

Minorities and Underrepresented Groups in International Affairs and the Foreign Policy Establishment

1. Executive Summary

Today, the demand from the government, business and education sectors for qualified personnel with international skills far outstrips the supply. To bring home the point, more than eighty federal agencies and offices rely, for example, on personnel with foreign language proficiency. According to a policy proposal issued by the American Council on Education (Hassen, P. F., McDonough, T., 2002), a March 2002 General Accounting Office study of the foreign language needs of five federal agencies found shortages of staff with needed foreign language skills. Indeed, it would appear that the personnel challenges confronting those agencies is a microcosm of sorts of a broader systemic shortage of personnel with foreign language and area skills required to meet security needs across the defense, intelligence, foreign policy, and commerce agencies. Compounding the problem, the apparently stark underrepresentation of minorities in the nation's foreign policy apparatus deprives America of a range of perspectives, inputs, and human resources to draw upon in meeting the challenges that we are called to confront in this new century. This paper considers the role of the nation's institutions of higher education in that regard and points to the urgent need for a diversified set of research activities to address and inform the issue. Without reliable data, it is difficult, if not impossible, to generate broadly applicable, solution-oriented human resource development strategies.

This paper articulates a research agenda to address the issue of minority underrepresentation in international affairs. It presents a synopsis of the problems posed by minority underrepresentation in international education at U.S. colleges and

universities, and it points up as well as the ramifications for the formulation and implementation of foreign policy. It then examines, through a review of select and prominent literature, the types of research necessary to inform efforts to improve minority enrollment in international education programs, most importantly the development of data banks on emerging trends. If and when available, such information can be used to assess the nature of the relationship between minority enrollment in certain programs in higher education and minority underrepresentation in international affairs, to see if a correlation can be established as is presumed. However, given the inconsistency and scanty availability of data, formulating authoritative conclusions about the status of minorities in international affairs is at best difficult. Even though existing literature seems to suggest an apparent growing movement toward internationalization on many of the nation's campuses, including a small set of minority institutions, current research has yet to focus on the role of higher education in integrating minorities into the foreign policy establishment.

2. Statement of the Problem

Researchers have established a relationship between ethnic politics and foreign policy (Challenor, 1977, White, 1981). Indeed, cultural heritage and ethnic ties have played vital roles in the formulation and implementation of U.S. foreign policy from the time of its very foundation. However, in the case of underrepresented minorities, their influence on foreign policy has been limited, due largely to their relative absence from the ranks of the foreign policy apparatus. On that point, it should be noted that the foreign policy apparatus today encompasses a broader range of the institutions, agencies and departments due to the recent and well-documented trends toward globalization. The

implications of minority underrepresentation can only be detrimental to minority interests and, as important, to the collective American interest in having representative foreign policy that reflects the will of the American people.

Two examples may help to illuminate the ramifications of this problem. First, it has been argued that U.S. policy toward Africa could, historically, have been more coherent had there been more African Americans represented in the upper echelon of the foreign policy apparatus (Morris, 1972). That is not to say that one must be of African descent to formulate sound policy toward African countries; but rather that lacking a diverse and interested range of viewpoints at the table where decisions are taken is bound to lead to disjointed, unrepresentative policy as we have seen in the past. The second example is our inability to respond as effectively to the challenges the nation faces in the wake of 9/11 as we might if we were able to tap the strategically valuable diversity that is the embodiment of American competitiveness and success. We have now begun to look inward to Americans of Arab and Central Asian heritage to serve as translators and interpreters to foreign policy experts on related politics and culture. We must tap these and other resources not just for the purposes of intelligence and translation, but, perhaps more important, for views and ideas on sound policy toward regions, countries, and cultures of the world that certain Americans have some affinity for and tend to have some personal knowledge of.

