



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%)

1.7% of U.K.
students in
2015/16

1,175
from the most
socially
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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**INCLUSIVE
INTERNATIONALIZATION:**
The University of Minnesota Case Study

LEARNING ABROAD CENTER

UNIVERSITY OF MINNESOTA

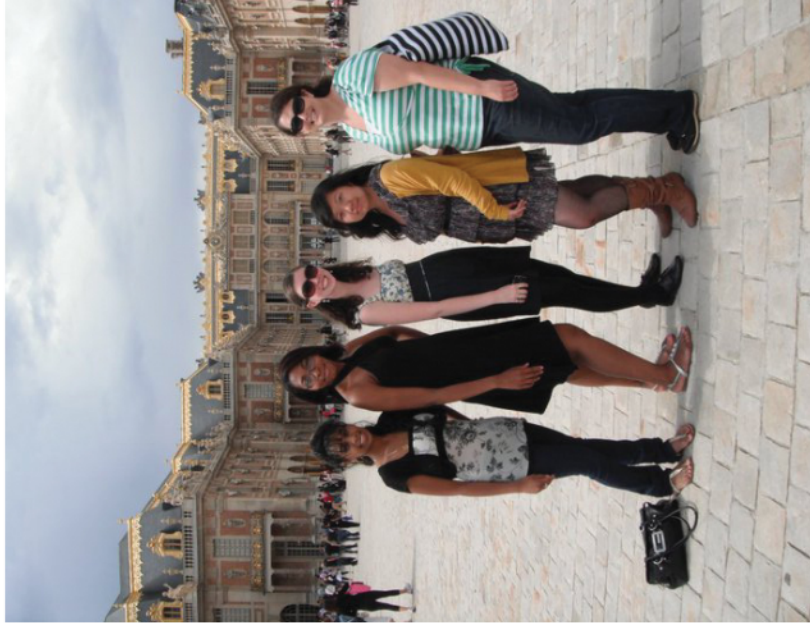
Specific Diversity Considerations For the U of M

- 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

	On campus	Abroad
Native American/American Indian	1.4%	.2%
Asian American	12.4%	8.7%
African American	5.7%	3.0%
Hispanic/Latino	3.7%	1.0%
Multi-racial	0%	6.3%

More Numbers

33% students study abroad

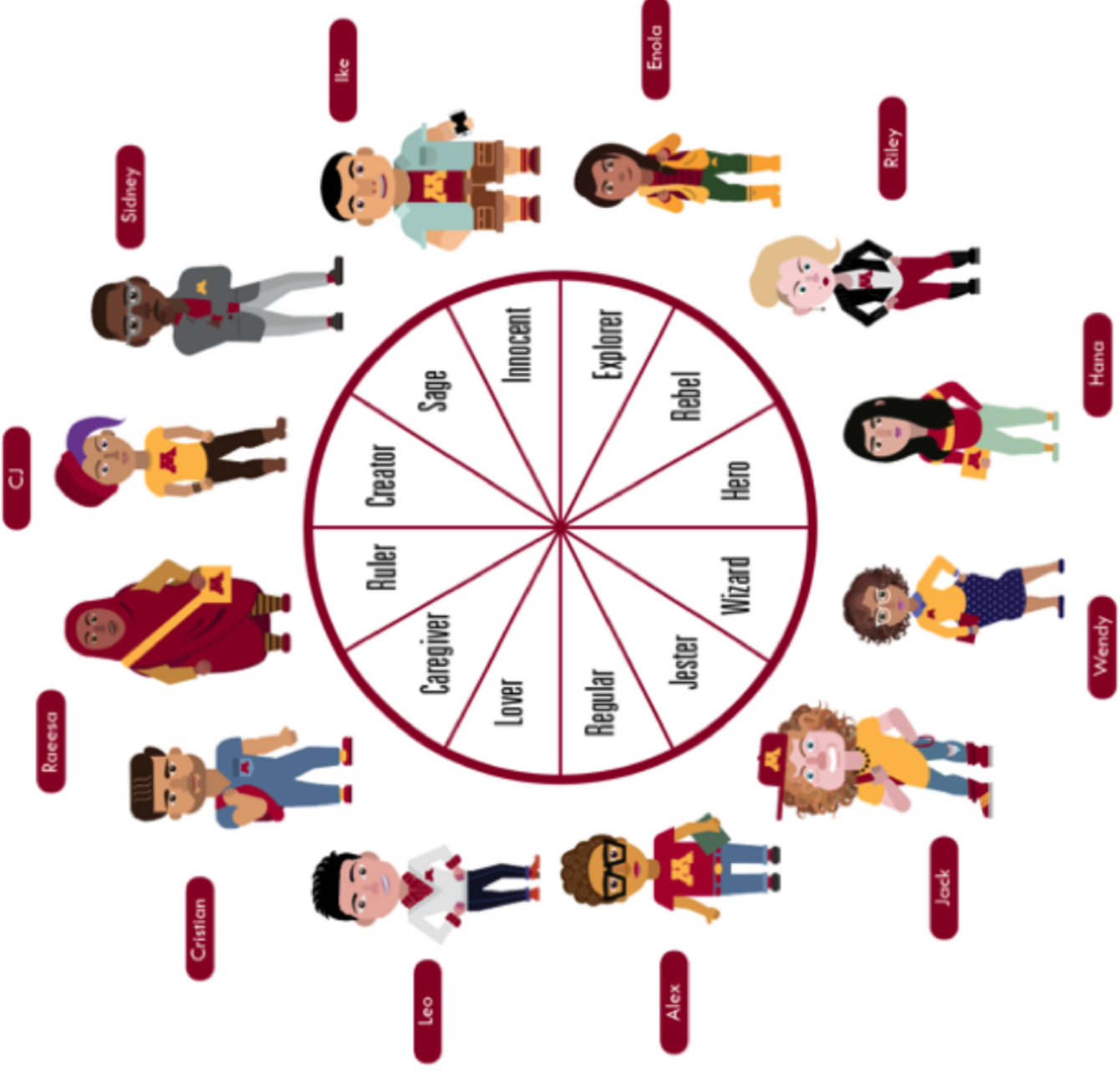
37.5% study abroad for a semester or more

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.