

FORUM

MEMBER
MAGAZINE

Discussing international education

OUR GENDERED WORLD

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Published by

European Association for International Education
PO Box 11189, 1001 GD Amsterdam, The Netherlands
TEL +31-20-344 51 00
E-MAIL info@eaie.org, www.eaie.org

Editor

Laura Rumbley
Publications Committee Laura Rumbley (*Chair*),
Irina Ferencz, Jos Beelen, Han Aarts, Sara Lopez,
Elise Kuurstra, Mariah Tauer

Head of Marketing & Communications

Elise Kuurstra
Editorial Coordinator Mariah Tauer
Graphic Designer Nhu Nguyen

E-MAIL publications@eaie.org

Advertising

Contact info@eaie.org for more information.
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Printed by Drukkerij Raddraaier, Amsterdam

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ISSN 1389-0808

Cover photo: Shutterstock



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“Researchers suggested a name for the difficulties women face in academia: the ‘glass obstacle course’”

SHATTERING THE ACADEMIC GLASS TANK

28

“If women don’t have representation, we don’t have a voice”

IN CONVERSATION WITH JOANNA REGULSKA



32

“Rarely do student services think of international students in terms of gender fluidity”

REFLECTING ON INTERSECTIONALITY

38

“One subsection particularly at risk in facing culture shock are those students of LGBTQ orientation”

SOMEWHERE OVER THE RAINBOW?



EDITORIAL

From 1971 to 1979, the American sitcom “All in the Family” titillated US television audiences with a microcosm of the culture wars of the time. White, middle-aged, working class (and let’s face it, racist and sexist) Archie Bunker lamented a fast-changing world in which the social norms he had been raised with were falling by the wayside. The opening theme song included such lines as, “And you knew who you were then/Girls were girls and men were men,” along with “Hair was short and skirts were long.” At song’s end, Archie and his tender, yet hapless wife, Edith, would soulfully belt out: “Those were the days!”

But were they really “the good old days”? When it comes to the matters of gender and sexuality, I beg to differ, and am deeply gratified to see change occurring in many quarters. Indeed, long-standing rigid gender roles and uncompromising cultural frames of reference for sexual identity have been giving way in recent decades to more nuanced and inclusive understandings of these matters. Similarly, tacit acceptance of harassing and violent sexual behaviour is reaching a tipping point at the moment in places like the United States, where the recent #MeToo movement is credited with having opened the door on an unprecedented public conversation about sexual harassment in politics, the entertainment industry, the fine arts world, Olympic sports, the media and beyond.

Our field of international education operates in this same ‘gendered world’.



As many around the world endeavour to make sense of evolving and more critical understandings of gender and sexuality, so too should we, as international education professionals. This issue of *Forum*, therefore, specifically tries to bring into focus ways that gender and sexuality are important considerations in our work.

Our contributing authors provide us with insight and impetus to consider such questions as: What do gender imbalances in international academic mobility mean – for the individuals included and excluded from these opportunities, for the institutions involved, and for broader societies? To what extent are international education professionals and programmes prepared to effectively engage and serve individuals who identify

as lesbian, gay, bisexual, transgender or queer/questioning (LGBTQ)? What can each of us do to advance awareness, inclusiveness, fairness, and equity across the gender and sexuality continuum, and beyond?

As our interviewee, Dr Joanna Regulska, aptly reminds us: “we have nothing to lose” by asking these (admittedly, often sensitive and difficult) questions, but so much to gain. Let “these be the days” we look back on with fondness for the courage, compassion and clarity we applied to an honest consideration of ‘our gendered world’.

— LAURA RUMBLEY, EDITOR
PUBLICATIONS@EAIE.ORG

CONTRIBUTORS

Rajika Bhandari

Head of Research, Policy and Practice, Institute of International Education (IIE), USA

Rajika, a speaker of both English and Hindi, became interested in how and why individuals cross borders for an education after studying abroad in the USA.

Gudrun Chazotte

Senior Desk Manager, German Academic Exchange Service (DAAD), Germany

Gudrun is a big supporter of international education, and, as she is a pianist, a big fan of composers George Gershwin and Johann Sebastian Bach.

Andrée Sursock

Senior Adviser, European University Association (EUA), Belgium

Before becoming involved in internationalisation strategy, Andrée was actually an anthropologist.

Anna Sadecka

Head of the Section for EU Educational Programmes, International Relations Office, University of Warsaw, Poland

Passionate about supporting students from regions with lower academic opportunities, Anna has focused much of her research on Nepalese students in Poland.

César Álvarez Alonso

Executive Director, Real Colegio Complutense, Harvard University, USA

In his free time, César volunteers for a variety of advocacy and activism initiatives for immigrants, refugees and asylum seekers.

Xiana Sotelo

Associate Professor at Francisco de Vitoria University (UFV), Spain

A teacher of English and Spanish as a foreign language, Xiana often writes digital poetry, which she uses as an aid in building intercultural bridges.

Andrea Flora Bauer

Scientific Officer, University of Basel, Switzerland

Andrea actually became interested in internationalisation through her involvement with *antelope*, a programme that promotes advancement for young female researchers.

Patricia Zweifel

Scientific Officer, University of Basel, Switzerland

When she's not helping advance the careers of young female researchers, Patricia enjoys exploring with her two-year-old son, who teaches her to view the world in a very inspiring way.

Joanna Bagniewska

Teaching Fellow, School of Biological Sciences, University of Reading, UK; Communications and Public Engagement Officer, University of Oxford, UK

A zoologist and science communicator, Joanna enjoys the field so much she spends her free time on science as well, doing everything from writing about it, speaking about it, to performing stand-up comedy with jokes about science!

Simona Torotcoi

PhD Candidate, Central European University (CEU), Hungary

Belonging to the Roma ethnic group herself, Simona researches the experiences of Roma women and girls in education, and works on social inclusion policies due to this interest.

Frederic Fovet

Assistant Professor, Faculty of Education, University of Prince Edward Island, Canada

Frederic likes to stay active. He is a keen skier in the winter and a self-proclaimed canoe fanatic in the summer. Sometimes his two large dogs join him on board!

Mata Haggis

Professor of Creative and Entertainment Games, Academy of Digital Entertainment, Breda University of Applied Sciences (NHTV), the Netherlands

Mata used to be a circus performer, spending years juggling and breathing fire! Today Mata develops games, paints, and is learning wood carving.

Jonny Johnston

Student Mobility Officer, Trinity College Dublin, Ireland

Jonny loves to go on urban cycling adventures in his spare time, having recently upgraded his bike to a folding Brompton - we bet this makes his commute much easier!

Robert Coelen

Professor of Internationalisation of Higher Education, NHL Stenden University of Applied Sciences, the Netherlands

Robert enjoys taking photos, including underwater in tropical climates. Perhaps this stems from his time studying and working in Australia?

Jessica Price

Counseling Psychologist, Lecturer and Consultant; Culturally Sensitive Psychotherapy for International Communities, Bremen, Germany

Jessica is a news junkie, having previously worked as a journalist. While she spends most of her time helping international migrants and expats now, she still makes time to discuss the latest current events.



WOMEN ON THE MOVE

GENDER DIMENSIONS OF
ACADEMIC MOBILITY

Gender plays a major role in the organisation of society, often directly informing expectations for our personal, educational and professional lives. These roles and expectations vary from culture to culture, and many regions are making strides in reconciling inequity in gender. Included in this is the difference in opportunities in higher education, and, more specifically, international higher education and academic mobility.

Women's enrolment in higher education has grown exponentially in the last few years and now exceeds that of men in many parts of the world: women now make up the majority of higher education students in 114 countries, while men outnumber women in 57 countries. Despite this progress, it has been observed that women's participation in more advanced levels of postsecondary education falls behind that of men. When it comes to earning a bachelor's degree, women have reached parity with men and women are also much more likely than men to earn a master's degree. However, this changes at the doctoral level, where men are much more likely to earn degrees, with some exceptions such as in Latin America and the Caribbean.¹ When it comes to research, the imbalance is even more pronounced; women account for only 28% of the world's researchers.²

As women's enrolment in higher education has increased overall, so has their participation in global academic mobility, albeit at a slow rate: 48% of women were pursuing higher education overseas in 2012 as compared with 44% in 1999.³ Yet this is an aspect of student mobility that has been under-studied, with scant attention paid to the particular motivations and challenges of prospective female international students.

WHY WOMEN STUDY OVERSEAS: PUSH AND PULL FACTORS

The reasons for why women seek an international education vary, often driven by world region, socio-economic factors and socio-cultural factors.

The reasons women seek an international education vary, often driven by region, socio-economic factors and socio-cultural factors

Economic development of middle-income countries: Economic growth in many middle-income countries, particularly in Asia, has been a strong factor in driving the outbound mobility of students from countries and regions, most notably from China and India. Most international students come from rapidly expanding cities in large growth markets. This large economic growth has also increased the likelihood of women to continue their education both at home and abroad. One of the largest growths of students abroad has been from China, where women make up almost half of all Chinese students in the USA.

Better access to educational opportunities abroad: Women are increasingly likely to seek quality or specialised training outside of their own country. For example, in Iran, women are discouraged from studying many STEM fields, such as engineering.⁴ As a result, more Iranian women may choose to study abroad to gain access to disciplines they are not able to pursue at home.

Changing cultural dynamics: Cultures which may not have traditionally educated large numbers of

girls and women are now encouraging women to enrol in higher education and are increasingly sending them abroad for their education. For example, with more than one million students in Saudi universities, women now account for 58% of the domestic tertiary education population. In addition, more families are open to their daughters studying abroad. The number of female students from Saudi Arabia in the USA has risen from 7% in 1981–1982 to 21% in 2015–2016, driven also by the King Abdullah Scholarship Program which offers Saudi students – both men and women – scholarships to study abroad.

Women report personal growth, the pursuit of a global experience, and the desire to not be constrained by marriage as key motivators for studying abroad

Gender roles and women’s emancipation: A shift in culture can also be associated with the increasing independence and empowerment of women. Due to China’s economic boom, there were high rates of female education and labour participation domestically and notable trends toward delayed marriage among urban women. These trends in turn inspired many young women to be more individually-driven and to move away from the familial obligations that have historically

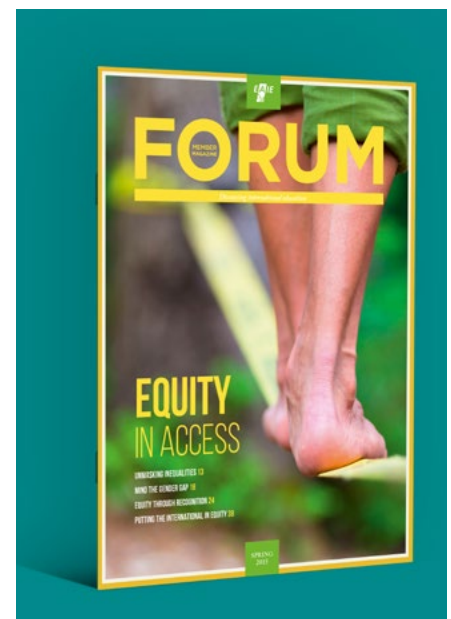
defined women’s roles. Many Chinese women now report personal growth, the pursuit of a global experience, and the desire to not be constrained by marriage as key motivators for studying abroad.

STRIDES TOWARD EQUALITY PAY OFF

While much of the growth of mobile female students has come from greater gender parity across the world, the larger presence of women in education abroad is also attributable to targeted scholarship and fellowship programmes funded by governments, multilateral organisations and private foundations that provide opportunities for women and other under-represented groups to pursue advanced study outside their home countries. There is a growing body of evidence that shows that when such higher education interventions make women the focus, there are clear multiplier effects on local communities and countries.⁵

Finally, governments are becoming increasingly aware that in order to build knowledge economies and strengthen their national work force, they must provide female students with the world-class education and training needed to contribute to national development along with their male counterparts.