3. Definition of Terms

a. International Education: A Contextual Definition

The term 'international education' is often used so loosely that its meaning changes depending on the context. For many of the sponsors of international programs,

the term is used interchangeably to refer to study abroad and exchange programs. A biology major at Syracuse University who spends one semester in the jungles of Costa Rica has, for instance, earned an international education experience to be added to her resume. Whereas Penn State University has its program in ‘Comparative and International Education’ housed in the Education Policy Studies where students engage in the study of different education policies around the world. The International Baccalaureate Organization that publishes *The Journal of Research in International Education* defines international education as studies in politics, multicultural education, psychology, philosophy, school improvement and effectiveness and curriculum to mention but a few. The above having been said, we are not preoccupied at this point with what an ideal definition of international education is or should be. That is beyond the charge and scope of this study. However, since we will make use of the term quite often, we offer for the sake of clarity the following definition. International education encompasses international studies, foreign language studies, area studies, and overseas programs. Thus we use the term to refer to activities in the college or university that promote directly global awareness, understanding, competence, and, at the end of the continuum, expertise.

b. Definition of Group Classifications

For the most part, racial/ethnic groups will be classified according to the categorizations used by the U.S. Bureau of Census. Although for the purpose of this study, we shall be adding a new category. According to the Bureau, people of North African and Middle Eastern descent are classified as Caucasians. Given the central role that the Middle East currently plays in both domestic and foreign policy, national human

resource needs dictate that we identify citizens of Middle Eastern descent as a distinct minority group. For that reason alone, this study will identify Arab Americans as a distinct racial group.

- African American: A person having origins in any of the black racial groups in Africa, excluding persons of Hispanic origin
- Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race
- Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This includes for example, Japan, China, India, Korea, the Philippines and Samoa
- Native American: A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or communication recognition
- Arab Americans: A person having origins in North Africa or the Middle East excluding the state of Israel

4. Significance of the Study

In his address to the 54th Annual meeting of NAFSA, the Association of International Educators, William H. Gray, President and Chief Executive Officer of the United Negro College Fund noted that of all the students who studied abroad during 1999, only 3.3 percent were African American, 5.2 percent were Latino, and 4.4 percent were Asian Americans. According to Gray, no black college ranked in the top 20 of colleges sending students to study abroad. Worse still, no college serving minority communities ranked in the top 50 of colleges with international programs. Although the figures for other disciplines in international education are not readily available, it is unlikely that minority or minority-serving institutions would fare any better.

In spite of the situation described above, there has been no systemic analysis exploring, for example, the possibility of a linkage between minority underrepresentation in the foreign policy establishment and the poor enrollment of minorities in international education programs (Akomolafe, 1993). One way of tackling the problem would be to

inquire if an increase in enrollment may eventually alleviate the problem of minority underrepresentation in international affairs. Unfortunately, without a sound theoretical justification and the data to back it up, the assumption that it is obvious that such an increase would directly lead to a corresponding increase in minority representation in international affairs might not be sound. The bottom line is that, since no study of this nature has ever been conducted, we are still very much in the dark as to why minorities fare so poorly when it comes to enrolling in international education classes. For instance, could it be a systemic problem or is it just a matter of individual choice? How do we know for sure that when an incentive is attached, that a Native American student, for example, will choose a typical international studies program over a business or computer major? Only when we know why there are so few minorities in this field of study, can we begin to address the root cause of the problem, and we can only know why if we have data-supported conclusions.

To illustrate the complexity of this problem, it is appropriate to cite a random survey that was conducted about a decade ago. A small group of students in a historically black college were surveyed to determine if it would be advisable for the college to introduce a major in African studies to meet student demand (Akomolafe, 1993). The result was startling. About eighty-eight percent of the students surveyed were unequivocally reluctant to major in African studies, even with the offer of a scholarship. However, we later determined through a follow-on survey that the reason why many of the students were unenthusiastic about careers touching on African studies was that they could not figure out what it would bring them in terms of their career goals and ultimate employability. After care was taken to explain the various career

opportunities a major in African studies can offer, many changed their minds and were suddenly more receptive to the idea. That small-scale survey already shows that, without a proper examination to determine cause, to assume that a numerical increase in enrollment is all it takes to boost minority representation in international affairs might be misleading. It would be quite problematic, especially after having expended a substantial amount of resources, to discover that minorities would rather take a loan to earn a degree in business studies than enroll in international studies, even with a scholarship package attached. Thus in order to inquire if there is actually a causal link between enrollment in international education programs and minority underrepresentation in international affairs career fields, new studies, based on sound statistical data, must be undertaken.

