 6 percent. These percentages are generally in line with the figures for minority students studying abroad over the past decade---Hispanic American student participation is basically flat, though African Americans and Asian Americans are participating at slightly higher percentages than in the early 1990s.

The problem is drawn into high relief when minority study abroad percentages are compared to the minority percentages of the overall undergraduate population. In 2002, from the most recently available U.S. Department of Education data, just over 67 percent of all enrolled students at degree-granting institutions were White (with an 83.2 percent participation rate in study abroad); 11.9 percent were African American (3.4 percent studying abroad); and 10 percent were Hispanic American (5.1 percent studying abroad). The Asian American student enrollments were about 6.5 percent (6 percent studying abroad).

U.S. higher education does not understand fully and, therefore, cannot reasonably expect to address effectively this underrepresentation. Why are students of color as well as those of limited means unable or unwilling to participate in education abroad programs? The simple explanations of an earlier time, that more money in the form of scholarships would address this problem, have proven to be inadequate. Margery Ganz, director of study abroad at Spelman College, has frequently been quoted as saying, "Money is a necessary condition to be able to study abroad; it is not, however, a sufficient condition."

Norfles and Schlör provided instructive insights from contemporary data collection and analysis that each has conducted in recent years. Norfles' work with the Pell Institute for the Study of Opportunity in Higher Education on policy issues related to low-income, first generation, and disabled college students, has included specific attention to issues related to access to education abroad opportunities. From three separate studies—one of TRIO program directors on U.S. campuses⁸ in 2002 and the other two more recent student surveys—Norfles identified a set of factors that appear to effect positively education abroad participation among students served by TRIO programs, including lower-income and minority students. Those factors include: improving communications and networking with professional colleagues that serve diverse populations and offer intervention programs for low-income and minority students; addressing the specific needs of each affected population regarding financial aid and information; targeting diverse student populations early and advocating for the benefits of an education abroad experience; and proactively engaging students of color and limited income who have studied abroad to recruit their peers.

Focusing on a broader set of activities than just education abroad, Schlör reported on minority student participation in international education. His study—undertaken in 2004 and 2005—showed strong correlations between minority student participation in studying abroad and the diversity of an institution's study abroad advising staff and, to a lesser extent, language faculty. His research also documented a correlation of education abroad

⁸ TRIO programs are U.S. government educational equal opportunity programs—including Student Support Services, Ronald E. McNair Post-Baccalaureate Achievement Programs, Talent Search, Upward Bound, and Educational Opportunity Centers. TRIO programs—the first started in 1965—now serve nearly a million students.

participation rates with dedicated programming that targets minority students, such as specialized advising. Interestingly, these correlations were stronger among private institutions than among public institutions. His research experience on this project, however, also revealed problems with arriving at a complete picture of study abroad practices on U.S. campuses. Response rates were less than ideal and the available data from surveyed institutions were incomplete and insufficiently detailed in their breakdown to achieve the detailed analysis his study had sought to perform. In this regard, according to Schlör, there is a clear reluctance among international educators either to track or provide racial demographic data on education abroad issues, even though this type of tracking is routine in other segments of higher education.

What's Working in Achieving Diversity in Education Abroad

The data on barriers to participation by students of color and of limited financial means, and the analysis of participation rate correlations for these students are suggestive of what strategies U.S. higher education might utilize to achieve better diversity in education abroad. The colloquium asked three presenters— Laurie Black of the School for International Training (SIT), Margery Ganz of Spelman College, and Dévora Grynspan of Northwestern University to address institution-specific solutions to greater participation among students of color and limited means, in the hopes of utilizing their respective experiences as role models and prototypical examples of how to attain better participation rates.

Black, Ganz, and Grynspan collectively presented three largely successful models of improving minority participation: Black recruited minority students primarily from HBCUs for a third-party education abroad provider with programs focused in the developing world; Ganz worked with African American female students at a private college; and Grynspan engaged Hispanic American and other minority students at both public and private universities in the Midwest for programs in Latin American and China. These models included several common characteristics. Paraphrasing Black's retrospective, three elements of the models appear paramount:

- Successfully engaging students of limited means and from targeted minority populations is never instantaneous and must be approached as a long-term commitment; the effort is resource intensive.
- Successful efforts are built on strong, sustained institutional relationships that respect the parties involved and that feature high levels of trust.
- A focus on circumstances—both institutional and individual—is essential to achieve better diversity in education abroad programming.

Money is also critical to achieve the goal of improving diversity in study abroad. Resources are needed both for scholarship assistance and for dedicated staff attention to serve the student populations that education

abroad administrators hope to attract. In some cases, these resources were clearly being tapped into from outside the study abroad program or office, by utilizing grant funds and national competitions for student assistance. In each of these examples, the institution or organization was exerting additional efforts and expending additional resources to reach beyond the student populations they might otherwise have expected to serve through a more “routine” approach to recruitment and programming. Indeed, Grynspan explained that her successful experiences were difficult to sustain when funding flows from the initial project initiatives ended. Hence institutionalization of these initiatives appears to be an essential element to sustain the long-term effort required to achieve real diversity in participation.

Succeeding with Undergraduates: Getting Beyond the Money

The colloquium also offered a view of how other initiatives serving minority students and those with limited financial means succeed in their mission to engage students. Molly Tovar of the Gates Millennium Scholars (GMS) Program summarized this innovative program as an example of what is required to recruit successfully and retain students whose participation in higher education might otherwise be foregone. Tovar’s comments complemented the perspective of international educator presenters and reinforced several points about working with minority, lower-income, first generation college students—students that are typically highly motivated about the educational opportunities that they encounter. Essential to the GMS Program’s success were five factors:

- Successful engagement of targeted students requires approaching those students in a way that makes sense within the context of their community and group, using language, symbols, and members of that community to communicate most effectively
- Engagement requires handholding, not only of the students, but also their parents
- Emphasis is placed on the values needed to succeed—for the GMS Program, those are built around the concept of three R’s: Rigor, Relevance, and Relationships
- Success is fostered within a supportive educational environment that is conducive, helpful, friendly, and familiar
- Advocacy for the program begins early through education and outreach years prior to the first formal application of each student.

How Education Abroad Became a Reality for Me

Three education abroad alumni, now young professionals, spoke of the rewards of their study abroad experiences and reinforced many of the previously noted methods to engage students of color and limited income in study abroad. Keisha Robinson of the University of Maryland at College Park, Kari Miller of American University, and Evian Patterson of AED—each an education abroad returnee and all coincidentally working in international or

higher education—spoke eloquently to the connections that made studying abroad a personal reality. Robinson and Miller also supplemented their personal experiences with a relevant professional setting: Robinson advises anthropology students at University of Maryland, and Miller is a study abroad advisor at American University.

In recounting their respective life-changing experiences, the returnees focused on an overlapping set of themes that they found important to their decisions to study abroad. For Robinson, who was bitten by the travel bug early in her life and found her greatest comfort and satisfaction in an education abroad experience that is often described as heritage-centered, the elements that made studying abroad work for her (and for students she now engages to consider an overseas experience) were three-fold: students must be exposed early in life, must be able to envision themselves in the desired destination, and must be interested in and/or have a connection to the people or country they will be visiting. For Miller, a Spelman graduate, the essential elements in her undergraduate experience that made study abroad a reality were: transparency in the process of participation, availability of financial support for the experience, and a support network of fellow student returnees who served as role models. Patterson built on a complementary set of personal experiences, highlighting the critical university departmental and study abroad advising he received when he contemplated his application for a Fulbright award. Familial support, financial backing of his Fulbright award, and prior international travel experience were also key aspects of the grounding that made his overseas experience possible.

Focus Group Key Action Points

One of the goals of the colloquium was to create an action plan that can address the issues that impede achieving greater diversity among education abroad participants. To realize that goal, AED asked its participants to discuss, in a small group setting, a series of 10 questions, based on the material presented and discussed during the day's meeting. In this context, the colloquium hoped to tap into the collective professional and experiential expertise of the attendees, and to make the action plan a mutually owned outcome. The principal elements of these small group discussions are summarized in section 11 of these Proceedings.

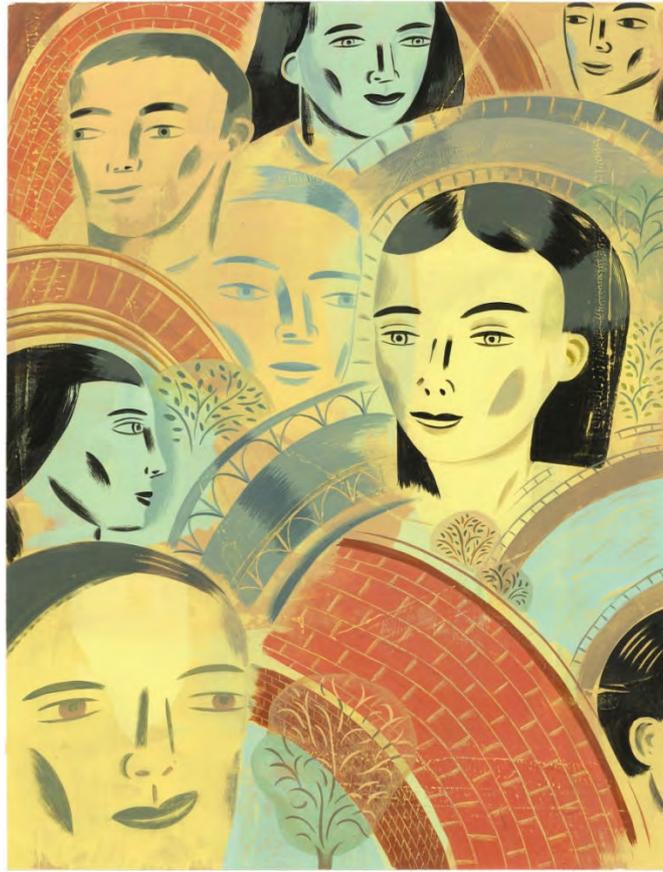
Building on the Colloquium presentations and informed by the recommendations from the participants' small group discussions, this Proceedings Summary concludes with a Plan for Action from AED.

**AED Colloquium on Diversity in Education Abroad: How to Change
the Picture**
***Challenging the Status Quo: A Plan for Action, A Call for
Organizational Change***

1. Challenge U.S. colleges and universities to develop a thoughtful strategic plan for outreach and recruitment of students of color, and of limited financial means, in part by suggesting the following list of constructive steps to take:
 - a. Encourage institutional leadership to support an action plan for addressing diversity in education abroad and to make it an institutional priority. Couple that plan with making education abroad part of comprehensive campus internationalization. Tailor the plan to reflect the unique needs of each institution and its student body.
 - b. Design program offerings with participants of color (and of limited financial means) in mind so that programs are attractive to the broadest array of students.
 - c. Encourage campus and study abroad program entities, through collaboration with offices of student financial assistance, to design aid packages that will allow participants to study abroad in the summer and during the academic year.
 - d. Design program outreach and marketing so that it places special emphasis on student organizations and similar entities where diverse student populations are represented.
 - e. Diversify campus study abroad office and program provider staff, so that when a prospective participants comes to a presentation or visits the office, they will see someone who looks like them.
 - f. Design program materials and websites that are welcoming and representative of culturally diverse groups.
 - g. Consider multiple strategies for retaining interest and commitment of diverse populations, including clearly articulating the value the program can bring to the participant.
 - h. Encourage staff to develop a thorough understanding of the needs of students of color and how to connect those needs to a program's ability to meet those needs. Address personal issues that could be barriers to participation.
2. Research and compile information for a clearinghouse on financing of education abroad which AED would host on its website. Empower students to take responsibility for their education abroad financing with a tip sheet for students on how to better utilize funds and seek out cost-effective programs. Provide "student as consumer" materials to more fully inform prospective participants of the options available for reasonably priced programs.

3. Establish an alumni group of ethnically diverse education abroad graduated returnees willing to talk with prospective applicants about the challenges they faced in studying abroad and the values they ascribe to that experience, and assist with their voluntary visits with students through a national programming effort.
4. Establish an education abroad teach-in (or appreciation) day each semester during which returnees discuss their study abroad experience, and share with prospective participants how such experiences informed, and even shaped, their academic and career trajectory.
5. Promote early (e.g., pre-collegiate) awareness of education abroad so that the concept is introduced at the secondary school level and as part of university marketing materials.
6. Find ways to encourage collaboration with other campus offices and units, including especially minority students affairs (or ethnic studies departments) and activities.
7. Encourage information sharing among education abroad professionals to gain from “best practices” experiences. For example, returnees might be required to “give back” by educating peers about their experiences and encouraging them to venture abroad. Such presentations could be built into the program curriculum.
8. Develop and advocate for a uniform data collection template that includes key demographic information about race, ethnicity, and student income group for national use to aid more comprehensive analysis of student participation rates, and to facilitate a national database on diversity in education abroad. Couple this data collection enhancement with a similarly uniform evaluation tool to elicit information about what was successful in the students’ education abroad experience and what barriers were successfully overcome; ask for feedback on what if any effect the education abroad experience may have had on the students’ evolving educational and professional goals; include demographic information as well as programmatic and academic data to facilitate comparative analysis.
9. Collect and disseminate more data on ethnicity from education abroad program applications to ascertain which types of program, study destinations, and subject matter are attractive to students of color and of limited financial means. Potential repositories of data include:
 - National level (i.e. Institute for International Education; NAFSA: Assoc. of International Educators; Forum on Education Abroad)
 - Sharing between like-minded and similarly situated institutions
 - Each campus (returning students and alumni, faculty, advisors)
 - Individuals (i.e. education abroad professionals)
10. Establish an annual institutional award to recognize and promote successful models for increasing diversity among study abroad participants that feature innovation and sustainable models for success.

Opening Remarks



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Stephen Moseley

President & CEO

Academy for Educational Development

Opening Remarks

***Stephen Moseley
President & CEO***

Academy for Educational Development

Thank you all for being here and welcome to the Academy for Educational Development and to this important colloquium, Diversity in Study Abroad. Founded in 1961, the Academy is 45 years old this year. For 35 of those 45 years we have been committed to interaction and collaboration with colleges and universities throughout the world, especially with respect to engaging them in a wide range of international development issues, study abroad issues, research and study on international engagement issues, and on support for both students and scholars. We have a strong and long-term devotion to increasing diversity and to increasing the participation of people of color and people with disadvantages in the broad spectrum of global engagement. Recognizing that we are increasingly becoming a multicultural society, we must ensure that all citizens in this country have the full opportunity to participate meaningfully and professionally in long-term U.S. engagement abroad and in welcoming people from abroad to the United States. This symposium offers us the opportunity to meet experts from around the country and to discuss the issues and challenges we face in broadening our capacity to meet those goals.

We have a strong and long-term devotion to increasing diversity and to increasing the participation of people of color and people with disadvantages in the broad spectrum of global engagement.

Before I introduce the keynote speaker, I would like to make a few points to set the stage for our discussions. Education abroad, or study abroad, has become a mainstream activity for many U.S. undergraduates. Nearly 200,000 undergraduates studied abroad for credit in the academic year 2004–05. That number is growing by nearly 10 percent each year. Ten years from now the number is projected to more than triple. Individual colleges and universities are more actively advocating for their students go overseas. Some institutions include overseas study as a way to distinguish their undergraduate offerings from that of other institutions and thereby attract prospective students. Our keynote speaker today is from one of those institutions that has long proffered the engagement of almost all of its students in study abroad programs. It is important to note, however, that just 108 of the nation's 4,200 colleges and universities account for 50 percent of the students who study abroad.

Our public commentary on the ideal undergraduate experience highlights education abroad. News accounts, especially in the national print media, regularly feature stories on study abroad. Our colleagues in education have initiated calls to action to address issues related to access in education abroad with an eye not only toward the educational mission of higher

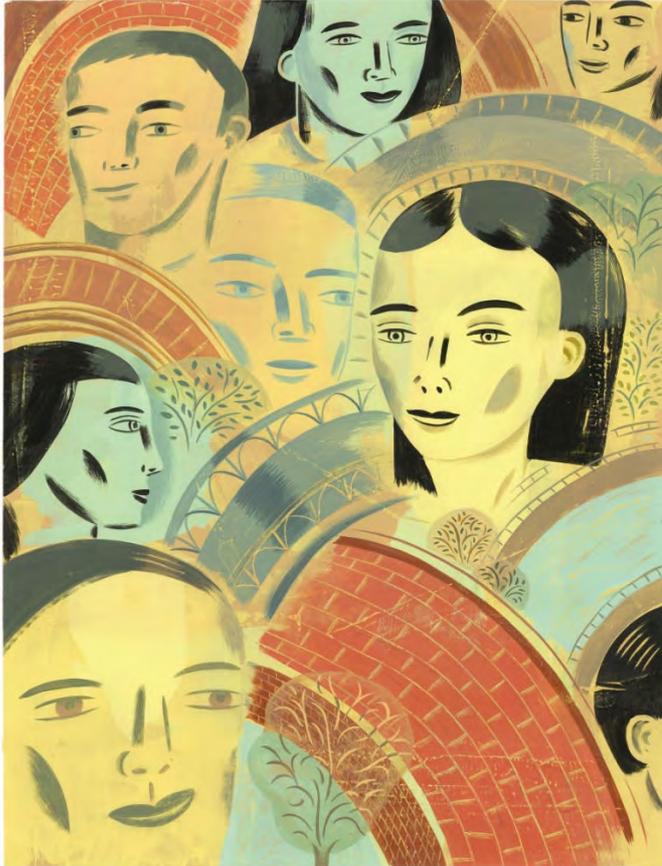
education, but also to the national interest, with reports such as NAFSA's *Securing America's Future: Global Education for a Global Age*. The creation of the Abraham Lincoln Study Abroad Fellowship Program grew out of that report, which was led by its honorary chairs, former Senator Paul Simon (who is also a member of our board) and former U.S. Department of Education Secretary Richard Riley. The program issued its report this past fall, and it strongly recommends that we increase study abroad numbers to more than one million students within a decade. That is a tall order, but a goal that I believe we can reach. The behavior of students, the interests of parents, and the actions of educators are mirrored in the political commentary, which offers bipartisan support for participation in study abroad. It seems that we have a consensus that studying abroad for U.S. undergraduates is positive on many levels and that more of our students should have this invaluable learning experience in which to ground their adult lives.

At AED, our long-held commitment to the importance of learning other languages and cultures has assumed a new urgency in the face of our nation's global challenges today. We want to continue to work with the higher education community both here and abroad to ensure that our students are prepared to take on the international challenges that they will face, whatever their career track. The dilemma we face today in education abroad is that participation is very uneven. It is uneven in terms of the institutions our students attend, the subject matter they study, and their gender. Perhaps most disturbing, race, ethnicity, physical ability, and economic status are not equally represented in terms of participation. While it is important to address all of these aspects of underrepresentation in study abroad, we want to focus today on the underrepresentation among students of color and those with limited financial means.

At AED it is our mission to address problems of equal opportunity in access. This is reflected in programs ranging from our work with migrant Head Start in this country to our work in increasing girls' access to education in the developing world, where we conduct programs in approximately 60 countries. We are eager to do our part to find ways to engage students of color in greater numbers in study abroad. If success for our future leaders and younger citizens in this new millennium is to be grounded in a well-rounded and in-depth appreciation of things global, then we must ensure that everyone has an equal chance to participate. Our objective today is to go beyond reflecting on where we have been and what shortfalls we may observe. Today we must talk constructively and creatively about how to move forward with an action plan to engage students of color and limited financial means more fully in that powerful and personal experience that is education abroad. Join us here at AED to formulate and implement an action plan so that we can take a leadership role to address this critical need in higher education.

To get us started this morning, allow me to introduce Eileen Wilson-Oyelaran, president of Kalamazoo College. Dr. Wilson-Oyelaran brings to our deliberations today her leadership experience at an institution that is one of the ten top baccalaureate institutions for student participation in study abroad. Nearly 85 percent of Kalamazoo students have had a study abroad experience---what a remarkable achievement! Dr. Wilson-Oyelaran has a distinguished career in education, both in the United States and in Nigeria, with a focus on child development and multicultural education. She has been nationally recognized for her leadership in higher education and was awarded the 1999 Gender Equity Architect award from the American Association of Colleges of Teacher Education for her work in leadership development in mentoring young women and girls. In 2005, she was honored as a YWCA "Woman of Vision." She holds her MA and PhD degrees from Claremont University. Please join me in welcoming Dr. Eileen Wilson-Oyelaran.

Diversity in Education Abroad: Why It Matters to the Nation



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**Opening
Plenary**

Dr. Eileen Wilson-Oyelaran

President

Kalamazoo College

Diversity in Education Abroad: Why It Matters to the Nation

Dr. Eileen Wilson-Oyelaran
President
Kalamazoo College

I am honored to be with you this morning as we consider issues related to diversity in education abroad, a topic of critical importance for individuals, for our nation, and for the world. I would like to applaud the Academy for Educational Development for undertaking its Education Abroad Initiative and for its decision, within that rubric, to turn attention to the issue of Diversity in Education Abroad.

As we begin our discussions this morning, I would like to focus on three questions:

- Why does diversity matter in study abroad programs?
- Are we really serious about solving the diversity issue in study abroad programs?
- Are we asking the right questions about study abroad?

First, it is important to frame our conversation. The word “diversity” carries multiple meanings and includes many categories by which an individual can be marked; for example, race, ethnicity, gender, sexual orientation, and physical ability, among others. When considering the issue of access to education abroad, lumping these multiple categories together does not seem useful because the factors that may serve as barriers, as well as the issues related to promoting an optimal learning abroad experience, may be quite different depending upon the category under consideration. For the purposes of our conversation this morning, I want to focus on ethnic diversity in study abroad. Several factors have informed this decision:

- I am most knowledgeable about the experience of students of color, particularly African American students.
- AED’s framing of this issue focuses principally on race/ethnicity and economic disadvantage.
- Other aspects of diversity (sexual orientation, physical abilities, special learning needs, age) occur within all ethnic groups. As such, these aspects of diversity must be addressed as we attempt to meet the individual needs of students in the education abroad experience.

The results of the most recent 2003/04 *Open Doors* report set forth very clearly the challenge before us.¹ In 2003/04, over 191,300 students at all levels of higher education studied abroad. This represents an increase of 150 percent in a ten-year period. That’s the good news. The bad news is that during the same ten-year period the participation rates for African

¹ Institute of International Education, *Open Doors 2005, Report on International Educational Exchange, PROFILE OF U.S. STUDY ABROAD STUDENTS, 1993/94 – 2003/04.*

Americans, Asian Americans, Hispanic Americans, and Native Americans remained virtually unchanged. Moreover, the participation rates do not reflect the increased presence of these groups within the higher education community. In 2001, approximately 67 percent of undergraduates labeled themselves as white, 11.5 percent labeled themselves as African American, and nearly 10 percent identified themselves as Hispanic Americans. In spite of these enrollment figures, approximately 84 percent of those who studied abroad were white. The study abroad participation rate for African Americans was 3.4 percent and for Hispanic Americans, 5 percent. These data suggest that students of color have not been able to participate in the transformational experience that study abroad provides.

Why does diversity matter in study abroad programs?

I would argue that the skill of intercultural competence coupled with a global perspective is essential for anyone who aspires to provide leadership in the 21st century. These skills will be required for every sector---be it political, business, public policy, or not-for-profit.

By intercultural competence I mean:

- The capacity to recognize our global interconnectedness: politically, economically, socially, and ecologically;
- The capacity to respect cultural differences;
- The ability to see an issue from multiple perspectives;
- The willingness to adapt to new situations; and
- The capacity to put one's self at the margins.

A global perspective presumes intercultural competence informed by knowledge of the history and the impact of various forms of dominance—for example, colonialism, neo-colonialism, rampant multinational capitalism, or racism—on opportunity within and among nations.

During this century, we will witness technological innovations and demographic shifts that are unparalleled in human history. According to Erik Petersen of the Center for Strategic and International Studies, by 2025 throughout the world, we will encounter seven intersecting revolutions that will have a significant impact on the quality of our lives.²

I would like to highlight, very briefly, a few of those revolutions:

- ***Population:*** The world will have a population of about 8 billion; the vast majority will live in China, India, the United States, and Nigeria.
- ***Resource Management:*** Food consumption will double by 2035, and humankind will be called upon to manage much more carefully and justly our resources, particularly fresh water, food, and energy.

² Peterson, Erik R. 2006. Seven Revolutions Initiative. Center for Strategic and International Studies. <http://www.7revs.org>.

- *Economic Integration:* By 2025 no one will question the fact that the world is flat. The speed and efficiency of business operations worldwide will eliminate the notion that greater geographic distance results in increased costs. We will enter an era of unparalleled global economic competition. And yet, in spite of the increased opportunities for economic growth, the income gaps within nations will increase.
- *Conflict:* We will be exposed to new forms of warfare—and most of them will not be associated with the nation-state. One person with the right strokes on a computer will have the capacity to bring the interconnected global economy to a halt. Access to weapons that have the capacity to do considerable harm will not be controlled necessarily by national governments. Worldwide conflicts may be manipulated and expressed as conflicts over belief systems rather than economic systems.
- *Knowledge:* Access to knowledge and information will no longer be restricted by national barriers or accidents of birth. Virtual universities will result in the creation of new cyberspace communities of learning—borne out of interest and access to appropriate technology.

If we take seriously these projections, another picture emerges: namely, that Americans can no longer assume that this country will continue to be the center of the economic and political universe. Since the fall of the Soviet block, the United States has proclaimed itself—and, to a large extent, has been recognized as—the world’s only super power. Many of our educational institutions, as manifested by curricular and co-curricular programs, operate as if this supremacy is guaranteed in perpetuity. I would argue that we have a responsibility to educate students for a world in which the economic, political, and military preeminence that has been a part of our most recent history can no longer be guaranteed.

