

PARTNERS

Soar



THE WORLD BANK GROUP OFFICE OF DIVERSITY PROGRAMS

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One in 7,000,000,000!

Dear Partner:

Welcome to Issue 9 of *"Partners SOAR."* According to the [United Nations](#), on October 31, the world's population reached 7 billion people. To commemorate this historic occasion, the UN Population Fund established "[7 billion actions](#)," a campaign which "inspires change that will make a difference by highlighting positive action by individuals and organizations around the world." On this site, they are "collecting stories of individuals making a difference in their communities – and globally. Stories that can inspire others to take action." Through initiatives such as this, international development organizations continue to leverage the rich diversity and experience of people across the US and the globe, in order to bring new perspectives to solving the world's problems.

In this spirit, on Wednesday, November 16, the World Bank Group hosted the roundtable: **Attracting and Retaining U.S. Minorities – Building the Talent Pipeline**. This live and virtual event was attended by international development organizations and colleges/universities from across the country. Members of the U.S. Minorities Working Group wish to thank all who participated in the event and added to the rich dialogue about this important topic.

The focus of this year's roundtable was on how colleges and universities could collaborate with hiring organizations to create interest in economics, global development and international affairs among U.S. minority undergraduate and graduate students. The session included a panel discussing challenges and potential solutions to increasing the number of U.S. minorities pursuing careers in international development. Juliana Oyegun, Chief Diversity Officer, World Bank Group, moderated the panel, which included:

- Earl Yates, Associate Director for Management, Peace Corps
- Dr. Harold Scott, Deputy Director of the Ralph Bunche International Affairs Center, Howard University and
- Katherine Stahl, Executive Director of the Career Center, American University.

One of the key challenges discussed by the panel is the impact of the current economic environment on education programs, especially those designed to prepare U.S. minorities for careers in global development and international affairs. In preparation for the roundtable, the Institute for International Education (IIE) was commissioned to conduct a study on the economic challenges of increasing the diversity of students pursuing international careers. The completed study is included in this extended issue of the newsletter.

Next month's issue will include a summary of the roundtable. Additionally, we will include a special interview with Dr. Sydney Ribeau, President of Howard University, a historically Black university based in Washington, DC: "Equipping the Next Generation."

Please continue to submit updates, stories, program information, and key job announcements for your organization to Monica Oldham (moldham@worldbank.org).

Announcements

Job Opportunities:

Organization: World Bank
Location: Washington, DC

Positions:

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- [Senior Compensation and Benefits Officer](#)
- [Compensation and Benefits Officer](#)
- [Knowledge Management Analyst](#)

Special Study: Institute of International Education

Increasing Diversity in International Careers: Economic Challenges and Solutions

By: Raisa Belyavina and Rajika Bhandari

Although an unprecedented 3.7 million students around the world currently cross international borders to obtain a higher education and an international experience, participation by American minority students in international education opportunities and in international careers has not witnessed a similar growth. According to the Association of Professional Schools of International Affairs (APSIA), whose membership includes U.S. graduate international affairs programs at 21 universities in the U.S., there were only 700 non-Caucasian students enrolled in APSIA U.S. member graduate programs in 2010/11, representing 18 percent of total student enrollment in such programs. This proportion, which also includes non-Caucasian international students, is substantially lower than the total proportion of minority students enrolled in U.S. higher education at both the undergraduate and graduate levels (34 percent and 25 percent, respectively). Furthermore, while the percentage of minority students in higher education has steadily increased,¹ the percentage of minority students in international affairs programs has not changed over the past decade.²

This study draws on the findings of academic and industry reports, national data sources on minority students in higher education and on the expertise of leaders in U.S. higher education to shed light on the barriers facing U.S. minority students entering the field of international affairs and international development. We also draw upon the small number of studies that have been conducted on the existing pipeline and barriers to entry in this field.³ Finally, we cite a number of innovative programs and valuable resources which can help address this problem and offer recommendations for future action.

