

# 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 a 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.

# Non-Traditional Students

- ❑ 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).

# Open Door Report

Race/ Ethnicity	U.S. Postsecondary Enrollment 2015-2016	U.S. Students Abroad 2015-2016
African American or Black	14.1%	5.9%
Asian/Pacific Islander	6.8%	8.4%
Caucasian	57.6%	71.6%
Hispanic/Latino American	17.3%	9.7%
Multiracial	3.5%	3.9%
American Indian/Alaska Native	0.8%	0.5%

# 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 participant in long-term or semester programs.





# What are Some of the Underrepresented Populations on Your Campus?

# Best Practices

# Recruitment Strategies

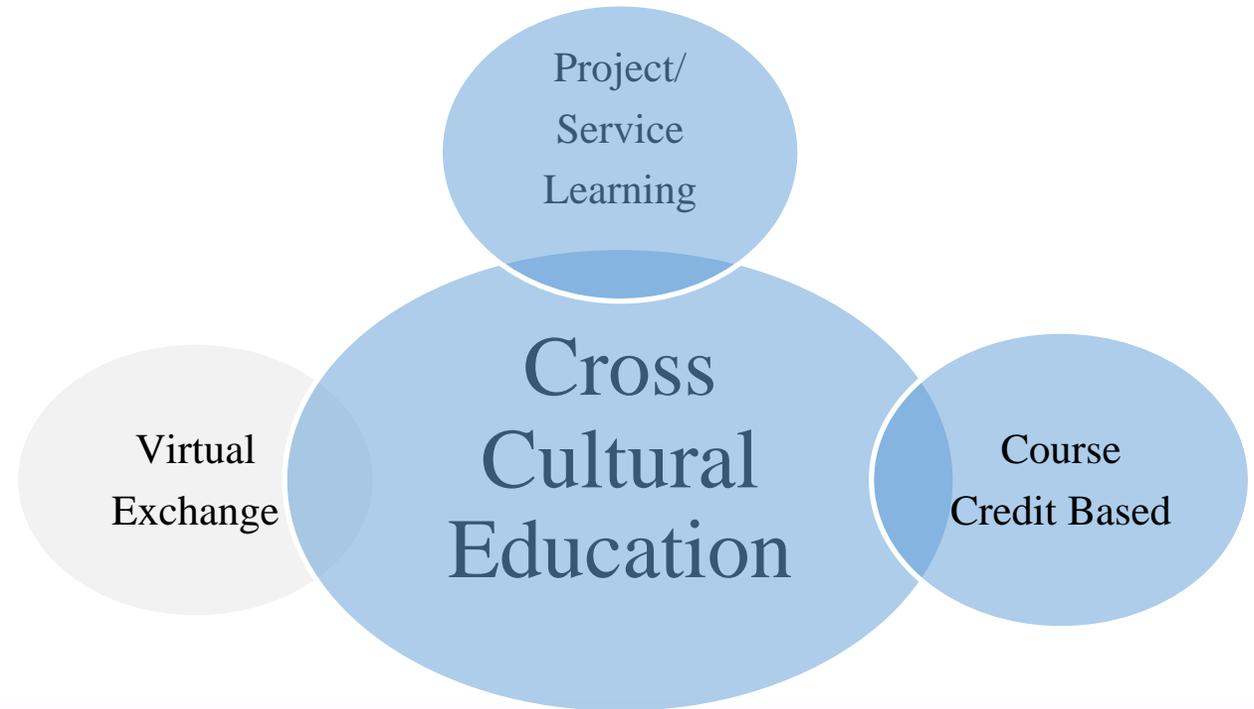
- ❑ Partnership with campus offices (register, tutoring services, admissions)
- ❑ Information sessions around campus (student union, resident halls, specialized programs)
- ❑ Peer advertisement (presentations at conferences, campus and community)
- ❑ Campus fairs (organizations, student clubs, new student 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