In the context of this emerging reality, the words of Dr. Martin Luther King, Jr., spoken in 1961, take on new meaning. *“All life is interrelated. We are all caught up in a web of mutuality: tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.”*³

Well-developed education abroad programs, which allow for authentic interaction with residents of the host country, provide a unique opportunity for personal redefining and for the development of intercultural competence and a global perspective. However, it is not education abroad, in and of itself that is important. It is the role that such education abroad plays in catalyzing new perspectives, both personal and international, that makes education abroad important.

³ King, Martin Luther, Jr. 1961. Commencement Address at Lincoln University (Pennsylvania). In James Melvin Washington Ed. *A Testament of Hope*. 1986. San Francisco: Harper & Row Publishers.

The limited participation of students of color in education abroad has consequences at both the national and personal levels. In conversations with leaders in the business sector, those of us in the academy are repeatedly reminded of the importance of preparing a workforce that is ready for the global economy. Corporate leaders are looking for employees who are fluent in other languages and who have the capacity to work effectively in teams that are diverse. More and more, work will require the capacity to operate both cross-nationally and cross-culturally. Given that these manpower needs are currently unmet, without the increased participation of students of color in study abroad activities, this shortage will only be exacerbated as the workforce in our nation becomes increasingly diverse.

The underrepresentation of students of color in study abroad is not merely a challenge for corporate America. Members of minority ethnic groups are greatly underrepresented in the field of international affairs. At a recent Higher Education Summit, jointly sponsored by the secretaries of State and Education, Secretary Rice underscored the need for our diplomatic presence in the world to reflect more accurately the face of America. She emphasized her strong desire to diversify the Department of State and the diplomatic corps, and she stressed the importance of increasing education abroad opportunities for Americans of all backgrounds.

The education abroad experience has a unique impact on each student, and consequently, it is difficult to talk in precise terms about what is lost or gained for the individual student of color who, for whatever reason, does not study abroad. Suffice it to say that most students find study abroad an empowering experience. Most return to this country with increased competence, improved linguistic facility, and more well-defined career goals. If students of color have not had an opportunity to study abroad, they will find themselves at a disadvantage in a labor market that increasingly values international experience and global competence.

"I have witnessed repeated examples of how students, removed from the social and political context of the United States, have been able to revise their views of themselves and to reach beyond other people's perceptions of their abilities."

For some students of color, the study abroad experience represents the first time in their lives when skin color does not matter or carries very different connotations. Professor Joy Carew notes: "I have witnessed repeated examples of how students, removed from the social and political context of the United States, have been able to revise their views of themselves and to reach beyond other people's perceptions of their abilities."⁴

⁴ Carew, Joy. 1993. "Minority Students Abroad: an Inspiring Experience." *Chronicle of Higher Education*.

Our experience at Kalamazoo College is not as definitive. It suggests that African American students in particular have very differing responses to the experience of living outside the confines of the racial structures of the United States. The following excerpts come from two African American female students who studied abroad in Kenya during the same time period:

The first student commented, "I realized that race is something that is used to set me apart, to really divide my identity, to make it seem as though I am not a whole person. When I was in Kenya I didn't have a race: everyone was black, everyone had brown eyes and kinky hair. I realized that my features made others associate me with Kenya rather than the United States, where I was born. White people from the United State would excitedly talk to other white people about their experiences---Kenyans would seek out white people on the street. My 'foreignness' went unnoticed, and for the first time, I really felt like I didn't belong anywhere, that my identity was divided, and that I wanted fellowship---I wanted to be American and linked to that identity, but I was ignored. For the first time I felt the need to have a nation where I could be whole, recognized, and part of a community. I am now still searching for a homeland."

A second student wrote: "In the United States, and especially at the college I attend, I stand out as the only person of color in most settings. In Kenya, it was the first time that my physical appearance allowed me the benefit of 'fitting in.' I could undoubtedly pass for Kenyan. It was not until this experience did I realize how much of my college experience---my daily happiness, my self-esteem, my sanity---was embedded in how I felt about the color of my skin. My color was always an issue. It is the first thing people recognized about me. On study abroad that heavy weight I unconsciously carried was lifted, and I was able to more objectively look at my experiences at Kalamazoo College. Most beneficial to this identity-healing process I was experiencing was the realization of my American self. I am American too. By taking the time to fully accept the American side of my identity, I also found a way to connect to others not in my racial group. Most importantly, I learned how to live without the pressure of putting my color first, whether people noticed it or not. I found a way to be simply me."

By contrast, an African-American male who studied in Madrid reports: "Study abroad was an interesting experience in terms of my ethnicity and nationality. I was assumed to be a Dominican most of the time because I was 'brown skinned' and not 'black' like most people of African descent that the Madrileños were familiar with. For many people I encountered, I was the first Black American they had ever met. I dealt with lots of curious stares, but no outright racism. Viewed as an extremely different person and having few people to relate to of my background was challenging, but it was not difficult to make friends. I left with a greater sense of pride as a Black American and an appreciation of Spanish culture."⁵

⁵ Personal correspondence to President Wilson-Oyelaran

Whatever the outcome, the education abroad experience enables students of color to address these identity issues from a new, and perhaps, more critical perspective.

Whether viewed from an individual or a national perspective, the lack of participation of students of color in education abroad programs represents yet another manifestation of our nation's lack of will to make use of all of its talent. This "will-less-ness" persists at our nation's peril, and this leads to my second question:

Are we really serious about solving the diversity issue in study abroad programs?

I read with great interest many of the explanations given for the lack of participation of African American and Hispanic American students in education abroad. The student-related explanations included the lack of previous experience with study abroad, including the absence of mentors who had had international experience; fear of racism in other countries; lack of awareness regarding the available opportunities; and financial concerns. Parental factors included fear as well as the lack of financial and emotional support for the student's desire to study abroad. Institutional concerns included inappropriate outreach, lack of support from faculty and advisors, poor media representation of students of color in study abroad materials, as well as financial and curricular policies that serve as barriers.

It seems to me that if we were really serious about addressing the lack of participation of students of color in education abroad, we would bring to this issue the rigorous scholarly examination that we bring to other aspects of our work.

In reviewing the literature, I was struck by the absence of a scholarly examination of the issue. Much that has been written is anecdotal and fails to address the complexity of the intra-group differences that exist among the students we are trying to serve. It seems to me that if we were really serious about addressing the lack of participation of students of color in education abroad, we would bring to this issue the rigorous scholarly examination that we bring to other aspects of our work.

I would argue that this type of investigation must be done at the campus level and must begin with a thorough understanding of the students who are being served on that particular campus. Clearly, the challenges of promoting education abroad opportunities at a community college where the majority of students are enrolled in the college transfer program on a full time basis are vastly different from those at an institution where the majority of students are parents who are employed full-time and enrolled in school part-time. These examinations should assess students' willingness to study abroad, the degree to which the faculty and administration promote such study as an

integral aspect of the educational experience, and the degree to which specific institutional policies, particularly financial aid and academic policies, militate against study abroad. It is only after a systematic, campus-based assessment has been executed that the institution can build a plan for change.

Such a plan for change must involve the following:

- An institutional vision must be articulated to include both an overall percentage goal for participation in study abroad as well as targeted and carefully monitored participation rates for students from racial, ethnic, and economic groups that have been historically underrepresented.
- Leadership must come from the highest levels of the institution, particularly the president and provost. Campus leaders must make it clear that access to, and inclusiveness in, the study abroad component of the educational program is an institutional priority.
- Policies must be analyzed to ensure that they promote rather than inhibit participation.
- Faculty and other members of the academic community must be brought on board.
- From the initial contact with students, that is, during recruitment, the importance of the education abroad experience must be articulated so that new expectations are created among students and their parents.

I challenge our commitment (and by “our,” I mean the academic community): this is not rocket science; it is simply good strategic planning. There is no uniform way to address this issue. As I have suggested previously, the assessments and the resolutions must be campus-based.

By looking briefly at two very different campuses that have made great strides in engaging underrepresented minorities in education abroad, I suggest that the key to addressing the challenge of underrepresentation of students of color in study abroad is vision, strategic planning, and implementation.

Kalamazoo College, a highly selective, residential liberal arts college in southwest Michigan, boasts a study abroad participation rate of approximately 85 percent. Based on combined data from the last three years, 72 percent of students from minority ethnic groups participated in study abroad, with African Americans participating at the rate of 58 percent, Hispanic Americans at 68 percent, and Asian Americans at 76 percent. More than 85 percent of Kalamazoo College students who study abroad do so for a semester or longer.

Let us briefly consider the seminal elements of study abroad at Kalamazoo College. At Kalamazoo, study abroad is not just available, it is unavoidable. It is part of the ethos of the college. It is also part of the budgeting process.

Students pay the same tuition whether they are on campus or on study abroad.

The study abroad programs are not “owned” by particular departments or faculty. The Center for International Programs holds them in trust for the entire college (students, faculty, staff, alumni) and works to keep all stakeholders connected to the programs overseas and vice versa.

Kalamazoo began its study abroad programs in the early 1960s. In 1966, the college implemented a curriculum often referred to as the K Plan. As part of that plan, all students, regardless of major, were required to study abroad. Consequently, academic departments determined how to offer their majors and still leave room for their students to spend at least a semester overseas. As an aside, I should note that Kalamazoo College has historically produced a significant number of students who major in the sciences and continue to earn a doctorate or a professional medical degree. The science faculty developed an outstanding undergraduate curriculum that allows students to study abroad for at least a semester without adding additional time to the degree.

In recent years, a change in the academic calendar resulted in the removal of the mandate that all students study abroad. Today, study abroad at Kalamazoo is an expectation, a very strong expectation. The question at Kalamazoo is not “whether” you will study abroad, but “where?”

The study abroad program’s overarching goal of cultural integration shapes the types of programs available to our students:

- University direct enrollment (Spain, France, Germany, Australia, Ecuador, Kenya, Senegal)
- Language and culture programs run by the university’s Institute for Foreign Students (Spain, France, Germany, China, Japan)
- Collaborative programs in sustainable and community development that work with nongovernmental organizations (NGOs) and local communities (Thailand, Mexico)
- University-based environmental studies (Ecuador, Costa Rica)

Even when we have students in an English language environment, we work to integrate them through:

- Home stays with local families or having local students as roommates in the dorm
- Service learning/volunteer opportunities in local social service agencies, shelters, and NGOs.

At Kalamazoo, study abroad is central to the fulfillment of the institutional mission:

*"To prepare its graduates to better understand, live successfully within, and provide enlightened leadership to a richly diverse and increasingly complex world."*⁶

As a consequence, at Kalamazoo College many of the challenges associated with lack of participation in study abroad among students of color do not arise. The program is inclusive because education abroad is central to the mission and has the highest levels of administrative support as well as campus buy-in. I should note that the funding of study abroad is not easy. Our decision to continue on this path represents the priority given to this goal at the expense of other areas of pressing needs, for example, improved compensation or renovation of residential and athletic facilities.

In contrast to Kalamazoo College, Winston-Salem State University (WSSU) in Winston-Salem, North Carolina, is an historically Black, comprehensive institution with a student body of approximately 5,400 students. The average age among students is 25 years.

WSSU established an Office of International Programs (OIP) in August 2000. Prior to that date, only three students had gone on study abroad programs through other institutions or providers.

By the end of 2005:

- Internationalization had become one of the initiatives in the ongoing capital campaign.
- An endowment of one million dollars to support language-focused experience abroad had been established.
- At least 20 students had participated annually in semester- or year-long study abroad, and 30 students had participated in short-term programs in the Benin Republic, Trinidad, Mexico, Finland, and China.
- Study abroad linkages in nontraditional sites had been established: the University of the West Indies at St. Augustine, The University of the Western Cape (South Africa), China, and Brazil.
- The University had set a study abroad participation rate goal of at least 5 percent of the total enrollment to be achieved within five years (2010) and a goal for on campus representation of international students at 2.5 percent of the student body.
- In addition, the campus had committed itself to curriculum internationalization.

To achieve these goals, the OIP began by developing a mission statement: *The mission of Winston-Salem State University Office of International Programs is to initiate, coordinate, and execute programs and activities to enable Winston-Salem State University to accomplish the strategic objectives embodied in its Shared Vision Statement, in particular, to enable the*

⁶ Kalamazoo College mission statement, academic catalog: <http://www.kzoo.edu/regist/>

*institution to prepare its students for a wholesome life of responsive citizenship, leadership, and service in the global society.*⁷

The mission was embraced by the campus community and received support from the provost and the chancellor. As a result, commitment to, and support of, the mission were provided by the student services, faculty, and the Office of University Advancement. Policies were redesigned (particularly financial aid policies) to facilitate participation in study abroad.

Several identical features appear in each of these cases: a vision of participation, a commitment from the top, and a willingness to address the challenge of resources and to restructure academic and financial policies that inhibit participation. Finally, the expectation for participation is set early in the student's academic career.

There is a final question that I hope will get some serious consideration in your discussions today, and that is:

Are we asking the right questions about study abroad?

Let me begin by stating categorically that I am a strong proponent of study abroad. I am an example of an undergraduate whose life was transformed and whose career goals were clarified as a result of my undergraduate study abroad experience. However, it is important to recognize that there are many types of experiences that currently fall under the rubric of study abroad. These include, for example, choir tours of brief duration and semester-long travel programs where a group of students reside together and take courses taught by a faculty member who has accompanied them from the home campus. Study abroad can also include groups of students who travel, without faculty, to a country where they study with locals, live with families, and engage in community service for a semester or a year. Each of these models gives students some sense of life outside of the United States; however, they are not equally effective in promoting the development of intercultural competence and a global perspective.

Moreover, not all of our students will be able to study abroad. There are some students who, because of their life circumstances, may find study abroad a very difficult option. This may be particularly true of underrepresented students who are more likely to be parents, or to attend school part-time, or to have employers who are not supportive of the study abroad experience because of the disruption it causes at the work place. Demographic projections suggest that the number of students in these circumstances is likely to increase.

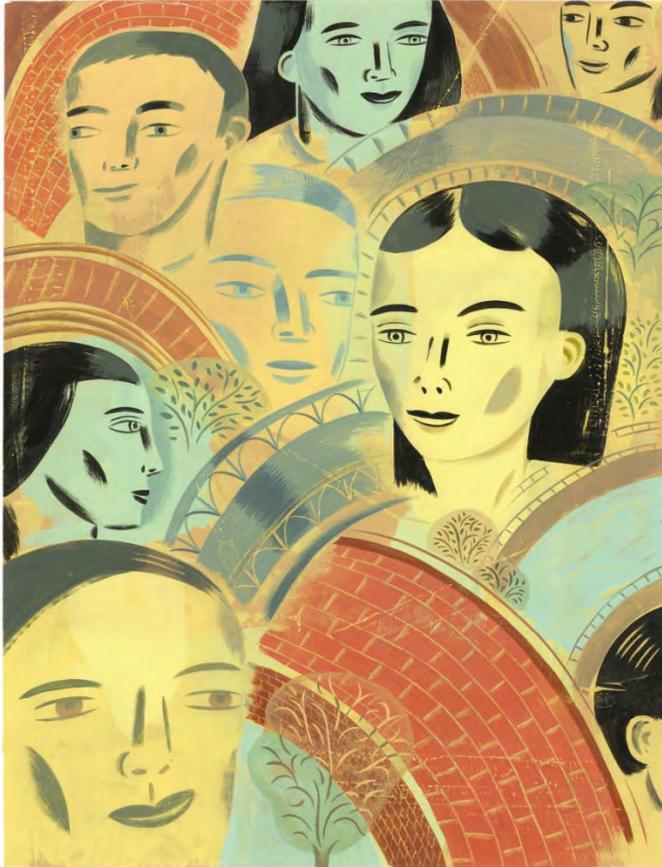
⁷ Winston-Salem State University Office of International Programs mission statement.: <http://www.WSSU/About/Administration/Office+of+the+Provost/, Office+of+International+Programs/>

Consequently, we must ensure that our campuses are structured to promote the development of intercultural competence and global perspective. Our goal should be the comprehensive internationalization of our campuses. Study abroad may play a central role in the acquisition of a global perspective; however, I would argue that if the curriculum is sufficiently challenging and comprehensively internationalized, the rudiments of intercultural competence and a global perspective can be attained without study abroad.

Given new technologies and increased global mobility, there are many new opportunities for increasing the global competence of our students. Global communications networks allow for pedagogical innovations that until recently were impossible or prohibited by cost. Faculty teaching the same course on two different continents can engage their classes in joint case study analyses. Electronically threaded discussions allow students in France, the Benin Republic, and the United States to discuss the same text or other aspects of their course work on a regular basis. New immigration patterns provide opportunities for international/intercultural immersion, if we recognize and take advantage of them. By building community partnerships with local immigrant communities we can provide domestic opportunities for mutual learning and for the development of the respect and humility that emerges when students and community members come together as equals in an effort to address an issue of mutual concern.

At no time in our history has the development of intercultural competence and a global perspective been more important than it is today. In the future these skills will become even more important. I salute AED for addressing the issue of diversity in education abroad and wish you many stimulating deliberations.

Panel I



What We Know about Diversity in Education Abroad

David Comp, Advisor, University of Chicago

**Dr. Nicole Norfles, Fellow, Pell Institute for the Study
of Opportunity in Higher Education**

**Dr. Wolfgang F. Schlör, Associate Director, University
Center for International Studies, University of
Pittsburgh**

**Appendix 1 contains edited highlights of the Question and Answer
Session that followed this panel presentation.**

What We Know About Diversity in Education Abroad: State of the Research

David Comp
Advisor, University of Chicago

This paper focuses on the state of research and data relative to diversity in education abroad. Specifically, I plan to present the demographic data on race and ethnicity in education abroad in a meaningful way so as to provide a comparative perspective. A breakdown of the research and literature by type will be presented, as well as the common themes found across the research literature on the barriers to participation in study abroad by minority students. Finally, I will attempt to answer the question “Where do we need to go now?” by providing ideas for the development of a research agenda on underrepresentation in the field of education abroad.

Demographic Data

The best way to understand the state of diversity in education abroad is to compare the Institute of International Education’s (IIE) *Open Doors* summary that reports demographic data on U.S. students studying abroad to the data that the National Center for Educational Statistics (NCES) prepares on U.S. higher education enrollment. As evidenced by the data in table 1, “Demographic Data on Race and Ethnicity in Education Abroad,” the racial and ethnic makeup of U.S. students studying abroad has remained virtually unchanged percentage-wise from 1993/94 to 2003/04. For example, the rate of African American students studying abroad, as part of all racial and ethnic groups, increased only 0.6 percent during this time period. However, the total number of Asian American, Hispanic American, African American, and multiracial students studying abroad during this same time period increased substantially. Specifically, the total number of African American students studying abroad during the 1993/94 academic year was 2,136, and by the 2003/04 academic year participation had increased to 6,505 students. This represents a 67 percent increase in the total number of African American students studying abroad during this eleven-year period. And although this increase in African American participation is significant, more progress needs to be made to align their participation levels with other ethnic and racial groups.

To gain a better understanding of the participation rates of minority students in study abroad programs, I prepared the following table, table 2, to provide a perspective. Originally, the table was going to compare demographic data percentages on the U.S. population, U.S. higher education enrollment, and U.S. students abroad. After analyzing the research and literature on minority students studying abroad (discussed later), I determined that it would be valuable to add a fourth column reporting the demographic data of a major scholarship program for study abroad. The Benjamin A. Gilman International Scholarship provides scholarship funds to study abroad participants who are receiving federal Pell Grant funding.

Table 1: Demographic Data on Race and Ethnicity in Education Abroad

Race/Ethnicity	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
Caucasian	83.8%	86.4%	84.4%	83.9%	84.5%	85%	83.7%	84.3%	82.9%	83.2%	83.7%
Asian American	5%	4.9%	5.1%	5%	4.8%	4.4%	4.8%	5.4%	5.8%	6%	6.1%
Hispanic American	5%	4.5%	5%	5.1%	5.5%	5.2%	5%	5.4%	5.4%	5.1%	5%
African American	2.8%	2.8%	2.9%	3.5%	3.8%	3.3%	3.5%	3.5%	3.5%	3.4%	3.4%
Multiracial	3.1%	1.1%	2.3%	2.1%	0.8%	1.2%	0.9%	0.9%	2%	1.8%	1.3%
Native American	0.3%	0.3%	0.3%	0.3%	0.6%	0.9%	0.5%	0.5%	0.4%	0.5%	0.5%
Total Number of participants	76,302	84,403	89,242	99,448	113,959	129,770	143,590	154,168	160,920	174,629	191,321

Source: Institute of International Education *Open Doors 2005*, <http://opendoors.iienetwork.org/?p=69702>

Table 2: Comparative Data on Race and Ethnicity in Education Abroad

Race/Ethnicity	U.S. Population 2000	U.S. Higher Education Enrollment 2002 ^a	U.S. Students Abroad 2003-04	Gilman Scholarship Applicants 2003-04
Caucasian	75.1%	67.1%	83.7%	48.7%
African American	12.3%	11.9%	3.4%	9.8%
Hispanic American	12.5% ^b	10.0%	5.0%	10.7%
Asian American	3.7% ^c	6.5% ^d	6.1%	10.5%
Native- American	0.9%	1.0% ^e	0.5%	1.0%
Multiracial	2.4%	Not Available	1.3%	4.2%
No Response	X	X	X	15.1%

Sources: U.S. Census 2000, <http://censtats.census.gov/data/US/101000.pdf>; Institute of International Education *Open Doors 2005*, <http://opendoors.iienetwork.org/?p=69702>; National Center for Educational Statistics - *Digest of Education Statistics 2004*, http://nces.ed.gov/programs/digest/d04/tables/dt04_209.asp; Benjamin A. Gilman International Scholarship General Statistics 2003-2004, <http://www.iie.org/programs/gilman/stats/2003-2004%20Stats.html>.

^a Excludes Nonresident alien data.

^b U.S. Census data provides separate data on Hispanic/Latino populations.

^c Includes Hawaiian/Pacific Islander populations.

^d Includes Hawaiian/Pacific Islander populations.

^e Includes American Indian/Alaska Native populations

There are three rather large disparities in the demographic data between U.S. higher education enrollment and U.S. study abroad participation rates. In particular, the 16.6 percent positive difference between U.S. higher education enrollment and studying abroad for Caucasian students is the most striking. For all other racial and ethnic groups there is a negative difference between U.S. higher education enrollment and study abroad participation. The largest gaps are found in the African American and Hispanic American student populations with 8.5 percent and 5.0 percent decreases, respectively. The demographic data on the Benjamin A. Gilman International Scholarship provides some interesting insight: the table shows that without Gilman funding, even fewer minority students would study abroad.

Research and Literature

In 2002, I began compiling an annotated bibliography on underrepresented students studying abroad, because very little research and literature were identified in the field of education abroad at the time. This bibliography project continues to this day and another major update is under way. Table 3 provides a brief historical overview of the identified research literature in the field of education abroad as well as the identified literature related to minority students studying abroad. Research and literature on minority students studying abroad is a relatively new focus in education abroad. The first identified article to address diversity in education abroad specifically was written in 1980 by Charles Gliozzo;¹ however, a significant amount of literature had already been written on study abroad before this first article on diversity appeared. Throughout the 1980s, the ratio of articles of research-based literature in the general field of education abroad, to articles of literature on minority students studying abroad was 717 to 9. In the 1990s there was a dramatic increase in the literature on minority students studying abroad and by the end of 2009, I estimate that there will be a 150 percent increase in the number of publications on minority students studying abroad.

To understand better the state of research on minority students studying abroad, I broke down the literature by category/type to see how much was scholarly or research-based and how much was not research-based. If the field of education abroad is to make use of the literature to inform policy (both on-campus and at the national level) and practice as a way to increase minority participation in study abroad, it is important to evaluate the literature critically. After a thorough analysis I identified eight categories of publication that I used to organize the literature. Of these eight categories, I classified six as scholarly/research-based and two as not scholarly or research-based. When added together, there is essentially a 50/50 split between these two categories. It is important to note that the quality of several research studies is weak, and a few have some serious methodological issues. In sum, there are very few high quality scholarly/research-based publications that can be consulted in our practice and advocacy efforts. Table 4 provides a breakdown of the literature on minority students studying abroad by category.

¹ Charles Gliozzo. "The International Education of Minority Students," *Minority Education* 2, no. 5 (1980). 6-7.

Table 3: Research-Based Articles/Reports/Books/Presentations in Education Abroad per Decade

Decade	Number of research-based articles/reports/books in education abroad	Number of articles/reports on minority students studying abroad ^a
1950s	34	N/A
1960s	117	N/A
1970s	189	N/A
1980s	377	9
1990s	675	61
2000-03	315 ^b	55 ^c

Sources: *Research-Based Articles/Reports/Books per Decade* Table obtained from: David Comp, Michael Vande Berg, Skye Stephenson, Sophie Gladding, and Gary Rhodes. (under revision). Literature and Resources. In M. Bolen (Ed.), *Guide to Outcome Assessment in Education Abroad*. Northampton, MA: The Forum on Education Abroad/Frontiers: The Interdisciplinary Journal of Study Abroad. Data was compiled from a review of the three main research bibliographies on study abroad (U.S. students). Henry D. Weaver. (Ed.). *Research on U.S. Students Abroad: A Bibliography with Abstracts*. (Council on International Educational Exchange; Education Abroad Program, University of California; Institute of International Education; and National Association of Foreign Student Affairs, 1989); Maureen Chao. (Ed.) *Research on U.S. Students Abroad, Volume II, A Bibliography with Abstracts 1989–2000*. (NAFSA: Association of International Educators/SECUSSA (Section on U.S. Students Abroad), 2001); and, David Comp. (Ed.). *Research on U.S. Students Abroad, Volume III, 2001 to 2003 with Updates to the 1989 and Volume II Editions*. (Loyola Marymount University, 2005). These three bibliographies are all available on the following website <http://globaled.us/ro/index.html>.

