



DIVERSITY IN INTERNATIONAL EDUCATION

Hands-On Workshop
SUMMARY REPORT

SEPTEMBER 21, 2010
National Press Club
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Diversity in International Education – A Hands-on Workshop

**Summary Report and Data from the
Workshop held on September 21, 2010**

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The following individuals volunteered to be table facilitators for the workshop. They led their tables in discussion and submitted reports on their findings which have been formed into the summary report. Many thanks for their time and effort.

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"We bring the world together."

Diversity in International Education Workshop Summary Report

by Marty Tillman

September 21, 2010 – National Press Club

I: INTRODUCTION

Introductions were given by William Gertz, President and CEO of the American Institute For Foreign Study (AIFS) and Andrew Gordon, President of Diversity Abroad. Some main points shared were:

- Overall picture of the study abroad field has not changed over the past three decades —participants remain overwhelmingly white and female and the principal destination of study remains Europe
- Need to break this pattern once and for all by creating a national coalition of institutions and organizations who seek to foster a new paradigm and renewal of commitment to changing the dynamic of the study abroad industry
- Globalization demands greater equity in terms of the participation of minority students in an experience which all international education professionals now believe is a sine qua non for long-term professional success and advancement
- The field needs to re-examine the validity of perceived barriers to participation of minority students. Is it largely due to financial constraints? Lack of information? Perception of lack of relevance by families?

II: PURPOSE

To foster dialogue and provide a forum for practical recommendations to emerge, form a select group of leaders in the international education community concerning the unacceptable lack of diversity among undergraduates who study abroad. Despite the best efforts of both program providers and academic programs in the past decade, according to a recent IIE Open Doors report, approximately 82% of students studying abroad are Caucasian, while the share of minority students studying abroad has grown at a much slower pace than minority students' share of overall college enrollment.

III: SPONSORS

- American Institute For Foreign Study (AIFS)
- Diversity Abroad
- AIFS Foundation

IV: CO-SPONSORS

- National Association for Equal Opportunity in Higher Education (NAFEO)
- Hispanic Association of Colleges and Universities (HACU)
- Institute for International Education (IIE)

V: DISCUSSION TOPICS, REFLECTIONS & RECOMMENDATIONS

What diversity scholarships are available now? What steps are needed to increase funding from sources such as government, home institution and the private sector?

Facilitators: David Wick, Crystal Keels

Reflections

- Financing issues differ between public and private institutions. Where financial aid is applicable to support study abroad, money is not necessarily a high barrier for minority students.
- Even when provided financial assistance, from the institutions or from a Gilman scholarship, students may withdraw from a program. This requires greater study to understand student motives for turning down financial support.
- Students may not easily see academic, personal and professional advantages which will accrue from studying

abroad. Early flow of information and early advising about opportunities is necessary tool to capture student interest in their first year.

- Engaging parents and families to support and sustain student interest is important all along the decision-making timeline.
- Focus on longer term (i.e. semester) programs may not be in sync with the need of minority students to work and sustain income base; need to re-focus range of options to include shorter sojourns.
- Issue to be addressed is that of GPA requirements – and grade inflation – which can skew outcome of scholarship competition.

Recommendations

- Examine opportunities for partnerships with private sector to fund opportunities (perhaps to nations where the company is doing business and has established branch operations).
- Accumulate, pitch and market the full range of existing available financial aid from local and state institutions, federal agencies, alumni donors, and private companies. Do not take for granted that students will self-identify resources and then be able to justify or make the case for their participation to their families.
- Work with individual students to identify resources and craft a budget plan which are most appropriate to their level of need.
- Connect pipelines of funding to support students with particular vocational goals: e.g.: health science student would study in a country with an opportunity to link studies to this field (perhaps to a health-related internship).

What are the next steps to increase diversity in education abroad? What part does location play in increasing diversity in study abroad?