Based on limited existing information, we simply cannot determine the number of minorities enrolled in the defined courses of study. Nor do we know why such enrollment decisions are taken. In that light, or lack thereof, the significance of this study is twofold: (1) On the substantive level, this research intends to highlight through a review of selective literature, the urgency of the necessity to provide a comprehensive set of data on minority students who enroll in international education programs of study. By the same token, the same urgency would be extended to gathering data on minorities who are already in the foreign policy establishment. At present, the availability of data on either subject is at best unsatisfactory; and (2) On the theoretical level, this research may contribute to a better understanding of the causes and effects underlying the shortage of minority participation in international education in our colleges and universities. Ultimately, it should inform future planning and more effective deployment of minorities in international affairs career tracks.

5. Purpose and Goals of the Study

The purpose of this study is to stimulate an empirical analysis of minority underrepresentation in international affairs based on the collection and interpretation of data relating to minority enrollment in international education. We also advocate a close examination of minority representation at the professional level, especially with respect to data pertaining to graduates who are already actors in the foreign policy process. The challenge for this study is to help colleges and universities in their task by initiating a process that will eventually result in providing relevant information that may enhance their commitment to improving the status of minorities in international affairs. It is our hope that the analysis and application of information generated from this data will also be instrumental in improving, in the long run, the quality of our foreign policy-making.

Today, perhaps more than ever before, it is imperative that Americans gain an understanding of the aspirations of other people of other countries with whom we share the world. We must have an appreciation and understanding for cultures different from our own, and an attitude conducive to international cooperation if we are to lead as we expect to in the world. The new and emerging challenges America faces places a new set of responsibilities on colleges and universities, accompanied by a new set of complex issues. As a result of these challenges, many institutions are already confronted with the choice between having to continue with the traditional education delivery system or adapting to a new way of things that takes into consideration the unrelenting forces of globalization and the benefits and not so good things that come with them. How to balance all of these complex and sometimes conflicting demands will test the nerves and

steadiness of the higher education community and public policy makers for at least a generation to come.

Clearly, the need for increased participation of minorities in international education is a big part of this challenge. While the need for minorities in international affairs is great, the supply level is dangerously inadequate. Following the attacks of September 11, the national security community was forced to admit openly how unequipped it is in terms of personnel skilled and able to deal with some of the national security problems that currently besiege the nation. Seek Arab translators and interpreters and one will gain a sense of one particularly dangerous facet of the problem.

In view of the above, our ultimate goal is to provide a sound basis for and inspire college administrators toward strengthening their institutional commitment to increasing minority participation in international affairs. It is our hope that the findings of this study, and the data that it argues for collecting and analyzing, will strengthen their resolve, provide a forum for discussion, and encourage dialogue and debate on the challenges they face. It is also our hope that this will lead to an increased representation of minorities in international affairs careers. At the end of the day, we hope to have achieved the following objectives:

- First, to draw attention to the paucity of existing statistical data vis-à-vis minority enrollment in international education, as well as minority underrepresentation in the foreign policy establishment;
- Second, to stimulate the collection and dissemination of comprehensive data on minority representation in education and affairs; and
- Third, to understand how the scantiness of data on minority participation in international education may negatively impact national readiness to meet the challenges of the 21st century, at home and abroad.

6. Paucity of Literature on Minority Representation: A Systemic Problem

In conducting this study, we were particularly interested in extracting statistical data relating to enrollment trends. Apart from the fact that enrollment is the traditional measure of student access to higher education, it is also the basis of many of our colleges' *raison d'être*. Enrollment is the nerve center of colleges and universities all over the country. It is used to determine policies, manage and allocate budgets, determine what curriculum to embrace or discourage and sometimes even used to determine whether an institution can remain open or closed. Outside the college, enrollment figures have a significance that carries even more weight. The Education Department uses fall enrollment data in program planning and for setting funding allocation standards for such legislatively controlled programs as the College Work-Study Program, State Incentive Grants, Direct Loans to Students, Basic Education Opportunity Grants, and Supplemental Opportunity Grants. In addition, the Bureau of the Census, the National Science Foundation, and most state education agencies also depend heavily on enrollment data from the National Center for Education Statistics (NCES) for such uses as economic and financial planning, manpower forecasting, and policy formulation. Therefore, without substantive knowledge of enrollment trends of minorities in international education, the goal of formulating policies and strategies to increase their representation in international affairs becomes almost unattainable.