^a Six resources from the literature on minority students studying abroad are of an unknown date but I predict they are from the late 1990s and 2000s.

^b The 2000-03 total includes research identified through May 2003.

^c Data obtained from 2000-04.

Table 4: Breakdown of the Research and Literature on Diversity in Education Abroad

Type of Publication	Number of Publications
Periodicals (higher education/diversity focus)	43
Miscellaneous resources	22
Conference papers/published proceedings	21
Peer-reviewed journals	15
Periodicals (miscellaneous national or local press)	13
Master's theses	9
Chapter/section of book/publication	5
Doctoral dissertations	3
Total	131

Finally, in an effort to identify barriers to participation in study abroad by minority students, I conducted a content analysis of the literature. All publications listed in the table above were included in the content analysis. The issue most commonly cited by minority students for determining whether or not to study abroad during their undergraduate experience was related to financial concerns. This was followed by lack of family support and/or needing to remain close to family, concerns about discrimination, concerns about language, and program sites not of interest---this last barrier correlates somewhat to heritage-seeking in a study abroad context. Many minority students, either consciously or subconsciously, choose overseas study destinations based on their own identity, nationality, and/or ethnicity. The belief that various U.S. ethnic minority Diasporas share common racial/ethnic, religious, linguistic, or cultural origins with individuals in nonwestern countries is fundamental to the practice of heritage-seeking.²

Where Do We Go From Here?

There is obviously a need for more rigorous and advanced research on minority students studying abroad. The field needs more doctoral dissertations and peer-reviewed journal articles focused on this issue. There is also a need for more quantitative studies and data. The majority of the studies on diversity in education are qualitative in nature and have produced valuable data. However, we need more studies with sound methodological approaches that provide reliable hard data that we can use in our advocacy efforts both in Washington, D.C. and at our campuses and organizations. Better data collection in the field is crucial. We need to consider how we can collect better demographic data (institutional/provider or national level) on minority student participation rates and how we can disseminate these data/results to the greater education abroad community. There is a great need for longitudinal studies focusing on diversity issues. Also, replicating recently completed or current projects in the field that specifically focus on diversity issues will allow for comparisons. Finally, comparing and analyzing data on minority student foreign language study, academic majors, retention rates, and other academic areas may provide some useful information.

...we need more studies with sound methodological approaches that provide reliable hard data that we can use in our advocacy efforts both in Washington, D.C. and at our campuses and organizations.

² The annotated bibliography *Heritage Seeking in Study Abroad* by David Comp is available on the website of the Forum on Education Abroad at <http://www.forumea.org/related_links.html>.

Appendix

Research and Literature on Underrepresentation in Education Abroad: An Annotated Bibliography

David J. Comp, University of Chicago

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The purpose of this annotated bibliography is to provide students and education abroad researchers/professionals with a broad listing of research studies, conference presentations, and articles on underrepresentation in education abroad programs. The bibliography is organized under the following underrepresented student group headings:

Minority Students

Students with Disabilities

GLBT Students

Adult Learner/Professional Students

Community College Students

Education Students

Engineering, Science & Technology Students

Human/Social Service Students

Medical & Nursing Students

Miscellaneous Underrepresentation Articles

Research on U.S. Students Abroad: Bibliographies with Abstracts

Please note that some entries may be listed under multiple headings. Comments and revisions as well as copies of new papers are invited and encouraged. Comments and submissions may be sent to David Comp at dcomp@uchicago.edu. All web links and e-mail addresses specified in this document are active as of the revision date. Special thanks and recognition are due to the NAFSA: Association of International Educators Education Abroad Subcommittee on Underrepresentation, the Forum on Education Abroad, the Council on International Educational Exchange (CIEE), and Access International Education: Resources on Underrepresented Groups in International Education of the University Center for International Studies at the University of Pittsburgh for making this bibliography available on their websites.

Web links to this bibliography are as follows:

NAFSA: Association of International Educators, Education Abroad Subcommittee on Underrepresentation

http://www.nafsa.org/knowledge_community_network.sec/education_abroad_1/education_abroad_2/practice_resources_12/underrepresented_destinations_5/underrepresentation_in

Forum on Education Abroad

http://www.forumea.org/related_links.html

Council on International Educational Exchange (CIEE), Commitment to Diversity website

http://www.ciee.org/CIEE_initiatives/under_groups/study_abroad/bibliography.aspx

What We Know About Diversity in Education Abroad: Obstacles and Opportunities

***Dr. Nicole Norfles
Fellow***

Pell Institute for the Study of Opportunity in Higher Education

Introduction to TRIO

First of all, I'd like to thank AED for inviting me to participate on this panel, and for seeing the importance of addressing the topic of Diversity in Education Abroad.

The topic I was asked to address is "What do we know about diversity?" To answer this question, my approach was to ask (1) How do we define diversity? (2) What issues affect diverse populations? and (3) What issues affect diversity in study abroad? I will speak to those issues and summarize with suggestions toward change.

Diversity is generally defined by race and ethnicity. That is no different here. However, one addition, related to the work of the Pell Institute for the Study of Opportunity in Higher Education, is to define diversity by income. The Pell Institute conducts and disseminates research and policy analysis to encourage policymakers, educators, and the public to improve educational opportunities and outcomes for low-income, first-generation, and disabled college students. It is the first research institute to address specifically the issues that have an impact on educational opportunity for this growing population. To examine these issues, the Pell Institute conducts independent research in three areas: access, success, and innovation. The Pell Institute also functions as the research and policy analysis unit of the Council for Opportunity in Education (COE).

The Council for Opportunity in Education is a non-profit organization, established in 1981, dedicated to furthering the expansion of educational opportunities throughout the United States. COE is the only organization in the nation's capital solely dedicated to college opportunities for low-income, first-generation families. The mission of the Council is to advance and defend the ideal of equal educational opportunity in postsecondary education. As such, the focus of the Council is to ensure that the least advantaged segments of the U.S. population have a realistic chance to enter and graduate from a postsecondary institution. The Council works in conjunction with colleges, universities, and agencies that host Federal TRIO Programs—Talent Search, Upward Bound, Upward Bound Math Science, Veteran's Upward Bound, Student Support Services, Educational Opportunity Centers, and the Ronald E. McNair Post-Baccalaureate Achievement Program—to help low-income and first-generation Americans enter college and graduate.

TRIO programs, first established in 1965, now serve over 823,000 student participants in 1,200 colleges and universities through more than 2,600 educational opportunity program partners. Federal TRIO programs help students to overcome class, social, academic, and cultural barriers to higher education. At the college level, student support services (SSS) and the Ronald E. McNair Post-Baccalaureate Achievement (McNair) Programs serve over 203,000 participants. The pre-college Talent Search, Upward Bound, and Educational Opportunity Centers (for adults) serve the balance.

The distribution of various racial/ethnic groups in TRIO programs is as follows: 32 percent African American; 20 percent Hispanic American; 5 percent American Indian; 5 percent Asian/Pacific Islander; and 38 percent White. As previously mentioned, when referring to diversity, this paper will speak both to race/ethnicity and income, as a result of Pell Institute research on two separate samples of TRIO students. While issues that affect diverse populations may vary, it is no surprise to find out that the same financial and economic challenges affect low-income and minority students when it comes to study abroad. However, economic challenges are not the only barriers.

Literature, Research Design, and Sample

In a review of the literature, research points to the challenges students face when interested in study abroad. Hayward (2001) conducted two studies of college-bound high school seniors and the public's perceptions and attitudes regarding international education and its inclusion in higher education.³ A.V. Carroll (1996) studied the perceptions and attitudes of undergraduate students from different ethnic groups to study abroad and found that financial concerns were listed as the most frequent barrier.⁴ In 1998, Washington studied the perceptions and attitudes of African Americans toward study abroad at two higher education institutions and found that "awareness was the most significant factor contributing to their (African American students) non-participation in study abroad programs." Washington also found that there is "a statistically significant school (institutional type) main effect" within the awareness factor category (pp. 126-127).⁵ The findings raise questions about why institutions do not provide better information to the students.

While there is limited information on racial and ethnic minorities, there remains a dearth of information and data regarding low-income and first-generation students as served by TRIO programs. As a result, the idea was to fold three questions into a study of TRIO participants: are they interested in study abroad, do they have information about financial aid available for

³ Hayward, F. (2001). Public experience, attitudes and knowledge: A report about two national surveys on International Education. Washington, DC: American Council on Education.

⁴ Carroll, AV (1996). *The participation of historically underrepresented students in study abroad programs*. Unpublished master's thesis. Fort Collins, CO: Colorado State University.

⁵ Washington, D.D. (1998). African-America undergraduate students' perception of and attitude toward study abroad programs. Doctoral Dissertation, George Mason University, Fairfax, VA.

study abroad, and what are the barriers to their participation? The study would naturally include a higher percentage of minority students, given the composition of TRIO programs, but it also takes into account the unaddressed question of income.

Two different types of studies were conducted between 2002 and 2005. The first study, conducted in 2002, solicited input from TRIO college-level staff who serve low-income and first-generation college students. The second and third studies, in 2004 and 2005, sought input from TRIO college-level students from the SSS and McNair programs. Given these two programs' descriptions, it was expected that insight from these students and those that serve them would contribute information on how to advance study abroad opportunities. The Student Support Services (SSS) program, as described in the legislation, aims to increase the college retention and graduation rates of its participants; the Ronald E. McNair Post-Baccalaureate Achievement Program is designed to encourage low-income and minority undergraduate students to prepare for doctoral study.

The sample size of the 2002 TRIO professional study included 247 respondents (25 percent response rate), 80 percent representing public colleges and universities, 51 percent coming from four-year institutions. For the students in the 2004 TRIO International Study Abroad Survey, 80 percent were from SSS programs with 966 respondents, 80 percent of which were females, 74 percent represented public colleges and universities, and 83 percent came from four-year institutions.

In the 2005 TRIO International Study Abroad Survey, 82 percent of the students were from SSS programs with 1,876 respondents, 79 percent of which were females, with 75 percent representing public colleges and universities, and 85 percent representing four-year institutions. The distribution relative to ethnic/racial diversity of the student respondents in the survey is as follows: 3 percent Native American; 6 percent Asian American; 18 percent Hispanic American; 24 percent African American; 44 percent White; and 5 percent Other. The survey also asked students to identify the income group they best represented. With regards to income classification, more than half, 53 percent, identified themselves as coming from a family earning under \$24,000 per year; and nearly one-third, 31 percent, identified themselves as coming from a family earning from \$24,001 to \$45,000 per year. Of course, given the family size variance, an income of \$45,000 per year can still qualify a student from a family of five as low-income and Pell-eligible. This results in a total of 85 percent of respondents from low- and low-middle-income groups, an expected outcome given the population of students served by TRIO programs. Findings of the 2004 student survey were corroborated with the 2005 student survey. Given the larger number of respondents in 2005, the findings focus on data acquired in the 2005 survey.

Findings: Barriers to Study Abroad

In 2002, the barriers to study abroad as perceived by TRIO directors were: cost, lack of information, family constraints, and individual limitations (not including language). However, the limitations of TRIO staff may also be a constraint. Specifically, data have uncovered some bias in the individuals that work with the students. Some professionals--- frequently the key source of information for students---felt the students “don’t have the luxury of thinking about opportunities such as study abroad.” One director stated, “It is simply not a priority concern!” The priority concern was solely to get the student to graduate from college. Another respondent asked and responded, “Is it NECESSARY? No!”

Some of these individuals may intentionally or unintentionally limit the information and support provided to students and staff regarding study abroad---or discount the importance of study abroad and other internationalization efforts, such as curriculum change, foreign language promotion, etc. This magnifies the issue of lack of information and lack of family support for first-generation and low-income college students from various racial and ethnic groups, because the students may not be getting the best or most complete information, encouragement, and support, and they may not be informed about study abroad opportunities. This item will be discussed further.

It is important to note that among minority students, there is a higher percentage of interest in study abroad opportunities than among White students. Table 1 provides this information.

Table 1: Awareness of Availability of Financial Aid for Study Abroad, by Race and Ethnicity, 2005

Race/Ethnicity	No FA Awareness	Interest in Study Abroad
Native American	50%	48%
African American	55%	64%
Hispanic American	53%	60%
White	44%	42%

More than half of the three minority racial/ethnic groups responded that they had no awareness of financial aid availability and use for study abroad. However, with the exception of Native Americans, the majority of minority respondents, nearly two-thirds, had an interest in participating in a study abroad opportunity. When the data were disaggregated by gender, males, a small subgroup, had lower financial aid awareness but were equally interested.

Student respondents identified six limits to their studying abroad: (1) financial and foregone income, (2) lack of information, (3) family responsibility, (4) work responsibility, (5) course major, and (6) language. It is important to note that while language was listed as a limitation, nearly half

(45 percent) responded that language was not a factor. Many students (40 percent) were not sure if language was a barrier or not.

Financial Barriers

The issue of cost as a limit to students' participation in study abroad has been a principle focus of the campaign to increase participation. While program cost is a key issue, it must not be seen as the sole barrier, and it should not be disaggregated from other financial aid and informational limitations that affect students.

Student respondents identified six limits to their studying abroad:
(1) financial and foregone income,
(2) lack of information, (3) family responsibility, (4) work responsibility, (5) course major, and (6) language.

For example, the National Association of Student Financial Aid Administrators (NASFAA) identified that "financial barriers prevent 48 percent of college-qualified, low-income high school graduates from attending a four-year college and 22 percent from attending any college at all in the two years following high school graduation."⁶ Financial aid is critical, but for low-income students, regular working hours, even if part-time, are also a factor. Foregone income from work, while an expected part of financial aid, limits low-income students' participation in study abroad programs. The necessity of income from work demonstrates the benefits of short-term study programs for working students.

The institutions in which minority and low-income students are enrolled provide key variables for financial aid. Relative to African American students, the American Association of University Professors (AAUP) notes that "Of the 30 not-historically Black colleges and universities that enrolled the largest numbers of Black students, 23 were institutions that granted only associate degrees."⁷ For Hispanic students, AAUP declared that, "Of the 30 colleges and universities that enrolled the largest numbers of Hispanic students, 17 granted only associate degrees, and only one, the University of New Mexico, was a research university." Hence, the institutions that may cost less for students with limited financial resources to attend may not have adequate information about the availability and use of financial aid to support study abroad opportunities. Indeed, these institutions also may not have existing study abroad offices.

Foregone income, program cost, lack of available resources, and short-term options for study abroad, are all tangled with financial barriers. As a result, financial aid is not a stand-alone issue, but intricately linked to information, or more appropriately, the lack of information to support student opportunities to study abroad.

⁶ National Association of Student Financial Aid Administrators (NASFAA), June 27, 2002. website <http://www.nasfa.org/publications/2002/tracsfareport062702.html>

⁷ Schmidt, P. (Wednesday, January 8, 2003) Chronicle of Higher Education website. <http://chronicle.com/daily/2003/01/2003010801n.htm>

Lack of Information

Lack of information can have an impact on all of the issues we list here; for instance, the problem of limited finances is compounded when students are unaware of financial aid resources. Limited information about the timing to degree is also an issue; students see the study abroad experience as interrupting their undergraduate studies and delaying their time to graduate. And delay in graduating means greater college costs. Lack of information also has an impact on students' fear and concerns about safety; fear about what is showcased in the news about other countries as well as about prejudice, racism and the unknown. And concerns about safety are closely linked with fears of war and students' limited awareness of the world.

In many instances, family constraints are also linked to lack of information. Students list their concerns about safety and childcare as limits to participation. If the family does not understand the benefits of study abroad, and cannot alleviate their fears and safety concerns, students are unlikely to participate. Students will not, and in many instances cannot, participate without the support of their family.

Conclusion and Recommendations

In conclusion, the studies found consistency in the perceived limitations of study abroad participation by low-income and minority students. The limitations include the lack of financial resources and information on sources for funding; the lack of information for families---about opportunities, financial support, and the benefits of study abroad; and fear -- of prejudice, racism, and the unknown.

The following recommendations are suggested to address the barriers to study abroad for low-income and minority students. International educators must:

- Network, outreach, and partner with TRIO and other professionals that serve diverse populations and offer intervention programs that serve low-income, first-generation, and minority students;
- Address the needs of each population with regard to financial aid, information, etc.;
- Target diverse student populations early and advocate for the benefits of study abroad;
- Utilize similar students to recruit others; and
- Explore these ideas with other professionals.

In closing, I would again like to thank AED for inviting me to speak about the challenges faced by diverse students, particularly those from low-income, first-generation, and minority families.

Access in International Education: A Study on Minority Participation

Dr. Wolfgang F. Schlör

Associate Director

University Center for International Studies, University of Pittsburgh

The purpose of our study was to evaluate whether certain institutional practices, structures, and policies can make a difference for minority participation in international education.¹ Do institutions with higher minority participation do things differently than institutions with lower minority participation? Our empirical evidence suggests that there are some practices that correlate positively with minority participation. However, important obstacles remain in conducting empirical research on minorities in international education, and unless we overcome them, the field will continue to suffer from a lack of data to guide programs for improving international opportunities for underrepresented groups.

Most of the existing research on minority issues in international studies focuses on learning abroad programs. However, this focus appears too narrow. While study abroad is an important part of international education, other elements such as language study, internships, coursework, and formal certificates that recognize language and area studies competency also matter. Together, these experiences contribute to what one recent report referred to as “Global Competence,” the ability “not only to contribute to knowledge, but also to comprehend, analyze, and evaluate its meaning in the context of an increasingly globalized world” (NASULGC 2004, p.2). Global Competence is a skill that institutions of higher education should give to all students to prepare them for life and work in the 21st century. Certainly, we should demand no less for those students that have traditionally been underrepresented.

Most survey research on this issue also focuses on attitudes and perceptions of the underrepresented students themselves (Comp n.d., pp.2-17). While a valid approach, many of the obstacles that stand in the way of minority participation in international education, perceived or real, may instead be institutional in nature, or at least could be addressed by the institution in which the student is enrolled.

Our study, funded by the U.S. Department of Education Title VI International Research and Studies Program and the National Security Education Program, asks whether there are institutional practices, structures, and policies that

¹ For the purpose of this study only, we defined “minority” and “underrepresented groups” as ethnic and racial categories other than White, non-Hispanic. Statistically, Asian-Pacific Islanders as a group have a different profile in key academic achievement indicators (participation, persistence, completion). Hence, we also ran a second set of correlations where our minority definition excluded Asian-Pacific Islanders. The exclusion of Asian-Pacific Islanders decreased participation rates in our sample consistently by a small margin, but did not significantly affect our overall results.

make a difference for minority participation in international education.² We constructed a set of dependent variables to represent minority participation in international education. Since we conceive of international education in terms of skills required for global competence, our data set is not limited to study abroad but can include activities such as language study, service learning, and international degree or certificate programs.

Most of the variables we needed require data that does not exist in a readily available form, is not collected on a regular basis, or is only available at the aggregate level (meaning that it is not broken down by institution).³ Therefore, we decided to use our survey instrument to collect much of our independent variable data and combine it with what we could glean from existing sources, such as the IIE *Open Doors* survey and the Integrated Postsecondary Education Data System (IPEDS).

In choosing our independent variables, those institutional factors that may play a role in influencing minority participation in international education, we relied on the existing body of research and best practices. It has been widely argued that awareness, or lack thereof, of international education opportunities is a main factor in minority participation. Hence, active measures to promote international education opportunities generally, and targeting those measures at minorities specifically, should result in better minority participation. Several authors have also argued that the availability of minority role models—either as advisors, faculty, or fellow students—serves to motivate minority students to pursue international education options. We also looked at the general structure of international education on campuses, such as whether international programs are centrally coordinated, whether there is a study abroad office, and the location of such an office. Another set of independent variables consisted of curricular or graduation requirements, such as foreign language or foreign cultural requirements.

² The minority participation percentage at a given institution is of course meaningless without the overall demographic context at that institution. For example, a minority participation percentage of 20 would be excellent if the overall minority enrollment at that institution was 10 percent, but poor if overall minority enrollment was 50 percent. Therefore, we calculated minority participation as a proportion of the expected participation rate, where the value 1 would signify perfectly proportional participation; values below 1 represent underrepresentation, and values above 1 overrepresentation. IPEDS was helpful in obtaining the overall institutional demographic data that allowed us to calculate those proportions.

³ For example, the IIE Open Doors survey contains national-level data on minority participation in study abroad, but it provides only overall study abroad participation at the institution level. See <http://opendoors.iienetwork.org/>. National data on minority participation in international service learning is, to our knowledge, not kept anywhere. The Integrated Postsecondary Education Data System (IPEDS), established as the core postsecondary education data collection program for the National Center for Education Statistics (NCES), is a system of surveys designed to collect data from all primary providers of postsecondary education. IPEDS is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. It collects institution-level data in such areas as enrollments, program completions, faculty, staff, and finances. See <http://nces.ed.gov/ipeds/>. The federal IPEDS database—a treasure trove for many aspects of higher education research—has provisions for tracking area and international studies certificates, but the actual response rate in this category is too small to be of use. Only degrees awarded in foreign languages are systematically tracked at the institutional level, again by IPEDS.

Does the existence of such requirements help or hurt minority participation? Finally, we included a more declaratory dimension in our analysis. Do institutional mission statements make a difference when it comes to minority participation?

To obtain data for most of the independent variables, we had to rely on our own survey instrument as with the dependent variables. We used the Carnegie Classification categories (The Carnegie Foundation for the Advancement of Teaching, 2001) to identify all public and private four-year institutions of higher education in the United States. We sent invitations to participate in the on-line survey to key international education staff on each campus, and followed up with additional mailings and phone contacts. As results came in, we realized that the response rate was a bigger challenge than we had anticipated: 113 of about 500 public schools responded, and 100 of about 800 private schools, with approximately 5 percent of responses coming from Historically Black Colleges and Universities (HBCUs). Also, while many respondents were willing to make educated guesses when local data were not available, others were reluctant to do so. Consequently, data for some of our key dependent variables, such as study abroad participation, were even less complete than the overall response rate.

Reasons for the dearth of responses in this type of survey might include factors as diverse as lack of time or staff resources; non-awareness of, or interest in, underrepresentation as an issue; absence of minorities on campus; fear of data reflecting unfavorably on the campus; or reluctance to estimate data that are not kept officially. These reasons may introduce a significant bias in the data we did receive. For example, one could hypothesize that poorer institutions with fewer staff attending to international programs are less likely either to dedicate special resources to minorities in international education or to spend time completing the survey. An institution where minority participation is not seen as a priority might put an equally low priority on having a staff member track down information for the survey. These factors might help explain why the average minority participation in study abroad from respondents in our survey came to 27 percent for public schools and 22 percent for private schools, compared to 16.3 percent overall in the IIE *Open Doors* survey.⁴ The average overall minority enrollment at our responding institutions was 31 percent, compared to about 25 percent nationally for four-year institutions. This difference is even more striking given that HBCUs comprised only 5 percent of public and private responding institutions, while they represent 8 percent of public and 6 percent of private four-year institutions overall.

Still, we expected to find results that endorse the best practices and recommendations that are featured in the literature and were reflected in our

⁴ Data for 2004. Average minority study abroad participation percentage of responding schools: 22% (20% private/27% (25%) public (data in parentheses excludes Asian-Pacific Islanders).

set of independent variables. Our results, found in table 1, however, did not bear this out completely.

We received quite interesting data on the prevalence of some of the independent variables we had stipulated, such as special recruitment and advising efforts for minorities and the use of student groups to recruit students to international education programs.

Table 1: Prevalence of Selected International Studies and Minority-Related Practices and Policies at Responding Four-Year Institutions

	Public	Private
Foreign language requirement	41.9%	56.3%
Foreign cultures requirement	56.1%	46.2%
Specialized minority recruiting for international education	30.9%	17.8%
Use of student groups in recruiting	67.4%	51.1%
Specialized advising for minorities in international education	19.8%	18.8%
Targeted international education opportunities	17.4%	10.6%

Source: 2004/2005 survey data acquired by author.

However, the real purpose of this study was to find correlations. Very briefly, here are some of the highlights that we found:

- Overall, minority participation in study abroad is strongly correlated (0.449) with having a more diverse study abroad advising staff; interestingly, this correlation is even stronger at the private schools (0.521) than at public schools (0.359).
- We found a somewhat weaker correlation between minority participation in study abroad and language faculty diversity (0.345 overall, 0.337 for public schools compared to 0.344 for private schools), but it still shows that minority participation increases along with faculty diversity.
- Dedicated programming for minorities such as targeted international education opportunities and specialized minority advising appear to be effective in increasing minority participation in learning abroad and service learning. However, these correlations are far stronger for private schools than for public schools.⁵
- We did not find strong evidence tying the existence of centralized international programs offices to higher minority participation.
- Our analysis of mission statements did not yield any significant relationships. The inclusion of the words, “international” and/or “diversity” in mission statements does not appear to make any difference in minority participation.