— RAJIKA BHANDARI



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A VIEW FROM THE _____ DEVELOPING WORLD

In the past, women often had to rely on the partnership and support of their spouse in many areas of living: owning property, making a living, sometimes even going out in public. While this is less prevalent in certain regions today, many women still do not have equal access to opportunity. ▶

Today, women do not need to rely on their spouse as much in some realms, but they do need to rely on partnerships – notably international partnerships. The growing data mining capacity has allowed geographers and other researchers to map international networks of researchers. They have found that the countries with very dense national and international networks are also characterised by higher research productivity and more impactful research results. Achieving a high level of international cooperation provides a host of international opportunities that strengthen the quality of research, whether those opportunities take the form of conference attendance, sabbaticals abroad, applications to international research grants, joint international research projects or access to international recruitment channels.

Women in the developing world, however, have limited access to those opportunities. A recent conference of the DIES (Dialogue on Innovative Higher Education Strategies)/DAAD (German Academic Exchange Service) programme in June 2017 gathered about 100 participants from 32 countries, mostly from the developing world. They were hand-picked as women who had contributed to gender equality in their community or in their university. Many of them came from extremely patriarchal and hierarchical countries and faced a great power differential at home and at work, including in higher education.

THE OBSTACLES WOMEN FACE

The conference confirmed the challenges faced by women in higher education. These are captured by three metaphors: the pipeline (how to drive the number



Participants at the DIES/DAAD conference

of women in academia up to the doctoral level), the sticky floor (how to ensure that women do not get stuck midway in their academic careers) and the glass ceiling (how to ensure that women reach their full potential as senior academics and the upper senior levels of university leadership).

The obstacles to women's advancement toward senior academic positions include both cultural and structural obstacles. Cultural obstacles are expressed in cultural norms about gender that are most apparent in patriarchal environments. These usually ascribe specific domestic responsibilities to women and define gender-specific models of leadership and decision-making styles. These gendered norms are at work in academia and are more apparent in some disciplines associated with men. In cultures that respect elders, arm's length relationships between junior and senior academics are the norm and prevent women from accessing effective mentoring opportunities.

In addition, structures and processes stand in the way of women. In academia, these include opaque or male-centric promotion procedures, notably the assumption that career progression is linear and cannot tolerate parenting interludes; differential access to research grants; lack of opportunities to attend conferences and for international mobility.

There are also informal obstacles that exclude women such as scheduling important meetings late in the afternoon that conflict with women's domestic responsibilities, or the strength of old-boy's networks that exclude women from informal socialising settings and, therefore, from hearing about professional opportunities.

OBSTACLES LEAD TO CONSEQUENCES

As a result, women may end up internalising gender stereotypes and not recognising the hurdles that stand in their way. They may develop poor self-confidence, rule themselves out of leadership positions, and assume that their domestic responsibilities cannot be combined with a professional career.

This results in societies with deeply entrenched cultural gender bias, lack of gender equity mainstreaming mechanisms and even gender-based violence. The academic consequences are equally concrete. A recent study based on the analysis of the Scopus database over a twenty-year period revealed several patterns, notably that women are less mobile; as a result, they collaborate less internationally.

Women also manage their academic careers differently from men. In the USA where this aspect was studied,





results showed that academic women work the same hours as men but spend less time on research and more on teaching and service (in addition to their family responsibilities). A study at the University of Massachusetts at Amherst found that three-quarters of female professors had taken on major service roles (*ie* committee assignments, programme coordination positions or other administrative activities), compared to half of their male colleagues. In addition, women apply for promotion less often and get promoted at lower rates and those who attain positions of leadership are caught in the expectation that, as women, they should be leading differently from men.

HOW TO COMBAT THE GENDER DIVIDE

Gender equality is key to meeting the many social, economic and cultural challenges of the future. Conference discussions revealed, however, that in many countries around the world there is denial that a problem exists or a belief that problems existed in the past but have been solved. The participants spoke eloquently of the different ways in which gender inequality is in evidence in their society but also how to combat it. Their activities could be grouped into two main types:

- Some activities were focused on promoting women's academic success through such activities as outreach to schools, encouraging girls and women to go into STEM fields, tutoring-mentoring, targeted scholarships for women; career and social support group for women, affirmative action in promotion process, and leadership development for women academics.
- Other activities focused on changing both men's and women's minds through initiatives linked to the teaching and research mission of the university by, for instance, integrating gender perspectives in the curriculum, establishing a gender research centre, organising workshops to raise awareness of gender issues in the university and adopting an institutional gender policy. The important success factor for those activities is that they need to be inclusive and to address both men and women, and both university staff and students.

POWER AND HIERARCHIES

The plenary presentations and discussions revealed that progress on advancing women is non-linear and, therefore, there is no end point in sight. The underlying reason is that gender inequality is about power and hierarchies and it is often accompanied by other forms of discrimination. To be successful, efforts require time, persistence and targeted actions for sustainability, notably by building critical mass, creating networks and cultivating champions and allies, including their university leadership. The conference participants stressed the value of implementing a gender policy and integrating it into university planning. This required

identifying Key Performance Indicators (KPIs) for measuring gender equity and persuading the external evaluation agency to integrate a gender criterion in its quality assurance processes. Importantly, collecting evidence of discrimination through focus groups, gender audits and data analysis were deemed essential to ensure momentum.

The situation cannot be changed one institution at a time; there is a need to look more broadly at opportunities for changing the context and approaching this area holistically. This is key to the sustainability of initiatives. Countries that have been more successful in relation to gender equity in higher education have a comprehensive approach to gender mainstreaming: they tackle work-life balance, gender pay gaps, gender-based violence, *etc.* Several speakers stressed the need for a multi-level approach (government, agencies, higher education institutions, NGOs), a multi-dimensional approach (cultural, structural, organisational), a multi-sector approach (with stakeholders from different sectors) as well as an approach that reaches out to men.

For now, the international higher education community could seize the opportunity offered by the global conversation on sexual harassment and power abuse to work together in establishing common norms for gender-friendly organisations and workplaces. International cooperation, bringing together committed and knowledgeable experts, could serve to develop training and mentoring for young women and enhance their capacities in the field of research and higher education management.

— GUDRUN CHAZOTTE & ANDRÉE SURSOCK

SPREADING THE WORD

IN SUPPORT
OF GENDER
BALANCE

International mobility programmes have the potential to move the needle on issues of social inclusion and gender equity. Still, real life proves that huge challenges remain, despite good intentions. This is especially true in regions of the world where social and cultural norms hinder females from advancing in education. Is gender balance in mobility programmes possible to achieve across all regions?

It is logical to infer from certain statistics that a gender balance has already been achieved in mobility. After all, Erasmus Mundus Action 2 Scholarship Holders' Impact Survey results indicate that gender distribution among scholarship holders was almost perfectly balanced: 49% of females versus 51% of males.¹ However, when we look at the distribution by regions, we find significant variations. For example, in Asia, the percentage of women drops to 40%; in Iran, Iraq and Yemen to 30%; while in the Western Balkans and Eastern Europe it rises to 58% and 66% respectively.

These numbers may be closer to the percentages of female and male university students in a given region. Ultimately, the question is: how do we improve this situation and how do we capitalise on what international mobility programmes are able to offer to women participants?

NEPALESE STUDENTS IN POLAND

Within Erasmus Mundus Action 2 projects, Polish universities hosted over 30 students and staff from Nepal between 2010 and 2015. Among them, only approximately one fifth were women. This proportion corresponds with the proportion of female scholarship holders from Nepal in the whole Erasmus Mundus Action 2 programme, as reported in the Im-

Impact Survey. The first question that arises is why their proportion is lower than the percentage of women's overall enrolment at the tertiary level in Nepal (which is approximately 42%).² It is possible that this low participation may be connected with women's lesser access to beneficial scholarship schemes, especially at higher levels (doctoral and above). However, when we compare these data with the data on self-funding Nepalese students in Poland, we see that the proportions are similar (approximately 21% of females in the academic year 2015–2016 and 18% in 2016–2017).³ Does it mean that Nepalese female students are less prone to decide to study abroad than their male colleagues? It is quite likely.

domestic life, or be thinking of marriage and settling down. Even if they obtain a college degree, it is commonly perceived that family should be their main focus.

Another important consideration is the fact that many European countries, including Poland, are relatively unpopular study destinations among Nepalese students and academic staff, as compared to Australia, the United States, Japan, Malaysia or Great Britain. Recently, however, the growing number of Nepalese students seeking opportunities abroad seem to be exploring new educational spaces. For example, Nordic countries have become a very desirable destination. More and more young people are also considering undertaking

Even if women obtain a college degree, it is commonly perceived that family should be their main focus

GENDER OR GEOGRAPHY?

There are numerous social, cultural and legal reasons for this *status quo*, which seem, to some extent, to be reflected in the patterns of academic mobility. For example, it may be expected that women and girls will be more attached to

studies in the Baltic states or in Poland. Representatives of recruitment agencies in Kathmandu have indicated that these countries stand out for their relatively low costs of living and tuition fees, good quality of higher education, and less complicated visa and entry procedures.

The Erasmus Mundus Action 2 programme has probably also contributed significantly to the increased interest in these destinations: those who have benefited from this programme have encouraged other young people to follow their path. We know that recommendations and personal contacts are crucial to applicants when considering study destinations.

QUALITY OVER QUANTITY

The example of Nepalese students in Poland illustrates how difficult it may be to achieve gender balance within educational mobility programmes. This problem may exist in many countries, especially those where women's presence in higher education is proportionally lower than men's and where women are expected to assume traditional gender roles prescribed by society. In this context, it is especially important to provide comprehensive information on a given programme and make efforts to raise awareness about possible value added and long-term results.

Recommendations and personal contacts are crucial to applicants when considering study destinations

As there are many offers advertised by educational consultancies, mobility schemes authentically based on partnerships – established cooperation between the partner institutions – and mutual

trust can stand out as particularly desirable in a crowded field of opportunities. Also, a focus on quality and employability is vital. Therefore, testimonials from former female scholarship holders – their stories of academic, personal and professional development – may inspire other women to follow the same route. Even if gender balance is impossible to achieve in some cases, it is very heartening that many women who have experienced

students. Therefore, awareness building seems to be especially important during the promotional phase.

The most convincing messages may be the word spread by other women who have experienced benefits resulting from participation in international mobility programmes themselves, and who share their stories of success and empowerment.

— ANNA SADECKA

Many women who have experienced mobility report high levels of satisfaction and success, and return to their home country feeling confident and able to pursue a professional career

international mobility report high levels of satisfaction and success, and return to their home country feeling confident and able to pursue a professional career.