In stating the problem, we have established that the ratio of minorities and underrepresented groups who are competent for international service may be intrinsically linked to enrollment trends in disciplines in international education in our colleges and universities. In other words, studying trends in enrollment as well as graduation rates

may help us understand better how minority groups are represented in the foreign policy arena. However, a literature review of these trends reveals two distinct features: first, that the nature of the problem has changed over the years, albeit not dramatically; and, second, that current research has not been able to keep up with those changes, both in real and practical terms.

Just a decade ago, Carter (1991) and a group of international education administrators lamented the relative lack of access of minorities to international education. Back then, the numbers were certainly demoralizing. In 1993/94 academic year, less than 3% of African Americans and about 5% of Asian and Hispanic Americans, respectively, studied overseas compared to over 80% of Caucasians (Institute of International Education, 2001). However, since then, the trend has improved a little bit, although the hard work has only begun. Today, as a result of various programs that have been put into place to correct this problem, more minorities now participate in study abroad programs. Ironically, it is this relative increase in minority participation that defines the second trend. While it is true that in recent years efforts have been intensified considerably to increase minority participation in overseas programs, very few studies have attempted to track and document participation in other aspects of international education. For example, figures are not readily available on minority enrollment in international and foreign area studies. Table 1 depicts clearly the paucity of data on this subject. Elsewhere, Cummings (2001) observes that because international education is not a primary concern of most scholars in the field, research is somewhat sporadic, non-cumulative, and tends to be carried out by national organizations as part of advocacy projects. Hayward's (2000) status report is a recent example. Whatever the reason may

be, excepting foreign language study and overseas programs, it is obvious that more research is needed to provide a comprehensive set of statistical information on trends in minority enrollment in all aspects of international education.

We set out to review three of the nation's leading authorities known to have published extensively statistical data relating to international education and minority issues. They are the NCES, the American Council on Education (ACE), and the Institute of International Education (IIE). NCES is, perhaps, the leading source of statistical data for studying trends in education in the United States, and certainly one of the most comprehensive resources available to researchers. In addition to the statistical data, it also provides supplemental information on all public and private colleges that serves as background for evaluating just about any condition in colleges and universities. Over the years, NCES has proved to be of interest and value to education researchers and administrators, government officials, the media, the business community, and the general public.

Widely recognized as the national source of information on current trends and issues related to minorities in higher education, one of the four main areas of focus of ACE is internationalization. Beyond that, the Council has looked closely at issues relating to minorities in higher education, and its annual status report on minorities in higher education has for 18 years supplied valuable statistics on that subject.

Since the beginning of the publication of *Open Doors*, IIE has become one of the leading authorities on statistics relating to overseas studies. It publishes every year a rather comprehensive report on national participation in study abroad programs. The information is supplied in three major categories: academic level, gender, and

race/ethnicity. In addition to looking to information from the three above mentioned, well-regarded sources, we undertook a review of carefully selected articles and journals from the Educational Resources Information Center (ERIC) Clearinghouse. We rounded out our search for information with several interviews of recognized professionals in the field of international education and minority student affairs.

7. Observations

Constrained though we were by time and financial resources, our initial anxiety concerning the availability of good, hard data was quickly confirmed. It simply does not exist. The NCES, which is one of the nation's best and most expansive depositories of education statistics, falls short of expectation on our subject area. Although it provides a plethora of statistics on enrollments by different categories including, though not limited to, major, gender, and ethnicity, for the most part, that information does not distinguish between international education and other social science disciplines. The problem thus encountered is that there is no way of extrapolating from available statistics the level of minority participation in international education. And while NCES publications contain a great many statistics on enrollment, including degrees conferred, staff, faculty salaries, revenues, expenditures, etc., there is absolutely no way of determining the exact, or for that matter, the approximate, number of minorities enrolled in international education programs nationwide. There is not even a separate category for the different disciplines that comprise international education, as they are routinely lumped together in one category tagged "Social Sciences and History." Only foreign language programs have their own distinct category.

But while enrollment statistics of the sort we seek are virtually nonexistent, IIE seems to have had considerable success in compiling a wealth of statistical information on overseas study. However, the drawback, as we alluded to in the rationale for our definition of international education, is that it provides data on overseas study alone, to the total exclusion of the broader body information that we are in need and search of. As such, while valuable for evaluating one piece of the international education pie (i.e., study abroad), IIE's statistical data, as contained in the statistical publication *Open Doors*, do not provide a full sense of the challenge we confront.