Research on underrepresented groups in international education poses some unique challenges, including both an aversion to, and lack of capacity for,

⁵ Targeted international education opportunities correlated at .425 (private) and .243 (public); specialized minority advising at .525 (private) and .241 (public).

tracking data on minorities in international education. From those challenges it can be tempting to conclude that it is better simply to focus resources on tried-and-proven practices. Certainly my colleagues at the University of Pittsburgh have developed tools for increasing diversity in international studies programs, and we believe that they are highly effective. However, the area of diversity in international education will need to join the broad movement that encourages all areas of higher education toward outcome assessments and evaluations. Federal and private funding agencies expect to see empirical data showing that funded programs actually work. Good empirical research can play an important role in giving us the tools we need for those types of outcome assessments.

...both outcome assessments and future research on this topic will continue to be difficult if we cannot overcome some of the data availability problems.

At the same time, both outcome assessments and future research on this topic will continue to be difficult if we cannot overcome some of the data availability problems. For example, interesting data on the racial breakdown of students enrolled in different disciplines—including foreign languages—are available through IPEDS, but no such breakdown is available for study abroad, at least not at the institution level. There is reluctance either to track or provide racial demographic data in study abroad, yet it is routinely done in other parts of higher education. Unless we are able to change the way demographic data in study abroad are kept at most colleges and universities, and how they are shared with central data systems such as IPEDS, hard data and research on this issue will remain limited, and we will keep encountering “survey fatigue,” when international program administrators simply run out of time and energy to respond to yet another request for information.

There is reluctance either to track or provide racial demographic data in study abroad, yet it is routinely done in other parts of higher education.

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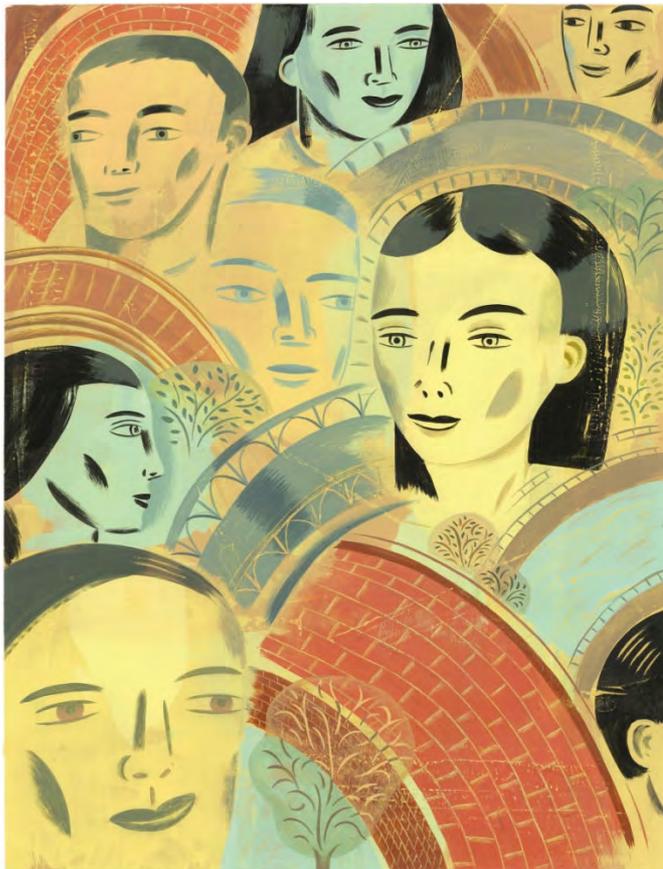
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Panel II



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What's Working in Achieving Diversity in Education Abroad

**Laurie Black, Assistant Dean for External Relations,
SIT Study Abroad, School for International Training**

**Margery A. Ganz, Professor and Director of Study
Abroad and International Exchange, Spelman College**

**Dévora Grynspan, Director, International Program
Development, Northwestern University**

**Appendix 1 contains edited highlights of the Question and Answer
Session that followed this panel presentation.**

Collaboration and Commitment: Making Partnerships Work for Increasing Study Abroad Participation at HBCUs

Laurie Black

Assistant Dean for External Relations

SIT Study Abroad, School for International Training

The School for International Training's (SIT) larger mission is to enable students to become engaged, global citizens. SIT Study Abroad programs serve this mission by offering field-based, experiential programs in primarily nontraditional locations that incorporate language study, homestays, interdisciplinary thematic seminars, field study methods, and independent study projects. Many of SIT's programs have an emphasis on social justice, which is related to the institution's long-standing commitment to improve access to international education for underrepresented students and thereby diversify the student body, both in terms of racial/ethnic and socioeconomic background. For many years, one part of this strategy has been developing relationships with Historically Black Colleges and Universities (HBCUs).

Our efforts got a tremendous boost in 1999 when we received a grant from the Packard Foundation to provide scholarships for science majors at HBCUs to participate in SIT's environmental studies programs. We were feeling very positive: now that we had the resources, we could really make things happen. Our plan was to establish a faculty advisory board representing five key HBCUs that would help us to select a certain number of students to receive scholarships to study abroad. Students at all HBCUs would be eligible to apply. The project was deemed an overall success (since the promised students did study abroad), yet the whole process was much more difficult than originally anticipated. In retrospect, we realized that we had not sufficiently engaged the institutions and faculty participants, because we had not solicited their input and needs from the beginning. For example, the HBCUs had a relative lack of student interest in environmental studies. However, interests of the HBCUs and their students provided the main impetus for SIT's development of a portfolio in public health in addition to environmental studies. By the end of the project, we had developed much stronger institutional and individual relationships and better understood each other's needs and strengths.

Because of this experience, we were much better prepared when we received a Congressional Award in 2003 to continue our work with HBCUs. This time SIT collaborated with our HBCU colleagues on the project design from its inception. Together, we decided to focus on building institutional support for study abroad at a smaller number of HBCUs instead of promoting scholarship funding at all HBCUs. Six HBCUs were selected to receive funding, and support for the project was solicited from the president or chancellor of each institution. We considered what was important to make it successful for students throughout the study abroad process—from promotion and pre-departure through program participation and reentry. The consensus was

that in order to build coalitions to support study abroad at each institution, we needed to include study abroad offices, faculty, upper administration, and students in the project. The result was a project design that included site visits, student scholarships, and a symposium to share best practices.

The first project activity was a site visit to the SIT Morocco semester program in January 2004 for the study abroad director and a faculty member from each of the six participating HBCUs. Our purpose was to provide a shared, intense international experience that offered significant opportunity for participants from the same institution to discuss institutional policies on study abroad, including credit and financial aid transfer, as well as curriculum integration, faculty involvement, nontraditional study abroad locations, and the role of field study. An environment was created in which colleges and universities could also learn from each other about how to approach these issues. Participants in the site visits gained a real, first-hand understanding of field study programs on the ground and were energized about the opportunities for their own students. They observed language classes that sparked interest in Arabic and discussions about the role of less commonly taught languages; shared classroom time with students and replicated some on-site lectures and field assignments; and had meals with homestay families and students to understand better the cultural immersion that students experience. Most importantly, there was ample time for informal and formal discussions about changing the nature of SIT student groups, about undergraduate research, and about how faculty can work with students once they have returned to their home institution classrooms.

Once back on campus, site visit participants were responsible for helping to select students to receive scholarships of up to \$10,000 each to participate in SIT summer or semester study abroad programs. The site visit experience ensured more appropriate advising for students, better matches for field study programs, and assistance with credit transfer.

The following summer we conducted a second round of site visits to Jamaica and Panama. This time the group was comprised of the study abroad director and a member of the upper administration (which includes deans, department heads, vice presidents of enrollment management, and development officers) from each HBCU to build connections at the higher levels. Again, site visit participants sat in classrooms with students, met with local resource people, visited the university, and experienced field visits. An important difference from the first site visit was that some of the students in the SIT "Jamaica: Afro-Spirituality in the Caribbean" summer program had received scholarships as part of the SIT HBCU project. This made for a much more diverse group and provided the opportunity for site visit participants to witness the effect of a study abroad program on their own students. In Jamaica, the whole philosophy of the project came together—one school had the dean of arts and sciences, the study abroad director, and a fundraiser all visiting their student at the program. That student was sure to have people who understood her study abroad experience once she returned to her home

campus. Once again, there was a lot of value in the intra- and inter-institutional discussions that took place during the week.

The final activity of the SIT HBCU project was a symposium in New Orleans hosted by Dillard University and Xavier University, which brought together all of the project participants to share best practices related to study abroad at HBCUs. Over 80 people attended, including all site visit participants, student scholarship recipients, and five additional staff (registrars, financial aid directors, etc.) or faculty members from each HBCU and SIT program personnel. In the “lift as you climb” tradition of HBCUs, representatives from four more HBCUs were invited so that other schools could benefit from the lessons of the project as well. Sessions included panels of faculty and deans discussing credit transfer for fieldwork; financial aid directors talking about the nuts and bolts of transferring financial aid for study abroad; and student presentations about language, undergraduate research, and personal development. The keynote speaker was Dr. Johnnetta Cole, the president of Bennett College for Women and the former president of Spelman College, who got the audience excited about continuing the important work of increasing the numbers of African American students involved in international education. Overall, there was a lot of networking, ideas, and sustained focus on study abroad and how to make it work across institutions.

Many positive outcomes and mutual benefits resulted from this project. Supportive coalitions for study abroad, particularly focused on field study in nontraditional locations, have been established and/or developed at several HBCUs; inter-organizational collaboration has fostered a long-term commitment to increasing diversity in study abroad; and SIT has been the beneficiary of helpful advice on meeting the needs of students from a variety of backgrounds in terms of marketing, orientation, and in-country support. There is now an expanded working group, comprised of ten HBCUs and SIT that is currently seeking funding to continue this collaborative project. Of course, the real outcome is the changed life experience of the students who would not otherwise have studied abroad—and their ability to inspire fellow students from their home campuses and communities to pursue similar opportunities.

In retrospect, there are several lessons about diversity in education abroad to be learned from this project:

- Success is not instant and must be viewed long term. It takes a lot of time and energy, many phone calls and visits, and lots of advocacy.
- You must have commitment to keep going and to build relationships over time, to gain the trust and respect of your partners, and to be honest about what you can and cannot do.
- Focus on individual circumstances is crucial. SIT and the HBCUs worked together on specific issues related to financial aid, credit transfer, and parental concerns for each student involved in the project.

What is the applicability of this project to other institutions and populations? Admittedly, this example outlines collaboration between a small number of colleges and universities and one study abroad program provider that had significant funding with which to work. However, the strategy is not necessarily unique to this situation. Those professionals working within their own institutions can look to other offices on campus—such as multicultural offices, academic advising, financial aid, student support, and TRIO programs—for partnership in improving access to study abroad. Creative ways to involve these partners significantly in study abroad must be sought so that they can see the value for all students. Colleagues in these student service areas can become allies for advocating with the administration. Opportunities for international travel that arise should be shared with a variety of stakeholders. With sustained commitment and consistent action, perhaps the day will come when a student of color is not likely to be the only African American, Hispanic American, or Native American student on his or her study abroad program. I look forward to that day when we will no longer have to have debates about whether the pictures promoting study abroad in our publications and on the web are representing the ideal in our imaginations or the actual reality, because every picture of a study abroad group will be a diverse one.

This kind of change has to be the long-term goal and it will require ongoing collaboration and commitment to get there.

Empowering Black Women to Get off Campus, on the Plane and Overseas

Dr. Margery A. Ganz

***Professor and Director of Study Abroad and International Exchange
Spelman College***

Before I talk about how Spelman has been able to increase our numbers, encourage, and then fund our students to study overseas, I want to give you a few details about my institution. Spelman College, with 2,100 students from 49 states (does anyone know any African American women from North Dakota?) and 16 countries, is the oldest Historically Black College for Women in the United States. We celebrated our 125th anniversary on April 11, 2006. It is a school that my president, Dr. Beverly Daniel Tatum, says, “is healthy not wealthy:” a school where more than 80 percent of students are on need-based financial aid, yet 55 percent of its graduates go directly on to graduate and professional schools. We are part of the Atlanta University Center, a consortium that includes Morehouse, Clark Atlanta and ITC—approximately 10,000 African American students. It is also a school from which 25 years ago the college sent approximately two to three students abroad on semester programs. Those students who studied abroad did so on special scholarships given to the college by Mr. Charles Merrill, the founder of the Commonwealth School in Boston and the son of the founder of Merrill Lynch. He began the program at Spelman and Morehouse in 1958 out of a belief that African American students would need to study abroad just as white students did to be competitive in the world of business and graduate programs. We had no study abroad program, no faculty member getting time off from teaching to advise students and learn about procedures and safety issues—none of those professional activities that we now expect schools to have and be up to date with. Those Merrill scholars (women like Ruth Davis, the former head of the U.S. Foreign Service under Clinton, and Marian Wright Edelman, the Founder of the Children’s Defense Fund) spent an extra year in school, and the money Mr. Merrill gave us covered all their costs. Thank God, life has changed. As of last year, including our summer programs, Spelman had 100 students overseas; next year we should be at 120. We are sending close to 15 percent of the junior class. We could only get to those numbers through lots of scholarship aid, the formation of relationships with our study abroad providers, as well as joining Study Abroad consortia and being aggressive about going after scholarship monies for and with our students.

In the early 1980s, my life changed when the chair of Foreign Languages requested help. I, a brand new Assistant Professor of History who had lived abroad, was asked to assist him with advising and to take on this activity as part of my faculty responsibility, in other words, my service to the college as a young faculty member looking toward tenure. We got more creative about how we used the money and began to use student financial aid as well as the Merrill money so that we could send more students abroad. Mr. Merrill also began giving Spelman money for Faculty Development; more faculty began

to find their way overseas to do research and present at international conferences as well as participate in faculty development seminars. Now I always have faculty who want to do the CIEE International Faculty Development Seminars and the IES Familiarization tours and seminars. We use our funds strategically so that faculty members see the advantage of working with the program. Part of the payback for the trips is making sure faculty work with students on study abroad initiatives.

Spelman was fortunate to have presidents who had vision and were willing not only to give release time to a faculty director, but also to permit all the financial aid to be used to pay the bills of our students. We also began to guarantee to the program providers that we would pay the student bills for semester study abroad before we actually got the money from the parents. This, in turn, enabled our parents to make study abroad possible for their daughters because they would not have to pay bills so far in advance, just as they were finishing paying off on the deferred payment plan for our regular semesters, which were almost always less expensive than the study abroad experience. Money is the minimum we need to get students abroad; actually getting them on the plane takes more than money.

I used to have to recruit students out of my classes, but now I have a line outside my door of students who want to study abroad. The climate has changed. My "Go Away Club" of six or seven students almost 18 years ago is no longer needed. That group included our first Marshall Scholar, who is now a professor of economics at Michigan State as well as a Spelman Trustee; a Mellon Fellow who got a PhD in philosophy from Stanford and is now a tenured associate professor at Loyola of Chicago; a Ford Fellowship holder who got a PhD in Caribbean history at Duke and is now teaching at New College in Sarasota; a young woman who was a British program coordinator at what is now Arcadia, who became director of international admissions for Hood, and then met her husband, who is French, while working on JET in Japan; and a senior vice president at Wachovia, who, when she was at JP Morgan Chase along with other Spelman alumnae, worked with the organization to make a commitment to Study Abroad at Spelman by funding the J P Morgan Chase Study Abroad Scholarships. None of these women could have gone without scholarship assistance. Later on the group included Christa Sanders who is now the associate director of NYU in Ghana and Kari McGriff Miller who is the associate director of Study Abroad at American University.

We are a small liberal arts college where many faculty wear multiple hats. Study Abroad at Spelman is run by the faculty. The faculty voted to put study abroad grades on transcripts as "in residence credit." Department chairs must sign off on courses so students know they will get the credit. The faculty sit on my Study Abroad committee and interview students for our in-house scholarships—some still given by Mr. Merrill for the second generation Merrill Scholars. The faculty do not want to get off the committee because they get to work with students, and the committee's hardworking

reputation helps them get tenure. Everybody wins. Faculty colleagues work with our candidates for the Thomas Watson Fellowships that permit students to follow their passion by doing a project overseas for a year. Our latest winner is a Canadian student who spent her junior year on two programs in France—SU in Strasbourg and IES in Paris with major scholarships from both providers. She will also look at hair braiding in several African, Middle Eastern, and Caribbean countries. I know I can count on my faculty to work with Fulbright nominees in developing their proposals. The same is true for Rhodes and Marshall candidates. Until this year, we have never had more than four candidates for a Fulbright scholarship. This year we had 12 applicants—in part because a Spelman woman won one last year to look at “The Political Roles of Women in the Dominican Republic.” So far we have won three Fulbrights, have had one alternate, and one French Government teaching assistantship in France awarded because of the student’s application for a Fulbright TA in France. For this academic year Spelman students won seven Gilman Scholarships, out of 12 candidates, and ranked 8th in the United States for Gilman Scholarships (although one student had to refuse hers because her parents were unwilling to let her travel to Ghana, even though our Diplomat in Residence and I spent two hours with them trying to convince them to allow this young woman to travel). Each of these students appeared on the home page of our website. Other students then call and say they want to apply for the same scholarships and programs, so the students are becoming self-selecting. Last year I changed our rules with the Dean’s blessing and required that any student who wanted our study abroad scholarships, and who had a Pell Grant, had to apply for a Gilman. So we had 12 students apply for Gilmans for Fall 2006 with 10 students winning scholarships. For 2005-06, one out of every two applicants won the scholarship.

Often with minority students the issue is making sure they finish two applications—one to get into the program and the other for the scholarship. This means calling and asking, “Where is that application—I know you will be accepted, but we have to have the paperwork for that to happen.” Sometimes I feel that I am no longer an Italian Renaissance historian—which is what Spelman hired me for 25 years ago, but rather a member of my English Department, helping the student to find her voice: how to make her stand out as an individual applying to go to Oman, Tokyo, Cape Town, London, or Paris while also having, what some of my colleagues who served on the selection committees in Houston call, that “finished Spelman look” on the application. Spelman is committed to making our students successful candidates for all the scholarships—the Luard (which pays all the expenses of a full academic year at the British university of your choice), Gilmans, the Freeman Asia Scholarships, the Bridging Scholarships for Japan, NSEP, Rangel, Pickering and IIPP, Watson, Rhodes, Marshall, and Fulbright.

It is not just my administration that over the years has given time and monetary support for us to develop our program. These activities include faculty colleagues on the Study Abroad Committee and many of the

department chairs. Now it is also the students themselves. This past fall my group of Rhodes and Marshall applicants all worked together as they put the final touches on their applications and prepared for possible interviews. They shared information, borrowed my issues of *the Economist*, and critiqued and prepped each other. While each wanted to win, they were also rooting for each other. Last month our chapter of Golden Key had a session on major study abroad scholarships for grad programs—why folks should compete, how to work toward a good Fulbright, Rhodes, Marshall, or Watson application. They decided to do this and then asked me to help. At Spelman, what has become ingrained thinking is a comment by Johnnetta B. Cole, Spelman's first Black woman President, who always argued that "Spelman women need to lift as they climb." All my students returning from semesters overseas agree to come to Study Abroad 101, our kickoff study abroad event each September, to talk about where they went, how they paid for it, and why it was great. They also agree to come to the information sessions I hold for their providers when the program they attended comes on campus to recruit. I do a panel every February at Family Weekend called "There Really Is Another World: Spelman Students on Study Abroad and Domestic Exchange." Panelists include returned students and their parents who talk about what it was like to have their daughters far away and how they paid for study abroad. The questions come fast and furious. We usually have to throw everybody out after two hours. We have learned that we must support our parents if we are going to increase the numbers of our students who can go away. Many of our parents do not have a passport and have never been abroad—many never finished college so for them to let their daughters go so far away for so long is frightening. Their great fear is racism and if something were to happen, what could they do to help their child? I talk to parents a lot as do the deans. We often put parents new to study abroad together with parents of students who studied abroad on the same program so they can get support. This really does work.

While it sometimes is difficult for me to convince a parent to let his/her daughter go abroad, especially to less traveled destinations, our students are going all over the world, whether it is Morocco, South Africa, London, Paris, Strasbourg, Buenos Aires, Santiago, the Dominican Republic, Japan, Beijing, Greece, Oman, Germany, or Ghana. They are moving outside our gates on a variety of programs. Our conscious choice has been to get the scholarship money to enable our students to be empowered by these experiences. We have chosen not to do our own programs during the semester with the exception of our international exchanges. We do have our own summer programs, which are mostly language based – with Morehouse in Oaxaca, and our own in Martinique, the Dominican Republic, Japan, Costa Rica, and soon Malaga and one in Trinidad on Carnival.

What began almost 50 years ago with Mr. Merrill's gifts to the college has taken root, become embedded in the culture of Spelman, and now is blooming. It is now the Spelman thing to go away for a semester or even a year. The students know we will support them. Although I know some of

my faculty colleagues probably do not appreciate it when I find a new scholarship a student can apply for since it will require yet another letter of recommendation, they, too, support the students. Students are selecting Spelman because they know they will be able to go abroad and that fact helps us deal with the effects on our budget that are a consequence of allowing all Spelman aid to travel with students. Last month at the spring trustees meeting, study abroad was a focus. There was discussion about the desire for each Spelman student to have an international experience, whether study abroad in the traditional sense of a semester, year, or summer, or something shorter. This idea is now before the trustees to think about and help us fund. I told them they would have to raise big bucks and get me a staff. But at the same time, I could tell them that our first student to go to Japan, Ms. Gretchen Cook-Anderson, had endowed two \$2,500 study abroad scholarships named for her mother and grandmother. The committee awarded the scholarships in the fall 2006 to students with financial need. The evening of the trustee dinner, we did a panel for the trustees that truly blew them away with five students who had studied abroad through Gilmans, DAAD fellowships, SIT HBCU Scholarships, Special Syracuse money, IES money, CIEE money, Arcadia and Butler scholarships, Gates Millennium, IIPP or Pickering money, and our own J P Morgan Chase, Merrill, or Yanuck money. These young women were able to connect their education to their study abroad and then to their Fulbrights or their graduate programs. They could talk intellectually and analytically about how their time overseas had changed the course of their lives. I am only sorry we did not tape them because it would be a powerful recruiting tool. In this era of very tight budgets, there is a concern about what study abroad is costing. Yet we know study abroad is part of what distinguishes us from other HBCUs and so we are willing to pay that price to empower our students.

Carl Herrin asked me to give you my top 10 methods for getting students overseas. So as my conclusion, they are as follows:

- Start early: Spelman starts at Spelbound, the special weekend we offer in April for admitted students, and then we continue at Freshman Orientation.
- Find the money: push students to apply for Gilmans—the odds for them are good. Next year there will be 800 scholarships, a big leap past the 536 scholarships of this year.
- Help students talk to their parents: talk to parents for the students if you are asked. Parents may be willing to make the monetary sacrifice for their daughters or sons if they see what concrete effects going abroad may have. It is no longer a Whites only thing. Reassure them that it will be worth it. Hold everybody's hand—parents included.
- Get the faculty on board, and then help the students work with the faculty to get approvals.
- Make sure students finish the applications—as I am always saying, it was harder to get into Spelman than it is to get into a study abroad program. If you don't finish the application—you can't be rejected, but you also can't go. So apply. This is also true for scholarships.

- Talk with the students openly about racism and what they might face overseas. Their experience is different from majority students—different but no less valid. You and your staff have to see the racism issue as valid and understand it and train others to see it.
- Select a group of providers who will support minority students. Ask them to work with you on funding. They all want to be more reflective of U.S. diversity. Ask how they train their domestic as well as their overseas staff to listen to and hear minority students' concerns and problems.
- Look at the brochures and Web sites to see if they include pictures of minority students.
- Though all of us are busy, spend that extra 15 minutes talking with a student—it will make all the difference.
- Use returning students: they are the best advertisement—if they can do it, so can the next group.

Good Luck. And call if there is anything I can do to help.

Internationalizing Underrepresented Students: Mixed Results

Dr. Dévora Grynspan
Director, International Program Development
Northwestern University

I want to thank Carl Herrin and AED for organizing this conference on Diversity in Education Abroad. Many of us have been working for years to internationalize the curriculum and to expand international opportunities for all students, but we have a ways to go. It is a good time to reassess our approach and develop some new strategies.

In my work at Northwestern and earlier at the University of Illinois at Urbana-Champaign (UIUC), my focus has been to integrate underrepresented students and disciplines into international programs. I have written proposals and designed projects that provide international skills and opportunities to students in underrepresented disciplines, to internationalize the curriculum of the less international disciplines, and to expand opportunities to low-income and underrepresented students.

Integrating Low-income and Minority Students into International Programs: UIUC

My most successful effort to date was a program at UIUC, funded by the National Security Education Program (NSEP). Our proposal to NSEP was submitted on behalf of the 12 public universities of Illinois, and was titled "Integrating Underrepresented Students into International Programs."

Our assumption at the time was that low-income and minority students did not participate in international programs for a variety of reasons:

- Fear of discrimination abroad;
- Lack of awareness of the importance of an international education for their professional future, either because their parents did not travel or because their teachers and advisors did not emphasize the importance of international study;
- Belief that there would be no way to accommodate study abroad in their academic program; and
- The financial cost for study abroad, which includes both the cost of the program abroad and the forgone income of work-study or summer employment.

Our two-year program, financed by NSEP, provided funding to address some of these concerns.