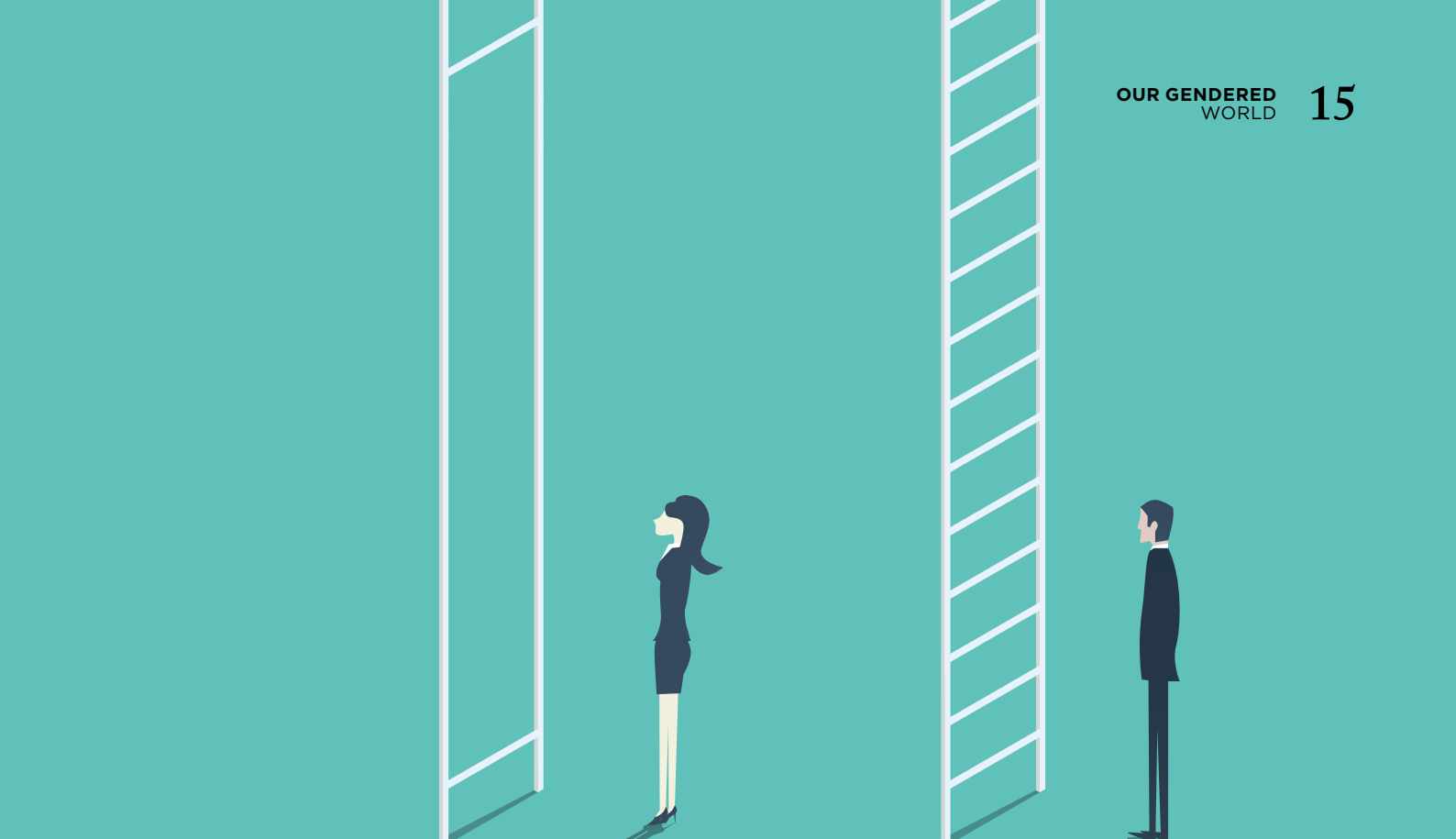
European mobility programmes often assume an ambitious task to provide high-quality education to the scholarship holders while also seeking to achieve gender balance and social inclusion.

It is not always easy, and sometimes even impossible, to successfully combine all of these aspects. As the presented example of Nepalese students in Poland shows, the proportion of female scholarship holders is not only much lower than the proportion of males, but also below the percentage of female university students in this country. There are numerous social and cultural reasons for why male students from some countries – like Nepalese in Poland – far outnumber female

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GENDER INEQUALITY

IN THE CURRICULA

Equality in gender is a fundamental value of the European Union. From a legal standpoint, this is inferred from Article 21 of the Charter of Fundamental Rights of the European Union and in the Treaty of Rome, which includes a provision on equal pay. According to *Achievements in gender equality*, a 2017 EU report, there are still many inequalities to overcome, but the EU has made significant progress in incorporating equal treatment legislation, gender mainstreaming in policies and specific measures to promote women in higher education. ▶

EU member states have been progressively incorporating aspects of gender equality in all educational cycles, ranging from primary and secondary curricula, all the way to Bologna Degree's Teaching Guides. After the Vienna-Bucharest Declaration and the creation of the European Higher Education Area (EHEA) in 2010, we can see that gender equality, as an indicator of democratic citizenship, is now linguistically incorporated in the design of general objectives across educational stages as "students' ability to exercise equal treatment and opportunities between men and women".

gender training for students is not incorporated explicitly in its design. It is important to highlight the fact that there is no current general agreement on how to incorporate the discipline of women's/gender studies in EHEA curricula across EU members. Certainly, the lack of common educational mandates to officially recognise women's/gender studies could be one of the main obstacles in achieving a unified gender front in Europe – there are great disparities among EU members in terms of the development of gender analysis in the curricula.

the development of the curricula in a European academic context.

CHALLENGING ASSUMPTIONS

A lot of work still needs to be carried out, but in the meantime, networks and associations such as ATHENA, GEMMA and ATGENDER are playing a crucial role in the training and dissemination of information about gender equality.

Gender studies are slowly evolving in Europe, as is women's leadership in universities throughout the world, which is also a fundamental step that will enable

The lack of common educational mandates to recognise gender studies could be one of the main obstacles in achieving a unified gender front

However, a closer look at approaches to gender intervention reveals a gap between curricular design and actual implementation in higher education settings. That is, even though gender equality is recognised as an integral part of civic competence development in education, there are no common teaching materials or methodological criteria designed by the EU to guarantee common standards for how to teach about gender at all educational levels.

INCLUDING GENDER IN OUR CURRICULA

One of the most remarkable blind spots is the realisation that, although competence in gender equality is one of the general objectives in EU curricula,

Some universities are at the forefront of gender studies, such as Utrecht University, which features one of the most prestigious women's/gender studies departments in Europe. But there are other countries that suffer from a scarcity of such educational offerings. As a result, in the majority of EU countries, gender as a conceptual category of analysis is taught only through specialisation courses. In fact, if we analyse the European Commission's Education and Training 2010 programme or the Strategic Framework for cooperation in the European Union in the field of education and training (ET 2020), there are no explicit guidelines on how to incorporate gender in



our higher education institutions to be at the forefront of equality in their public rhetoric and in the implementation of gender equality practices in all realms of society. Traditionally, there was a general presumption that gender precluded most females from becoming leaders in higher education institutions, as well as in other organisations. Fortunately, a changing environment is facilitating the elimination of more and more barriers to women, based on the assumption that both genders are equally suited for leadership roles. Despite the fact that

women are still outnumbered by men in the most prestigious positions, it is worth mentioning an interesting example from the other side of the Atlantic Ocean: four out of eight Ivy League universities in the United States, generally viewed as some of the most prestigious institutions and ranked among the best universities worldwide, are currently led by women Presidents: Brown University; Cornell University; Harvard University; and the University of Pennsylvania.

Though much has been achieved, there is still a long way to go in promoting

equality in higher education as an essential value for a better society. Coordinated efforts across Europe that provide access to information, expertise, networking and mutual support can make a real difference.

— CÉSAR ÁLVAREZ ALONSO &
XIANA SOTELO

ATHENA

With its origins in the European Subject Area Evaluation of Women's Studies 1994–1995, conducted by the European Commission, the ATHENA initiative has been crucial in the consolidation of women's studies in Europe. Created in 1996 by the Association of Institutions for Feminist Education and Research in Europe (AOIFE), ATHENA was selected as a Socrates Thematic Network Project in September 1998. Coordinated by the Utrecht University Department of Women's Studies in the Arts, ATHENA supports networks among 80 women's and gender studies programmes at universities, research institutes and documentation centres in Europe. Its interdisciplinary scope promotes cross-cultural and multicultural analysis and comparison in the

area of women's studies education. It highlights European perspectives over North American paradigms and materials, encouraging multi-disciplinary, multicultural and socially oriented women's studies through specific curricular innovation and teaching methods. ATHENA provides a unique opportunity to systematise the comparison of European perspectives and thus contributes to a more precise definition of interdisciplinary gender education.

GEMMA

GEMMA is the first *Erasmus+*: *Erasmus Mundus Master's Degree in Women's and Gender Studies* in Europe. It is a programme of excellence supported by the European Commission, which has selected it as an Erasmus Mundus Master Course three times (in 2006,

2011 and 2017). GEMMA is unique in the way it brings together approaches to feminism from all cardinal points in Europe.

ATGENDER

The European Association for Gender Research, Education and Documentation, ATGENDER, is also providing a vibrant web and growing network of broad associations for academics, practitioners, feminist research, women's rights, gender equality and diversity. The association constitutes a permanent structure for gender knowledge and practice in Europe.



FEMALE RESEARCHERS LEAP AHEAD

In 2013, the University of Basel's Diversity department developed the *antelope* career programme with the aim of providing an annual cohort of highly qualified female early-career researchers with support on their career pathways. Now in its fifth year, see how the programme has allowed female researchers to make strides in their field.

The programme was created with the hopes of combatting the low proportion of female professors in the medium term. In contrast to previous mentoring programmes, *antelope* was therefore conceived less as an affirmative action programme and more as an excellence programme for women. Interestingly, each year of the programme has received an extremely international group of participants. It was precisely this internationalisation that has made a key contribution to the excellence profile to which *antelope* aspires, as well as increasing the intake considerably and ultimately boosting the quality of the programme.

The *antelope* programme has a slender, modular structure that is divided into the following four subprogrammes:¹

- *antelope*@university for female PhD students
- *antelope*@novartis for female PhD students²
- *antelope* professorship for female postdocs
- *antelope* medical professorship for female postdocs



Photo: Shutterstock

CUSTOMISED OPPORTUNITIES

The first three subprogrammes are aimed at all seven faculties of the University of Basel. *antelope* medical professorship is designed for early-career researchers working at the interface between research and clinical practice – that is, especially for the Faculties of Medicine and Psychology. For a period of 10 months, the chosen participants receive optimum support through coaching, career camp, expert exchange and career toolbox modules. In addition to coaching on the topics of fundraising, career planning, everyday research and the world of work or presentation skills, the programme also offers what are known

as career camps. Here, depending on the subprogramme, the participants deal intensively with negotiation, presentation and publication strategies or with preparing for appointment procedures. In addition, this external camp features special group events aimed at supporting networking and the interdisciplinary exchange of ideas.

LANGUAGE OPENS DOORS

Over the last five years, some 650 female PhD students and postdocs have applied for *antelope*, of which 260 received a place in the programme. The participants came from a total of 42 different countries.

Such diversity of nationalities was by no means present in previous mentoring programmes. It was only thanks to the

Breaking down a language barrier opened the doors to different disciplines, helping to boost applicants' cultural and ethnic diversity

Within the context of expert exchange, participants at the doctoral level are given specialist and strategic knowledge regarding the unwritten rules of the game in academia. In concrete terms, the female PhD students in *antelope*@university nominate an eminent international researcher with whom they would like to exchange ideas. We then organise initial contact with the chosen researcher. In a further step, participants receive support in the form of a travel allowance so they can visit the expert and thereby further expand their network in the local area.

At the postdoc level, there is a need for more customised measures that can be realised quickly and easily in order to optimise the individual skills profile. The career toolbox gives early career researchers the opportunity to apply for a grant that takes account of their current needs. These measures can be based in different fields and range from media training and negotiation or manuscript coaching sessions to conference visits and the organisation of round table meetings with international experts.

extremely small but important step of introducing English instead of German as the programme language that the number of applicants from non-German-speaking countries rose enormously. In a sort of snowball effect, this in turn led to an expansion in terms of subject areas. In the past, applications to our mentoring programme primarily came from the Faculties of Humanities and Social Sciences, Law and Theology, while the last five years have seen a great surge in applications from the Faculties of Science, Psychology and Medicine. Breaking down a language barrier therefore opened the doors to different disciplines, which in turn helped to boost the applicants' cultural and ethnic diversity.