Facilitators: Carol Larson, Monty McGee

Reflections

- If we view diversity as an advantage rather than a disadvantage, we can start to help students from diverse backgrounds reassess the skills they have mastered which will enable them to function productively in an America which does not always accept their difference(s).
- Our students' individualities are their strengths, and for many, their diversity in and of itself is the source of their strength and resilience. Building self-esteem and self-confidence allows all students to strengthen the survival skills they can rely on throughout the time they study abroad.
- Become fully aware of the culture and make up of your campus to determine who will be supportive of the mission of diversity and who will best work with you and spread the word in the most beneficial manner.
- All must be on the same page and completely comfortable delivering the message of diversity to all the areas that you are targeting.
- A pro-active and planned process of campus and community engagement is not a quick fix, but takes considerable time (years); this message needs to be delivered repeatedly to all levels on a campus. Only after many years does it become part of campus culture with the potential to impact and diversify the pool of incoming students.
- Become comfortable with diversity. Know and understand persons from all aspects of diversity. Get to know each person as an individual.
- Each of us need to understand and develop individual strategies for reaching out to everyone.
- Diversity and diversification is a real challenge in America. The same issues that challenge minority students in relation to study abroad locations are equally (sometimes daily) challenging at home. Distance poses nuanced realities everywhere, and in many ways students from diverse backgrounds have been preparing for intercultural exchanges their whole lives.

Recommendations

- Undertake a campus-wide assessment to clearly view the situation from all perspectives: Is it embraced in the mission statement? Is there buy-in from senior administrative leaders? From faculty? Staff in the study abroad office?

- Evaluate the ways in which the campus is and is not diverse –where does one find allies in terms of the issues that need to be addressed?
- Develop an action plan: target each audience with an appropriate message regarding the importance of study abroad. Audiences include clubs, academic advisors, faculty, athletes, and others. Social media should be included as part of this plan.
- Those who deliver these messages should speak with a clear and unified message which reflects the sensitivities and concerns of the audience. If needed, staff should receive appropriate training to ensure they are comfortable and self-confident in delivering these messages.
- Alumni of study abroad programs who are working in international locales or with international organizations or companies are invaluable allies and assets.
- Assess the competencies of resident program faculty and administrators in the field with regards to managing the problems which arise for minority students during their period of study abroad.
- To conduct a thorough diversity-outreach effort and increase awareness, students must be reached on many levels including: high school seniors, parents, faculty, admissions staff, freshmen programs, and students on many levels [including Greek life, clubs and associations, residential life, etc], multicultural center, pre-professional programs and professional schools.
- Staff must be knowledgeable about the changing socio-economic and political conditions in critical world regions to effectively advise students through their research and decision-making process. Peer advisors who have studied in diverse locations are invaluable mentors in this process.

How can we better utilize returning students to increase diversity in study abroad?

Facilitators: Angela Shaeffer, Marty Tillman

Reflections

- Engage returned minority students as peer mentors to reflect back on concerns and fears they had prior to their sojourn abroad. Showcase lessons learned and strategies which assisted them in working through early barriers (e.g.: parental concerns) and in-country issues.
- Important for program alumni to share benefits of their study abroad experience in terms of personal growth, value-added on their resumes and in terms of increased clarity regarding career direction.
- Critical to devise energetic and positive marketing and outreach campaign to reach minority students. Utilize testimonials and stories in campus newspaper, on the web and via social media.
- Perceptions of risk, concerns about “relevance” vis a vis overall academic program raised by parents needs to be addressed in pro-active manner. These and related issues are often barriers to reaching first generation students.
- Relationship with African-American fraternities and sororities provides an important link to alumni who can address many concerns of current students; and point to the long-term benefits of international experience in terms of career and professional development.
- A barrier exists for student athletes whose scholarships do not allow them to be off campus to study abroad.