Project Description

As part of our project, we appointed a liaison at each of the 12 public universities in Illinois to be responsible for recruiting and selecting five low-income and/or minority students. The 60 students selected participated in a two-year program that included weekend workshops at UIUC during the academic year, language

training at the home institutions during the academic year, and summer programs on the UIUC campus. The workshops and summer program were designed to provide all students with language skills, substantive knowledge about the relevant regions and countries (Japan and Mexico), and cross-cultural training and discussions. Students had to commit to studying either Spanish or Japanese at their home institutions for the duration of the program. At the workshops, we introduced students to the music and art of the target countries, their politics and history, and their language.

In order to address students' concerns about discrimination abroad, we invited to campus other minority students who had studied abroad, including students from Spelman and UIUC, to participate in panel discussions about their experience with this issue. The students became very good friends and soon overcame their fear of going abroad. The largest group was African American, about 50 percent; the second largest was Hispanic American; and the smallest group consisted of low-income white students. The students talked often about how unusual it was to be in such an integrated group and mentioned that fact to administrators and faculty. This helped with retention in the program, and most of the students who signed up for the program stayed with it for the full two years.

At the end of the two-year program, half the group traveled to Mexico for a semester of study abroad at Universidad Panamericana in Mexico City, where they stayed with Mexican families. They divided their time between Mexico City and Guadalajara. The second group traveled to Japan where they spent a semester at the Japan campus of the University of Southern Illinois-Carbondale. (We were fairly successful in encouraging some of the Hispanic American students to go to Japan instead of Mexico.) Finally, after their return to the United States, we brought the students back to the UIUC campus for a debriefing session and presentations attended by faculty from the 12 participating institutions and by NSEP administrators. The students had a very successful experience, both academically and socially.

The program was so successful that we applied to NSEP for an expanded program: instead of the 12 public universities in Illinois, we targeted the whole country, especially the land grant schools in the Midwest. With the second NSEP grant we organized a similar two-year program for students from around the country, who then went to China and Mexico. The program's success was due to its unique nature: over two years, we devoted significant time, energy, and resources to train, prepare, and finance participating students---a total of 120 students over four years. However, it is this uniqueness that makes the program so difficult to replicate and sustain.

As with many programs, once the funding ended, there was no way to continue the program without a major commitment on the part of the participating institutions. The energy and time we devoted to the project also could not be sustained. As is often the case, programs succeed due to the commitment of key individuals, and often decline when they leave. I left UIUC just before the end of the second program in 1998, and several of my colleagues at participating institutions also

moved away. Those who replaced us had other priorities, and there was no one willing or able to do the fundraising and dedicate the time necessary to continue the program.

Internationalizing Underrepresented Disciplines: Northwestern University

At Northwestern, my efforts have focused on creating international programs for students from underrepresented disciplines, and removing the barriers to international study. Historically, Northwestern has been less international than other schools. The study abroad office was established only in 1997, and there was no centralized international programs office that promoted and facilitated international activities.

In the past few years, we have made a major effort to internationalize the curriculum in all schools at Northwestern. The office of International Program Development was established in 1998 to promote and support international activities. As Director of this office, I have focused on the development of programs for students in underrepresented disciplines: science and engineering; medicine; pre-med and other pre-professional students (law and business). Our strategy was to develop professionally relevant programs abroad, and to offer students real options that accommodate their time and academic constraints, including programs in the summer and quarter-long programs during the academic year. In addition to programs abroad, we have sought to internationalize the curriculum by working with faculty and other units to create new international curricula and programs on campus.

Our strategy was to develop professionally relevant programs abroad, and to offer students real options that accommodate their time and academic constraints, including programs in the summer and quarter-long programs during the academic year.

We have organized our programs around three broad themes:

- **International Public Health:** We have developed public health programs in Mexico, China, South Africa, and France, funded partly through a grant from NSEP. We also developed a popular minor in Global Health Studies that requires students to engage in a significant public health experience abroad. This program targets pre-med and other students interested in health policy, public health, biomedical reporting, and healthcare technology.
- **Emerging Global Structures:** As part of this theme we have developed programs on European Union Studies (Paris), Mexico in Transition (Mexico City), and China: Emerging Legal and Economic Structures (Beijing). These programs target students interested in international law and business, especially students in political science, economics, and journalism. We also have special programs in Europe and South Africa for journalism students.
- **International Science and Engineering:** We have established exchanges with some of the top science institutions abroad, including Ecole Polytechnique (Paris), ETH (Zurich), Université Louis Pasteur (Strasbourg), Tsinghua University

(Beijing), and Hong Kong University of Science and Technology. These exchanges allow our students to study and conduct research abroad in a variety of science and engineering fields.

Programs in Public Health and Emerging Global Structures are taught in English, although we require that students take language classes while abroad. This facilitates participation in study abroad by students who are not fluent in a foreign language, and it has had the effect of significantly expanding language study on campus by students in a variety of disciplines. In our program in China, for example, we offer Chinese at six different levels abroad, and a significant number of students continue their training upon returning to campus.

Integration of Underrepresented Students

Our expectation was that by developing professionally relevant programs in disciplines favored by a diverse student body, we would see an increase in the number of low-income and minority students going abroad. Study abroad statistics at Northwestern, however, provide evidence of continuing disparities in study abroad participation. For Northwestern as a whole, about 627 students studied abroad in 2005-06: 75 percent of those were White, although their representation in the student body is only 60 percent. Also slightly overrepresented are Asian Americans, who constitute 17.4 percent of the student body and 20 percent of study abroad participants. In the Northwestern programs described above, however, Asian Americans constitute 40 percent of the total, mostly because of our programs in China. This year, 50 percent of the 65 Northwestern students studying in China in the summer are Asian American.

On the other hand, African American and Hispanic American students, who constitute approximately 6.4 and 6.5 percent of the student body respectively, are significantly underrepresented in study abroad. Of the 627 students going abroad in 2005-06, only 8 students (1.26 percent) are African American, much lower than their proportion of the total student body. Similarly, only two students of the 160 students going abroad through the special Northwestern programs described above, or 1.24 percent, are African American.

We have fared slightly better with Hispanic American students, although they are still underrepresented in study abroad. Hispanic American students represent 6.5 percent of the total student body, but only 4 percent of the study abroad total in 2005-06 – about 27 students. Half of those students participated in the Northwestern programs described above, constituting 7 percent of the total, which is consistent with the percentage of Hispanic American students on campus. Most of the Hispanic American students who participated in our programs did so in the summer program in Mexico, which indicates to us that more programming in Latin America will attract more Hispanic American students. At the same time, our specially designed programs have not been particularly attractive to African American students, neither for their content nor their geographic focus.

Still, we interviewed many more Hispanic American students than the number who

finally applied to the program. Obviously, as Margery Ganz said at the conference, something must be done for the students to actually get on the plane.

Costs of Studying Abroad

To increase participation by low-income students, we have also addressed the financial barriers to study abroad. In addition to making financial aid available for study abroad, many of our programs are less expensive than regular Northwestern tuition. Still, the cost of study abroad continues to represent a barrier to participation, especially during the summer. Many students work during the summer and cannot do so when studying abroad, thus the problem of foregone income. Also, Northwestern has had very little financial aid available for summer study abroad. As a result, we have been lobbying hard to increase the volume of financial aid and obtain external support for study abroad fellowships.

Even with increased financial aid, however, summer study abroad is problematic. If students get financial aid for summer study abroad, it counts as a full quarter of financial aid against the 12 quarters of aid they receive. This means that students who receive financial aid in the summer must either graduate earlier or forgo a quarter of financial aid during the regular academic year, when tuition is much higher. Neither option is feasible for most students. Most students do not opt for early graduation, which means that summer study abroad becomes a 13th quarter of study. As a result, students and their families must take out additional loans and increase their debt burden in order to participate in study abroad in the summer. This is still a major deterrent.

We have tried to increase financial aid and fellowship support, but the practice at Northwestern has been to deduct external or internal fellowships from the financial aid package. Therefore, for students who do not receive full financial aid, there is no way to decrease their families' contribution.

It seems clear to us that simply developing interesting programs, or even improving financial aid policies, will not significantly increase the participation of Hispanic American and African American students, even though our program in Mexico does attract more Hispanic American students than any other program, and the program in China attracts many more Asian Americans than any other program on campus. When we established the program in South Africa, for example, I believed it would attract African American students also, but that has not been the case.

We obviously need a more targeted approach that incorporates some of the lessons of my earlier work at UIUC in order to attract more Hispanic and African American students to international study. The next step for us is to work more closely with campus units such as minority affairs and the African American studies program, and to engage in a more direct effort, similar to the effort we have made with underrepresented disciplines such as engineering. Our efforts this year will include: special informational meetings, going to classes to talk about study abroad,

identifying relevant advisors and working with them directly, developing clear information about financial aid and options for study abroad, making clear the benefits of international study and research for all students and disciplines, and holding a series of informational and orientation meetings that will deal more explicitly with financial aid and other issues of special interest to low-income and minority students. This is a more labor and funding intensive effort that will require additional staff and resources from the administration, as well as greater coordination among various units on campus. Not an easy task.

Luncheon Speakers



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Sandra MacDonald, Vice President and Director,
Center for Academic Partnerships, Academy for
Educational Development

Dr. Molly Tovar, Director of Leadership and Scholar
Relations, Gates Millennium Scholars Program

Framework for Changing the Picture of Americans Studying Abroad

Sandra MacDonald
Vice President and Director, Center for Academic Partnerships
Academy for Educational Development

My name is Sandra MacDonald, and I'm a vice president here at AED; I direct the Center for Academic Partnerships, of which the AED Initiative on Education Abroad is a part. Before beginning my remarks, I want to thank Carl Herrin for his role in putting together this colloquium. I think many of you in this room know him, and you'll be hearing from him more directly this afternoon.

In the next few minutes, I will provide an overview of the areas that AED is focusing on with regard to expanding education abroad opportunities for U.S. students from diverse backgrounds to diverse destinations. I'll also discuss some lessons learned from our internal work on diversity, how this work is an important reflection of AED's mission as an international development organization, and then proceed to introduce our next speaker, Molly Tovar, who represents the Gates Millennium Scholars.

First, how many of you have participated in a study abroad program? Like many of you, I am a study abroad alum; my first study abroad experience was a year-long high school exchange program in Switzerland, followed by semester programs in college in Spain and Germany, and finishing with a winter break program in Mexico. I fit the average picture in the sense that I am White, female, and I was a liberal arts major. On the other hand, I'm also the first person in my family to attend college, much less earn an advanced degree. And I paid for all those experiences (and my college education) with scholarships, loans, and by working on and off campus. Probably similar to many of you here in this room, my study abroad experience transformed my life. Like you, it sent me down a career path that has included some aspect of international education program management at every juncture.

About AED: we are a large organization with multiple projects and a very diverse staff. What holds us together, besides excellent leadership, is a common belief that it is our mission to address problems of equal opportunity and access, as our president Steve Moseley said this morning. We work to alleviate poverty and improve access to opportunities of all kinds – better health, better education, better use of technology, cleaner environments, etc. – both in the United States and overseas.

This mission is reflected in AED domestic and international programs, such as the Public Policy and International Affairs Fellowship Program (PPIA). This 20+-year initiative is designed to bring diversity to public service by enabling students of color to gain experience in public service professions and receive

financial support for master's degrees in public policy and international affairs.

In addition, AED has spent a large amount of time, energy, and financial resources in recent years to diversify our staff not only to reflect the world around us, but to enable us to respond better to the challenges of our day-to-day work as we move our projects forward. AED has long realized that strengthening diversity is far beyond "doing the right thing," rather it is the path that will bring us a greater perspective on the issues that arise when operating in a global environment, which AED does every day. Diversity is an asset in developing and implementing long-term humanitarian and development assistance programs for beneficiaries who also come from a wide variety of cultural, ethnic, and religious backgrounds. This is the approach we bring to our work in education abroad.

These are the lessons for study abroad programming that AED has learned from our internal diversity initiative and from managing a huge array of projects that address access and opportunity:

- You have to have a thoughtful and strategic plan for outreach and recruitment. Does your leadership support the plan? Is it an institutional priority? Are your programs attractive to all potential applicants? Are you reaching out to organizations in which diverse groups are represented?
- You have to have a commitment to reach out and understand diverse populations. If a diverse applicant comes to hear a presentation or visits your office, will they see someone who looks like them? Are your materials and Web site welcoming and representative of culturally diverse groups?
- You have to recognize that different strategies may be needed to retain the interest and commitment of diverse populations. Once you have attracted interest, you must articulate clearly the value your program can bring to your applicants. You need a thorough understanding of the needs of the students and knowledge of your programs' ability to meet those needs.
- In sum, you need an environment that values inclusivity, an environment that is a place where diverse people can thrive. As Dr. Wilson-Oyelaran pointed out, you need vision, strategic planning, and implementation.

These are lessons we've learned through our internal diversity efforts and through the projects we manage, and they seem to apply well in the context of education abroad.

This colloquium is one of three key aspects of AED's Initiative on Education Abroad. All three mirror AED's overall commitment to diversity among our staff and programs. I'd like to touch briefly on two others before turning the floor over to our next speaker.

The first is the [AED Guide to Welcoming U.S. Students to Your Campus](#), a publication being developed for universities overseas who are new to hosting American students. The guide will contain practical information, sample forms, and other materials that will help universities establish agreements with U.S. partners and lay the groundwork for a successful program. The guide is currently in the final stages of editing, and a pre-publication copy was reviewed in a workshop at the NAFSA conference.¹

The second initiative is the [AED Development Fellows Program](#) that will provide internship opportunities for U.S. students initially in AED project offices abroad and later also with our partner organizations in countries where we conduct projects. The program is intended for mature, talented, and highly motivated undergraduate students, graduate students, and students between programs. By providing grants and scholarship support, we plan to ensure that this opportunity is available to a diverse group of students. By utilizing AED's extensive network of nearly 60 field offices around the globe, AED will actively contribute to the diversification of location in education abroad programs.

AED cares passionately about diversity. This colloquium is merely a first step to advance this concern. We look forward to working with each of you to take positive steps forward to change the picture – starting this afternoon.

Now it's my pleasure to introduce Molly Tovar, director of leadership programs and scholar relations for Gates Millennium Scholars. Molly came to the Gates Millennium Scholars Program with considerable experience in higher education, including serving as chief operating officer for the American Indian Graduate Center in Albuquerque. She has served as president of the Minority Teachers Council for the Oklahoma State Regents for Higher Education and director of Academic Student Services at Oklahoma State University. She serves on many national and state higher education associations and has received awards such as the Council for Graduate Schools Peterson's Award for Innovative Programs to Enhance Diversity.

Molly will speak to us today about the Gates Millennium Scholars (GMS) Program, which is funded by a grant from the Bill and Melinda Gates Foundation and fits well with today's colloquium theme. Since it was established in 1999, the GMS program has strived to develop a diversified cadre of future U.S. leaders by reducing the financial barriers for college attendance for students of color, especially in disciplines in which these groups are underrepresented. Welcome, Molly.

¹ The referenced guide, *Handbook for Hosting: The AED Guide to Welcoming U.S. Students to Your Campus*, was published in November 2007. For ordering information, contact AED or visit AED's Center for Academic Partnerships website at <http://www.cap-aed.org/index.php?id=138> .

Succeeding with Undergraduates: Getting Beyond Money

Molly Tovar

***Director of Leadership Programs & Scholar Relations
Gates Millennium Scholars Program***

(Editor's note: The Gates Millennium Scholars (GMS) Program is one example of a full outreach and support network for ethnic and racial minority students pursuing a college education. Colloquium participants should also be aware that Gates Millennium Scholars can be funded for study abroad opportunities.)

The goal of the GMS Program is to promote academic excellence and to provide opportunities to thousands of outstanding underrepresented students across the country. We partner with four organizations: the United Negro College Fund, the American Indian Graduate Center, the Chinese American Scholarship Fund, and the Hispanic Scholarship Fund. At first, the program had just one director; after the first year, however, we recognized that the program needed different directors for each ethnic group.

To become a Gates Millennium Scholar, an applicant must have the following qualifications:

- He/she must be from one of the following racial/ethnic groups: African American, American Indian and Alaskan Natives, Asian Pacific Islander, and Hispanic American.
- He/she must be a legal U.S. resident with a minimum 3.3 GPA.
- He/she must be a first-time degree-seeking student.
- He/she must meet the federal Pell Grant eligibility criteria.

Age does not matter; for example, a participant may be applying to college after having raised a family. The majority of GMS scholars are high school graduates, and some have obtained their GED. The scholars can focus on any discipline or field of undergraduate study. They may attend any higher education institution in the United States, including tribal colleges or community colleges. After the first semester, they may transfer with the scholarship to another institution. We also fund graduate studies in six disciplines: mathematics, education, science, engineering, library science, and (recently added) public health.

Those selected for the program must possess strong leadership skills. And it is our responsibility as partners to take those leadership skills and develop them into global leadership skills. For every ethnic group, however, leadership is defined differently. Because leadership is evident not only in educational institutions but also in home communities, we bring in readers from each ethnic group to evaluate the applications for this important quality. For American Indians, for example, being president of the student council may not be as relevant as being a head-man-dancer at a powwow or

being chosen to heat the rocks before a sweat-lodge. Those selected for the program also show strong community and volunteer experience.

Once an applicant becomes a GMS scholar, he/she is invited to a leadership conference in either Virginia or Los Angeles. For many GMS scholars, this may be the first time they have left their state, been on an airplane, or stayed in a hotel. A lot of hand holding is necessary during that first year for both students and parents. We often find that it is the parents who really struggle with their child getting on an airplane and being so far away from home.

What is sufficient to provide a student with opportunities for success?

In this program we stress what we call the three R's: Rigor, Relevance, and Relationships.

Rigor: We have found that underrepresented students are often not accorded high expectations, whether at the high school level, in their homes, or at the university. We need to turn that around and let them know that we expect the best from them. We also need to give them the skills to succeed, like how to take notes and exams; how to adjust to different teaching styles; and how to manage and remain confident without one-on-one attention. Our students struggle with those kinds of things.

Relevance: We say to the scholars "Now you are on your own; we are going to give you this money, this scholarship, but you need to take some responsibility." However, we sometimes find that when we give the scholars their scholarship money, they send the money home because they are so accustomed to taking care of family. Then they are left with no money for the semester. To remedy this, we work with them on financial management and budgeting. We tell them that "It's ok if you need to help an aunt, uncle, mom or dad, but let's buy the books first; let's get your bus pass first; let's get your groceries first." This is a necessary part of the education.

Relationships: When I interviewed GMS scholars across the country about what keeps them at their chosen institution, many highlighted a specific relationship. Often it is a faculty member who cares about the scholar and acts as part of the support system. When I ask, "When did you start talking with the faculty member?" Scholars frequently reply, "Not until junior year," when they were not doing as well as they could have. Many expressed regret that they had not spoken with a faculty member sooner. It is important to encourage the establishment of those relationships early in the program.

What beyond money makes it possible for students of color to succeed in undergraduate education?

A supportive, friendly, and encouraging educational environment is fundamental for success. For example, the presence of a diverse faculty on campus, or even pictures on the walls that are ethnic --- whatever it takes to make students feel that they belong --- can be important.

The GMS program is willing to offer students a one-year deferment if they need it. The first year can be a difficult time of adjustment. Students may have some personal or family issues, something unforeseen may occur, or they may be homesick. We also offer a deferment when students have finished their undergraduate four years, assuming that they need that year off before they go to graduate school.

A supportive, friendly, and encouraging educational environment is fundamental for success.

When we visited with the GMS scholars on their campuses, we asked them to draw three circles with the size of each signifying how much time they take for themselves, for their community, and for academics. I had with me their grade point averages. The lower GPAs correlated with the small circles that students drew to represent time allocated to study. This helped me to understand that students were spending too much time going home on weekends. It was necessary to suggest that maybe they need to rethink their plans and look at staying at school for a weekend. Other themes that emerged included loneliness and not understanding how to leap the bureaucratic hurdles within the university system. It is essential to have resources in place to help students cope with these situations when they feel helpless.

The GMS program promises long-term support. We have within the GMS program academic facilitation, academic empowerment, and academic enrichment. This means that we can pick up the phone and call the student; for instance, if a student has a 2.7 GPA or below, we ask how he/she is doing, what he/she needs, and how we can help.

How does the GMS Program attract students?

We do early education to attract students. We do early outreach. We don't wait until senior year to get students to apply. We start with them early in high school, freshman or sophomore year. Additionally, each one of our partners deals with its own populations in its own manner. For example, the Hispanic American community does a lot of town-hall meetings. The American Indian communities meet with students and parents at tribal council meetings or go and speak at the reservations. We participate in ethnic organizations. We attend programs such as this one and national, regional, and professional conferences. We also make information available

in languages other than English; because first-generation parents may not understand, we try to speak with them in their native languages---for example, a presentation to American Indian parents could be in Navajo. The Hispanic American groups convert a lot of the brochures and information to Spanish. It is also important to work closely with each of our partners to ensure that the same message is being conveyed by each group.

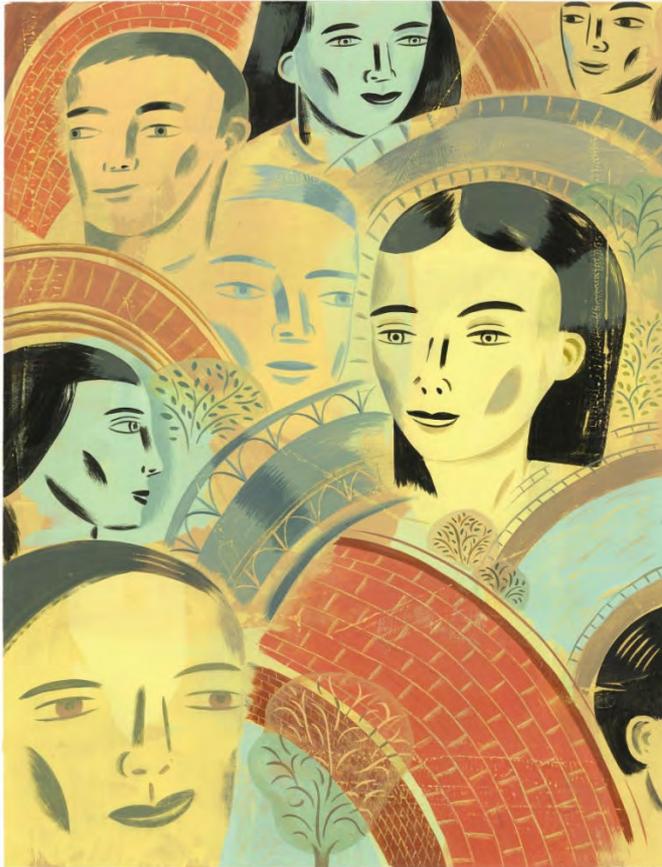
What gets them actually to attend college?

It is early outreach and academic preparation that gets the students to attend college. When I interviewed students, they said that it was usually their parents and their family that encouraged them to attend, not the support system in the high schools, which was really not there for them for various reasons.

Can GMS Program support be used on study abroad?

GMS does fund study abroad and exchange programs that are administered by the scholars' colleges or universities. In such cases, the expenses are incorporated into the financial aid packages. Scholars must be eligible to receive federal financial aid funding through their college or university. GMS does not, however, fund study abroad or exchange programs during the summer semester, unless it is the final year and the student is going to be graduating. I went back to find out how many of our scholars do study abroad, but we do not yet have that information. Starting next year we hope to capture that data.

Panel III



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**How
Education
Abroad
Became
a Reality
for Me**

**Keisha Elizabeth Robinson
Advisor Consultant, Undergraduate Studies,
Department of Anthropology, University of Maryland**

**Kari Miller, Associate Director, AU Abroad,
American University**

**Evian Patterson, Program Assistant,
Academy for Educational Development**

**Appendix 1 contains edited highlights of the Question and Answer
Session that followed this panel presentation.**

How Education Abroad Became a Reality for Me: Catching the Travel Bug Early

***Keisha Elizabeth Robinson
Advisor Consultant
Undergraduate Studies Department of Anthropology
University of Maryland***

International experiences are life changing. After their first trip abroad, many people realize that they want to go abroad again and again, and that travel is addictive. These people have “caught the travel bug.”

I caught the travel bug relatively early in my life. My travel bug came from going different places in the car---yes, even road trips can lead to the travel bug! My road trips were from Baltimore, Maryland, to New York to visit my grandmother. It wasn't until age 11 that I experienced international travel. When I went to England and France as part of a middle school travel group, I was not yet hooked on traveling. Being out of the United States was nice; being exposed to different things every day was nice—foggy London weather, a warm baguette and cheese—but there was a piece that was missing.

After spending seven weeks in Taxco, Mexico, taking language courses and being exposed to amazing archaeological sites, I knew that travel would be a permanent piece of my life. It became one of my life passions; I saw myself traveling anywhere and everywhere. True, I was homesick, but also content in my decision to spend the summer of my sophomore year in college in a unique country.

The bells and whistles went off when I did the second study abroad program of my college career—three weeks in Grenada, West Indies. I could write on and on about why I loved my visit to Grenada and my first trip to the Caribbean, but let me focus on how it was different from my previous abroad experiences, because this is what can hold the key for so many young people of color.

Grenada is a paradise of warm weather, beautiful vegetation, delicious fruits, and unique looking people, all surrounded by calming waters. Grenada is a country filled with people of African descent and people of mixed heritage. I felt that I blended with the people. I did not stand out by color. I felt comfortable; more comfortable than I had been in Mexico; far more comfortable than I had been in England and France.

These experiences have confirmed for me that to increase the representation of young people from disadvantaged populations—people of color, low-income, or the first generation at college or university—they must be exposed early, be able to envision themselves in a destination abroad, and

be interested in and/or have a connection to the country or people they will be visiting.