INTERNATIONALISATION AS A STRATEGIC OBJECTIVE

Following this language switch and the resulting shift in the origins and disciplines of applicants and participants, we witnessed an enormous increase in quality. Specifically, the level of applications increased considerably, which in turn raised the overall quality of the

antelope programme following the selection procedure. At the same time, in the first two years of *antelope*, we noticed that the group's national and cultural heterogeneity helped to improve participants' intercultural skills and provided them with important insights into international educational pathways. Based on these experiences, we have selected participants both based on qualifications and motivation and with a view to consciously taking account of the group's heterogeneity in terms of origin since 2016. In other words, internationalisation has now been introduced as one of the criteria. By doing so, we have adopted a new approach within our female excellence programme: diversity of origin is now actively fostered and has been elevated from a side effect to a strategic objective.

INTERNATIONAL NETWORKING AS THE KEY TO SUCCESS

In addition to the acquisition of specialist skills, networking is one of *antelope's* primary objectives and is encouraged

Diversity of origin is now actively fostered and has been elevated from a side effect to a strategic objective

on various levels. Priority is thus given to professional networking within the context of expert exchange as part of *antelope@university*. Visiting a university abroad generates additional knowledge on both sides and sometimes has an impact at the level of institutes and research groups. Networking within the groups of participants is also an important element of the career camps, which each last three days and are deliberately held out of town. In addition to the training sessions, they provide an opportunity to hold professional and personal conversations and to forge lasting networks, as well as creating



Former *antelope* participant Dr Melpomeni Fani

space to think about innovative collaborations and processes. On the other hand, the opening and the closing conference are an opportunity for networking on a broader scale.

With each year of *antelope*, we as project managers – and hence the university as an institution – also refine our intercultural skills and gain additional knowledge and understanding in this area through

group's heterogeneity in terms of origin and research orientation promotes diversity of knowledge, perspectives and experiences, which ultimately generates innovation, creativity and problem-solving skills. In summary, a programme aimed at outstanding female researchers with diverse origins has greater potential to promote excellence. The participants gain not only important intercultural communication skills but also a greater awareness of issues around diversity. In addition, they build up their own international network for knowledge transfer and the exchange of ideas, giving them a significant competitive advantage.

Incorporating this concept of the intertwining of diversity factors into a process of university development is both beneficial and sustainable.

— ANDREA FLORA BAUER & PATRICIA ZWEIFEL

personal discussions and by confronting a range of issues. In the competition for the world's best minds, it can only be beneficial for an institution to face intercultural challenges, to raise corresponding awareness at the organisational level and to work professionally to support the expansion of corresponding skills.

GENDER AND NATIONALITY AS FACETS OF DIVERSITY

Intertwining the factors of gender and nationality has proven very useful in our case and has considerably optimised the quality of the programme. In turn, the

1. www.unibas.ch/antelope
 2. This subprogramme is not included in our considerations as the predecessor programme already had a very international orientation

SHATTERING THE ACADEMIC GLASS TANK

The metaphor of a glass ceiling – an invisible, often unacknowledged barrier that keeps a certain demographic from career advancement – is often used in the context of women in science. However, one scientist makes the argument that women aren't only prevented from moving 'up' in STEM fields, but outward as well. ▶

The presence of women is, unsurprisingly, the lowest in STEM (science, technology, engineering and mathematics) fields, as these disciplines have traditionally attracted more male than female scholars on all academic levels. However, even in STEM subjects with a high intake of female undergraduates, such as biological sciences, there is a

subjects, while European humanities and social sciences find themselves with 30% and 23.5% of female full-time professors respectively, these numbers stand at only 9.8% in engineering and technology, and 15.8% in the natural sciences.

What is more, there is a pronounced gender pay gap in academia. According to statistics from the UK collated by

THE GLASS FENCE

Meanwhile, another ‘glass’ problem arises – the ‘glass fences’ keeping women out of collaborative, international projects. International collaborations are a fundamental part of research, particularly in STEM fields. Multi-national projects bring together varied expertise, background, facilities and perspectives. Publications co-authored by international teams have a substantially higher impact than domestic-only papers: they get a wider readership, are cited more often, and have more influence on the scientific community, policy makers and other stakeholders. In order to maximise their scientific output and impact, today’s researchers attempt to be as mobile as possible, often internationally.

However, while in other areas, such as business, international mobility carries with it bonuses such as paying school fees for the children, or assisting with finding a job for the spouse, academia still assumes that the researcher

Many explanations have been put forward to account for the glass ceiling phenomenon and the resultant major underrepresentation of qualified women in leadership roles

disproportionate lack of female progression onto next stages of academic career, despite high academic achievements of women at all levels. Thus, while the number of women is high at an undergraduate stage, the proportion decreases at each progression point – postgraduate, postdoctoral, lecturer – leaving very few females at the professorial level. This progressive drop-out is known as ‘the leaking pipeline’, and is both global and trans-disciplinary.

BEYOND UNDERGRAD

Currently in many countries females comprise around 50% of undergraduate students; in Europe, the representation of women at this stage is often higher than of men – eg in Sweden it reaches 65%. Yet at the professorial level the proportion of women is very low, for the most part below 15%.¹ Once again, the figures are most drastic in the STEM

the University and College Union, in 2015–2016, women on academic contracts earned, on average, 12% less than their male counterparts. In the USA and Canada that figure was just under 14% for full professors.^{2,3}

Many explanations have been put forward to account for the glass ceiling phenomenon and the resultant major underrepresentation of qualified women in leadership roles – institutional biases, implicit and direct discrimination (including outright sexism), exclusion from the Old Boys’ Club, lack of role models, difficult work-life choices, or lack of confidence in the women themselves. The contributing factors are so numerous and diverse, that two researchers, Kris De Welde and Sandra L. Laursen, suggested an alternative name for the difficulties women face in academia: the ‘glass obstacle course’.

Researchers suggested a name for the difficulties women face in academia: the ‘glass obstacle course’

is single, unattached, with no caring responsibilities. According to Katherine Zippel, Associate Professor of Sociology at Northeastern University, women are triply disadvantaged when it comes to international mobility – they tend to have



Photo: Shutterstock

less access to international opportunities as they are less likely to obtain positions at better funded institutions; they are in non-tenured, less secure job positions than men, which hampers the creation of a stable international network, and finally, they are the ones who most often bear the brunt of family-related responsibilities.

As a result, women are less likely to participate in international collaborations. What is more, they are less likely to co-author publications with international colleagues, despite the overall growing trend in cross-national collaborations.⁴ In STEM fields, this contributes to the ongoing underrepresentation of women.

BREAKING THE GLASS

One way of addressing gender inequality in British institutions is the Athena SWAN (Scientific Women's Academic Network) charter, founded in 2005.

It recognises and celebrates examples of good practice towards the advancement of gender equality in higher education and research. Some of the recognised actions include outreach and mentoring programmes, reducing bias in recruitment, devising flexible and part-time working schemes which ensure career progression, or providing better access to childcare. Initially, the programme was limited to STEM subjects; currently it has expanded to include other disciplines.

Similarly, mobility schemes such as the Marie Skłodowska-Curie Fellowship allow women to actively pursue an international career in science. In dual-career households, it is often the higher-earning partner who dictates the mobility strategy – therefore providing financial independence and promoting equal pay leads female scientists towards a more international professional life.

In 2009, the average American college professor was 59 years old and male.⁵ Most of these professors will be retiring by the age of 70, creating a gap that could be filled by a new wave of an equally accomplished, if more diverse, professorial body. Creating a working environment which takes into account the needs of parents, carers and researchers with special needs, will be of great benefit for the new academic generation.

—JOANNA BAGNIEWSKA

1. <https://data.europa.eu/euodp/data/dataset/she-figures-2015-gender-in-research-and-innovation>

2. US Department of Education

3. Canadian Association for University Teachers

4. https://www.elsevier.com/_data/assets/pdf_file/0008/265661/ElsevierGenderReport_final_for_web.pdf

5. Mary Bonawitz and Nicole Anzel

ROAMING AROUND

In times when the European Union speaks about a student body reflecting “the diversity of our populations”, research into equity and access to higher education shows this is not always the case. This issue of *Forum* is dedicated to gender issues of all kind – read about a case of intersectional discrimination facing one European community.

Despite the fact that studies have shown that international mobility brings a series of social, professional and material benefits, research demonstrates that these are not equally available nor uniformly experienced. In most of the cases, international mobility opportunities reproduce existing privileges and social inequalities.¹

The absence of Gypsy, Roma and Travellers (GRT) youth inclusion in policy discourses and texts in higher education internationalisation strategies and programmes, becomes a phenomenon which silences and disqualifies their participation. The GRT case is a critical example of an underrepresented group in higher education both at the national and the European level. Given the socio-economic disadvantage that most GRT youth face, women in particular, they are less likely to access internationalisation opportunities compared to their less or non-disadvantaged peers.

EDUCATION IN THE GRT COMMUNITY

Besides the everyday challenges GRT communities face in housing, health or employment, the lack of proper and quality education for youth is still an issue, especially for women and girls. Education is considered one of the first steps through which marginalised minorities can gain tools and means in participating in their community. Compared to the mainstream population, GRT community access to education is very low. In the UK for example, of the 58,000 people who identified themselves as being of Gypsy/Travellers ethnicity, 60% had no formal qualifications.

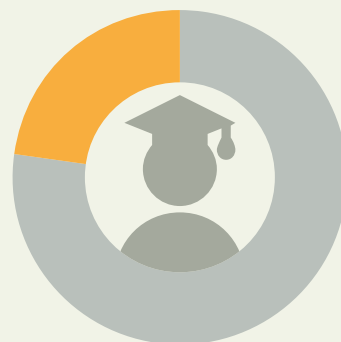
In Romania, the country with the highest percentage of Roma from the EU, for the 2013–2014 academic year there were 594 reserved places for Roma students in state universities out of 62,226 state subsidised places for mainstream students. In the UK, between 3% and 4% of the GRT population over the age of 18 is accessing higher education compared to 43% for the population as a whole.