Recommendations

- Engage and acknowledge all returnees. We can never know what facets of a student’s identity will allow him/her to connect with prospective study abroad students.
- Plant the seed early. We can’t create diversity in study abroad if diversity on the home campus doesn’t exist. Make sure your study abroad office is a part of programming for prospective students, parents, and visiting high school group itineraries. Remain a part of freshman orientation.
- Engage in outreach to other offices on campus. Connect with HEOP/EOP (Education Opportunity Program), multi-cultural student services, advisors for student groups, faculty and students in underrepresented majors, financial aid, disability initiatives offices, diversity task forces.
- Foster collaboration between Study Abroad and Career Services offices. If you understand study abroad students’ career goals before they study abroad, you may better connect them with prospective students. The Career Office

may have a different understanding of a student's intention to study abroad, which could help the study abroad office to engage the student upon returning home.

- Provide opportunity for minority program alumni to speak with families during parents' week-end program about positive value of their international experience.
- Involve international students from program locations to speak about their country, culture and respond to student concerns about travel and adjustment issues.
- Utilize Gilman Scholars. They must complete follow-on projects upon returning to the U.S. Encourage Scholars to think 'outside the box' when creating follow-on project ideas. Ask them to consider different aspects of their study abroad process that intimidated/hindered them. They may choose to present to athletes, heritage-seeking students, etc., rather than only students who receive the Pell Grant.
- Keep list of positive contacts/supporters abroad. Returnees may have had internship site coordinators, roommates, resident directors abroad that effectively eased their transition.
- Work with institutional research staff to get information about incoming students. This could help you prepare resources in your office and educate study abroad advisors about incoming minority students.
- Diversify office student staff. Make sure student workforce reflects diversity in terms of gender, religion, ethnicity, etc. It will make your office more welcoming to all students.
- Make sure your resources for parents reflect diversity. Not all parents are helicopter parents, and not all parents are the parents of first-generation students. It's important that your office can easily talk with parents of all backgrounds.

What research currently exists and what additional research is needed?

Facilitators: Chris Powers, Carl Herrin

Reflections

- There are two main resources on research to which every international educator should refer:
 - > Open Doors, the report on international student mobility, which the Institute of International Education publishes each fall with funding from the U.S. Department of State's Bureau of Educational and Cultural Affairs. Open Doors data include diversity among students studying abroad and show trends over time, and can be accessed at www.opendoors.iienetwork.org. Over the past ten years, the growth rate in study abroad among minority students has exceeded the rate of growth among non-minority students. Yet, minority students remain a small fraction of the overall study abroad population, demonstrating that there is still much work to do.
 - > The most comprehensive reference for research on this topic is the Research on Underrepresentation in Education Abroad: An Annotated Bibliography, compiled by David Comp, senior adviser for international initiatives the University of Chicago. This bibliography, which provides a broad listing of research studies, articles, and other publications, is available at <http://ihec-djc.blogspot.com/2010/07/annotated-international-education.html>.
 - > IIE has published a series of White Papers highlighting new and existing research on different aspects of international education. The IIE White Paper "Current Trends in Study Abroad & the Impact of Strategic Diversity Initiatives" provides data comparing the national participation rates by various minority groups to the considerably higher participation rates by minority students who receive Gilman Scholarships. The White Paper can be found at <http://www.iie.org/en/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Current-Trends-in-US-Study-Abroad-and-The-Impact-of-Strategic-Diversity-Initiatives>.
 - > Chronicle of Higher Education published article entitled, "Race Plays Key Role in Decision to Study Abroad or Stay Home, Study Finds," highlighting research conducted by Mark Salisbury, director of institutional research at Augustana College, and Michael Paulsen and Ernest Pascarella, both professors of higher education at the University of Iowa. Article can be accessed at <http://chronicle.com/article/Race-Plays-Key-Role-in/124549/>.