Catching the Travel Bug

Early exposure means that children, including those who are very young, should have experiences that introduce them to other ideas, cultures, and customs. Examples could include introducing foods from other countries and then showing a map and talking about the food's country of origin. Children can be shown pictures of people from different cultures in traditional or special occasion dress. Celebrating a festival from another culture—Chinese New Year, Cinco de Mayo, etc.—is another fun way to initiate this exposure. All of these examples attempt to introduce and get children excited about cultures other than their own. A child's interest in another culture can develop into an interest in and/or passion for travel.

Directly related to early exposure is the ability of a young person to envision him/herself in a foreign country. Knowing a friend or family member who has traveled abroad and come back to share the experience can help a young person, or even a niece or nephew who hears about the trip, to envision him/herself abroad. Perhaps someone in a young person's social network has gone abroad and has put this exotic place within reach.

Youth of disadvantaged backgrounds may not be exposed to travelers' experiences. Here study abroad professionals could have significant influence by targeting populations of disadvantaged youth and speaking to them about study abroad. Again, starting early is important. This means going into high schools in low-income areas, or talking to middle-school students in schools that are predominately schools of color.

Having an interest in the travel destination can be a huge motivation for a student pursuing a travel abroad opportunity. For students of color, there can be a major difference between traveling to a European country (or any country with a predominance of people of European descent), and traveling to an African, South American, or Asian country. Students of a limited economic background and those who are first-generation college or university students may also be more interested in study abroad programs that travel to countries where many of the people share a common heritage with the student.

Regardless of the travel destination, study abroad advisors and program coordinators must be aware that young people from disadvantaged populations will often require more support during such a trip. These youth frequently have much needed support systems in their home country. While abroad, many students may find comfort and support in the other students on the trip. However, students who are, or feel like, minorities in their home country will often feel even more isolated in a foreign country, traveling with a group of peers to whom they may or may not be able to relate.

The Will Finds a Way

Wanting to travel is definitely not enough to make the travel experience happen, but it is a great place to start. With desire comes motivation. This motivation should be focused on planning and financing.

Students in institutions of higher education should be experienced in the practice of planning. Entering freshman should be thinking about studying abroad, even if they will not be traveling until their junior or senior year. It's never too early to visit the campus study abroad office where students can explore programs offered by their home institution as well as those offered by other institutions and organizations.

Each major has different requirements, and some have many more course requirements than others. Students with demanding majors should arrange for study abroad to fit into their academic requirements. Perhaps courses taken abroad can satisfy certain major requirements. Other students may find that study abroad courses will not be able to fulfill major requirements. Students in this situation may consider looking for shorter study abroad programs that can be done over summer, winter, or spring breaks. The right one- to three-week/month program can be enriching and life changing.

When addressing how to fund a program, planning is also critical. Students must allow time to research scholarships and financial aid prospects. Scheduling a meeting with an advisor in the campus financial aid office is important so that he/she can answer questions such as whether a student's financial aid package will apply to a study abroad program. Again, visiting the campus study abroad office can lead to valuable information, such as answers to the following questions: Does the campus offer any study abroad scholarships? Does the study abroad office have leads for scholarships from private entities?

The issue of diversity in study abroad programs cannot be addressed without giving equal attention to diversity in institutions of higher education. Low numbers of students of color and low-income and first generation students enrolled in colleges/universities equates to low numbers of these students participating in study abroad experiences. We need to provide better access for these students to the life-changing nature of international travel experiences and cultivate the many talents of this diverse pool of students so that they can address important diversity and cross-cultural issues in the United States and abroad.

Overcoming Obstacles by Embracing Institutional Strengths

Kari Miller
Associate Director, AU Abroad
American University

Ten years ago as a junior at Spelman College, I embodied, statistically, the traits of a student who did not traditionally study abroad. Reflecting back on my study abroad experience in 1997, it is difficult to remember any of the many obstacles there were for a student who was traditionally underrepresented in the international experience arena. As a student of color with high financial need, I pursued study abroad and enjoyed all of the academic and cultural riches a study abroad experience could give. In the mid-1990s, Spelman College was infused with the spirit of international education; it offered the practical support and incentives needed to provide access for a student body of color, with particular attention to its many students having substantial financial need. For me, there were three main incentives that the institution provided that cleared access barriers and encouraged a continuing pursuit of education abroad: (1) transparency, (2) funding opportunities, and (3) a support network of other students of color who had gone abroad before me. Without these incentives, I would not have been able to study abroad. As a testament to the institutional structure that successfully provided access and support to students of color in the area of international education, this essay describes these three institutional incentives that embraced me as an undergraduate.

Transparency

In terms of the issue of “transparency,” it was clear on Spelman’s campus who was the key person on all issues related to study abroad: Margery Ganz, who served as the director of Study Abroad. Signs were posted all over the campus every week indicating which programs would be on campus holding information sessions for study abroad. After taking a required course on the African Diaspora and the World, I realized that I wanted to study African literature abroad at an African university. I saw the signs for study abroad as early as my freshman year. At the end of my sophomore year, I began to explore further the possibility of study abroad by going to talk to Margery Ganz. She encouraged me to attend an information session of program providers presenting opportunities to study abroad in Africa. I decided to pursue study abroad at Rhodes University in Grahamstown, South Africa, through the program provider, InterStudy.

Ideally, institutions can create their own methods of “transparency” for students of color by reaching this constituency early. Due to the amount of time that I had to absorb the idea of study abroad, know the key point person, and understand the full gravity of the opportunity, I was able to discuss my goals with my parents and my academic department.

Transparency in study abroad processes and procedures empowers students to make the study abroad possibility a reality by their junior year.

Funding Opportunities

The availability of funding opportunities greatly enhanced the possibility of my study abroad experience. The academic dean's office constantly posted funding opportunities for students to apply for merit-based aid. A listing of award opportunities was available in the dean's office for students to review. I received a UNCF-Mellon Undergraduate Fellowship that offered a research grant for spending money while in Africa. Because lack of funding is such a major deterrent to studying abroad for many students of color, institutions should also clarify funding opportunities available to students who pursue education abroad.

Support Network of Students

Transparency coupled with funding opportunities made the vision of study abroad more of a reality. In addition to institutional support, there was a rich network of returned students supporting other students who were preparing to go abroad. Our pre-departure meetings provided a festive atmosphere of storytelling and encouragement. It was a time of merriment and reflection. During these group conversations of sharing and learning, returned students were frank about their experiences of racism abroad and how to deal with being the only woman of color in a program of all White students. Instead of diminishing our desire to face the world outside of Spelman, these meetings encouraged us to take the next step of our lives and engage the rest of the world with what we had learned within Spelman's gates.

In addition to institutional support, there was a rich network of returned students supporting other students who were preparing to go abroad.

The support structures and incentives that Spelman provided nearly 10 years ago are not extraordinarily difficult for other institutions to replicate. Today there is more research available on barriers and access issues concerning students of color and study abroad. There are forums, conference sessions, and serious discussions about this issue. As a professional in the field of international education, I continue to reflect on Spelman's institutional structure so that I can duplicate these types of incentives in my work. Although I have only worked at predominantly White institutions, the same concepts of transparency, funding, and a network of student support can still be implemented to create access, remove barriers, and provide the opportunity to study abroad.

How Education Abroad Became a Reality for Me: Finding Connections Overseas

***Evian Patterson
Program Assistant
Academy for Educational Development***

The unique challenges that students of color face when considering an opportunity to study abroad are varied and not just limited to the lack of economic means. Although a limited knowledge of the vast resources that are available to them is one of the primary reasons students of color do not pursue these opportunities, a review of Web sites and brochures from study abroad and academic exchange programs all highlight initiatives to engage students of color and students with limited economic means. The money is there, but where are these students? Offices of international programs at institutions of higher education are now faced with the task of engaging students from ethnically diverse backgrounds. In my opinion, there are two key elements institutions must address in their active recruitment of more students of color to study abroad: (1) effectively dealing with the issue of separation from community and comfort zones, and (2) assisting students to better connect with the foreign lands and people they may visit.

Traveling abroad and studying in Cairo, Egypt, on the J. William Fulbright Scholarship was the most enriching experience of my life. This experience helped me to gain a better understanding of what separates my American culture from the Egyptian, Arab, and Islamic cultures, and at the same time, discover what similarities unite our cultures. But perhaps a more important factor in this enriching experience was the opportunity to gain tremendous self-awareness. The academics, such as learning the Arabic language through cultural immersion, were enriching. However, I also departed Egypt with a realization that I shared an understanding of my own unique background as an African American in the United States with the Egyptian people I encountered throughout my study period. It was the realization that I had more to offer from the perspective of an atypical study abroad student that sparked my interest in promoting these opportunities to other students of color.

The preparation period for travel was the most stressful part of the study abroad experience. This is the phase any student preparing for a study abroad program must face and is sure to conjure the most worries. However, there were some unique concerns that actually caused me to reconsider my overseas experience --- I would be remiss if I did not mention that I had to consider whether I could find the economic means to spend a year in Cairo. Ironically the issue of limited funds became the least of my worries. The Fulbright Scholarship provided enough resources for adequate survival in Cairo. Then there were other issues I had to consider. First, I was traveling to the Arab world only months after the September 11, 2001 attacks on the World Trade Center and the Pentagon. Secondly, and more

importantly, I had specific concerns about parting from my community, which included a deeply connected immediate and extended family.

From my southern, African American perspective, there seems to be an inherent connection and attachment to and cultural dependency on the concept of the "community." The "community" is a unique structural connection between relatives, friends, church members, and neighbors that I have relied on for support throughout my life. I have a particular need for cultural validation from this community of my actions and choices. I *am* a child of the village. It was troubling for me to recognize that I was experiencing the anxiety of leaving a safe and comfortable community for one year in another country, even after being away from this community for four years of college.

In my decision to travel to Cairo for an extended study experience, I felt compelled to pass the idea by the community for approval. At first the opinions lacked the support I so desperately sought. Yet, strong support eventually came from the community with a faith and trust that I would succeed in my efforts. On the surface this may not seem profound, but it was during this period of preparation that I began to realize the intense effect my community had on my life. Furthermore, I had not yet realized how much of the community I would be carrying with me to Cairo and sharing with the people there. While I was preparing for the experience in Cairo, my parents told me "we always knew you were going to travel and go off on your own." I think every student who "leaves the nest" and travels abroad has concerns about separating and not being able to see their family every once and a while, and having to communicate by phone from a different time zone. There will always be moments of sheer loneliness. However, this period of separation allowed me a greater appreciation of my family and community. I learned to appreciate where I came from and gained greater pride in my community upbringing. I remember what my grandmother said, "Always remember where you come from." I knew that advice would come in handy someday.

I think that it is important for students of color to leave their communities for experiences abroad. We bring to people overseas a wonderful opportunity to share a unique perspective of American life that extends beyond the images of minority communities stereotypically portrayed on TV and in films. More importantly, this is an opportunity to create a network of people and a connection between communities at home and abroad. If there is one thing that I learned from my experience, it is how similar my "unique" southern, African American community is to the various communities I encountered in Egypt.

One specific anxiety many students of color anticipate in preparation for study abroad is how they will be perceived in a foreign land. This is a factor that every study abroad student must consider. One of the thoughts that occupied my mind was, "What would they think of me as an African

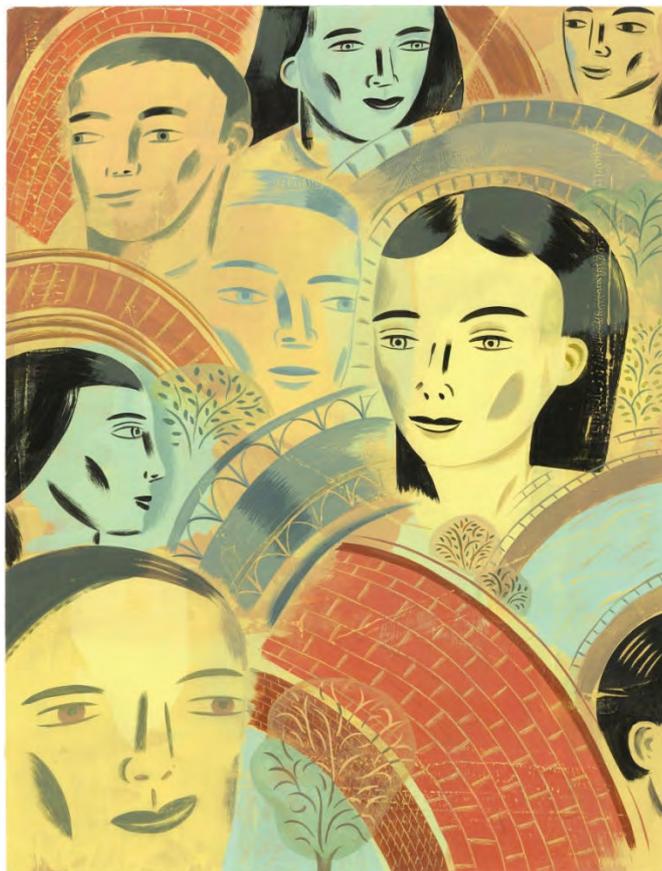
American?" Cairo is a major, bustling metropolis in the middle of a desert that welcomes thousands of tourists all year round. However, the majority of these visitors travel from Europe, Russia, and East Asia and look nothing like me. As soon as I stepped off the airplane in Cairo on that late, blistering hot evening, I saw so many different shades of colors, with the least common being those of the lightest skin tones. Of course, I had expected to encounter the typical tan and olive shades of people of Arab descent, but that night I was met by Ali, my Fulbright sponsor. Ali happened to be from Aswan—the southern region of Egypt better known as “Nubia.” After our initial greetings and salutations, Ali asked me, “Where are you from? You look just like my nephew, Ahmed.” When I told him that I was from the United States, he insisted that my family had to have been from somewhere in Egypt. This became my everyday experience while in Cairo. From day one, because my skin tone resembled that of the people from “Nubia” I was thought to be of Egyptian descent.

It is important for institutions to address the issue of creating particular and unique linkages through study abroad experiences. The interest of the Egyptian people in my background provided many opportunities to share the history of one group of people in the American experience. I had the opportunity to serve as a guest lecturer at the Bi-national Fulbright Commission in Cairo for their academic exchange orientation workshops for Egyptian students who were preparing for their own travel abroad to the United States. I was asked to provide my perspective and answer questions concerning the participants’ reactions to the *Roots* movie series that was shown at the Commission. Students from all over Egypt, but particularly from the southern, Nubian region, were in the class. This atmosphere provided an opportunity to create a bridging of cultures and experience.

Discovering in a foreign land people who looked like me, offered me the connection I needed to create a better understanding of Egyptian culture. This is a point that I share with my younger family members, friends, and other students of color considering a study abroad program. When I ask my younger cousins, “If there is one place in the world that you would like to go right now, where would it be?” they always answer, “Africa.”

Finally, the challenge we all face concerning the issue of bringing more diversity to study abroad programs is best met by engaging students of color early. Scholarship programs like Fulbright will continue to recruit more minority students, but the dialogue and exposure should begin before students of color enter college and university. I have always enjoyed being a resource for these dialogues, relating my experiences abroad as a student of color and the anxieties I faced in preparation. There are plenty of individuals like me from almost every college and university campus across the country. This effort will be best served when institutions call on us, as representatives, to provide our first-hand accounts and experiences to other students of color.

ADDITIONAL PAPERS



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Subsequent to the Colloquium, AED invited various practitioners and experts to submit papers. The following two papers were submitted and are reprinted here.

A New Strategy for Increasing Diversity in Education Abroad

Dr. P. Bai Akridge

President

WorldWise Services, Inc. and

**Visiting Associate Research Scholar, International Center for
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University of Maryland College Park

Overview

For the last 25 years, scholars and international education professionals have been lamenting the lack of ethnic diversity represented in U.S. college and university students studying abroad. Despite these expressed concerns, little progress has been made in increasing the number of students who study abroad to reflect the broadening diversity of the U.S. population. A new approach is sorely needed. This paper recommends focusing greater attention on providing global learning experiences for pre-college students of color as a strategy for diversifying the student pipeline to college study abroad programs.

Introduction: So Much Time, So Little Progress

"Study abroad will continue to be confined to a white, middle class, female audience for a variety of cultural, historical, and other reasons."¹

Looking at the state of diversity in study abroad today, some 15 years after the observation above was made, we might conclude that this statement is not only pessimistic, but also true. By the mid-1900s, white women became the most frequent participants in U.S. study abroad; this after their late entry into higher education.² Today it is still true that nearly 7 out of 10 students studying abroad are woman, and they are overwhelmingly White.³

Even more distressing is the fact that, over the last decade, there has been virtually no change in the racial make-up of U.S. students studying abroad. Table 1 lays out the contrasting figures for White and minority participation in study abroad. In 1993/94, 8 out of 10 students (83.8 percent) were White; in 2003/04 (the last year for which data is available), 8 in 10 students

¹ Report of the National Task Force on Undergraduate Education Abroad. (1990). A National Mandate for Education Abroad: Getting On With the Task.

² Carroll, Allison Veronica. (1996). The Participation of Historically Underrepresented Students in Study Abroad Programs: An Assessment of Interest and Perception Barriers. Unpublished master's thesis, Colorado State University, Fort Collins, Colorado.

³ Institute of International Education. (2005). *Open Doors 2005*. New York: IIE. Some data available at: <http://opendoors.iienetwork.org>

(83.7 percent) were White.⁴ The number of African American students rose slightly from a paltry 2.8 percent in 1993/94 to a 3.4 percent in 2003/04, in spite of the fact that African Americans accounted for nearly 12 percent of the U.S. undergraduate population in 2003/04.⁵ The participation of Hispanic American, Native American, and Asian American students during this period generally has been no better, although Asian Americans have seen a rise of a single percentage point—from 5 percent to 6.1 percent.

Table 1: Percent of U.S. Study Abroad Students

Race/Ethnicity	1993/94	2003/04
Caucasian	83.8	83.7
Asian American	5.0	6.1
Hispanic American	5.0	5.0
African American	2.8	3.4
Native American	0.3	0.5

Source: Institute of International Education. (2005). *Open Doors 2005*. New York: IIE. Some data available at: <http://opendoors.iienetwork.org>

It's Not that We Don't Understand the Problem

Feeding this pessimism is the fact that we know so much, but have done so little. For more than 25 years, scholars and international education professionals have been talking and writing about the problem of the lack of diversity among U.S. study abroad students, and what to do about it. Probably the best glimpse of this literature is David Comp's annotated bibliography, *Research on Underrepresentation in Education Abroad*.⁶ While this subject has not attracted the number of PhD dissertations one might expect, there is no doubt that we have learned much about the issue and how to address it.

At the risk of oversimplification, some of what we have learned about the benefits of study abroad and the barriers to study abroad for students of color are listed below. These findings summarize a variety of published studies, as well as my own research as an international education consultant and my experience as a study abroad participant.

⁴ Institute of International Education. (2005). *Open Doors 2005*. New York: IIE. Some data available at: <http://opendoors.iienetwork.org>

⁵ U.S. Lincoln Commission on Study Abroad. (2005b). *Global Competence and National Needs: One Million Americans Studying Abroad*. Washington, DC. Available Online at: <http://www.lincolncommission.org>

⁶ Comp, David J. (2005). Research on Underrepresentation in Education Abroad: An Annotated Bibliography. Retrieved June 4, 2006, from <http://www.forumea.org/pdfs/biblio/UnderrepresentAbroad.pdf>

Benefits of Studying Abroad:

- Language acquisition: Greater ability to understand and communicate with others.
- Increased interest in and empathy for other peoples and cultures.
- Greater interest in international affairs.
- Greater tolerance for venturing outside one's comfort zone.
- Increased tolerance for ambiguity.
- Increased self-esteem.
- Expanded employment opportunities.
- Greater persistence.
- Improved work habits.
- Enhanced academic interests.

Barriers to Studying Abroad for Students of Color:

- Lack of information about opportunities and benefits.
- Lack of information about available financial assistance.
- Lack of family and community support.
- Fear of encountering racism and discrimination similar to that in United States.
- Grade point average and other academic prerequisites.
- Difficulties in transferring credits.
- Foreign language proficiency requirements.
- Lack of supportive faculty and staff.
- Lack of role models on campus and in study abroad offices.
- Fear of moving beyond zone of comfort and familiarity.

In reviewing these lists, one is easily struck by the importance of the benefits and the possibility of overcoming the barriers. In focusing on the barriers, none appears too formidable for capable and committed university administrators, scholars, and international education professionals. In thinking about the many astonishing accomplishments in higher education in the last quarter century, it is puzzling that so little progress has been made in achieving greater diversity in study abroad.

Pre-College Students of Color: A New Strategy

Given the glacial pace of progress in increasing diversity in study abroad in higher education over the last quarter century, we are well advised to pursue alternative strategies. A promising frontier is pre-college students of color. A challenge associated with this approach is that the international education initiatives in higher education and pre-college education exist in parallel universes. Higher education does its thing, and K-12 does its thing, but the twain rarely meet. A leading international education group, NAFSA: Association of International Educators, Education Abroad Subcommittee on Underrepresentation, focuses little attention on K-12. Another prominent global learning organization, AFS, focuses primarily on high school students (with community service programs for those 18 years or older). The skewed

demographics of study abroad students in higher education are reflected in K-12 programs as well.

Getting them Younger

"If you get them younger you can convince them that this is an option for them and maybe they will want to do this."⁷ The simple wisdom of this observation about early exposure of students of color to international experiences is compelling. It was reported in Quiana Preston's master's thesis, which looks at the perception of African American students toward study abroad.⁸ It makes perfect sense that if you can get more K-12 students of color interested in and exposed to international education experiences, then they are much more likely to (a) look for colleges with study abroad opportunities, and (b) participate in study abroad programs when they get to college. These early global learning experiences may even help motivate them to go to college. The alternative strategy proposed here, then, is that we "get them younger."

"If you get them younger you can convince them that this is an option for them and maybe they will want to do this." The simple wisdom of this observation about early exposure of students of color to international experiences is compelling.

What is to be Done?

In focusing more attention on promoting international education experiences for pre-college students of color, it is useful to be reminded of the benefits and barriers identified earlier. While the benefits of study abroad remain the same as those identified in the list above, some of the barriers are absent, because the pre-college experiences tend to be of shorter duration (days and weeks, rather than months, semesters, and academic years) and typically are not done for academic credit. Socio-economic barriers, however, may be even more prominent at the pre-college level and must be addressed programmatically. Parental and community support, financial issues, information about opportunities, and adolescent fears of rejection are even more acute at this stage.

Bearing these factors in mind, the population of adolescent/teenage students of color represents fertile ground for international education efforts that can bear fruit in college and beyond. The following examples provide a range of programs and ideas that can be joined, emulated, and expanded upon.

⁷ Preston, Quiana. (2006). Explaining the Perceptions of African American Students Toward Study Abroad Programs at a Predominantly White Institution. Unpublished master's thesis, University of Toledo, Ohio.

⁸ Preston, Quiana. (2006). Explaining the Perceptions of African American Students Toward Study Abroad Programs at a Predominantly White Institution. Unpublished master's thesis, University of Toledo, Ohio.

International Schools and Study Programs

Internationally-themed schools and schools with international programs should be sought out by students of color, and expanded or created in school districts that have many students of color. Some examples:

- Bodine International High School, Philadelphia, PA: <http://www.bodine.phila.k12.pa.us/>; the entire school is dedicated to international study.
- Woodrow Wilson Senior High School's International Study Program—WISP, Washington, DC: <http://www.LenaFrumin.com/WISP>; an international academy within a comprehensive high school.
- International Baccalaureate (IB) Programs: <http://www.ibo.org/>; The International Baccalaureate Organization provides internationally certified curricula at the K-12 level, with over 1,800 participating schools in 124 countries.
- Illinois International High School: <http://www.ips.uius.edu/ihs/>; the nation's first statewide, high school international education program.
- TRIO Upward Bound Programs: (http://trioprograms.org/studyabroadPrograms_newprograms.html/); a U.S. government-funded, low-income educational opportunity program at the high-school level. A summer study abroad opportunity is offered, as well as linkages to and support for college.

Other Innovative Initiatives

These are out-of-the box experiments that can bring global learning opportunities to those students of color who are least likely to have such experiences.

- The Baraka School: This Baltimore Public School and Abell Foundation initiative involved creating a boarding school experience in rural Kenya, East Africa, for some of the school district's poorest, most difficult, African American middle-school boys. Although the program has been discontinued, and its results have been controversial, there is no doubt that the participants had an international experience they otherwise probably never would have had. A feature length documentary, *The Boys of Baraka*, was released nationwide to critical acclaim in 2005; it is now available on DVD. For information on the film: <http://www.lokifilms.com/site/barakanews.html/>
- Global Diversity Leadership Institute (GLDI), Philadelphia, PA: This global learning partnership involves the school district of Philadelphia, WorldWise Services, Inc. (an international education consultancy), and the community-based international programs organization, the PEOPLE Programme. Currently in development, the institute seeks to

introduce a high school program linking an understanding of global diversity with leadership development and study abroad opportunities. For more information, contact the author: pbai@starpower.net

- Community-based organizations: Often overlooked are international education resources and opportunities available within communities of color. In urban African American communities, for example, churches and Greek sororities and fraternities sponsor trips abroad as missionaries or tourists. Additional coordination, collaboration, and focus can enable such journeys to become the initial international education experience for a greater number of pre-college students of color, priming them for collegiate study abroad opportunities.