GYPSY OR IRISH TRAVELLERS PROPORTION OF QUALIFICATIONS

60% of Gypsy or Irish travellers over the age of 16 have no qualifications



23% of residents in England and Wales over the age of 16 have no qualifications



Source: UK Source Office for National Statistics

INTERSECTIONAL DISCRIMINATION

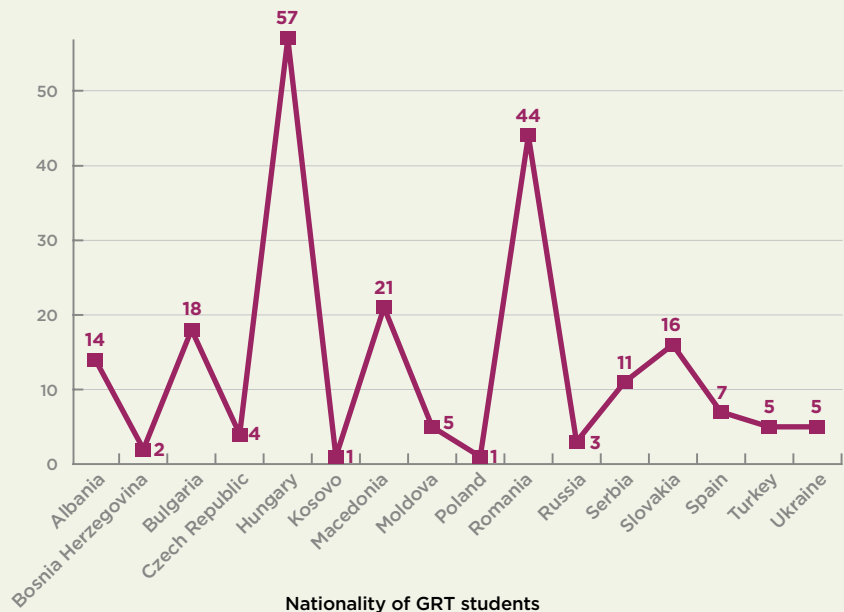
For GRT women and girls, the situation is more complex compared to their male counterparts. The intersectional discrimination (where ‘gender’, ‘ethnicity’ and ‘age’ are the categories playing the biggest role) GRT women and girls face in their communities, schools or universities, is one of the main factors given for dropout rates. In education, GRT youth are discriminated against as ‘Gypsies’ or put in segregated schools. Moreover, the GRT community is generally a patriarchal one, in which women are considered inferior. Besides these cultural challenges, a small, though increasing, number of GRT women, compared to men, are advancing in higher education.²

In education, GRT youth are discriminated against as ‘Gypsies’ or put in segregated schools

ROMA GRADUATE PROGRAMMES

One of the most renowned programmes which aims at developing an equality of competencies is the Roma Access Program, currently known as the Roma Graduate Preparatory Program at the Central European University (CEU) Hungary. The programme aims to prepare Roma university graduates across Europe to compete for master’s programmes either at CEU or abroad. Since 2004, when it was founded, the

NUMBER OF GRT STUDENTS IN ROMA GRADUATE PREPARATION PROGRAM (2004–2014)



Source: CEU

programme has enrolled 220 Roma students from 16 countries across Europe, out of which 56% women. Out of the total students, nearly 65% were accepted into a master’s programme at the end of the year.

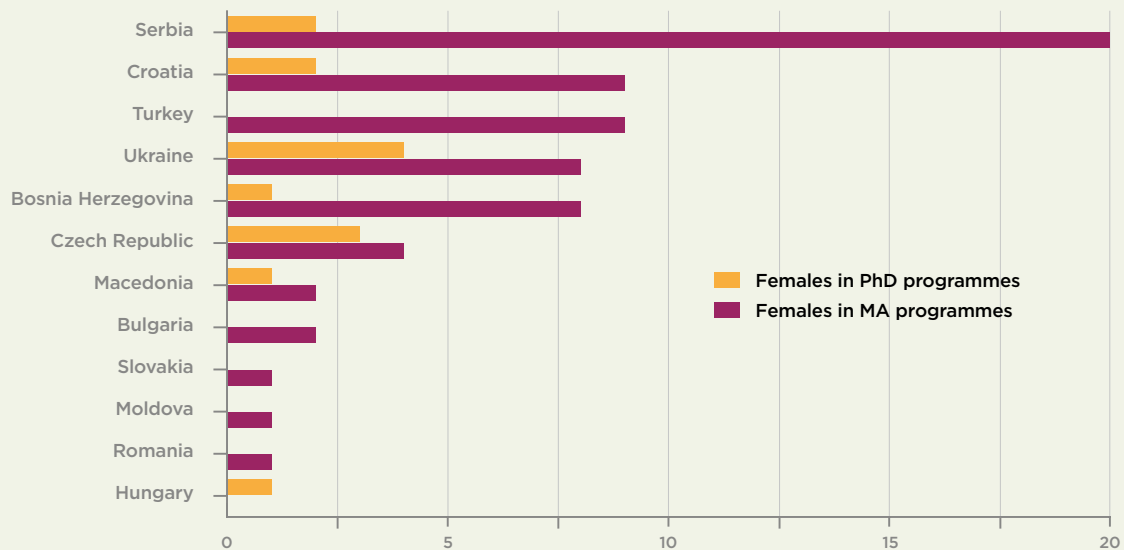
Another initiative, introduced in 2012–2013, is the Roma International Scholar Program (RISP) at the Roma Education Fund. This programme provides partial financial support to Roma students from Central and South-Eastern Europe pursuing master’s, doctorate or postdoctoral education outside their home country. Since 2012, RISP has provided support to 135 applicants, out of which 79

of them are women. This specific case does not necessarily prove that this is the general situation with the GRT women students, however it provides some estimates in the absence of comprehensive data.

THE IMPACT

One of the positive implications of mobility for GRT students is the access to activist networks. Mobility, complemented with other forms of support for GRT youth participation in public and political life, enhances their chances of becoming employed, including the potential to work in a pro-GRT organisation or institution.

GRT WOMEN IN THE ROMA INTERNATIONAL SCHOLAR PROGRAM (2012-2017)



Source: RISP

GRT women also gain respect and protection through education. Access to higher education is an opportunity

Through internationalisation, GRT students strengthen their knowledge, reconstruct their cultural and gender

Access to higher education is an opportunity to change the self and a step to challenge the role of women in traditional societies

to change the self through adopting attitudes towards learning, towards knowledge production, developing critical thinking, and a step to challenge the role of women in traditional societies.

identities, acquire new friends and social networks, and set different expectations compared to what the home community would expect.

— SIMONA TOROTCOI

1. Ballatore, Magali. 2013. "The Erasmus Programme in France, Italy and the United Kingdom: Student Mobility as a Signal of Distinction and Privilege." *European Educational Research Journal* 12 (4): 525-533.

2. Tamsin Hinton-Smith, Emily Danvers & Tanja Jovanovic (2017): *Roma women's higher education participation: whose responsibility?* *Gender and Education*, DOI: 10.1080/09540253.2016.1274386



IN CONVERSATION WITH

JOANNA REGULSKA

LAURA RUMBLEY
EAIE

Joanna Regulska is Vice Provost and Associate Chancellor of Global Affairs at University of California, Davis, where she is also a professor of Gender, Sexuality and Women's Studies. Joanna has established gender studies programmes at multiple European institutions. Her gender studies research focuses heavily on Europe and the Caucasus, making her the perfect fit for our issue on gender in internationalisation.

What first led you to this interest in studying gender, sexuality and women's studies? What made this topic important for you, both intellectually and professionally?

JR: A lot of interest was generated by my own personal experience. I emigrated to the United States, so an initial interest I had in migration translated to doing a dissertation on women migrants. Coming from Poland, many times I was asked, 'What's the women's rights situation in Poland?' and there was this 'aha' moment where I thought, 'Why are people asking me this question?' and this was really the moment where a feminist was born. That was the moment where I became far more engaged and aware of what it really means to be a woman. It has been a trajectory over time but also over space – in between Europe, Poland in particular, and the United States.

What do you see as some of the most salient issues in internationalisation of higher education in Europe, when considered through the lenses of gender and sexuality?

JR: I want to be careful not to speak for everybody, as there is a great diversity of context. I think what strikes me right now as requiring more conversation is the issue of diversity. We don't speak enough about it in international education. When you look, for example, at who is involved in the profession, the field is actually predominately engaging women. We have a lot of women, but I wish we had more statistics on women of colour, transgender women, their ethnicity, and the sexual orientation of these women, because all of these identities and more play such an important role. We have a lot of

women, but it is still a pyramid – at the top, we have a lot of male leaders.

The second area involves being treated as an equal partner. Together with some of my peers, we conducted a survey and wrote a white paper about women leaders in international education. One thing that kept coming up in survey responses is that

There is a persistent feeling that women are still not equal

women would say, 'I have to work extra hard, be extra professional in order to overcome being overlooked, undervalued, underestimated.' or 'Women are expected to work twice as hard but will earn half the credibility.' There is a persistent feeling that we are still not equal.

Are there any policies or practices that you think are particularly effective in raising awareness about issues of gender and sexuality?

JR: A commitment to equal opportunities is very important. Even if we do have policies in place, the key is really the interpretation of the policies as well as implementation and monitoring. Does equal opportunity really mean equal access and affordability? What do we do to engage more women and men of colour? More transgender students? Or students with different degrees of abilities? How do we create awareness among faculty that there is this diversity of identities in their students? How do we



At UC Davis, we don't have graduate programmes, we have graduate groups. These groups are interdisciplinary, allowing faculty members from different disciplines to participate and thus creating a rich learning environment for students. There are so many different formal and informal ways of looking at the institution and the policies that are enforced to foster an interdisciplinary climate.

You brought up the notion of taking a national experience and thinking about it in an international context. That brings up this current, very real, development: the #MeToo movement. Is there anything about this moment in the United States that can translate to something in terms of an international insight, in relation to international higher education?

JR: This is a very exciting but also very complicated moment. I think what is exciting about this moment is that women are defining what harassment means exactly. A lot of the legal framework, the definitions, were written by men, because men are and were in the position

If women don't have representation, we don't have a voice

of power; they are and were the decision makers. This goes back to something I've done a lot of work on, which is women's political participation. If women don't have representation, we don't have a voice. Today, women are defining

hire faculty that represents that diversity? Every institution has a gap – the diversity of students is far greater than

We must create students who are global citizens by engaging them in the conversation

that of faculty so there is always room for improvement there. Another opportunity is in mentorship. I know many female colleagues who are aware of their own struggles and because of this, they can be good mentors to students.

Another area of concern is the discussion surrounding the freedom of

expression and changing political, economic, social climate. These are the kind of issues that were not as prominent as they are today in study abroad. Now, students are confronted with new questions regularly, just as I am confronted when I travel. We must create students who are global citizens by engaging them in the conversation. Educating them to be more aware of the social, economic, political, historical context and to have a sense of cultural understanding so they can relate their experiences of one country to those of another.

There is another issue of to what degree institutions support interdisciplinary/transdisciplinary/intersectional approaches to learning. How institutions allow cross-disciplinary work to emerge is important. Maybe old departmental structures do not serve us well today.

harassment based on their experiences – on what assault means for them.

We need to think about what this all means for institutions, what approaches, what policies we should be establishing. What are we hearing from these women, these students and staff, but also what is being done with these voices? Is there a space for this conversation? And where is it?

There are also the intercultural and generational dimensions. Students today are so much about intersectionality and individual agency. How do these tensions relate to the #MeToo movement and what does that mean for our strategies for internationalisation?

The other thing is language. The language in many of these policies, quite honestly, is the language of men. ‘Penetration’, ‘ejaculation’. That language doesn’t belong to women. So are we going to start speaking in a different voice? Women have a voice, but their voice needs to be acknowledged; it has to be heard.

This #MeToo movement is happening in real time – are gender studies programmes keeping up with that? Are they providing a space for discussion?

JR: Gender studies has always been a place where this passionate, intellectual fight takes place. While mainstream academia, more traditional disciplines might not see this as a space of value. A lot of times there is this commentary of ‘oh, they’re fighting again’. But there is such a tremendous value in disagreement. This is about so much more than ‘you’ and ‘I’ just not liking each other; this is about strategies and approaches. We have

different roots and experiences; we have different ideas. Those spaces are extremely valuable. The field itself is changing so dramatically and so fast because it is constantly being reshaped by lived experiences. Maybe in more traditional disciplines there is more stability – maybe

transgender students, faculty and staff? What do we do to be accessible to students with different degrees of abilities? We have to dissect the audience. It isn’t an add-on on Friday afternoon, it is every day. It has to be part of everything you do.