Recommendations

- Key research questions which could help the field better identify and address important issues affecting diversity in study abroad:
 - > How does minority participation in study abroad correlate with other academic factors, such as major, GPA, community college transfers, etc?
 - > Is there an overlap between first generation college students and minority college students and does this affect participation rates?
 - > Do different billing models affect minority participation?
 - > Can research conducted locally (on certain campuses or programs) be replicated in other regions or nationally?
 - > Can older research studies be replicated to determine if factors affecting participation rates have changed over time?
 - > How would individual colleges and universities rate the diversity of their study abroad populations? Do they believe that they are “doing better” locally than the national figures suggest? The answer would tell us how well we understand the challenge at the local level.
 - > Given the emphasis on internationalization on campuses and the research to determine how many institutions have made internationalization a campus priority, how many institutions have made diversification of study abroad an institutional priority?
 - > Is there a correlation between civic engagement of [all] students and their participation in study abroad?
 - > Does exposure to/engagement with international students and international faculty create interest in studying abroad for minority students?
 - > What sources of information and whose opinions most influence minority students with respect to their decision to study abroad?
 - > Do short-term programs positively impact participation rates of minority students- or not?
 - > Is there a correlation between students receiving federal funding to study abroad and the number of minority students – within this cohort- who participate?

What are strategies for promoting scholarships? What are creative ways to spread the word on and off campus?

Facilitators: Thomas Bogenschield, Jennifer Campbell

Reflections

- Institutional outreach. Regardless of institutional size, outreach to a wide range of campus offices and personnel in key roles is critical to effective messaging about scholarship opportunities to underserved populations.
- Innovative dissemination of information. Internet-based media and especially ‘social networking media’ were ideal vehicles for disseminating and generating information relating to scholarship opportunities. Those discussed included webinars, blogs, texting, flash video, Twitter, Facebook, and Linked In (the latter typically serving alumni populations). Use of these vehicles is not without drawbacks (or even legal issues), but they can help spread the word, generate enthusiasm, and help generate a sense of ‘ownership’ that often helps motivate prospective applicants.
- Peer advising and one-on-one relationships. Peer advising can help motivate and inform prospective study abroad applicants, particularly those from underrepresented groups. Motivation and enthusiasm are more typically generated by peer advisors who share generational values and language cues.
- Office diversity and close advising for scholarship applications. Diversity within the study abroad office is a critical factor in getting underrepresented ethnic and racial minorities in the door, and from there to completing successful applications for scholarships. Close support of scholarship applicants throughout the application cycle is positively associated with success.

- Outreach to parents, and to communities. In many underrepresented minority communities and first-generation college populations, the interaction between the study abroad office (or the institution as a whole) and parent groups, and between the institution and the community on the topic of the importance of international education, is of critical importance. Parental ‘buy-in’ is key to increasing the numbers and recruitment efforts that highlight potential scholarship support for study abroad is effective.
- Sustaining motivational messages throughout the recruitment and application process. The ‘economic argument’ was of greatest utility in helping to motivate reluctant but prospective minority students to study abroad. Message that successful study abroad experiences are highly correlated with academic success and degree completion is one of several similar motivational tools and claims, and is fairly well- documented.
- Not as well- documented but equally compelling is the argument that students with study abroad experience are sought out by employers and better prepared for changing job markets in the global economy. Research and documentation on this may not be widely known and is an area that merits considerable attention due to its potential as a tool to help motivate underserved populations to pursue international study.
- Although it is believed that peer advising is among most tools to draw in applicants, peer advisors do not typically make arguments such as those cited above when talking to students.
- There was broad agreement that a multifaceted marketing and outreach approach, coupled with strong reinforcement through all communication channels is useful in drawing in larger numbers of minority students.