# Bowie State University's Global Learning Model

## 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

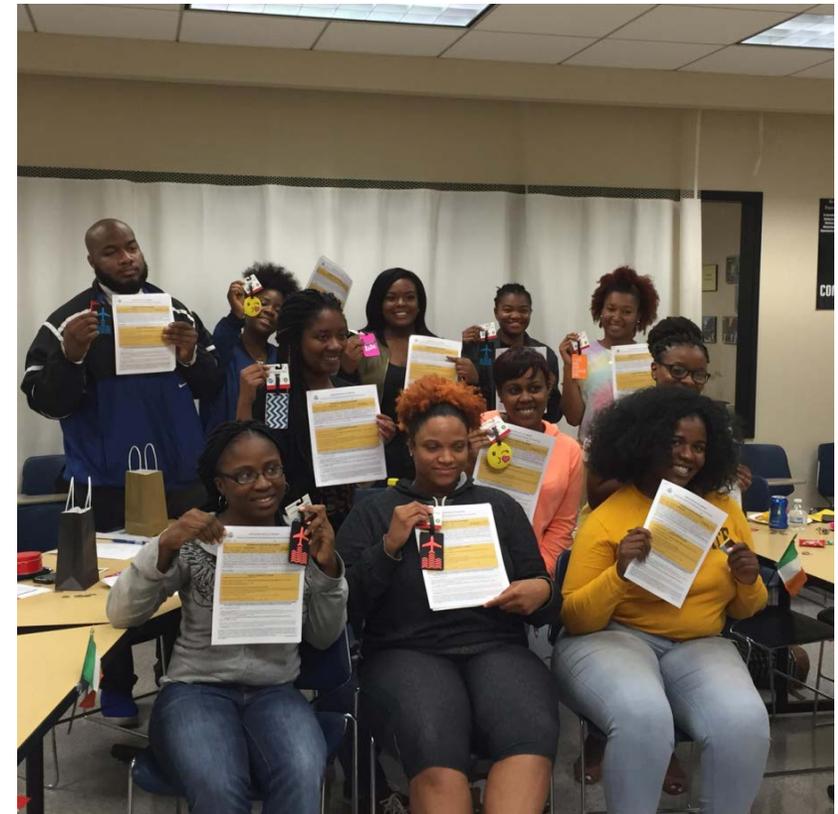
- Cultivate inter-cultural competencies
- Generate new knowledge about global issues.
- Expand perception of social practice and policy

## 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



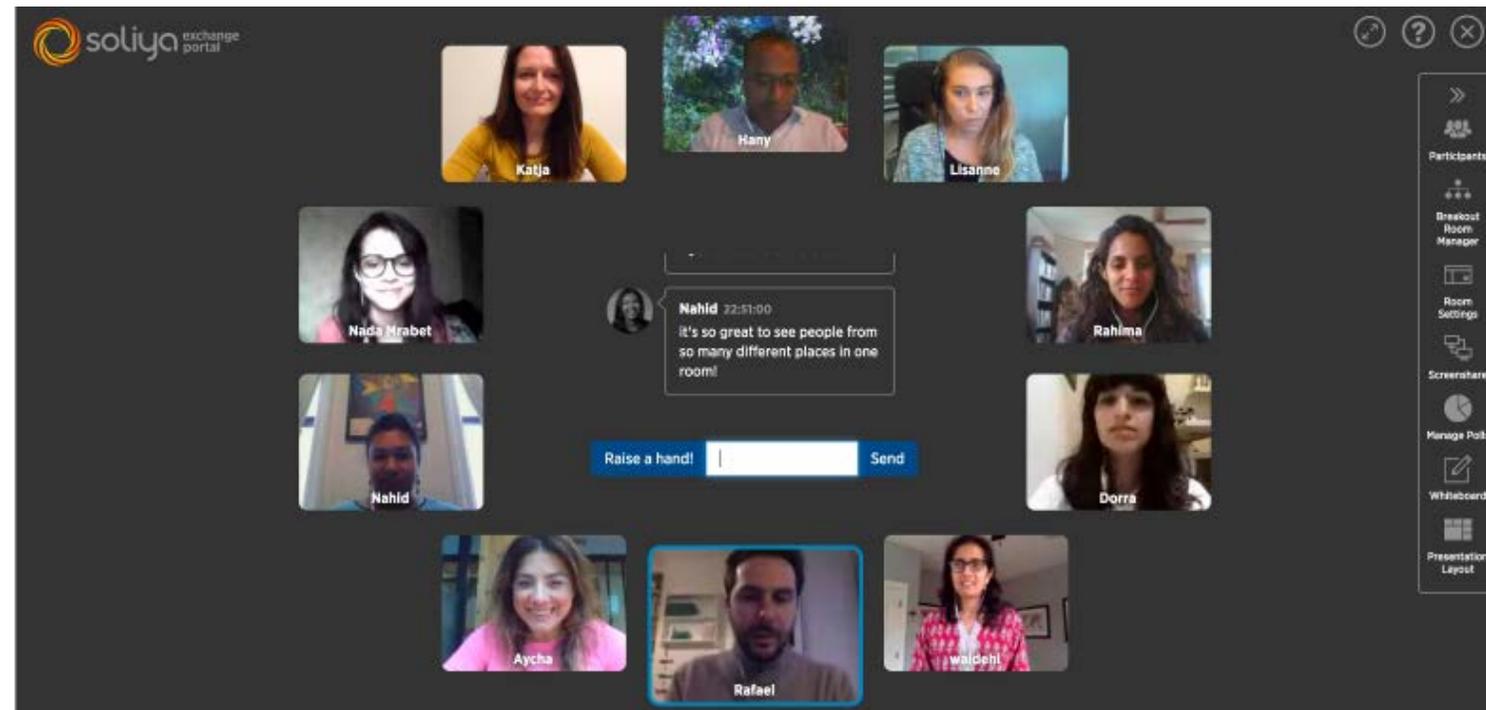
# Build Students' Knowledge of Other Cultures

## 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



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What are some of the best practices  
adopted by your campuses?



**THANK YOU**

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