We, in international higher education, are role models more than we know

it’s more about facts and interpretations. In gender studies, movements such as #MeToo are the issues of today. Even if we are teaching the same course, the discussion will be much different, because it will be responding to current tensions and current pressures. Where will gender studies go, as a moving, developing field? It is tied to the question of challenges, opportunities and agency. New difficulties and emerging oppressions shape the field. The increased flows of refugees and migrants is influencing this conversation and research in profound ways.

Do you have any final advice or best practices in terms of promoting inclusive internationalisation, including those of all genders and sexualities?

JR: One principle that I subscribe to is to always consciously and visibly be committed to diversity. In everything you do: thinking about new programmes and activities, keeping diversity at the front of your mind. Where are the women? Who are these women? Where are the men of colour? Are LGBTQ students participating? What about the

We, in international higher education, are role models more than we know. We are shaping conversations, making interventions, asking questions. Unless you show this commitment to gender, sexuality, diversity, things will not change. We are in the position to ask these questions and we have nothing to lose. The fear sometimes is so paralysing that we have to push through. Being vocal and consciously committed, now and forever.



REFLECTING ON INTERSECTIONAL

The recent internationalisation of higher education has been somewhat sudden and at times tumultuous. It has, as a result, led to a need for rapid adaptation by faculty and staff. One such adaptation is the systemic development of awareness and sensitivity with regard to the successful inclusion of international students in the institution's community.

In order to develop an awareness of the intersectionality of international students, a collective body of knowledge and best practices has grown across campuses in the Global North. Staff are now beginning to feel more readily equipped to address international students' needs. One danger, however, in this process has been the almost caricatural way international students have found themselves boxed in within assumptions and preconceptions as to what their needs might be or their existential concerns might look like.

ONE SIZE DOES NOT FIT ALL

A tangible consequence of this unidimensional perception of international students has been the depiction of these students through a reductionist lens when it comes to gender and sexuality. They are viewed as straight, childless and focused on their learning experience more than on any love life.

Ironically, our cultural perception of the student from the Global North that is outbound – endeavouring on an



Photo: Shutterstock

identity, or non-binary? The answer is no; this is where we most tangibly feel the weight of our remaining post-colonial presumptions. Certainly orientalism is still very present in the view higher education has of international students, and it characteristically stereotypes them in simplistic and heteronormative ways.² Yet the reality of the lived experience of these international students is quite different and as complex as that of our home students.

I had an international student in one of my graduate classes who, for the duration of their programme, came to class alternatively identifying – and dressing – as male *and* female. While the student's degree of ease in these two identities was obvious and the student openly shared and discussed experiences within both these identities to whomever might ask, the consternation of colleagues was striking. It manifested itself through stone-cold silence and denial, a fairly grotesque

international learning experience – is quite the reverse. *LAuberge Espagnole* was characteristic in this respect and forever crystalized the image of the European student travelling overseas for a good time, focusing more on love interests and personal discovery than academic priorities.¹ Why, then, do we not see our Chinese students, or the visiting scholar from India, in the same manner?

PEEL BACK THE LABELS

What is more striking than this reductionist lens is the resounding heteronormativity with which we label these international students. Rarely do student services think of international students in terms of gender fluidity, a striking

observation when the deconstruction of gender becomes increasingly commonplace with home students. Suffice it to examine the ongoing gender-neutral

Rarely do student services think of international students in terms of gender fluidity

bathroom campaign. While LGBTQ initiatives abound and gender-fluid initiatives pop up daily on campuses, we are still reluctant in our ethnocentrism to consider the relevance of these initiatives for our international student population.

Do we ever think of international students as gender fluid and exploring

reaction when the student was intent on having this experience acknowledged in the classroom as part of their campus life and exploration. It was never spoken about; none of my colleagues engaged with the student about gender identity over the duration of the 18 months in which they attended.

LIFTING THE LENS, EMBRACING INTERSECTIONALITY

What is the way forward and how might we eliminate such views of international students when it comes to sexuality and gender? Obviously a first step – though a complex one – is to engage with some of the momentum that currently surrounds the Decolonising the Academy agenda.³

International Students Office – a service provider which may inherently lack understanding of the other diverse realities of the lives of these students, particularly in terms of gender and sexuality. Instead access is essential to support workers who are able to see beyond ‘otherness’ in order to recognise issues and concerns which are universal in our student population,

Their lives are as complex and multifaceted as those of home students

Deep down, our unidimensional views of international students, particularly those coming from the Global South, are presumably connected to post-colonial lenses we find hard to shed. This is long-haul work and though the literature is now abundant on this process, there is no quick shortcut. This will require both individual and institutional reflection on some of the complex, enduring and inconspicuous biases that taint our views of international students from developing countries. True decolonisation of the curriculum will only be achieved once our campuses and academics develop a genuine curiosity about the culture of our students and are willing to enter into a truly reciprocal dialogue.

In the meantime, an awareness of intersectionality needs to be developed within student services in order to move our institutions away from unidimensional classification of international students, as well as other minority students, as having solely one profile and one need. Their lives are as complex and multifaceted as those of home students and the first port of call need perhaps not always be the

particularly when it comes to sexuality and gender fluidity. This of course presumes a willingness to shift services away from the ‘silo mentality’ that is too often present on our campuses, towards genuine interdisciplinary approaches to student need.


Lastly, work needs to be done too within the student population itself, and particularly within student unions, in order to break down some of the stereotypical views which can still, at times, mirror institutional values and label international students as visitors rather than genuine stakeholders.

— FREDERIC FOVET


1. Levy, B. (Producer), & Klapisch, C. (Director). (2003). *Auberge Espagnole* [Motion picture]. France: Bac Films

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The page features various teal gender symbols scattered throughout. These include the male symbol (a circle with an arrow), the female symbol (a circle with a cross), and several combined or modified symbols such as a circle with both an arrow and a cross, a circle with a cross and a triangle, and a circle with a cross and a vertical line. Some symbols are white, while others are teal.

♂ OUTSIDE ♀ THE BINARY

The text is surrounded by teal gender symbols, including a circle with an asterisk, a circle with a triangle, a circle with a vertical line and a cross, and a circle with a cross and a triangle.

While much of this issue of *Forum* has focused on women in internationalisation, there is much more behind the term 'gender' than simply male or female. Rather than a dichotomy, gender can be expressed on a full spectrum, depending on how someone self-identifies. One professor has taken this insight to heart, making a world of difference for some students. ▶

The student was genuinely shocked: “that’s the first time an adult has ever asked me for my preferred pronouns”. They were definitely pleased, but shocked nonetheless. They have a name that is female-gendered, but the context of the meeting told me that pronouns such as ‘she’ and ‘her’ might not be right for them, which turned out to be correct: they prefer to use the gender-neutral they/them/their pronouns about themselves. Asking what pronouns they prefer was one of the first questions I asked them, and it established the trust and respect that, three years later, is helping them complete their bachelor’s education and start their career.

THE EVOLUTION OF SELF-IDENTITY

You might not have heard of non-binary genders. Although people who are non-binary (also known as ‘genderqueer’, ‘NB’, ‘enby’ or plural ‘enbies’) express themselves in many ways, they are enby because they are most comfortable outside simple male/female and masculine/feminine social patterns. A transgender person is not automatically non-binary, because they may identify wholly as a sex and gender other than the one allocated at birth, but, arguably, all enbies are transgender through not being that birth-allocated gender. Many enbies are cautious about identifying as transgender because of various political, medical, and societal discourses around transgender lives. If this is the first time you’re reading all of these ideas, your head might start spinning, but these identities are increasingly comfortable for many young people who feel they do not fit into traditional gender identities.

When first hearing about non-binary gender identities, a common reaction is similar to the ‘political correctness has gone too far’ arguments that typify populist responses to our changing world, but this doesn’t undermine its importance to enby people. When I came out as bisexual in the 1990s, I was told variously that bisexuality didn’t exist, that it was a phase, or that it was destructive to the lesbian and gay movement’s political identity. In the late nineties, my university’s ‘LGB’ society became the ‘LGBT’ society.

As time moved on, it became clear that queer communities and non-gender conformists were striving to find common ground outside of heteronormative and cisgender discourses. Over twenty

Such gender non-conformity may be more visible now than in earlier generations for many reasons: Possibly the highly targeted use of gender in marketing, such as ‘pinkification’, has meant the binaries of masculine and feminine have become more extreme (and typically more heavily sexualised) in a way that many do not recognise in themselves. Perhaps the internet has allowed formerly isolated people to recognise that their sentiments are more common than they believed, or any of the plethora of other factors that create social change. Whatever the cause, gender is stepping outside of binaries.

These might seem like trivial matters to you, particularly if you are cisgender (*ie* you identify as the sex and gender

We have a long way to go before we reach full acceptance of queer communities in society and in education

years later, I still identify as bi/pansexual and queer, and I still occasionally hear “bisexuality doesn’t exist”. We have a long way to go before we reach full acceptance of queer communities in society and in education. Welcoming enbies is part of this.

ACCEPTING NEW CONCEPTS

We know that there have always been people who lived outside of the gender rules they were born into, but enbies are part of a relatively recent normalisation of the fact that many people are most comfortable blending gender representations and roles, or trying to avoid them entirely.

allocated to you at birth, the opposite of transgender). I have met cisgender people who ask “why does it matter what pronouns you use?”, but they would also resent being inappropriately called ‘he’ or ‘she’, and particularly ‘it’. For non-binary students and colleagues, these are feelings that they face on a daily basis.

WHAT ROLE CAN WE PLAY?

How can you make non-binary students feel more comfortable? One simple step is to be aware that whenever you teach, you may not only have male and female students in the room with you. Unless you are certain of a person’s gender

identity, use they/them/their pronouns when you might typically use ‘he’ or ‘she’. At first this will feel slightly odd, but it quickly becomes second nature. It will soon sound strange to you when others don’t do this.

There is a particular challenge for international communities: I work at a Dutch university of applied sciences, and

are intuitively correct to me. My British ‘stiff upper lip’ of masculine repression has slipped away, and last summer, for the first time, I ticked ‘other’ on a survey’s question about gender. I have a stubble and short hair, and I don’t resent people for saying ‘he’ about me, but I think and talk about myself without masculine pronouns. Looking back, I realise I’ve done

student and staff lives that are outside of social norms. Colleagues will have grown up in a different age from most of our students, and they will have learnt to find ways to fit in, but some may have unhealthily repressed parts of themselves. As universities, we need to welcome our students and develop our staff in ways that allow them to be their best, so we need to recognise that gender non-conformity and non-binary identities are part of modern and future life.

—MATA HAGGIS

Unless you are certain of a person’s gender identity, use they/them/their pronouns when you might typically use ‘he’ or ‘she’

I regularly correct official documentation in Dutch that says, for example, “when a student arrives, he or she will go to...”. It would be both more inclusive and nicer grammatically to write ‘they’ rather than ‘he or she’ constantly. However, this presents a linguistic difficulty as Dutch lacks a singular gender-neutral pronoun. This means that many Dutch enbies resort to English pronouns for self-identification or feel unable to talk about their gender easily in their own language. If you are teaching in a language other than English, you may face this too.

SOCIETAL ACCEPTANCE MEANS SELF-ACCEPTANCE

It has been over twenty years since I realised I am bi/pansexual, and it is only in recent years that I have come to accept that I am most comfortable when I not trying to perform masculine behaviour, but instead allow myself to relax and express thoughts and feelings in ways that

this for a long time. I discussed this with a colleague from another university, a post-punk gothy throwback like myself, and they said they have experienced the same changes: if we were young again now, we feel we would have grown up non-binary rather than only coming to this in our thirties and forties.