Recommendations

- Create an Individual study abroad student advising session that includes specific questions to identify minority candidates. These questions should address general eligibility parameters that qualify candidates for multiple scholarship applications. Annual staff training is necessary to update study abroad staff on all institutional, state and federal scholarships and procedures.
- Create “Press Packets” for key contacts on campus. This example was developed by a study abroad office with a public relations major working as an intern.
- Strategic promotion to students by using email and “eligibility letters.” A study abroad office pre-screened students to make sure they were eligible and viable candidates for a particular study abroad scholarship. They sent an eligibility letter/email to each student encouraging them to apply indicating they had been pre-screened to apply.
- Host selected workshops aimed to attract minority students with topics like: “Scholarships: An Overview”, “Competitive Essay Writing” and “Financial Aid and Study Abroad Scholarships: How does that work?”
- Create study abroad job descriptions that include promotion of study abroad scholarships as an expected job duty.
- Promote minority student winners of study abroad scholarships to upper administration; one campus had the President hosting a party to highlight award winners.
- Recruit minority student leaders to apply to study abroad scholarships. An example is the successful recruitment of a scholarship application from the president of the African American Student Association. This made promotion of the award and discussion of the opportunity to study abroad much easier to organizational members.
- Emphasize the “hourly rate” of the study abroad scholarship. Depending on the scholarship amount and duration of the program, the “rate” can sometimes be over and above the student’s normal income level.
- Encourage faculty and staff participation on scholarship selection committees. This can encourage “buy-in” from unlikely key contacts outside of the Study Abroad Office

What is the potential role of non-study abroad organizations (on & off campus) in the expansion of a diverse study abroad population?

Facilitators: Malaika Serrano, Tina Murray

Reflections and Recommendations

- Participants needed more direct experience working with off-campus organizations to promote diversity in study abroad.
- Engagement with K-12 youth organizations, youth empowerment programs, local religious and civic groups –all have potential to become allies in reaching out to minority student populations and their families.
- Groups such as Kiwanis and other fraternal organizations are also potential sources of funding.
- Campus multicultural affairs offices are obvious allies in marketing and outreach efforts.
- Minority student leaders in all areas of religious life, residential affairs, athletics, and academic life are necessary allies for outreach; in particular, if they are upper-class students who have studied abroad. An inventory of these leaders to determine whether or not they have studied, worked or interned abroad could become an important resource.
- Reaching students participating in summer programs like Upward Bound offers potential to reach an important audience.
- The campus bookstore might be engaged during International Education Week to focus on the benefits of studying abroad.

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Comparative Data on Race and Ethnicity in Education Abroad

The following data tables were prepared to provide basic demographic data on the U.S. population, U.S. higher education enrollments and U.S. student participation in education abroad for comparative purposes.

Comparative Data by Percentage of Students

Race/Ethnicity	U.S. Population 2008	U.S. Higher Ed. Enrollment 2008*	U.S. Students Abroad 2007-2008	U.S. Community College Enrollment 2009*	U.S. Community College Students Abroad 2007-2008	Gilman Scholarship Fall Recipients 2007-2008
Caucasian	79.8%	63.3%	81.8%	61.0%	68.8%	44.0%
Black/African American	12.8%	13.5%	4.0%	14.0%	6.4%	15.0%
Hispanic/Latino American	15.4%	11.9%	5.9%	15.0%	15.1%	14.0%
Asian American	4.7%	6.8%	6.6%	7.0%	4.70%	11.0%
Native American	1.0%	1.0%	0.5%	1.0%	0.40%	1.0%
Multiracial	1.7%	Not Available	1.2%	2.0%	4.70%	9.0%
No Response / Unknown	X	X	X	X	X	6.0%

* Excludes Nonresident alien data

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

*** Includes Hawaiian/Pacific Islander populations

**** Includes American Indian/Alaska Native populations

Comparative Data by Number of Students

Race/Ethnicity	U.S. Population 2008	U.S. Higher Ed. Enrollment 2008*	U.S. Students Abroad 2007-2008	U.S. Community College Students Abroad 2007-2008
Caucasian	244,991,227	12,088,781	214,386	4,590
Black/African American	39,298,838	2,584,478	10,497	451
Hispanic/Latino American	47,279,009	2,272,888	15,483	1,065
Asian American	14,429,307	1,302,797	17,319	331
Native American	3,070,066	193,289	1,312	282
Multiracial	5,219,111	Not Available	3,419	331