Barriers to the Field: Historical, Informational, Financial



Nicholas Bassey,
Director, IIPP

The study of international affairs and international development remains relatively unknown in U.S. postsecondary education, particularly among students of color. Too few students across the U.S. are aware of career options in this field. Exposure to international opportunities, access to information and financial challenges are the three major hurdles that preclude students from going into this field. Minority students who have not been exposed to information about international careers throughout their educational track are particularly disadvantaged and many never have the opportunity to enter the pipeline for prestigious careers in public service. According to Nicholas Bassey, Director of the Institute for International Public Policy (IIPP) at the United Negro College Fund Special Programs Corporation, minority students often enter college determined to pursue studies that will lead to well-defined careers such as law, medicine and teaching, while for others, it is a luxury to think about building a career as opposed to acquiring a job immediately after college. As experts explain, many students who come from financially constrained backgrounds and are burdened with heavy student loans

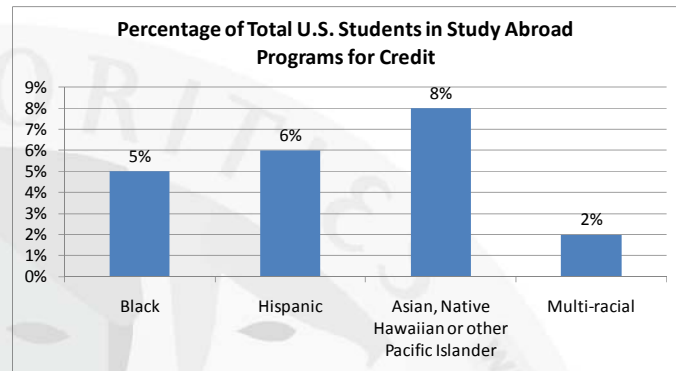
also face family pressure to go into well-known and lucrative fields, which are seen as the best return on investment. Those who pursue less traditional career tracks often do so with the support of mentors who take the initiative to introduce students to international career options and help them gain access to resources and entry into the pipeline. For many others with limited resources from family, school and potential employers, there is never a real opportunity to pursue an international career.

¹ National Center for Education Statistics (2010).

² APSIA annual survey data, 2002/03 – 2010/11.

³ See, for example, Salisbury, et al. (2010), Penn and Tanner (2008), O'Connell & Norwood (2007).

Participation in international education programs, particularly undergraduate study abroad as well as graduate fellowships such as the Fulbright, Rhodes, and Marshall programs, remain key access points to careers in the international field.⁴ Many minority students do not have international travel experience prior to college and going abroad can have a profound impact on further study and career choice.⁵ Yet those who stand to benefit most are often constrained from participation in overseas study due to curricular, financial and informational barriers. Minority students comprise only 20 percent of U.S. students who study abroad, even though they make up more than a third of students in U.S. higher education.⁶ In 2009/10, of the total U.S. students participating in study abroad programs for credit, only five percent of students were Black, six percent Hispanic, eight percent Asian, Native Hawaiian or other Pacific Islander and two percent multiracial.⁷ However, research has shown that targeted funding initiatives, such as the Benjamin A. Gilman International Scholarship Program whose goal is to support underrepresented and financially needy undergraduate students in study abroad programs, significantly increase the odds that minority students will study abroad. Targeted outreach, recruitment and funding through this program have substantially increased minority participation in study abroad. In the 10 years since its inception, the Gilman Program has awarded over 8,800 scholarships of up to \$5,000 each, with 52 percent of the recipients identifying as minority students.



Affording an Education in International Affairs

Currently, the largest source of funding for minority students in all fields at the undergraduate level of study is the U.S. government: 92 percent of Black American students receive financial aid, as do 85 percent of Hispanic students and 83 percent of multiracial students, compared to 77 percent of white students.⁸ Government funding comes in the form of financial aid for degree study as well as funding for study abroad through specific programs such as Gilman and the David L. Boren Awards for International Study, both of which are sponsored by the U.S. government and administered by the Institute of International Education (IIE).