With few exceptions, these examples do not connect the parallel worlds of K-12 and higher education institutions. This divide, while not desirable, can be explained. Higher education institutions operate independently of K-12 schools. They are governed, financed, and evaluated separately. In addition, with the introduction of the federal government's No Child Left Behind law, the public K-12 environment has become much more complicated, inflexible, and focused on mandated standards in reading, math, and science. In this environment it is increasingly difficult to find K-12 superintendents or principals who are willing to invest scarce resources to initiate or expand low-priority global learning programs.

As always, where there is a will, there is a way. In order to improve diversity in international education and study abroad, we must find and create opportunities to build bridges between K-12 and higher education institutions. One looming opportunity, announced in January 2006 by the U.S. Government, is the National Security Language Initiative (NSLI).⁹ The president's plan involves a request of \$114 million in FY07, and is intended to strengthen national security through developing foreign language skills. The NSLI intends to increase dramatically the number of Americans learning languages such as Arabic, Chinese, Russian, Hindi, and Farsi.

The key point here is that the NSLI includes a focus on programs at the kindergarten through university levels. Grants will be available for collaboration between K-12 and higher education institutions. Although this initiative is just getting under way, it is not difficult to envision opportunities for pre-college and higher education institutions to craft collaborations that will expand foreign language skills and enable study abroad experiences for more students of color—at all educational levels.

Conclusion: What It's All About

Over a decade ago, educator J. G. Carew put her finger on what this discussion is really about. She described the transformative impact that

⁹ U.S. Department of State. (2006). National Security Language Initiative Fact Sheet. Retrieved June 9, 2006, from: <http://www.state.gov/r/pa/prs/ps/2006/58733.htm>

study abroad has, by helping students of color to step outside the confines of racial barriers long enough to see themselves—and those they met—from a perspective other than race. For the first time, they were able to perceive their personal skills and strengths accurately. The international experiences served as a catalyst, inspiring them to embark on learning and careers they would never have dreamed possible had they not spent an extended time outside their own country.¹⁰

We cannot afford to be discouraged by the painfully slow progress higher education institutions have made in increasing diversity in study abroad. We must focus on pursuing new strategies, like expanding global learning opportunities for pre-college students of color. This early exposure can help motivate these students to seek study abroad opportunities in college and be lifelong global learners. Our future and theirs depend on this.

¹⁰ Carew, J.G. (1993). For Minority Students, Study Abroad Can Be Inspiring and Liberating. *The Chronicle of Higher Education*, 39(18), B3.

Diversity in Education Abroad: The Need for Institutional Commitment

LaTasha Malone
Assistant Director, International Programs
Butler University

The lack of participation of students of color and low economic means in education abroad continues to be an issue that international educators must grapple with as we look toward the future of intercultural exchange. While the issue is certainly far from being resolved, diversity in education abroad is increasingly becoming a topic of importance to more international educators. As demonstrated by the attendance at the Colloquium on Diversity in Education Abroad hosted by the Academy for Educational Development in May 2006, this topic is attracting more than just a handful of interested individuals who want to share stories. Nevertheless, in many ways, this topic continues to attract a like-minded crowd with similar professional positions, with very few institutional leaders present who are willing to discuss institutional commitment to this issue. Institutional leadership is critical in order to develop a meaningful action plan to have more students of color and low economic means studying abroad.

The AED Colloquium on Education Abroad focuses on two key issues: what we know about diversity in education abroad and what's working in achieving diversity in education abroad. We know that finances, family, and a general lack of awareness regarding study abroad options are some of the barriers to study abroad for some students of color and low economic means. More importantly, however, is the lack of institutional commitment that exists at many colleges and universities to reduce the barriers to study abroad for students in these populations. Commitment to this issue by chief international education officers, provosts, and presidents must pick up where discussions among advisors and assistant or associate directors in study abroad offices leave off. If the institutional leadership were able to commit to increasing diversity in education abroad, then an increase in the availability of financial resources, early promotion to prospective families, and appropriate marketing would not only be encouraged, but also expected. The lack of this key support leaves many concerned study abroad advisors and assistant/associate directors fighting an uphill battle. We know that institutional leadership is critical to advance diversity in education abroad.

Commitment to this issue by chief international education officers, provosts, and presidents must pick up where discussions among advisors and assistant or associate directors in study abroad offices leave off.

The vision, mission, and strategic plan of many institutions of higher learning will state that they are committed to "encouraging global awareness" and "preparing students to be leaders in a global society." Does this include *all*

students? Even though the rhetoric of increasing global awareness for students is similar at many institutions, a cursory glance at campus literature, professional publications, and the general operations of a typical study abroad office makes it obvious that institutional commitment to increase diversity in education abroad is oftentimes minimal

We know that institutional leadership is critical to increase diversity in education abroad because the colleges and universities that have been successful in sending students of color and low economic means abroad have done so in the midst of clear institutional commitment. Dr. Eileen Wilson-Oyelaran, president of Kalamazoo College, mentioned in her plenary speech that institutional leadership is essential to advance all areas of international education. There needs to be a sense of expectation at an institution so that it becomes a matter of “when” a student will go abroad and not “if” a student is going abroad. Not only should the expectation be present, but it should be coupled with strategic access for *all* students who wish to go should they choose. The curriculum at Kalamazoo College is infused with international components and is flexible enough to allow any student to go abroad, including the science majors. We know that this works in achieving diversity in education abroad.

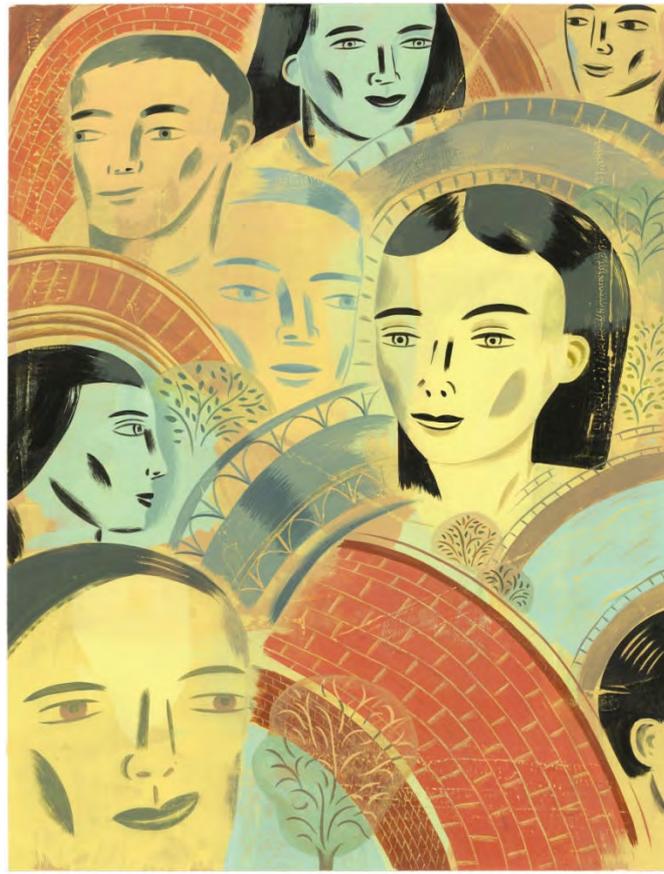
Spellman College and Augsburg College are two other examples where the institutional leadership has positively affected participation in study abroad by students of color and low economic means. Funding from outside sources, scholarships set aside for students of color, and active partnership with students who express interest are some of the ways that these two institutions have supported this population of students. Students, faculty, and staff are able to see that the commitment to increase diversity in education abroad does not reside solely inside the campus study abroad office. This type of upper-level commitment creates an environment for prospective families, staff, and faculty to understand that the institution does indeed support and encourage education abroad for all students.

If institutional leadership is essential in achieving diversity in education abroad, then how do we engage our institutional leaders in this dialogue? How can diversity in education abroad become as important as retention, fundraising, and curricular issues? In a situation where study abroad students are predominantly White and female, diverse participation in education abroad provides a richer learning environment for all study abroad participants. Typically, students who study abroad will have a stronger connection with their college or university and may be more likely to graduate, thereby engendering the institution with higher retention rates for all students. Furthermore, students with a strong connection to their undergraduate institution may be more likely to participate in alumni giving, including those students of color and low economic means who may be harder to reach post-graduation without a strong connection to the institution.

Institutional leaders need to take a hard look at their current study abroad policies, financial support, promotion, and marketing to gain a deeper knowledge of what is needed to diversify study abroad and extend this experience to all students. Increased awareness and subsequent institutional commitment to increase diversity in education abroad does indeed strengthen and enhance the university, all study abroad participants, and the international community. Hopefully, more of our institutional leaders will begin to deepen their awareness, advance the commitment, and join the list of examples that highlights “what’s working” in achieving diversity in education abroad.

Institutional leaders need to take a hard look at their current study abroad policies, financial support, promotion, and marketing to gain a deeper knowledge of what is needed to diversify study abroad and extend this experience to all students.

Colloquium Open Discussion



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Focus Group Key Action Points

Focus Group Key Action Points

The AED Colloquium on Diversity in Education Abroad concluded with focus group discussions, after which each group reported on key action items for the question posed. (Question enumeration here is for reference purposes and does not correspond to the numbers assigned to Colloquium discussion questions.)

Question 1: What steps need to be taken to get more institutions to value education abroad and to encourage their students—especially students of color—to study abroad? In what ways can effective leadership on campus influence the growth of participation for students of color? Which individuals can make a difference and what are the best ways to get them engaged?

- Make education abroad part of a comprehensive plan for campus internationalization and use a multi-faceted approach
- Address issues such as sufficient staffing that also reflects campus diversity
- Reach minority groups in creative ways that reflect the students' interests

Question 2: What common elements appear to be part of the barriers to engaging students of color successfully in study abroad?

- Remember that no barriers are insurmountable
- Consider and find solutions that work best within each institution
- Keep emphasizing the importance of diversity in education abroad

Question 3: Assuming that money is an important element in securing the engagement of students of color, what is the best way to address this concern, and what constitutes “enough” money? What monies do students use successfully for study abroad (i.e., what is the list of sources that every student should see)?

- Convince students that they can study abroad
- Teach administrators and students to utilize funds well and to seek out the most cost-effective programs
- Provide a list of sources, such as financial aid, scholarships, alumni contributions, endowments, etc.

Question 4: Assuming that core financial issues have been addressed (enough money to afford to study abroad), what are the most effective strategies for getting an interested student on the airplane?

- Communication, Encouragement, Consistency
- Address personal issues that could be barriers to participation
- Ask education abroad returnees to talk with prospective participants

Question 5: What are the most effective ways to get students of color interested in education abroad programs? What are the most effective publicity and outreach strategies for students of color? Are different strategies needed and, if so, what works best?

- Promote early awareness of education abroad
- Demonstrate that education abroad is relevant to communities of color regardless of background and ambitions

Question 6: What kinds of focused efforts appear to overcome barriers to studying abroad by students of color?

- Early outreach, beginning with pre-collegiate students
- Collaboration with other campus offices and activities
- Require that returnees “give back” by educating peers about their experiences and encouraging their peers to venture abroad

Question 7: What would a productive research agenda related to underrepresentation in education abroad among students of color look like for the next five years?

- Compile information on financing education abroad
- Research real versus perceived cost barriers to studying abroad
- Develop uniform evaluation tools for national use to aid better data collection and to facilitate a national database on diversity in education abroad

Question 8: What meaningful education abroad program evaluation information should be gleaned from returning students of color?

- Elicit information about what was successful in the students’ education abroad experience and how barriers were overcome
- Ask for feedback on what effect, if any, the education abroad experience may have had on the students’ evolving educational and professional goals
- Include demographic information as well as programmatic and academic data to facilitate comparative analysis
- Borrow effective evaluation models from other minority serving programs

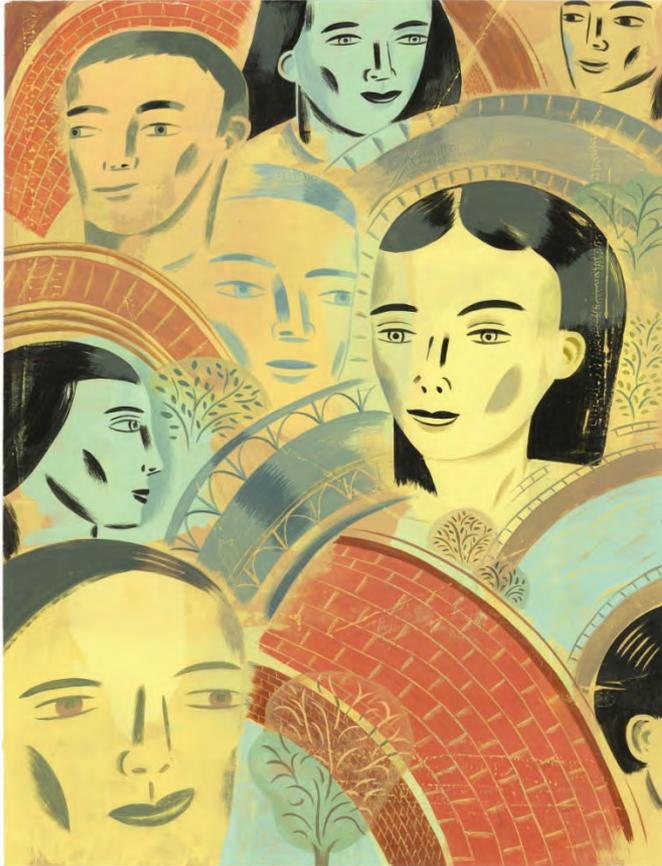
Question 9: Are there particular program destinations that appear to be more desirable study abroad opportunities for students of color? If yes, what issues arise by having programs that become known (or are seen as) destinations for particular minorities?

- Yes. Latin America for Hispanic Americans (lower cost and Spanish language); Asia for Asian American students (heritage motivations for many students); also interest among African American students related to African diasporas
- To address this question better, we need to collect more data concerning ethnicity of education abroad program applications

Question 10: What are the best tools currently available for circulating information about successful strategies to address underrepresentation among minority students? What additional mechanisms could be helpful?

- Forest – National level (i.e., NAFSA: Association of International Educators, Education Abroad Subcommittee on Underrepresentation)
- Trees – Sharing between like-minded and similar institutions
- Branches – Each campus (returning students and alumni, faculty, advisors)
- Leaves – Individuals (i.e., education abroad professionals)

Appendix 1



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Question
And
Answer
Sessions

Question and answer sessions followed the plenary and each panel presentation.

Appendix 1 contains edited highlights from each Q&A session.

Q&A

Opening Plenary: Diversity in Education Abroad: Why It Matters to the Nation

***Dr. Eileen Wilson-Oyelaran
Kalamazoo College***

Question 1: Dr. Wayne Decker, University of Arizona, Director International Studies & External Affairs

I am at a large, public land grant research university, and it doesn't take long to figure out when you look at the study abroad composition that it is a lot easier to achieve higher numbers in some majors than in other majors. I am wondering if you could comment on the interface between race and majors. Some of our schools are very difficult to deal with in terms of study abroad, but I don't know whether African Americans, for example, are more or less inclined to major in business, but it seems to me to be an important issue.

Response:

There was a study done at Michigan State, and of course Michigan State sends a very large number of students abroad. One of the explanations for the underrepresentation, particularly of African Americans, in that study was a large number of those students were majoring in the sciences, and the sciences were proving very difficult for majors to go abroad. One of the interesting things about Kalamazoo is that we have one of the most outstanding undergraduate science programs in the nation: we rank number four in the number of students who go on to get a PhD in chemistry, and I think we're number seven in biology. And yet we have managed to do study abroad. I think, again, that it's an issue of will. In a study that was done some years ago by some of our faculty, they surveyed the science majors who had gone on to graduate school to see how they viewed that time away from campus in terms of informing their preparation for graduate school. On one hand, they said there might have been a course or two they didn't have in their program. Yet they felt they brought so much more to the table as a result of their study abroad experience, including the capacity to deal with the information we didn't have. I would argue that again it's a question of will and making a clear vision statement that allows your programs to understand this is important.

Question 2: Gerald McIntosh, Fort Valley State University, Director of the Center for International Programs

Finances are a key issue for many students, particularly African American students. The priorities that have been established recently by some of these funding agencies, dealing with ethnicity and financial need and destination, I think are key elements for addressing this issue. My concern is that they're tied, in many instances, to U.S. State department priorities and/or hit lists.

The issue is the number of African countries that are on “the hit list” as opposed to Western European countries that have experienced problems, terrorist acts, etc. If, for example, African American students are interested in finding or doing research around their roots, we eliminate a large segment of that student population who might study abroad if we deny them funding to go to these countries.

Response:

I want to go back to my notion of the importance of developing all of our nation’s talent. I used the experiences of the young women in Kenya to talk about study abroad simply to deal with that question of what happens when race doesn’t matter. But that is not to suggest that that should be or would

be the only place that students of color choose to study abroad. If we’re going to develop all of our nation’s talent, we need students of color who speak Chinese, students of color who speak Russian, students of color who speak Farsi. I think we have the responsibility to push the view of being a player in the world

If we’re going to develop all of our nation’s talent, we need students of color who speak Chinese, students of color who speak Russian, students of color who speak Farsi.

for students of color and that means branching out in very broad ways. I think we have some responsibility to prepare our students in some of these areas. I know that that is particularly challenging sometimes for HBCUs because we don’t have the resources to have the language instructors that allow that to happen. In my own personal experience, I had taken a foreign language in undergraduate school, I had not done very well in it, and my first experience was in England. But my work was with immigrant communities in England, and it transformed my life. So I also think there are ways to think about using English speaking countries but creating the type of education abroad experience that pushes students out even further.

Q&A

Panel I: What We Know About Diversity in Education Abroad

David Comp, University of Chicago

Nicole Flores, Pell Institute for the Study of Opportunity in Higher Education

Wolfgang Schlör, University of Pittsburg

Question/Comment 1: Dr. William DeLauder, Executive Director, Lincoln Commission on Study Abroad

Around December 2004, at the very beginning of the Lincoln Commission's work, we had a program analyst do work on outcomes assessment, because we knew it was going to be important in trying to sell the idea that we believe study abroad is an essential educational experience that ought to be available for all undergraduate students. We knew that we had to have data to show some of the folks on the hill that it was an important experience, and why it was important. Though you focused on the issue of diversity, when you look at the research data, you know that there is a dearth of information on the outcomes in study abroad, period. There's a lot of anecdotal information, but in terms of good solid research, there is just not very much out there. We have collected a good bit of information; Jason Fenner is the gentleman who has done most of that work. I think it might be interesting for you two to compare notes on the kinds of things that you have been able to determine. I would also say that there is another study that is under way that should be completed soon, and it is being done by NAFEO, the National Association for Equal Opportunity in Higher Education. What they are attempting to do is to survey all of the 100+ historically Black colleges and universities and look at their capacities and at some of the barriers that are associated with participation in international education and with study abroad. In terms of Nicole's contribution, which I thought was important, even though we don't have good solid research, we do have a good sense that some of the things that she suggested can make a difference in the number of minorities who study abroad.

Question/Comment 2: Joanna Rolle, South Carolina State University, Vice President of Academic Affairs

I am indeed a product of the Upward Bound Program. My question is to Nicole: I heard last year that the TRIO programs were undergoing some fiscal issues in terms of funding. From my perspective, they have been around long enough to show their impact both on the race and the class issue. What are the problems?

Response: Nicole Norfles

The President zeroed out (of the budget) Upward Bound and Talent Search in 2005 and also in 2006. We believe that not only can we get the funds returned, but we're also moving forward to increase service to those students in Talent Search and Upward Bound. This hasn't deterred any of our other efforts. While the council represents TRIO programs, we are not an institution, and so the partnerships we have with higher-ed institutions to provide study abroad programs have been a central focus and a leadership issue. We have not only supported increasing those opportunities and broadening them to directors, but we've also established a national and international program office so that we can devote more energies and attention to this activity. On the policy front, we are optimistic, yet we are continuing that struggle and also looking and planning for the future by devoting funds to international (education), making sure that the students that don't have those opportunities can participate, and that the gatekeepers to these programs understand their importance. So, we're moving right along.

Question/Comment 3: Rendolph Walker, AFS USA, Diversity Recruitment Manager

Most of our programs are geared to high school age students. I fully agree with all of what you were saying; these are things that I know from first-hand experience. One of the things that I'd like all of us to consider is that the impact would be greater at the college level if we had a greater number of students of color taking part in study abroad programs at the high school level. It would clearly address many of the issues. As the diversity recruitment manager, most of my recruitment is done through scholarships. One of the things that we're looking to embark on is reaching out to full-paying students of color. One of the key components in terms of students of color doing study abroad is realizing the opportunity, getting information on it, and indicating the value of it, especially to parents. That's a key part of having parents cross that line and say, "This is something that's an educational experience." Most of the time they view education only within the context of a classroom. One of the things that I would like people to think about is how do we get more funding to do more high school study abroad activities, even a summer or a one-semester program.

**Responses:
Nicole Norfles**

One thing that the council also attempts to promote, and has had some success with, is that we have had 455,000 pre-college Talent Search, Upward Bound students in the pool, and how do we do those things that you mention? Why do we wait until students are at the college level to promote study abroad opportunities? Program directors who share the same perspective and interest that you have, are trying to partner with other programs to do just that. They've taken their students on study abroad programs. The council is also a member of the European Access Network.

Every year during that conference we try to address this theme and have the students participate at the conference so that they have some sense that there are other professionals that have the same interests relative to programs and increasing educational opportunity; so that students have an intervention in their program on campus and they have a brief study abroad opportunity with some exposure to another culture. These activities help students promote their interests and find possibilities to continue with study abroad. So there are different programs out there, and this is exactly what we are trying to do.

Wolfgang Schlör

I think that that is a very important point, and it goes hand-in-hand with the issue of language learning in high schools, because languages provide motivation and I and increases interest in students in going abroad. We certainly see a huge problem in the language levels in the students that we get in our undergraduate program. I really would like to look at those two issues hand in hand.

Question/Comment 4: Molly Tover, Gates Millennium Scholarship Program

I called about four Native Americans at Ivy League schools, and asked them, "Why don't you participate in study abroad?" Their responses were consistent with the information that you presented. This is not scientific research; it was getting on the phone and talking with students. Their perception was that study abroad was for wealthy individuals on the campus. They had a lack of knowledge, and didn't really know much about it except that people were talking about it in their resident halls, and the American Indian students were too intimidated to ask any questions. When they did go to their faculty advisor and ask about it, apparently they had missed some deadlines and other things having to do with a pre-class before you do study abroad. They were fluent in their tribal language, but that wasn't relevant to a language for studying abroad. They were frustrated because they thought that if they had had that opportunity, they could have benefited. Several of the students were in agriculture; one was in public health. If they could get that international experience, they could go back to their reservations with more exposure to different kinds of global learning. What I asked them, "What would have helped you? What would you recommend to this population, to this group here?" They responded with "A very simple early outreach roadmap. Just show me what I need to do to get there their freshman year." They requested something very simple because they felt the catalogue was too intimidating or complex.

Question/Comment 5: Jason Fenner, Lincoln Commission, Research Assistant

I had a question about the barrier of cost. I feel that when cost is discussed in study abroad, it is often perceived by researchers as being a very

quantitative issue. I have the impression, however, that it is probably much murkier than that. I was wondering how you see the idea of costs being actual versus perceived, and if there has been any research as to what would actually be the financial threshold. Is there some number that we could get to that would make a difference? Is it simply just giving money? If we gave, say, \$2000, would that overcome the idea that this is beyond students' reach? Is the number significantly higher? Or is there actually not a number, and it is just students automatically assuming that it is going to cost 50 times more than they could actually afford?

Responses:

David Comp

I haven't seen any studies or data on what that threshold would be, and I think it's more of a personal issue per student, and that that financial threshold is not really defined. Actually it is a very good question on what would be that threshold in terms of helping institutions decide on funding levels. But I haven't seen anything in the literature specifically addressing that.

Nicole Norfles

Our reports aren't published, so they wouldn't be in the literature. We did ask that question. What is a reasonable cost? What cost did students expect for study abroad? You can compare it relative to college cost. People think a year of college is going to cost them \$30,000, which it will. But, when you consider financial aid, the difference in the financial aid packages, how the money is allocated, because you qualify in a particular way, it might be \$5,000, depending upon where you go to college. So that's what students perceive. Students perceive the cost for study abroad is exorbitant at \$5,000 to \$10,000, and that's not the truth. Some of that cost issue is imbedded in the information issue, or the lack of information. If they understood that you could study abroad for maybe four or five weeks for \$2,000 out-of-pocket cost, and that that cost may be deferred by your financial aid, then that would help clarify the issue. But then you also have that coupled with two other items. It is not just actual cost and lack of information; there is forgone income. Generally low-income and minority students are working. The possibility of participating in a program where they cannot work means that income is lost. They have to make up that income because that's what's factored into their financial aid package in the next year. That's an additional cost on top of the time to degree. Will study abroad meet with their major curricular plan? Will it delay their degree requirements? If they decide to go abroad over the summer, could they have taken another course that would have increased the likelihood that they would graduate early? How these students see cost is actually a multi-faceted issue in addition to the actual dollar amount.

How these students see cost is actually a multi-faceted issue in addition to the actual dollar amount.

Q& A

Panel II: What's Working in Achieving Diversity in Education Abroad

Laurie Black, School for International Training

Margery A. Ganz, Spelman College

Dévora Grynsban, Northwestern University

Question/Comment 1: Dr. William DeLauder, Executive Director, Lincoln Commission on Study Abroad

I was not surprised about the difference between the success with the Jamaica/Panama program versus the Morocco program. I was wondering why you chose Morocco as the first study abroad site.