Are universities ready for this? Among students, some gender non-conformity is somewhat expected, but among staff there is typically more reticence about stepping outside of socially conventional gender presentations. Issues of mental health stigmatise non-conformist people of all kinds, who typically have faced social pressure and bullying in many forms, from overt violence to subtle and repeated microaggressions. These pressures can (but don’t necessarily) mean that non-conforming students are more vulnerable than others. In addition, intersections of class, race, physical, religious, and other factors can multiply the difficulty of

SOMEWHERE OVER THE RAINBOW?

One major component of internationalisation is studying abroad. Mobility often constitutes a major life event for students, particularly for those either perceived as, or who self-identify as, LGBTQ. How can institutions help to prepare these students for an environment that may have alternate views of the LGBTQ community?

Moving to a new place can be a challenge for anybody, but for LGBTQ students, a bit of tailored mobility advising can make a big difference. International officers at Trinity College Dublin understand this, and have worked hard to ensure the transition to their new institution is a comfortable one.

For students moving to more liberal environments, living in new surroundings far from domestic norms may well provide access to new support networks and affirm their sense of identity and community. Conversely, moving to more socially conservative environments may provoke new challenges for students who are already identifying as LGBTQ and have access to existing support networks. It is important to build in LGBTQ sensitivity in pre-departure mobility training, then consider how this can also be reflected in re-integration work.



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ENCOURAGING MOBILITY UPTAKE

As a university with significant global reach, Trinity College Dublin offers students access to mobility placements around the world. While some courses feature mandatory mobility (predominantly those involving languages), many students participate in mobility to benefit from the perceived cultural and socioeconomic aspects of international experience. For non-mandatory mobility, participation in an overseas experience is a highly selective process in which students choose their preferred locations from a suite of options appropriate to their degree pathways.

Anecdotally, there is much greater competition for places in either highly

urban or highly liberal locations across the board; this reflects feedback from current LGBTQ students at Trinity who reported that they are wary of going either

have access to 'concentric circles' of support networks: they have access to student-led LGBTQ organisations in a university environment and, often

LGBTQ students are wary of going to environments perceived as unfriendly to LGBTQ students or which lack dedicated student union-type organisations

to environments perceived as unfriendly to LGBTQ students or to environments which lack dedicated student union-type organisations. At home, these students

through these, access to a wider sense of community in the city as well in the forms of LGBTQ-friendly pubs, clubs and social spaces.

Students questioned as to their opinions on mobility placements cited concerns around the perceived lack of LGBTQ-themed social groups in universities (*eg* in environments without strong student-led activity) as failing to provide access to community support when overseas. Other students talked at length about their physical safety concerns as being visibly LGBTQ students and about mental health concerns around the impact of ‘re-closeting’ themselves when overseas in environments perceived as unsupportive.

Recognising the validity of these perceptions as significant barriers to mobility is key to engaging with mobility concerns from this demographic. Culture shock already acts as a significant stressor on all mobile students; where LGBTQ students are involved, an additional stressor may feature, which I term ‘rainbow culture shock’. This shock is applicable, however, to all mobile students: for those coming from more conservative environments, a broad acceptance of LGBTQ presence may shock them on arrival into LGBTQ-friendly scenarios; similarly, a move to a less accepting environment can impact negatively upon those students previously used to a more open and diverse environment.

RAINBOW CULTURE SHOCK AND STUDENT IDENTITY

Pre-departure training is an essential part of preparing outbound students to make the most of their mobility experience. Sessions typically involve discussions around learning agreements, visa advising, legal responsibilities in the host

country, budget practicalities, a focus on the need for appropriate health insurance and proactive planning in case of a medical emergency, and so on. Additionally, pre-departure workshops focus on appropriate behavioural expectations for students overseas, often considered as part of the university’s commitment to demonstrating due diligence in preparing students for their time abroad.

One subsection particularly at risk in facing culture shock in new environments are those students of LGBTQ orientation

Seen holistically, the aim of pre-departure training is to prepare students for, and mitigate against, the challenges of culture shock. One subsection of the student body particularly at risk in facing culture shock in new environments are those students of LGBTQ orientation. Three distinct strands of preparation need to be addressed and folded into wider pre-departure training for these students. A challenge is to provide this information to all students, not just to those who disclose their LGBTQ status to the sending institution.

LEGAL, HEALTH AND SOCIAL CHALLENGES
The first of these focuses on legal realities for any students considering mobility to more conservative areas or regions where



expressions of LGBTQ sexuality are illegal or socially unacceptable. It involves stressing to students that they are subject to the laws of the jurisdiction of the institution in which they are located rather than the laws of their sending jurisdiction, and is arguably best presented as a student safety issue.

Secondly, when designing pre-departure information for students, educators need to acknowledge that they are presenting information to students both comfortable with a LGBTQ label and those who are still coming-to-terms with this identity. Mobility offers students the opportunity to experiment far from domestic expectations; as educators we need to encourage students to be safe in



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their choices, for example in encouraging students to research how their access to resources such as condoms and recourse to medications such as ‘PREP’ or ‘T’

Finally, another distinct area where LGBTQ students differ from their peers is in the need to identify in-country support, *eg* in access to local support helplines, or an emergency exit strategy where they display a severe emotional response to their perception of safety or lack thereof. Again, this needs to be built into pre-departure work in a sensitive manner and can be included as part of ‘in case of emergency’ preparation.

RE-INTEGRATION SUPPORT

Part of the reintegration activity of students returning from overseas placement focuses on connecting students with access not just to careers and academic supports, but also to student social environments to help them pick back up their lives after their mobility experiences.

Student organisations are well-supported by the institutional gender equality policy at Trinity College Dublin, reflected in themed week-long activities during the academic year. Student-led LGBTQ organisations host stands at orientation activities, and provide a subtle

societies, and also to make contact with the Student Union Welfare Officer. This has led to very successful crossover and shared expertise between professional staff and student leaders, recognising and improving access to support structures for returning LGBTQ students.

As do other minority groups engaging in mobility overseas, LGBTQ students exhibit very specific needs. They display distinct informational needs for emotional support and healthcare, and may also require additional support in identifying appropriate mobility destinations. They may also encounter additional risk in terms of potential isolation when mobile. The practice at Trinity focuses on preparation and re-integration of these students, but much remains to be done in making mobility accessible to all students, particularly those of LGBTQ demographics, and in providing additional supports to make mobility for these students successful.

— JONNY JOHNSTON

1. PREP stands for pre-exposure prophylaxis [to HIV] and is regularly prescribed in certain jurisdictions to at-risk groups, including men who have sex with men; T stands for testosterone, a hormone regularly prescribed to transitioning transgender people.

Mobility offers students the opportunity to experiment far from domestic expectations

may vary in different jurisdictions.¹ Additionally, these students may need encouragement to seek out dedicated sexual health provision in the form of not-for-profit sexual health clinics, access to which is often facilitated and destigmatised by student LGBTQ organisations.

integration service into student LGBTQ communities, *eg* through e-mail signups and discreet introductions over coffee that aim to support students who may be anxious about disclosure.

Returning students are encouraged by the Study Abroad team to involve themselves in student-led clubs and

DIVERSITY

A CONCERN FOR US ALL



A great number of individuals experience prejudice, even within the presumably ‘welcoming’ field of international education. Whether it be due to gender, sexuality, race or religion, we still have a long way to go before we can claim equality in diversity for internationalisation.

In 2015, McKinsey and Company reported on a project entitled ‘Diversity matters’.¹ The report enlarged the focus from only gender diversity – as a source of diversity – to include a source diversity that is of particular interest to the EAIE, namely ethnic and racial diversity.^{2,3} The 2015 report looked at the relationship between the level of diversity and

likelihood of superior performance and 27% more likely to have superior value creation. More women in revenue-generating roles ensured placement in the group of highest performing companies. Conversely, companies that were on the lower end of the diversity scales performed poorer than the average.

Leadership roles matter, and gender diversity is associated with superior performance

company financial performance in the UK, Latin America, Canada and the United States. The elements of diversity related to gender, ethnic and racial composition of the leadership team of large companies. A higher gender diversity lead to companies being 15% more likely to have financial performance of their national industry median, while companies that were in the top quartile of ethnic/racial diversity showed they were 35% more likely to have a better than median performance. This report has been part of a wake-up call that, despite wide attention, is only heeded slowly. The companies that were subject of the investigation in the Diversity Matters project had only improved their gender diversity by 2% and ethnic and cultural diversity by 1%.

DIVERSE LEADERSHIP MATTERS

In their latest report, Hunt and associates showed that the earlier reported relationship between enhanced diversity and financial performance continued to exist in an enlarged dataset. More specifically, they showed that leadership roles mattered, and top-quartile gender diversity was associated with a 21% greater

DIVERSITY: NATURE VERSUS NURTURE

The types of diversity discussed concern inherent diversity as distinct from acquired diversity.⁴ The inherent diversity include traits people are born with. Acquired diversity involves qualities that are the result of experiences. These experiences include those that happen by chance, but also those that are the result of deliberate design. The latter group of experiences typically belong to education and training. Thus, the experiences that interest the EAIE, namely those related to internationalisation of education, are part of the activities designed to produce acquired diversity. There is no doubt that the inherent and acquired diversities can, and do, interact.

It is important that the next generation of leaders already be aware of the benefits of embracing diversity

CREATING SYNERGY THROUGH DIFFERENCES

We are at once capable of enhancing the acquired diversity and the ways in which the inherent diversity becomes more the norm of working together rather than the exception. It is important that the next generation of leaders will have already experienced and are aware of the benefits of embracing diversity.

We often contend that we are in the business of developing tomorrow's leadership and as such we have an important role to play. While this issue of *Forum* is about gender in particular, we should see gender diversity in the wider perspective of both inherent and acquired diversities. The interaction between these two types should become better understood and their individual and combined impacts on team performance should be a matter of careful study. If we do not embrace diversity in the true sense of the word, what are we saying to the next generation?

At the most basic level, it is not hard to imagine that a more diverse team has a greater chance of understanding the motivations, needs and wants of more segments of society. Provided the members of such a team are appreciated for the different insights they bring, performance in terms of being able to relate to the society at large can be enhanced significantly. At more subtle levels, these teams can also benefit from different

reported that companies without leadership that possessed three of each acquired and inherent diversities, were about 20% to 25% less likely to appreciate ideas from their female employees, people of colour, or those identifying with the LGBTQ communities.⁴ Such companies lost crucial opportunities.

CULTURAL SENSITIVITY LEADS TO EMPLOYABILITY

The trend throughout most parts of the world, in terms of higher education, is to be more concerned with the next phase of our graduates. Once upon a time, a basic degree was all that was needed to ensure life-long employment. However, for certain disciplines, skills and regions, there is currently a great deal of unemployment among university graduates. Universities are now spending more time and energy on the employability of students. Some of that energy should be directed towards the acquisition of skills and understanding that help embrace diversity of all kinds.

to imagine how this could be achieved. However, with increased attention to collaborative learning styles involving group work, there is room to appreciate such an embrace by diverting assessment away from just the content to also include process and commitment to ideals we espouse as higher education institutions. It is one thing to say we are committed to this, it is quite another to bring this into focus in an arena where most of the student attention is focused on their engagement with us (*ie* how do I satisfy the requirements for getting this degree?).

The delivery of products and services globally is converging and organisations that seek to distinguish themselves are having to rely on paying attention to sustainability, global corporate social responsibility, and the embrace of diversity. It is up to us to deliver graduates in whose minds this is part of everyday living and working.