Several government and non-government funded initiatives and programs exist to support minority students pursuing international careers. Over the last fifty years, the U.S. has introduced a number of legislative acts to promote international education programs. Title VI and the 1961 Fulbright-Hays Act provide funding to individuals and institutions pursuing activities that promote international cooperation.⁹ In 1992, the Institute for International Public Policy was introduced under Title VI to prepare more minorities for public service careers. Over a period of 18 years, this program has engaged almost 400 minority students from 33 Historically Black Colleges and Universities (HBCUs), 13 Hispanic Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs) and other minority institutions, and approximately 100 other institutions across a wide variety of geographic areas and institution types. Title III of the Higher Education Act of 1965 appropriates funding for minority-serving institutions.¹⁰ More recently, the International Academic Opportunity Act of 2000 introduced the Benjamin A. Gilman International Scholarship to better prepare underrepresented students for leadership roles. While many institutions and private sector donors provide scholarships for students, the vast majority of students with financial needs rely on government funding.

⁴ See *Priming the Pump: The Making of Foreign Area Specialists* for research on study abroad as one of the main avenues to graduate school and careers in international affairs.

⁵ See *Evaluating and Measuring the Impact of Citizen Diplomacy: Current Status and Future Directions* by R. Bhandari & R. Belyavina (2011).

⁶ U.S. Department of Education (2009).

⁷ *Open Doors 2011 Report on International Educational Exchange*.

⁸ National Center for Education Statistics (2010).

⁹ U.S. Department of Education, Office of Postsecondary Education.

¹⁰ U.S. Department of Education.

Other prominent programs directed towards minorities include IIPP, the Charles B. Rangel International Affairs Program in collaboration with Howard University, the Pickering Foreign Affairs Fellowship and the Public Policy and International Affairs Fellowship. Each of these programs includes summer institutes for undergraduate students that offer relevant coursework, guidance for students on applying to graduate-level programs as well as formal and informal mentoring. These programs also provide a range of other support, including scholarship stipends, internships, language institutes, study abroad advising, career counseling and networking assistance. In effect, these programs create additional pipelines into the field of international careers. However, with minorities representing over a third of the total students in U.S. higher education, such programs that successfully guide upwards of several hundred minority students into international affairs and international development careers each year are still not sufficient to overcome the significant gaps in the participation in international careers by underrepresented groups who fully represent the diversity of the United States.

With more minority students entering higher education than ever before, more programs are needed to prepare diverse American candidates for careers in public service. And yet government funding in support of such programs is being reduced. This year, IIPP funding was reduced by 21 percent and according to experts interviewed for this report, the U.S. House Appropriations Committee has proposed to eliminate the program next year. Title III funding has also been cut and the Pell federal aid grant no longer supports summer study in the U.S. or in study abroad. Indeed, insufficient funding, especially as a consequence of budget cuts, is the greatest challenge faced by minority students interested in the field of international affairs. With governmental and foundation funding drying up, many institutions are struggling to keep their international affairs program alive.

Beyond the Government Panacea: An Institutional Approach

With ongoing cuts in government spending, the onus is on key stakeholders – education institutions who are serving students and the organizations who stand to benefit from their skills as employees – to effectively prepare U.S. minorities for careers in international affairs and international development. The breadth and scope of outreach needed to bring more minority students into the pipeline of international work requires a multilateral approach of all stakeholders vested in this effort.

While many professions have well-defined academic tracks, careers in international affairs and international development take many trajectories. This fluidity can be a double-edged sword: while on the one hand it allows a large degree of flexibility in acquiring the qualifications and experiences needed for job entry in the field, on the other hand it can result in the absence of a clearly defined educational and career pathway especially for minority students who are drawn to professions with a well-established job market.



