

# Creating a Global Campus for Minority Serving Institutions—improving access to international education

New Jersey City University, Birthright Africa, & Leaders of the Free World



STUDY ABROAD 2019 | OPENING DOORS TO INCREASE DIVERSITY IN STUDY ABROAD







# Creating a Global Campus for Minority Serving Institutions – improving access to international education



**Birthright** AFRICA  
DISCOVER ROOTS AND UNCOVER GREATNESS



# NJCU

NEW JERSEY CITY UNIVERSITY



**LEADERS**  
OF THE FREE WORLD

# Introductions

---

- **Tamara T. Cunningham:** Assistant Vice President for Global Initiatives
- **Walla Elsheikh,** Birthright AFRICA Co-Founder & CEO,
- **Lavar Thomas,** Leaders of the Free World, Co-Director
- **Timothy White,** Faculty Liaison for Education Abroad & Associate Professor
  
- **Ruby Maddox,** Leaders of the Free World, Co-Director and Mount Holyoke College Study Abroad Advisor *[PANEL CHAIR]*



# Objectives

This session will be an interactive group work session for participants to brainstorm about what a partnership and plan might look like.

- Articulate institutional partnership goals
- Identify potential opportunities and strategies for improving access to international education.
- Develop potential action plan to apply to respective institutions. (Interactive Activity)



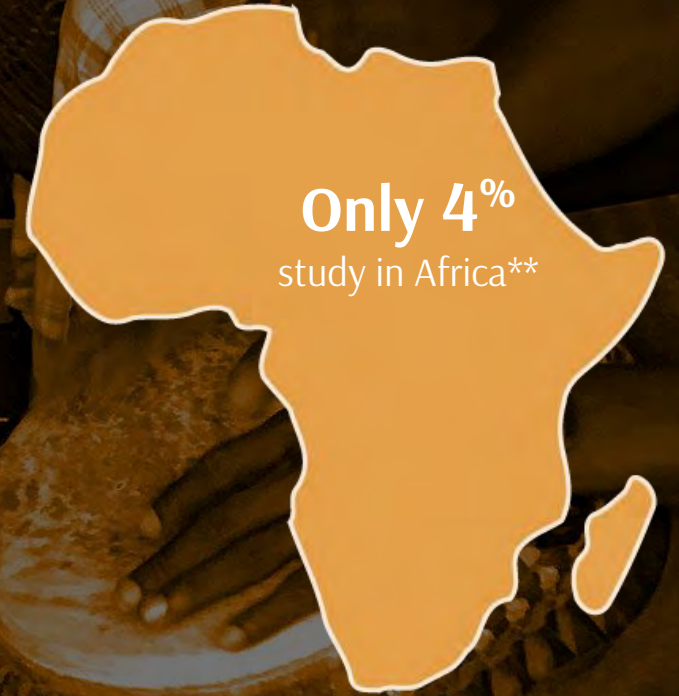
**89%**

of adults who took educational trips as youth felt positive, lasting impact on their education & career\*



**Only 6%**

U.S. college students  
Black/ African descent  
study abroad\*\*



**Only 4%**  
study in Africa\*\*

\*U.S. Travel Association

\*\* National Association of Foreign Student Advisors (NAFSA)



# The importance of improving access to international education:

	<u>Afr-Am study abroad</u>	<u>vs. enrollment</u>	<u>White study abroad</u>	<u>vs. enrollment</u>
2006-07	3.8%	14%	81.9%	66.0%
2007-08	4.0%	13%	81.8%	66.1%
2008-09	4.2%		80.5%	
2009-10	4.7%		78.7%	
2010-11	4.8%	15%	77.8%	62.6%
2011-12	5.3%		76.4%	
2012-13	5.3%	14.9%	76.3%	60.3%
2013-14:	5.6%	14.7%	74.3%	59.3%
2014-15:	5.6%	14.5%	72.9%	58.3%
2015-16:	5.9%	14.1%	71.6%	57.6%
2016-17:	6.1%	13.7%	70.8%	56.9%



# The importance of improving access to international education

- Minority-Serving and Hispanic-Serving Institutions ( HSI's must have at least 25% Latinx students) → expansion of study abroad programs within these institutions.
- What does it mean when an MSI expands its study abroad opportunities?
- Are programs sufficiently enrolled with minority students?
- How are the student experiences different when traveling as the only student of color, or as one of many in a short-term program or exchange program?
- There is a annotated bibliography from 2008 specifically addressing this topic:
- “Research and Literature on Under Representation in Education Abroad - An Annotated Bibliography,” David Comp, 2008.

# Discussion

- Who's in the room?
- What's been your experience?
- What current challenges are you facing in trying to create a global campus?





# Leaders of the Free World

## Organization Profile:

- **Established in 2014**
- **Focus:** Black Men (Ages 18-27) in college with a particular focus on community college
- 9-month Fellowship Program centered on Black male achievement and access to global experiences
- Currently operating in 4 Cities



## Stats: Black Male Study Abroad & Retention

- African-American students who studied abroad had a **31.2% higher graduation rate**. (Sutton & Rubin, 2010).
- Black men make up roughly 2% of students who study abroad each year. (IIE)
- **11.5%** of Black male students will depart from a community college within one year of admission.
  - **83% leave after six years** (U.S. Department of Education, 2004/2009).

# Leaders of the Free World

## Strategic Partnerships:

- Combating barriers to access
  - Financial
  - Peer Support
  - Identity-based curriculum / programming
  - Wrap-around support (passport, visas, trip prep)
- Multi-state participation: Building National and International networks
  - Mixing 4yr and 2yr college students
- Institutional Roles and Involvement
  - Academic Integration.
  - Campus point person.
  - Recruitment, programming, and fundraising.