ACE's report on minorities in higher education contains statistical information that is unparalleled. It provides a wealth of data that documents trends in just about everything on minorities in higher education. Among others, issues such as high school completion, college enrollment, employment trends, graduation rates, and degrees conferred are all detailed and statistically backed up (Harvey, 2001). But ACE also falls short in addressing the issue of international education. Just like the NCES, it lumps together all degrees in the social sciences leaving us with no way of determining how many of those degrees were conferred in disciplines related to international education. For example, we know that over the past two decades, annual gains have been made in the number of blacks enrolled in higher education, but we are completely in the dark as to how many of these students are enrolled specifically in international education programs.

The bottom line? New studies focusing exclusively on minorities must be carried out if we are to have the data that provide the guideposts for dealing with this critical national human resource issue.

8. Recommendations

Based on the above observations, it is recommended that a comprehensive study of minorities in international education be undertaken as a matter of urgency, to determine the number and characteristics of students that enroll in the various disciplines. The survey should cover students in underrepresented groups from both minority and majority institutions. Although it is plausible that some of the questions raised can be answered with a probability sample of representative institutions, it is highly recommended that a national survey be conducted, especially if the objective is to provide truly comprehensive data.

To avoid unnecessary overlap and duplication of effort, the ideal scenario would be to have an organization such as the NCES or ACE tackle this problem in partnership with a stakeholder like the Institute for International Public Policy (IIPP). To start with, these organizations have many years of experience, expertise, and access to resources that would bode well for the project's success. Secondly, they already have a firm grasp of many, if not all, of the variables that need to be taken into account.

Technically, what is required is to have these organizations create a distinct category for programs in international education with a focus on minorities. For purposes of the proposed survey, international education could be divided into the following subcategories: 1) International Studies (foreign policy, diplomacy, strategic studies, international organizations, international political economy, international business; 2) area studies; 3) overseas studies (i.e., study abroad); and, finally, 4) foreign language studies. That way, we can distinguish the race, age, gender, and other pertinent variables that these organizations already address with respect to participants in international education.

Right now it is virtually impossible to discern from the current classifications any meaningful information on trends in international education enrollment. “Social Sciences and History” most certainly includes all the disciplines in international education, with perhaps the exception of study abroad and foreign languages, but that is just about all the information anybody who is interested in conducting a study can obtain from the current records. In order to maximize the utility and value of the study, it is highly recommended that the underlying survey include most, if not all, of the variables outlined in Table 1. If embarked on, such a study would permit researchers to obtain data that would likely prove invaluable in guiding college administrators in strengthening outreach to, and academic advising of, minority students. Finally, it is also recommended that a complimentary study be conducted for minorities in service careers for similar purposes. As can be seen in Table 2, the variables are slightly different from the ones selected for reporting minority status in institutions of higher education.

It is important to make the point that there are comprehensive efforts currently underway to address the underrepresentation of minorities in international education, broadly defined, and in various other career fields in the international arena. The IIPP is perhaps the only institution of its kind that addresses most of the elements of international education as defined by the parameters of this study. Administered by the United Negro College Fund Special Programs Corporation, it represents as well the most substantial and sustained federal commitment to addressing these issues. However, given the scale of this problem, the efforts of IIPP would have to be multiplied one hundredfold before this critical national human resource need could be met. The IIPP model offers undergraduate students from underrepresented groups summer enrichment courses, the

opportunity to study abroad, to participate in international internships, develop foreign language skills and pursue graduate studies in international affairs. It also provides funding and technical assistance to minority institutions interested in strengthening their international education programs. Successful though IIPP may be, it would serve the higher purpose to have IIPP come together with other similarly interested institutions to seek the necessary funding to collect and analyze data on minorities in international education. In the absence of that sort of collective effort, we will have to be content with making higher education policy on this subject area in relative darkness.

9. Conclusion

Limited by constraints of resource and time, this study cannot be considered as having benefited from a completely exhaustive review of literature on the status of minorities in international education. It can be said, however, that the study draws upon the leading sources on the subject matter at hand as well as interviews with recognized academics, professionals, and opinion leaders in the field. As argued for in the recommendations above, the challenge at hand is to collect the data that is necessary to quantify and then address in an informed manner the underrepresentation of minorities in international education and in international affairs careers. This enterprise is advocated not for its own sake, but for the substantive impact that it has had and will continue to have on the goal of having representative and, therefore, more effective, U.S. foreign policy.