Responses:

Laurie Black

There was a lot of discussion about where to go. We talked with our partners. I think Morocco was a good example of a nontraditional location. There was no experience in the study abroad offices in that particular location. I think the interest in Arabic was an important idea as well.

Margery Ganz

I was one of the people who thought it was a good idea. Since that semester when I went with my colleagues to Morocco, there has always been an African American woman at that program. Morehouse had a student there the following summer. Morocco is an interest (as a study abroad destination), and in terms of the Middle East, it is safe. It turned out to be really a wonderful place to which we are now sending students all the time.

Bill DeLauder

I like the idea of the consortium, and the fact that you're going to maintain it and try to expand on it. One of the recommendations that we have in the Lincoln Commission Report is to promote the idea of consortia applying for the grant program once it's in place. We believe that, particularly for smaller institutions, they can be more competitive in the process if they come together to maximize their resources. We have even said in the report that we hope that whoever administers the program will give some preference in awarding grants to consortia. One other comment for the woman from Northwestern and the comment about the summer program: I don't understand all of the regulations that deal with financial aid. I do know that it is a real challenge because of the limited information on what you can do and what you cannot do. Somehow we have to work things out so that people on our campuses understand what is possible. My thought was that if the study abroad experience were integrated into the curriculum, a required part of the curriculum, not an add-on, and you set up the curriculum so that it

included the one summer abroad, would that allow you to get around the summer funding issue?

Dévara Grynspar

I think that students receive funding for four years; how they want to use that funding is up to the students. Most students do not want to graduate early. They want to be at school the last quarter, and graduate with their peers. So if they go abroad in the summer, it will be a 13th quarter, basically. That's the problem. If they go during the academic year, they can take their financial aid with them. If they go in the summer, then they have to make a decision about whether that summer should count as one of the 12 quarters. For some of them, if they go abroad in the summer, depending on the discipline, it does not fill any major requirements. It would be something that we consider important, but it would be an addition to their curriculum.

Dévara Grynspar

We have told some of our donors (including those of us who contribute to study abroad fellowships), that when they give money, they should specify that those fellowships should not be counted as part of the student's financial aid package. If you don't request that specifically, then the university just substitutes funding. It is a real problem.

Question/Comment 2: Dr. Eyamba Bokamba, University of Illinois at Urbana-Champaign, Director of the Languages Program

My question is to Dévara. You mentioned that you had focused on three particular areas: international public health, emerging legal, and economic structures. I am wondering what the university has done to make changes in the sciences to accommodate underrepresented students. This is the challenge, as you know, that we constantly come across. Universities place a high emphasis on the sciences and so you can't get away from doing those programs without having to do an extra semester, which is costly. Could you share with us what it is that you have done to address this issue.

Response: Dévara Grynspar

We have worked hard for science and engineering students. The school of engineering has very good advising, so we have worked with the advisors to help students plan their study abroad experience. The last program that we developed is a very interesting one. All the students in engineering have a design project requirement. We created the first program for engineers going to South Africa to work on the design and research the end-users of their technology. They go to clinics and talk to people about the conditions under which particular products are to be used. That counts as one of their major requirements. They go in the spring and fulfill that requirement. It's been very interesting. I don't know if we can do that in many countries. We took eight students as a pilot project this year, and next year we're taking 15. We are opening the program to other engineering students as well. It is a

combination of advising and specialized programs. We have a lot of bio-medical engineers and others who are interested in health, so they go to the health programs in the summer. So we do have ways for engineering students to participate and still be able to fill their requirements.

Question/Comment 3: Gerald McIntosh, Fort Valley State University, Director of the Center for International Programs

I want to go back to the issue of federal financial aid. It seems to me that very often students who are receiving financial aid are much better off than other students. However, even though the federal financial aid rules and regulations suggest that study abroad is a important endeavor, and there is some language about being able to increase the students' eligibility, there are still certain rules and regulations that make it very difficult. For example, financial aid can only be released ten days before the start of the semester. Obviously, students need to pay fees much earlier than that, particularly if they are going on a program sponsored by an outside agency. My question or suggestion is that as international educators, we should try to impact these rules and regulations so that they're more user-friendly to students who are interested in studying abroad.

Responses:

Margery Ganz

Lots of the program providers have a form that students fill out that tells them when the financial aid will be coming in. The student doesn't have to put up that extra money ahead of time as long as the financial aid person at the institution signs off and says this is the aid the student is getting. There's plenty of ways to transfer that aid. We've solved it because we pay the bill.

Gerald McIntosh

That's true for CIEE but not very many others.

Margery Ganz

Oh no, it's true for lots of others, including Arcadia and Butler and Syracuse, and SIT. No, there are lots of them that do that.

Question/Comment 4: Dr. Bai Akridge, President of WorldWide Services Inc.

I appreciate the panelists sharing, because there were as many failures as there were successes, and I think that it's important that we learn from those things that don't work. I am also struck by the simplicity of the keynote speaker, Dr. Wilson- Oyelaran's, observations. As she said, this really is not rocket science, and it really isn't. Where there is a will from the top, there is a way. I wonder whether there ought to be more focus on the top. She's a president at her institution, so she's able to see through some initiatives at her college. At each of the institutions that are struggling with these issues, there is a president and there are boards that elect the president if it's a

private school, and there are sometimes politicians who select (the president) at public schools. If we can elect more folks who lead institutions to have an understanding of the importance of diversity in study abroad, then it's going to make it a lot easier to institute a lot of these initiatives down through these campuses, which are almost always hierarchical. So I'd be interested in your thoughts and observations on whether more focus ought to be devoted to the very top leadership at these top institutions.

Responses:

Dévoira Grynspan

I totally agree. But you have to realize that in many institutions they're still struggling with the concept that study abroad is important. So, to go from there to the importance of diversity in study abroad is going to take a little while. I am taking the provosts and the deans to visit study abroad sights. This can make a major difference---since I took the dean of arts and sciences, he's been totally on board with global health studies, and he provides money. I'll take the Provost as well. The point I want to make is that it's going to take a while.

Margery Ganz

I agree. I can do what I've done because I've had the support of presidents who've said, "We want this." In the group that went to one of the SIT programs, we had a dean who'd never had a passport. The advisor at Xavier and a former ambassador took the dean to go get a passport. It was part of getting him on the plane with the rest of us. Once done, it made all the difference in the world, in terms of releasing money. He is a biologist and he now works with the science faculty in getting students to go abroad. So I agree with getting people from the top on board. But you do have to have people who will then do the work.

Laurie Black

We've had a lot of discussion in our project about how to get beyond the dean and the provost level, in some cases, to the presidents. As I said, we did get buy-in from the presidents at the beginning of the project, but I think we need to find ways to circle back with that. And there's been various discussions about doing that. Because, as Dr. Wilson-Oyelaran mentioned, when you get to the president, you can get it into the vision and the strategic plan. We had a lot of discussion about that in our project, but we hadn't yet figured out a way to really make that happen in a meaningful way.

Question/Comment 5: Madge Hubbard, Director, UNC Exchange Program

I'd like to ask the panel to comment on another factor that I see is a barrier to students of all color, which is GPA requirements. I know that not all programs have GPA eligibility requirements, but many do. I also know that SIT has what I think is a very fair and good GPA requirement, which is a 2.5. Our programs are exchange programs, which offer students a way to study

abroad for a semester or a year by paying their home school's tuition. Many of these programs do have a stated GPA requirement, which is higher than what they'll actually take. I think there's a perception among some students that "I have a 2.69 so I can't apply for a 2.75 program." Whereas we have some other students with a 2.4 and maybe a minor criminal or alcohol problem pending, or something like that, and still they go abroad. So I'd just like to hear you all comment on this GPA situation.

Responses:

Laurie Black

SIT does have a 2.5 GPA requirement that is, as far as I know, the lowest of the major providers. The reality is that our average GPA is usually at a 3.3 or a 3.4. Because of the non-traditional nature of our programs, we find that a lot of students who perhaps don't do as well in a traditional academic setting, really blossom in the kinds of programs that we offer. And, in fact, go back to become students who can take some of those skills into the traditional classroom and do much better. There has been debate over the years about whether we should raise the minimum GPA. The reality is, I think, that we would not cut out that many students by raising our GPA, but they would be missing the opportunity to benefit from this program. So far we have made no great move to change it.

Dévora Grynspar

We have a GPA minimum of 3.0 to participate in study abroad. But it's a very flexible guideline. We make exceptions based on advisors' recommendations. Advisors often call us and say "I have this fantastic student, and she was doing sports or she had to go on swim meets" or whatever. We will take the students if they have a very good reason for going abroad. So we look at other factors.

Margery Ganz

Our GPA to study abroad during a semester or a year is moving up from 2.8 to 3.0. But we will also look at extenuating circumstances. We have a lot of people who come to Spelman wanting to be doctors because mom and dad want them to have that career, and if it's not the right major, they have a disastrous first semester, and they switch. We will always take that into consideration in terms of allowing a student to go abroad---as long as they've figured out where they're going and their grades are reasonable in the new major.

Question/Comment 6: Janet Alperstein, Dean for Study Abroad, Barnard College

I was wondering if the panelists could talk about the cases when students have to work or do work-study. It is not necessarily something they can do while they're abroad. Also, depending on the hemisphere a student goes to, they could be cutting their summer work opportunity short. So what

recommendations do you have for dealing with the lack of the student work contributions?

Responses:

Margery Ganz

I really have to say, I don't know. We do try and replace work-study money for our students with the scholarship money that we have. We do have scholarship money for the summer and try and help people go for the shorter term. Our summer programs leave May 6th, which is the day after finals end, and students get back by early June so that people can work for the summer. That's the only thing I think I can say that we try and do for students.

Dévora Grynsan

What we try to do is to have very cheap programs abroad in the summer. We provide for travel, housing, and tuition for a full quarter. China is only about \$6500, which includes everything; Mexico is \$5500. We try to encourage students, especially in the summer, not to have to take such big loans to go abroad. So we try to lower the burden.

Laurie Black

I think the only answer is to encourage students to apply for all forms of aid.

Q&A

Panel III: How Education Abroad Became a Reality for Me

Kesha Robinson, University of Maryland

Kari Miller, American University

Evian Patterson, Academy for Educational Development

Question/Comment 1: Funwi Ayuninjam, Director of International Programs, Winston-Salem State University

I have a particular concern about encouraging Black males to get into study abroad. There is a group at Winston-Salem State University called Black Men for Change. I attended one of their meetings a couple of months ago, and I felt free to challenge them about where they stood in relation to their sisters as far as international education. I have not seen the results. I wonder what advice you might have for me and others in my position, who are interested in increasing the Black male numbers, not just the Black numbers as a whole. There is a relationship still between Black involvement and White involvement, and then Black male involvement versus Black female involvement.

Responses:

Evian Patterson

That wasn't addressed before. I think if we were to compare, there are more African American females than Black males involved in international programs. Creating a discussion is the most important thing to me. I'm my own person, so I was always going to seek out my own opportunities. Letting people know that there is an opportunity for them is important. I think with African American males, especially young males, are more interested in other things than school; things like who they're hanging with, how much money they're going to make, their idea of success. Though international exposure is positive for African American men, we have to go back to what their desire for life is. That's what I always talk to my cousins about, "What do you want people to say about you? What do you want other people to think about you other than you have a lot of money?" I think that it's very important to open the dialogue as we are doing here. To let them know that it's okay to do something different than hanging out with their friends and wanting to be successful. I don't want to pass judgment and to over-generalize. I speak about this from my own reaction to my male cousins and other young men in my community back home.

Keisha Robinson

I think the shared experience is very important. When I went to Cuba, I was just amazed, and when I think about it I still am. It's not that I wasn't aware of the diaspora, but I was at a friend's house in Cuba, and if they had been speaking English rather than Spanish I could have been in west Baltimore,

the people looked the same. So again, I think the shared experience is important. I think our young Black males need to know that there are other young Black males, or males of color, in the diaspora that have similar experiences. I'm talking about issues of oppression, issues of racism. It's so important to build that connection. They need to understand that there are some things that are happening in the United States that are not specific to the United States. It's really important to understand how this has emerged in other countries and to build those connections, particularly between young people. I don't think a lot of young people realize who they'll meet, and that they'll have so much in common with those people they'll meet when they go abroad. I think that's really important.

Question/Comment 2: Rendolph Walker, AFS USA, Diversity Recruitment Manager

I have been recruiting students of color for five years, going on six. One of the things I say is that one day before I die, I want to turn on the television and see someone I recruited doing something great. You know, that'll just send me over the edge. It's really great seeing people your age who have gone overseas recently. I had the same experience in Cairo. If I kept my mouth shut, there was a whole world in Cairo where things were cheaper for Egyptians. If you didn't have your camera, and you kept your mouth shut, you'd get more change back. I was in high school then. And I am from Jamaica. My question to you is could you and would you have done the program without buy-in from your parents? I tell my coworkers that I get kids excited about doing a program and then I recruit the parents. Because one of the things I say is that every family has an "Uncle Ned" who will tell the parents, "You're crazy!" So did you have those experiences?

Responses:

Kari Miller

That's an interesting question that I've never actually thought about before. The first thing that comes to my mind is I don't think I would have studied abroad if my mother wasn't encouraging, just because I value her advice and input in my life. And I still do. At first, she was extremely skeptical, being that it was South Africa and being that it was 1997. So Dr. Ganz offered to speak to her one on one. I think that helped a lot. After that she did buy into it, and she was very supportive. That's an excellent question and a really great point.

Keisha Robinson

Just briefly, my mother was very supportive of the Peace Corps. I was going to say both my parents were very supportive, but I can't lie to you. My father was very hesitant about Jamaica, but we worked through that. I can share an experience from one of my students: In our department, we had a winter term in Argentina for January 2005. This young woman wanted to go really badly, and she didn't have enough money to go. So she said, "That's fine, I'll just dedicate myself and I'll go next year." She had all her stuff worked out,

applied for a scholarship, planned her money, etc., and was set to go in December for January 2006. Her mother had been giving her some money for rent or some other things. Her mother found out about her plans and told her daughter that if she could afford to finance this study abroad program, then she did not need her financial support; in other words, if the student went abroad, her mother would stop giving her money. That was an extremely upsetting situation. The student made the decision that she could not go, even though she had worked very hard to go. So I think the issue of working with parents, letting them know how important the experience can be, is critical. I've heard many people talk about students that had these international experiences as undergraduates, and now they've gone on and they're director of this international program or they're doing that internationally. Maybe in that context parents can understand that study abroad experiences can lead to better careers and definitely make you more marketable, etc. --- advantages that are tangible. Maybe then parents will be more supportive.

Evian Patterson

Like Keisha, I was going to say that my parents were very supportive, but they weren't. Going to the Middle East after September 11th was their concern. My parents always tell me, "You are shielded by the blood." My parents are very faithful, so there's a lot of praying. I think that by us praying together it made it better, made it a lot easier for me. I think parents are there to lay out the things you didn't consider. We're always saying, "It's going to be a great experience!" But we didn't think about finances, didn't think about being safe, didn't think about having to separate from the community. And yes, I would have done it without my parents, but it would have been hard. I need my parents; I need their support. But they've always picked on me because every time they say no, I go and do it anyway, just like any child. But we need that support. And I think that's one thing that I want to say is significant to my upbringing.

Question/Comment 3: Olasope O. Olularan, Western Michigan University, Interim Director of International Studies

I am delighted that we have African American adults in the audience today. There was a book about ten years ago by Brice Heath, who studied two communities in North Carolina. By fourth grade in one of the communities, male African American kids are ready to leave the school system. We are talking today about study abroad at the college level. My question is, is it a myth or a reality that a certain image in the school system militates against the self-image of male African American children and can have a lasting impact that cannot be undone very easily? If it is a myth, then how do we confront it? And if it is a fact, are we taking it into consideration when we try to persuade minorities, particularly Black, particularly male, to take part in study abroad?

Responses:**Evian Patterson**

That's a very tough question because my cousins and younger African American males in my own community find it hard to relate to all this (study abroad and international education) in the first place. There are different concerns that they have that I don't and didn't have when I was their age. I guess it's important to start early and be better at encouraging. We always say, "You should get out and do something with your life," or "You should do something better than just hanging out on the streets." I think that is already setting a negative in the first place. As Keisha was saying, there are people out in the world that look like you, and are in the same context, but they are from a different country. This exposure is important. Starting early is the best thing to do, before they kids get to the point that they are ready to leave. It is tragic that at fourth grade they young kids are already considering it.

Keisha Robinson

Even though I went to a women's college, the two students that made me think about studying abroad were from Morehouse. One had done study abroad and one was thinking about doing study abroad. I do think Black men are very influential not only to each other but also to Black women. I can't believe I just said that. But I do think it's very true. I also want to add that I do think that alumni need to take responsibility for their schools. It's very hard explaining to people who are my age that they do have this responsibility. If they are Black men who have studied abroad or done things as an undergraduate that made them a success, they do have a responsibility to continue that with those who come after them. So I do want to put more pressure on alumni to continue to recruit, and continue to give, and continue to be part of whatever their successes are. It's hard explaining to people, especially people who went to small liberal arts colleges that have very high tuition, that your school's not going to be there anymore and people are not going to have the experiences that you did, if you don't give back. So I think Black male alumni need to continue to help with this initiative.

Question/Comment 4: Jessica Townsend Teague, Program Manager, Lincoln Commission on Study Abroad

Each question I hear adds another dimension to my own questions. I am here both as a program manager for Lincoln, and also as parent of four young adults, all of whom have studied and done service-learning abroad. It's come to my attention in the last several months that the Gates foundation funded a study, a report done by Civic Enterprises Inc., on drop-outs in high school, and the study concluded that nearly one third of our high school students drop out. To link that with out work in study abroad, what I see is that our young people are searching for rites of passage. In lieu of healthy rites of passage, which are so well known to our indigenous cultures but are absent in the era of great ease in this country, young people are

creating their own toxic rites of passage. Believe me, I have experienced all of them as a mother and tried to survive it. My youngest son sent himself to Germany as a senior in high school. I grew much closer to him in that year and through that healthy rite of passage. He is representative of the white male, which is also a minority in study abroad populations. I'd love to hear what you have to say about your experience regarding rights of passage and action learning that our American school system may be neglecting. This also has to do with putting up barriers such as minimum grade point averages, for example, that disallow those students who may be the best learners in an experiential setting abroad.

Responses:

Evian Patterson

When you say "rites of passage," the first thing that popped in my head was when I was twelve and involved in an African American male group. It was a rite of passage group. They took us and showed us the worst (in prison), and then they showed us the best (doctors and lawyers) Black men. The message that I got back then about rites of passage stirred my interest in wanting to learn about other cultures.

Kari Miller

In terms of rites of passage, I definitely think that there was a mystique at Spelman about studying abroad that was a rite of passage. It was a small group back when I went. We felt as though we were in a special group when we returned. That does seem a bit elitist, but at the same time it was something that we felt we had achieved and that we earned, not just individually, but as a group. In terms of GPA requirements, I actually believe in using minimum GPA requirements to qualify for study abroad. I am a bit of a skeptic when we start talking about study abroad numbers, and this is something that we have a lot of discourse on at our university because study abroad numbers are important to us. But, I want to keep the quality in the study abroad experience and not just go for quantity even if it does impede my ethnic group. So, I do respect GPA requirements.

Keisha Robinson

I want to address the portion of your question regarding the earlier the better. I want to speak about that from my current position as an undergraduate advisor. I'm very concerned about our urban youth. I'm seeing more and more students coming in with a semester, which is 15 credits, of AP work, sometimes two semesters of AP work. Just to put that in context, many Baltimore city public high schools don't even offer AP classes. Here you have students stacked against their peers who are coming in a semester or a year ahead. On top of that, I'm advising students who have already been abroad. They did a summer abroad their junior year in high school, or maybe a program on spring break. I think about my peers --- my frame of reference is Baltimore city public schools --- and I don't know where they would get the funding for these kinds of activities. I assume advisors or high school counselors in Baltimore city public schools are working on getting

their students into college, getting them through the application process, getting them through the SAT. But these other students are working on how many AP credits they can get, where can they go this summer, or this spring break. So the earlier the better is important, yet it is such a challenge for our urban schools, because we are already behind and we're getting more behind all the time.

Question/Comment 5: Dr. Eyamba Bokamba, University of Illinois at Urbana-Champaign, Director of the Languages Program

The first comment I have is that I am very appreciative of the planners of this colloquium who brought us together here with an opportunity to share experiences, and particularly to hear from the younger people about what it is they have benefited from. The presentation by Ms. Tovar about Gates Millennium Scholars Program just opens up so many possibilities that can lead us to respond realistically. Dr. Wilson-Oyelaran challenged us to look at the imbalance in providing education abroad to students of color and to realize the need to prepare these students for the new century. I happen to be the product of study abroad. I came to this country from what was the Congo, which became Zaire, and then Mobutu, and now it's got a new name – the Democratic Republic of Congo. My life has been that of an exchange student, and I am still learning. I'm learning from you as you make your presentations here. Part of my involvement in the past 30 years or so has been in directing programs in languages in my department, which is the department of linguistics. Our program is a service program for students who need to fulfill a foreign language requirement to graduate. At the moment, perhaps more than 85 percent of our students are students of color. They are American Indians, they are students of Arab background, they are African American, and there are a few here and there from other groups. We have people who are interested in these languages not only to fill the language requirement, but some of them for purposes of connecting with their heritage. The challenge is to convince enough of them to go beyond the first two years of the foreign requirement. Urging these students to study abroad to increase their knowledge of those languages is another step that is needed to make us, as Dr. Wilson-Oyelaran has said, more globally and inter-culturally competent. Seeing you in front of us here at this table, and hearing the kind of responsibility you have, makes me excited that indeed there are a few of you who elect to go beyond the call of duty to fulfill language requirements and to benefit from your interests. The question I have is: how can we as administrators, as faculty members, as promoters and so on, do our jobs better to recruit more people like you? There's also the question of grades and GPA that is an issue. And the fact also that has not yet been mentioned thus far at this colloquium, that there are very few talented minority students. One of my jobs as a graduate advisor is to try to find talented minority graduate students, to try to recruit them, to offer them fellowships. It is not an easy job because there are not many of them around for the simple reason that, as many of you are aware, there are not many who go to college and finish and are able to compete for graduate studies.

From your perspective then, how can we do our job better to get more of you involved in these kinds of programs?

Responses:

Kari Miller

I would say, make sure that not only is your study abroad office strong, but your entire university needs to be strong and, in many different ways, in order to develop the whole student and the whole person. In universities we often get trapped in our offices, not realizing the strength of other offices that are affecting our students. The reason why I decided to go into higher education is that I got a fantastic internship with a fortune 500 company. From that experience, I realized that I could not go into corporate America for my own personal reasons. The point is that we had a good career center, we had good faculty, and we had good deans. So I think, it's not just your office; it's everybody's office. Try to work with other offices. Try to reach out to academic departments and put the student first in strengthening your institution --- knowing that what you all do collaboratively is going to affect your students.

Keisha Robinson

In terms of admissions requirements, the University of Maryland study abroad office has a 3.0 overall GPA requirement. It's very important that these requirements are flexible. Our study abroad office is an example of that. The GPA requirements are usually enforced when there is a high demand for a program. Also, our study abroad office allows the professors to choose the students. So if all our slots are not filled up or a student writes a really good essay, there is flexibility to accept other students. Someone mentioned briefly that students will see the GPA requirement and get discouraged. I think that's very true. Students are so used to strict requirements that they don't realize how much flexibility there is. If you have a 2.8 GPA, you still should apply; you should introduce yourself to the professor or something like that. I definitely agree with a point that was made earlier that students learn differently and excel differently. We had a student attend one of our study abroad programs who had a low GPA, and yet he excelled in that program. He was the most outgoing of the students in the program. We did an ethnographic field program, and he was a born ethnographer, as the professor would say. If we had just looked at his GPA, he may never have had that opportunity. So it is really important to take the whole student in context.

Appendix 2

Power Point Presentations

The PowerPoint presentations of several colloquium participants are included in the CD version of the *Proceedings from the AED Colloquium on Diversity in Education Abroad: How to Change the Picture*. Please use the links in the CD Index to access the PowerPoint files of the following participants:

David Comp

Nicole Norfles

Wolfgang Schlör

Molly Tovar

Laurie Black

Appendix 3

List of Colloquium Participants

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Academy for Educational Development Education Abroad Initiative

The Academy for Educational Development's commitment to improve people's lives and solve critical social problems infuses its new initiative on education abroad. Efforts focus on working collaboratively with educational institutions both in the United States and abroad, with an emphasis on the developing world. AED is committed to connecting nontraditional education abroad students to knowledge, resources, and service learning that can improve their international educational experiences, and through those experiences their lives. AED believes that, if done responsibly, education abroad programs advance both the mutual understanding of individual students and the collective knowledge of the global community in a way that serves the national interest.

Initiative

- Facilitate equal access to education abroad opportunities particularly in the developing world for U.S. students from ethnically, economically, and racially diverse backgrounds.
- Build interest in and capacity for hosting U.S. study abroad programs among higher education institutions in the developing world.
- Provide service learning opportunities for U.S. students interested in international development and assistance with NGOs working in the developing world.

Principles

This initiative embraces a commitment to providing an education abroad experience for students that is high quality, academically grounded, culturally sensitive, and available to all qualified individuals. AED has the goal of ensuring that higher education institutions in the developing world are supported in their efforts to serve as hosts for visiting education abroad participants as an integral component of their own institutional capacity building, and to do so in a manner that values the educational mission they have for their students and country.

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