# Birthright AFRICA

## Organization Profile:

- **Focus:** Youth and Young Adults of African descent ages 13 -30
- **Mission:** Exploration of cultural roots and legacy of innovation to instill pride, enhance confidence, and spark creativity
- **Vision:** Global Leaders and Entrepreneurs proud of their African heritage, confident in their innovative aspirations, and connected to the African continent
- **Scholars Program:** free exploration of cultural roots and legacy of innovation within **U.S.** and select nations in **Africa** as a **birthright**
  - 10 day culminating global trip to an African nation



### Past Partnership

- Central Office Program
- Central Office Student Selection
- 0 Credit Bearing
- 50/50 co-funding and co-facilitation
- Birthright AFRICA coordination without partner fee

### Future Partnership

- Campus Level Program
- Campus Level Student Selection
- 3 Credit Bearing Course
- 50/50 co-funding and co-facilitation
- Birthright AFRICA coordination with partner fee (based on level of support needed)

## [Birthright AFRICA Video](#)



**100%**  
said it was life-changing

**100%**  
plan to visit Africa again

**97%**  
feel more clarity,  
resources & belief in self

**94%**  
first time in Africa

2017 & 2018 CUNY Cohorts

## University Profile

- 4-Year, Public State University in Jersey City, NJ
- MSI and HSI
  - Black Male Retention (68%) and Graduation (28%)
- 8,000 Students-6,000 UG/2,000 GD and Doctoral Students



## Strategic Internationalization Plan

- American Council on Education (A.C.E.) Lab 2016
- Summary of Plan at NJCU
  - Internationalization of Courses and Curriculum
  - Internationalization Experiences for Students
  - International Student Enrollment
  - Exchanges and Jo
  - Staffing in Support

*“New Jersey at heart,  
global in spirit!”*





In 2020  will partner with 

for a program in:  
**Ghana**  **July 2020**

**Eligibility:**

- GPA of 2.5 and 24 credits earned
- Black male student at NJCU with interest in black male leadership
- U.S. citizen or permanent resident
- B or above in AFRO 101 or AFRO 164
- or commit to enroll in Spring 2020



**Applications due: Nov. 1st**

- Program costs: only \$1500
- Application process:
- Submit data form & essay via [www.njcu.edu/studyabroad](http://www.njcu.edu/studyabroad)
- Apply by Nov 1<sup>st</sup>, 2019, at 5pm

Questions? call x3500, visit P414

## Education Abroad at NJCU

- Semester/Year Abroad
- Short-term Programs
- Faculty-Led Programs
- Special Programs

## ● LFW-NJCU Partnership

- Encourage Black Men to Study Abroad
- Collaborate with Strategic Units on Campus
- Criteria to Identify Group of Students to Participate
- Connect initiative to credit-bearing course to ensure persistence



A nighttime photograph of the Brooklyn skyline, featuring the Manhattan Bridge in the foreground and numerous illuminated skyscrapers in the background. The sky is a deep twilight blue, and the city lights create a vibrant, glowing effect. The bridge's stone structure and suspension cables are visible, and the lights from the buildings below create a sense of depth and activity.

# INTERACTIVE ACTIVITY





# Creating a partnerships and plan to improve access to international education

*Break into groups and answer the following*

- What are your current institutional values related to international education?
- How do you envision improving access on your campus? What are your Partnership Goals?



# Creating partnerships to improve access to international education

*Continued...*

- What information might you need to research or gather?  
What entities might you need to reach out to?
  - Who else might you need to involve on your campus?
- What would an implementation strategy look like?
  - How might you move on what you've learned?
  - What's the first step you can take?



A nighttime photograph of the New York City skyline, featuring the Manhattan Bridge in the foreground and several illuminated skyscrapers in the background. The sky is a deep twilight blue. The bridge's stone structure and suspension cables are visible, and the city lights create a vibrant, glowing effect.

# REPORT OUT



# Resources

**Institute for International Education (IIE) - <https://www.iie.org/>**

- Statistics and Data

**The Council on International Educational Exchange (CIEE) - <https://www.ciee.org/>**

- Partnerships and Scholarships

**The Institute for the International Education of Students (IES Abroad) - <https://www.iesabroad.org/about/diversity>**

- Campus Info-Sessions and Scholarships

**Diversity Abroad - <https://www.diversityabroad.com/>**

- Tools, Resources, and Scholarships for Diversity and Inclusion Abroad



# Resources

**Birthright AFRICA** - <https://birthrightafrica.org/>  
FB, IG, Twitter, and LinkedIn - @birthrightafrica  
Email: [walla@birthrightafrica.org](mailto:walla@birthrightafrica.org)

**Leaders of the Free World** <https://www.leadersofthefreeworld.org/>  
Instagram/ Twitter: lfwleader  
FB: @leadersofthefreeworld  
Email: [info@leadersofthefreeworld.org](mailto:info@leadersofthefreeworld.org)

**New Jersey City University** [www.njcu.edu](http://www.njcu.edu)  
Instagram/Twitter: @njcuniversity  
FB: @newjerseycityuniversity  
Email: [tcunningham@njcu.edu](mailto:tcunningham@njcu.edu); [twhite@njcu.edu](mailto:twhite@njcu.edu)







**THANK YOU**

**BROOKLYN** | 2019 CIEE ANNUAL CONFERENCE

STUDY ABROAD 2019 | OPENING DOORS TO INCREASE DIVERSITY IN STUDY ABROAD

cīee