TABLE 1 - Minorities in International Education and Related Fields 1999/00

Minority Groups	International Studies*	Foreign Languages	Area Studies	Study Abroad**
By Ethnicity				
African Americans	NA***	NA	NA	5,070
Hispanics	NA	NA	NA	7,309
Asian Americans	NA	NA	NA	6,966
Arab Americans	NA	NA	NA	NA
Native Americans	NA	NA	NA	739
By Institutions				
HBCUs	NA	NA	NA	NA
HSIs	NA	NA	NA	NA
Others	NA	NA	NA	NA
By Academic Level				
Associates	NA	NA	NA	NA
Undergraduates	NA	NA	NA	NA
Graduates	NA	NA	NA	NA
Professional Degrees	NA	NA	NA	NA
Others	NA	NA	NA	NA
By Gender				
Male	NA	NA	NA	NA
Female	NA	NA	NA	NA
By Age				
18-25 years	NA	NA	NA	NA
26-35 years	NA	NA	NA	NA
36-45 years	NA	NA	NA	NA
46 years and over	NA	NA	NA	NA
By Region				
Northeast	NA	NA	NA	NA
Midwest	NA	NA	NA	NA
South	NA	NA	NA	NA
West	NA	NA	NA	NA

*International Studies is used to include one or more of the following: Foreign Policy, Diplomacy, Strategic Studies, International Organizations, International Political Economy, International Business.

**Total number of Caucasians who participated in study abroad for the same year was 122,131

***Not Available

TABLE 2 - Study Abroad Participation by Race/Ethnicity, 1993-2000

Race/Ethnicity	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	1999/00 Students
Caucasian	83.8	86.4	84.4	83.9	84.5	85.0	85.1	122,131
Hispanic-American	5.0	4.5	5.0	5.1	5.5	5.2	5.1	7,309
Asian-American	5.0	4.9	5.1	5.0	4.8	4.4	4.9	6,966
African-American	2.8	2.8	2.9	3.5	3.8	3.3	3.5	5,070
Multiracial	3.1	1.1	2.3	2.1	0.8	1.2	1.0	1,375
Native American	0.3	0.3	0.3	0.3	0.6	0.9	0.5	739
Visa Students	-	-	-	-	-	-	1.6	2,317
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	143,590

Source: Culled from “Open Doors, 2001” Institute of International Education.

TABLE 3 - Minorities in Federal Agencies and Departments

Minority Groups	International Studies*	Foreign Languages	Area Studies	Study Abroad
By Ethnicity				
African Americans	NA	NA	NA	NA
Hispanics	NA	NA	NA	NA
Asian Americans	NA	NA	NA	NA
Arab Americans	NA	NA	NA	NA
Native Americans	NA	NA	NA	NA
By Institutions				
HBCUs	NA	NA	NA	NA
HSIs	NA	NA	NA	NA
Others	NA	NA	NA	NA
By Agencies				
Department of State	NA	NA	NA	NA
Dept. of Defense	NA	NA	NA	NA
National Security	NA	NA	NA	NA
Dept. of Education	NA	NA	NA	NA
Dept. of Commerce	NA	NA	NA	NA
Dept. of Agriculture	NA	NA	NA	NA
Congress	NA	NA	NA	NA
USAID	NA	NA	NA	NA
By Gender				
Male	NA	NA	NA	NA
Female	NA	NA	NA	NA
By Age				
20-35 years	NA	NA	NA	NA
36-45 years	NA	NA	NA	NA
46-55 years	NA	NA	NA	NA
55 years and over	NA	NA	NA	NA
By Income				
Below \$25,000	NA	NA	NA	NA
\$25,000-\$40,000	NA	NA	NA	NA
\$41,000-\$60,000	NA	NA	NA	NA

\$61,000-\$80,000	NA	NA	NA	NA
\$81,000-\$100,000	NA	NA	NA	NA
\$100,000 and over	NA	NA	NA	NA
By Region				
Northeast	NA	NA	NA	NA
Midwest	NA	NA	NA	NA
South	NA	NA	NA	NA
West	NA	NA	NA	NA

*International Studies is used to include one or more of the following: Foreign Policy, Diplomacy, Strategic Studies, International Organizations, International Political Economy, International Business.

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