Demographic Data on Race and Ethnicity in Education Abroad

Race/Ethnicity	1993/94	1995/96	1997/98	1999/00	2001/02	2003/04	2005/06	2007/08
Caucasian	83.8%	84.4%	84.5%	83.7%	82.9%	83.7%	83.0%	81.8%
Asian-American	5.0%	5.1%	4.8%	4.8%	5.8%	6.1%	6.7%	6.6%
Hispanic-American	5.0%	5.0%	5.5%	5.0%	5.4%	5.0%	6.0%	5.9%
African-American	2.8%	2.9%	3.8%	3.5%	3.5%	3.4%	3.5%	4.0%
Multiracial	3.1%	2.3%	0.8%	0.9%	2.0%	1.3%	1.2%	1.2%
Native-American	0.3%	0.3%	0.6%	0.5%	0.4%	0.5%	0.6%	0.5%
TOTAL	76,302	89,242	113,959	143,590	160,920	191,321	223,534	262,416

Sources:

- U.S. Census 2000,
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<http://www.iie.org/en/Programs/Gilman-Scholarship-Program/About-the-Program>
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<http://www.aacc.nche.edu/AboutCC/Pages/fastfacts.aspx>

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**Comparative Data on Race and Ethnicity
in Education Abroad at [your institution/organization]**

The following data tables were prepared to provide basic demographic data on [your institution/organization's] enrollment, [your institution/organization's] student participation in study abroad, U.S. student participation in study abroad, U.S. higher education enrollment and U.S. population for comparative purposes.

Comparative data by percentage of students

* Excludes Nonresident alien data

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

*** Includes Hawaiian/Pacific Islander populations

**** Includes American Indian/Alaska Native populations

Race/Ethnicity	[Your Institution/ Program's] Enrollment	[Your Institution/ Program's] Students Abroad	U.S. Population 2008	U.S. Higher Ed. Enrollment 2008*	U.S. Students Abroad 2007-2008
Caucasian			79.8%	63.3%	81.8%
Black/African American			12.8%	13.5%	4.0%
Hispanic/Latino American			15.4%	11.9%	5.9%
Asian American			4.7%	6.8%	6.6%
Native American			1.0%	1.0%	0.5%
Multiracial			1.7%	Not Available	1.2%
No Response			X	X	X

Compiled by:

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Demographic Data on Race and Ethnicity in Education Abroad

Race/Ethnicity	1993/94	1995/96	1997/98	1999/00	2001/02	2003/04	2005/06	2007/08
Caucasian	83.8%	84.4%	84.5%	83.7%	82.9%	83.7%	83.0%	81.8%
Asian-American	5%	5.1%	4.8%	4.8%	5.8%	6.1%	6.7%	6.6%
Hispanic-American	5%	5%	5.5%	5%	5.4%	5%	6.0%	5.9%
African-American	2.8%	2.9%	3.8%	3.5%	3.5%	3.4%	3.5%	4.0%
Multiracial	3.1%	2.3%	0.8%	0.9%	2%	1.3%	1.2%	1.2%
Native-American	0.3%	0.3%	0.6%	0.5%	0.4%	0.5%	0.6%	0.5%
TOTAL	76,302	89,242	113,959	143,590	160,920	191,321	223,534	262,416

Source:

- IIE Open Doors 2009,
<http://opendoors.iienetwork.org/?p=150839>

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Diversity Abroad



Fast Facts

Diversity Abroad is the leading global education organization that works to diversify international education through direct student outreach and professional development. Through services offered for professionals and students, Diversity Abroad works to foster equity in Global Education.