Many higher education institutions (HEIs), including HBCUs, HSIs and TCUs employ creative strategies to help minority students attain the experiences and qualifications to enter the international development field. Spelman College offers one example of an institution dedicated to increasing the number of students who partake in international learning opportunities abroad.¹¹ Spelman has one of the highest study abroad participation rates among HBCUs and its students have successfully competed over the years for awards as IIPP fellows and Gilman scholars. In addition to connecting students to existing resources, Spelman also creates new opportunities for students who may not otherwise be able to participate in education programs overseas. Spelman has recently secured a grant from the National Science Foundation to send students in science

disciplines overseas to participate in research programs. The required 'African Diaspora and the World' course offers students an opportunity to register for an elective class with a short-term academic travel component. These two

¹¹ Other examples of HEIs with programs to introduce students to international careers include: the University of Washington's Certificate in International Business that includes an overseas study/work component, Johns Hopkins University School of Advanced International Studies Bologna Center, which provides students with an opportunity to undertake part of their study at a campus location overseas, and a myriad of other HEIs that have established offices to help students arrange internships and service learning projects abroad. The University of Denver's International Career Advancement Program (ICAP) program is another example of a creative institutional approach to expand the pipeline of minorities in the field of international careers. The program brings together professionals for one week and includes networking opportunities and the services of career counselors.

programs are examples of creative ways in which institutions can supplement existing international education opportunities with in-house programs that expose students to international careers in different disciplines.



Jose Ochoa,
Princeton University

Such entrepreneurial approaches are also recommended by Jose Ochoa, Director of MPP Admissions and Programs at the Woodrow Wilson School of Public and International Affairs at Princeton University. This institution is unique in that it offers full tuition coverage for all students in the two year master's program. According to Mr. Ochoa, the effects of partnerships with other institutions are far reaching, as partnerships and cross-sectorial collaboration can be more effective in expanding or building the institution's capacity to support students going into international affairs and placing them into pipeline programs that will allow them to be successful. One example of an innovative partnership is the Diversity Alliance of Public Policy Schools, comprised of the Harris School at the University of Chicago, the Harvard Kennedy School, the Maxwell School at Syracuse University, the Ford School at the University of Michigan and the Woodrow Wilson School at Princeton University. The Diversity Alliance aims to expose and prepare minority students and professionals to work in the fields of public policy and international affairs by engaging in targeted outreach and cultivating relationships with key stakeholders in minority-serving higher education institutions and professional organizations around the country.

Through formal and informal partnerships, higher education institutions also build capacity and momentum to create their own pathways to attract, train and send more underrepresented students into international careers that will shape and define the growing diversity of people in the United States and all over the world.

Recommendations

Based on our research, the following recommendations are offered for increasing the number of U.S. minority students going into international development careers:

- **Early Outreach:** There is widespread consensus among experts in the field that fostering an international mindset starts early and must be reinforced through the support of family, school and community. Each of these entities can do more to bring minority students into the pipeline. According to Ambassador Harriet Elam-Thomas, Director of the Diplomacy Program at the University of Central Florida and an African-American with a distinguished international career, "the seed needs to be planted before college" through support from informed teachers, outreach from higher education institutions and international organizations that foster linkages between local communities and organizations of global reach. Programs like 'Global Kids' in New York and 'One World Now!' based in Seattle bring more students into the pipeline and are a model for the types of programs that are needed on a larger scale. A number of experts believe that outreach by international organizations including the World Bank and United Nations as well as programs like the Peace Corps is vital to increasing students' knowledge and interest in international affairs. This outreach is especially effective when it helps students envision themselves in these careers. According to Margery A. Ganz, Director of Study Abroad and International Exchange and Professor of History at Spelman College, "students have to be able to see people like themselves at the institutions where they may work."
- **Expanded Pipeline:** While many people who work in the field of international affairs have degrees in international affairs or international relations, international development work also relies on experts with technical knowledge in subjects such as environmental studies, economics, public health or nutrition. The World Bank as well as other organizations dedicated to international development are increasingly focused on attracting talent with technical expertise as well as credentials and an understanding of the field of international affairs. Multiple stakeholders, including international organizations and higher education institutions, should continue to inform students across academic disciplines of the opportunities to pursue careers in the field of international development.

