Inclusive Membership: Increasing Global Learning Experience for Underrepresented Students

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Objectives

- Identify recruitment strategies that motivate students to seek out international education opportunities.

- Develop ways to build students knowledge of other cultures through global learning experiences.

- Identify Inter-institutional and international partnerships that support global learning for students.

- Develop strategies for increasing global learning opportunities for underrepresented students.
Underrepresented Populations at Bowie State University
HBCUs & MSI
Minority Serving Institutes (MSI) and Historically Black Colleges and Universities (HBCU)

- Provide students of color with stronger academic experiences and more supportive environments.

- Minority serving institutions play an vital role in the education of students who come from low-income families and communities of color where educational attainment is relatively low.

- It is estimated that 22% of all bachelor degrees to African Americans are conferred at HBCUs/MSIs and a long-standing history of community and public service.
For the purposes of this presentation, “non-traditional” student can include students that are married with children, over the age of 30, working a full time position while in school and /or their first language is not English.

Despite the extended time to degree rate among nontraditional students, there is mounting evidence that nontraditional students perform as well or better, academically, than do traditional students.

Large number of transfer students.
Disparities in Study Abroad Among Students at HBCU’s

- African American students continue to be underrepresented in study abroad opportunities (NAFSA, 2015).

- Undergraduate Social Work majors are less likely to participate in global learning programs, although the number has increased over the past several years. (Council on Social Work Education, 2008).
<table>
<thead>
<tr>
<th>Race/ Ethnicity</th>
<th>U.S. Postsecondary Enrollment 2015-2016</th>
<th>U.S. Students Abroad 2015-2016</th>
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</thead>
<tbody>
<tr>
<td>African American or Black</td>
<td>14.1%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>6.8%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>57.6%</td>
<td>71.6%</td>
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<tr>
<td>Hispanic/Latino American</td>
<td>17.3%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>3.5%</td>
<td>3.9%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.8%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
Common Barriers among African American Students

- Financial
- Anxiety
- Personal experiences with Human Rights and Social Justice outweigh injustice abroad
- Family and Community Support
- Education about opportunities
Underrepresented Populations at Salisbury University
First-Generation & Low-Income Students

- Student whose parent(s)/legal guardian(s) have not completed a bachelor's degree

- Low-income students were defined as those whose family income is below 125 percent of the federally established poverty level for their family size

- According to the Pell Institute, the average age of enrollment for first-generation college students is 22, compared to 20 for students who are not first generation
Students With Documented Disabilities

- Students being treated differently than they are accustomed to and reservations about sharing information.

- Limited opportunity for in-depth conversations about disability-related needs outside the classroom and off campus.

- The degree to which students with disabilities participate in society varies widely from campus to campus.
Non-Traditional Students

- Commuters that may feel like they do not fit in and choose not to socialize with others in your group or the classroom.

- In many instances, a student that is a permanent residence of Maryland requires additional forms, visas or permission to travel to out of the country.

- “non-traditional students” are often not able to participate in long-term or semester programs.
What are Some of the Underrepresented Populations on Your Campus?
Best Practices
Recruitment Strategies

- Partnership with campus offices (register, tutoring services, admissions)
- Information sessions around campus (student union, resident halls, specialized programs)
- Peer advertisement (presentations at conferences, campus and community)
- Campus fairs (organizations, student clubs, new student day, orientation)
- Creating programs geared to the underserved populations (i.e., targeting specific major, short term, location, and low cost)
Strategies For Increasing Global Learning Opportunities For Underrepresented Students
Mission

“The mission of the Global Learning Visits Program is to promote lifelong learning for undergraduate social work students through international travel and virtual connections.”
Strategies

Goals

☐ Cultivate inter-cultural competencies

☐ Generate new knowledge about global issues.

☐ Expand perception of social practice and policy

Student Learning Outcomes

☐ Understand alternative approaches to social work globally

☐ Interpret aspects of other cultures and countries with greater accuracy.

☐ Acquire a heightened sense of global interconnections and interdependencies.
Inter-institutional & International Partnerships

- Assessment
- Identifying Partners with similar mission
- Engaging in initial Collaboration & Partnership Expansion
Build Students’ Knowledge of Other Cultures

Soliya Connect

- Virtual exchange online
- Optional Global Learning experience
- Establishes a deeper understanding for the perspectives of others on important socio-political issues
- Integrate into university courses across a variety of disciplines
Build Students’ Knowledge of Other Cultures
What are some of the best practices adopted by your campuses?
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Works Cited


https://www.bowiestate.edu/academics-research/colleges/college-of-professional-studie/departments/social-work/global-learning-visits-program/