Student Resources

DiversityAbroad.com:

A comprehensive web portal highlighting study, intern, volunteer, teach, and degree abroad programs from organizations that support diversity. Additionally, the web portal offers a useful international scholarship directory. Link to DiversityAbroad.com from your website!

Diversity Abroad Scholarships:

Tens of thousands of dollars in financial aid for underserved students participating in semester, summer and short-term programs abroad. Scholarship requirements vary to encourage students from diverse backgrounds to apply.

Go Global Campus Tour:

Nationwide outreach and recruitment tour designed to educate and inform underserved communities about the opportunities in global education. Through a comprehensive approach including classroom visits, information sessions and focus groups, Diversity Abroad exposes the various barriers to student participation.

Professional Resources

DiversityNetwork.org

An extensive online resource for professionals interested in diversity and its relationship to global education. Allows members and non-members to exchange ideas, share documents, learn best practices and more.

Advising/Assessments:

A thorough set of tools designed to enhance existing efforts and develop new approaches to student outreach. These tools allow offices to measure their impact on diverse student groups in global education.

Trainings:

Workshops and webinars held nationwide to train and develop new strategies for higher education professionals seeking to better recruit, advise and serve the needs of diverse students in international education.

Professional Recruiting:

A detailed job board that connects employers who value a diverse and globally minded workforce with professionals who promote and enhance diversity in global education.



American Institute
For Foreign Study
We bring the world together®



AIFS Diversity Scholarships for Study Abroad

For more than 45 years, the **American Institute For Foreign Study (AIFS)** has been a leader in study abroad programs for American students. Since our founding in 1964, we have helped more than 1.5 million people fulfill their dream of international education and cultural exchange.

AIFS currently provides summer, semester and academic year programs in 17 countries: Australia, Austria, Brazil, China, Costa Rica, Czech Republic, England, France, Germany, India, Ireland, Italy, New Zealand, Peru, Russia, South Africa and Spain.

AIFS offers over \$600,000 in scholarships each year. For a number of scholarships, we have partnered with three of the leaders in diversity efforts to ensure we can offer the experience of study abroad to a wider range of students.

Diversity Abroad Scholarships

AIFS has partnered with DiversityAbroad.com to offer special scholarships for full-time undergraduate (both community college and university level) students studying abroad in a program offered by a Diversity Abroad member organization. Economically disadvantaged students, minority students, and students who are going to study in non-traditional location (outside Western Europe & Australia) are encouraged to apply.

Diversity Abroad was founded in 2000 with the vision of a former study abroad student, Andrew Gordon, to boost the number of minority and low-income students who participate in study abroad.

NAFEO-AIFS Scholarships

Sponsored by the National Association for Equal Opportunity in Higher Education

(NAFEO) and AIFS, this program provides up to 50% off the semester program fee for students participating in AIFS programs. Refer to our website for additional information or visit www.nafeo.org for additional information or to see if your institution qualifies.

NAFEO is the 501 (c) (3), non-profit umbrella organization for the nation's Historically Black Colleges and Universities (HBCUs) and Predominantly Black Institutions (PBIs).

HACU-AIFS Scholarships

In association with the Hispanic Association of Colleges and Universities (HACU), AIFS will offer up to \$50,000 in scholarships for Hispanic students from HACU member institutions. Students will receive a scholarship of up to 50% of the AIFS semester or summer program fee. Awards

will be made in conjunction with the HACU advisory board. Refer to our website for additional information or visit www.HACU.net to see if your institution qualifies.

HACU is a national and international association of higher education institutions and is based in San Antonio, Texas. Established in 1986, the association represents more than 450 colleges and universities.

AIFS also offers an additional \$500 to each student who receives a Benjamin A. Gilman International Scholarship and uses it towards an AIFS semester program.

For more information call 800.727.2437 or visit www.aifsabroad.com



www.aifsfoundation.org



www.diversityabroad.com

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