- Role of Higher Education:** Higher education institutions can play a pivotal role in increasing the number of minority students going into the field of international affairs. Colleges and universities can increase the information available to students through proactive efforts to ensure that students are aware of international opportunities, including relevant coursework, affordable study abroad and research opportunities, internships, as well as targeted careers in international affairs. In the absence of institutional funding to support students pursuing international education opportunities, colleges and universities can seek out outside funding and establish informational resources to connect students to external funding sources. Strategic partnerships with other organizations can also provide opportunities for students and develop the long-term capacity of institutions to support students going into careers in international development. Initiatives like the Diversity Alliance of Public Policy Schools are inter-institutional avenues through which HEIs can address some enduring questions, including identifying key mechanisms and messages to reach more minority students and engaging professors and career counselors on campus who can be proactive in communicating these messages.
- Mentoring:** Most U.S. minorities in the field of international affairs can attribute some of their success to individuals who have supported them in navigating their careers. A number of experts interviewed for this report attest to the indispensable role of mentors throughout the educational and professional careers of individuals. More formal and informal mentoring programs are needed to support students and help them navigate this field. Studies have also shown that minority faculty can have a significant impact on the academic outcomes of minority students.¹² It is important for institutions to take this into account and work to address the national issue of increasing the number of minority faculty. To provide mentoring and networking opportunities to students and faculty, more partnerships are needed between HEIs, international development organizations and professional associations like APSIA. Other career fields including accounting and business provide good examples of creating mentoring opportunities between college students and professionals in the industry. These models can be borrowed and applied to the international development field. Encouraging students to join professional membership organizations in their academic fields¹³ can also provide students with mentoring opportunities and employment prospects upon graduation.

