Inclusive Internationalisation

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Who is taking part in mobility?

- 10,515 students from the most advantaged backgrounds (2.4%)
- 21,265 white students (1.8%)
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- 1.7% of U.K. students in 2015/16
- 1,175 from the most socio-economically deprived backgrounds (1%)
- 4,560 students of colour (1.4%)
- 1.5% of students with a disability (1% with a mobility impairment)
How are we going to try and fix it? (spoiler, it’s not about the money at least not first)

First barrier: leaving home (again), leaving new friends

Second barrier: beginning to understand (or not) the reality of living and studying abroad. Concerns about living and learning.

Third barrier: the reality of living and studying abroad hits, giving up part time work is a problem, finding access to financial support, worry about hidden costs.
Phase 1 – collect good practice from our network

Phase 2 – collaborative workshops with stakeholders to embed good practice

Phase 3 – project goes live to recruit students from target groups

Phase 4 – pilot student activity and evaluation

Phase 5 – dissemination
How will we know we are making a difference?

• **Gaps in participation** will close (eventually)

• But before that we will see good **web** engagement, high quality content on the website, **enhanced cooperation** and collaboration within the network....

• Also we will contribute to the **wider debate** on inclusive practice on internationalisation
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Specific Diversity Considerations For the U of M

- Somali American
- Hmong American
- Native American
- Asian American Native American Pacific Islander Serving Institution (AANAPISI)
- Urban (Robert J. Jones Urban Research and Outreach-Engagement Center)
- Student Groups on campus
  - 250 student groups focused on Cultural and Diversity
#1 Have a plan but change the plan

- Internal conversations around comfort, identify our goals, and articulate a vision
- Targeted programs to develop
- Advocacy and OED
- Staff % and accountability
- Expanded resources and training
- Metrics to celebrate success
LAC Diversity Statement

The Learning Abroad Center creates a learning climate that respects and celebrates diversity. We are committed to and accountable for strategically addressing barriers affecting marginalized groups by providing inclusive advising, program and curriculum design, global faculty and staff recruitment and training, and campus stakeholder engagement.
#2 Don’t make assumptions

- $ 
- Perceived barriers vs real barriers 
- Desired destinations are a puzzle 
- New identities=new challenges 
- Ask and then ask again
#3 Privilege hides in process

- Student profile
- Housing
- Orientations
- Bridging loans
- Travel literacy
- Scholarship-reader bias
## Campus and Abroad statistics

<table>
<thead>
<tr>
<th></th>
<th>On campus</th>
<th>Abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American/American Indian</td>
<td>1.4%</td>
<td>.2%</td>
</tr>
<tr>
<td>Asian American</td>
<td>12.4%</td>
<td>8.7%</td>
</tr>
<tr>
<td>African American</td>
<td>5.7%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3.7%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>0%</td>
<td>6.3%</td>
</tr>
</tbody>
</table>
More Numbers

33% students study abroad
37.5% study abroad for a semester or more
19.2% of students studying abroad are students of color
62.4% are female, 37.6% male
28% first generation college students*

*self reported
Diversity is the mix but inclusion is getting the mix to work well together.