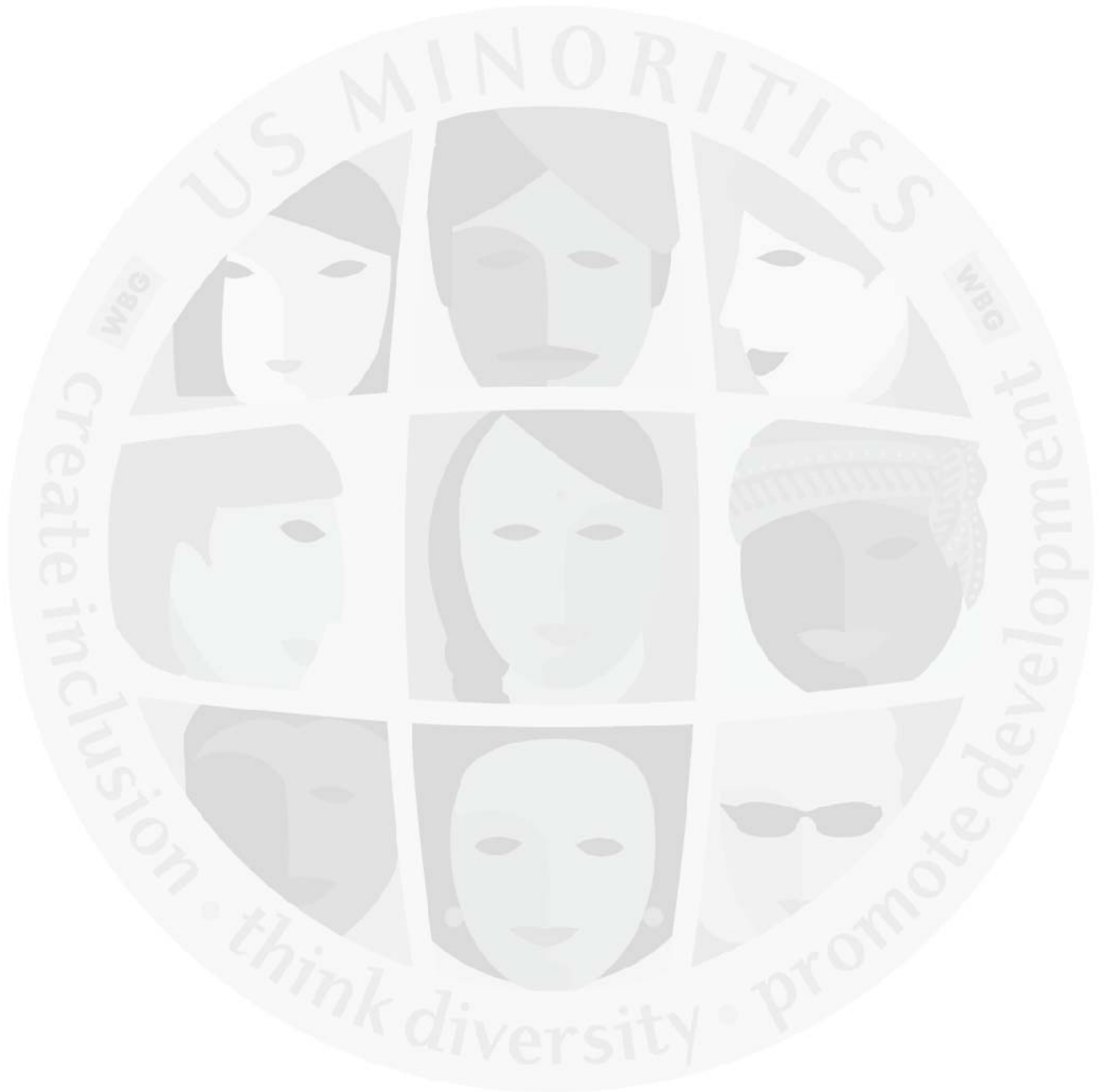

- Increasing Funding:** In addition to informational barriers, funding continues to be a major challenge precluding more minority students from entering the field of international affairs. Due in part to limited funding opportunities, minority students have a lower participation rate in study abroad programs and unpaid internships, both of which are key access points to careers in international affairs. To attract more minority students who may otherwise pursue paid part-time jobs or summer work, international development organizations should offer more paid internships to students who are interested in international development work. Many international development internships in Washington, DC are now paid, and this model should be further expanded. Additionally, some government agencies, including the United States Agency for International Development (USAID), use internships as a means of recruitment. If more organizations did this, it would help to attract more minority students to this field. More opportunities such as paid internships with international organizations, programs like the IIPP as well as the Gilman International Scholarship Program are needed to continue to bring more minority students into the pipeline. As Leigh Morris Sloane of APSIA aptly observes, showering money on this problem will actually work.

These recommendations address numerous factors that will continue to impact minority students going into the field of international affairs and international development. While funding is an important factor in the total equation, according to Jose Ochoa of the Woodrow Wilson School at Princeton University, “it takes more than sufficient funding to attract and train more minorities to the field. Preparing minority students for graduate study and careers in international affairs takes a concerted effort which involves a long-term institutional commitment to diversity, targeted

¹² See, for example, *Study Finds Minority Students Benefit from Minority Instructors*.

¹³ Such as the National Black MBA Association (NBMBAA), Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS), American Economic Association (AEA), and American Indian Science and Engineering Society (AISES).

outreach and having an actual plan of action reflecting innovative strategies and 'outside the box' thinking." It is important to continue to be diligent and innovative in expanding opportunities for minorities to enter this career field and to ensure that the full range of perspectives and expertise of the people of the United States are represented in jobs at home and abroad.



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