— ROBERT COELEN

Energy should be directed towards the acquisition of skills that help embrace diversity of all kinds

styles of leadership or management that may be associated with the various forms of diversity. It is of course important that such benefits do not only accrue at the top of organisations. Where such a commitment is not spread throughout the organisation at all levels, diversity is only rhetoric and results in missed opportunities. Indeed, Hewlett and associates

Just as Hunt and associates suggest that while commitment to diversity at the top matters, mechanisms also need to be deployed to ensure a whole-of-company appreciation of diversity and inclusion. It is our responsibility as educators to strive for mechanisms that reward students who embrace diversity. In a pedagogy that lacks student interaction, it is hard

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TIME'S UP

FOR UNIVERSITIES, TOO

A hot topic in the international media today, sexual misconduct and assault are serious issues, and higher education institutions are not excluded from this reality. If we hope to achieve true gender equality across the spectrum, this hard truth should be front and centre on our agenda. ▶

Sexual misconduct and assault at university campuses are nothing new. There is data that shows that the topic has been present in the social science literature since the 1950s.¹ Since then, much has been investigated and written, and the focus has at times shifted from the individual pathological behaviour of those who commit criminal actions at very young age, to the systemic aspects of campus culture which might enable sexual assault, ranging from extreme alcohol and drug consumption, scripted gender behaviours and oftentimes, plain impunity. It was, however, rarely a topic that grabbed headlines and sparked passionate mainstream conversations.

TIME FOR ACCOUNTABILITY

Things are finally different. This is 2018, and the stories that we read every day in the newspapers and social media indicate a new mood concerning sexual assault. It doesn't really matter where it happens; from Hollywood stars to politicians; from banks to universities, the "#MeToo" movement has taken by storm global social media conversations around sexual violence, and seeks to push for an environment of accountability and restitution for victims of sexual assault, which has ultimately led to a bunch of heads rolling – some of those heads – of university leaders.

Let's review two recent examples in the media, and what happened. Probably the most famous, the case of Lou Anna Simon, the head of Michigan State University (MSU) who was called to quit by the Michigan State House of Representatives, which, according to the BBC, overwhelmingly voted for her dismissal.² Her sin? Failing to proactively act on hundreds of sexual assault complaints

made by girls and adolescent gymnasts who were abused by disgraced MSU physician Larry Nassar. What is not mentioned by the BBC, but would make us all wonder as professionals of HEIs, is the lack of responsiveness of seemingly appropriate university structures. MSU's website presents a 'University Policy on Relationship Violence and Sexual Misconduct', where an 'Office of Institutional Equity' is identified as the appropriate body to take matters of sexual and gender based violence pertaining MSU university members.³

One can only wonder, why on earth did these structures fail to address such a prominent case of sexual assault? What kind of climate really exists at MSU concerning the disclosure of sexual violence? Further, is the Head of the university the only person that allegedly acted in negligent ways in this case?

Around the same time, it was widely reported that Beijing's Beihang University confirmed that a prominent member of their leadership staff, Chen Xiawo (Vice-President of the Graduate School) sexually assaulted various female students and was therefore sacked by the University.⁴ A former PhD student of Mr Chen, Ms Luo Xixi, who now lives in the USA, reportedly decided to come forward with her story thanks to the courage that the #MeToo movement inspired her with. Needless to say, once she posted her story online, her story went viral, and reached more than three million views. Even though there had been previous allegations against this professor, nothing was done before the allegations went viral. This is yet another example of lack of action by an academic institution that was only uncovered as soon as a courageous survivor dared to tell her story through



Photo: Shutterstock

social media. This issue is by no means only a problem at Beihang University. According to a 2015 survey conducted by the Peking University School of Public Health, over 30% of female students have experienced sexual violence or harassment in China.⁵

FINALLY... TIME'S UP!

No doubt, this is a unique and historical moment for victims and survivors of sexual misconduct. However, #MeToo will not stay as #MeToo forever. It has already reached a momentum that will linger for a while, but its gradually moving onto its next phase, better captured by the Time'sUp! movement. This *almost* parallel movement seeks to create a legal defense fund that will be accessible for less-privileged individuals in the USA who suffer from sexual misconduct and the risks of reporting it. Time'sUp! also advocates for wage equality, and for legislation that will seek to penalise organisations that tolerate persistent harassment. It is precisely the latter point that will force organisations to critically review and develop measures that lead to stronger and effective institutional accountability when it comes to gender equality.

Universities can take this moment as a true opportunity to position themselves as forward thinking and align with a social trend that will only grow. Furthermore, administrators do not need to face their own mishandled cases to learn from the risks and opportunities brought by the #MeToo moment. Here are already some of the 'lessons learned' for university leaders:

- **Critically review the systems in place:** Conduct a critical review of the current policies and structures set in place to deal with sexual misconduct as well as gendered and sexual violence on your campus. Do international students face an increased risk of assault? Are they less likely to seek help in the case that they do experience sexual misconduct? Seek not to reassure yourself but to find gaps and bottlenecks in the system, and address them quickly.
- **Bring diverse perspectives to the management of gender misconduct:** Bring more women, LGBTQ, minority groups and international students into the structures that deal with sexual misconduct. Allow for these voices to participate in policy building and the development of innovative and grassroots on-campus initiatives, promoting a community willing to rally against inequality. Empowering diversity is the best preventive measure against a climate where systemic abuse goes unchecked.
- **Address pockets of reactionary thinking:** Some individuals on campus might react with contempt or minimise the need for these measures. Do not ignore the potential damage that these individuals can create (some of those individuals could turn a blind eye else when abuse happens). Seek to proactively educate and engage them. If they refuse, ask yourself whether they can still be part of a forward-thinking international institution.
- **Education, education and more education:** Everybody, from staff and faculty to students, needs to be on board concerning the latest trends on gender diversity, promotion of equality, cultural sensitivity, and the effective management of sexual misconduct on campus. Allocate budget and get serious about assuring education on these topics for everyone.
- **Monitor campus climate:** Evaluate what is the student experience at your campus. Do students feel safe? Are there frequent instances of sexual misconduct? Is there bullying going on? How do minority students feel? Explore, hear your students, conduct research and address systemic problems.
- **Be responsive and proactive on social media:** Ideally, university leaders should blog or respond to twitter comments and keep their doors and ears open. This is one of the best ways to sense where the conversation is going and respond to emerging issues in a timely manner.
- **Treat victims with respect, addressing their concerns promptly:** Victims need to be protected, supported, and believed, and their concerns should be proactively addressed. Make sure that this is what happens at your university.

The biggest lesson: There is no time to waste. Time'sUp! for university leaders to step up to the challenge, and contribute to social change long overdue.

—JESSICA PRICE

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4. <http://www.bbc.com/news/world-asia-china-42659827>

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THE UNIVERSITY OF GENEVA

PROMOTING HUMAN RIGHTS
FOR ALL

The 30th Annual EAIE Conference will be held in Geneva, a city renowned for its international collaborations and diplomacy. The University of Geneva launched a new Summer School programme to address gender, alterity and human rights in an international context – a topic that requires delicate and constructive dialogue. Read why Geneva is the perfect host for this innovative new summer school.

The University of Geneva (UNIGE) is fully integrated into the ecosystem of International Geneva, the main capital of multilateral diplomacy, with 99 international organisations, programmes, institutes and funds, as well as 250 NGOs. The university's long-term strategy and policy aims to make its knowledge and expertise accessible to all.

Each year, UNIGE hosts summer school programmes based on hot topics from the international agenda. In August 2017, the Summer School 'Gender, Human Rights and Alterity' took place at UNIGE for the first time. Organised by the university in cooperation with The Graduate Institute Geneva and Geneva-based international organisations, the Summer School offers an interdisciplinary approach to gender and human rights. Topics covered include violence against women, human rights and decolonial approaches to justice, freedom and emancipation, the new international division of labour and migration and discrimination against LGBTQ communities.

AN INTERNATIONAL SPIN ON GENDER AND ALTERITY

The inaugural programme hosted 32 participants from 17 different countries, making it one of the most international classrooms at UNIGE ever. However, it was not only international participants who gained invaluable experience at the Summer School; a selection of UNIGE students were granted reduced fees to enrol, enabling them to interact with other students as well as instructors from a variety of academic disciplines, including law, sociology and anthropology.

Course instructors also brought different perspectives to the table, coming from all over the world to share their expertise. Academics, international

experts, and professionals from international organisations held lectures, discussed current affairs and shared case studies with students.

Understanding the challenges that arise for disadvantaged populations can sometimes be difficult without being able to witness these experiences firsthand. Aside from classroom courses, participants also were actively engaged in field projects, such as a moot court. Students prepared and simulated a state report to the CEDAW committee (the UN Convention on the Elimination of all forms of Discrimination against Women based in Geneva).

Visits were organised to the Office of the United Nations High Commissioner for Human Rights (OHCHR) and the International Labour Organisation (ILO), in order to interact with gender issues experts. Students attended a session of the Committee for Migrant Workers, and were invited to view a screening of a film released at the International Film and Forum on Human Rights (FIFDH), where they then had the opportunity to discuss the film with the filmmaker via Skype. By allowing students to experience such a variety of approaches to gender and human rights by different institutions, UNIGE sought to expand their understanding on the importance of these issues.

NO GROWTH WITHOUT CHALLENGES

As with all new programmes, the Summer School did not come without challenges. With a sensitive subject such as human rights linked to gender and alterity, combined with participants from multiple backgrounds, the mixing of cultures occasionally created some tensions not previously anticipated. It was very important that course organisers monitor



University of Geneva Summer School 2017 participants

discussions closely, ensuring a safe space for participants to share opinions and experiences.

For the next session of this Summer School, organisers will implement a structured set of operating policies communicated to participants in order to create a group dynamic that will allow for the constructive exchange of ideas.

It was very important that course organisers ensure a safe space for participants to share opinions and experiences

THE BIRTH OF NEW INITIATIVES

The collaboration between UNIGE and the Graduate Institute Geneva led to the idea of a 'Geneva Gender Equality Hub' (GEH) in order to capitalise on local knowledge of international gender issues. The GEH is committed to creating synergies by launching world-class research

projects and initiatives to address multi-disciplinary societal issues.

The Summer School also launched new collaborations for UNIGE, which only helps to strengthen international research. The programme formed partnerships both at the state and local levels, with the Agenda 21 office of the City of Geneva and the FIFDH film festival.

Additionally, session participants had an overall positive review of the new programme, emphasising the usefulness of the knowledge and skills acquired during the Summer School. This led not only to more than half (60%) of students hoping to enrol further at UNIGE, but also to many students deciding to continue



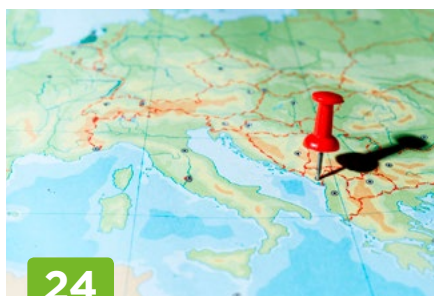
their academic studies on the discipline itself. Further, it led to the renewal of the Summer School subject, to take place July 2018 during the 70th CEDAW Committee session.

Having long been considered a centre for acceptance and collaboration, it is only natural that the university bearing Geneva's namesake is taking strides to become more inclusive and diverse. The study of gender and human rights fully complies with the university's international outreach mission to contribute to solve the most pressing issues in society today. One of UNIGE's best investments for international recruitment, the Summer School on Human Rights, Gender and Alterity has proved to be a very powerful vector of internationalisation for the university, providing international exposure for both students and teachers alike.

— UNIVERSITY OF GENEVA

EAIE BLOG SPOT

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24
JAN

DESTINATION MARKETING: SELLING YOUR UNIVERSITY'S LOCALE

Tips for marketing your institution when nobody can locate you on a map!

<http://ow.ly/KNhy30jtfJu>



07
FEB

10 TIPS FOR DEVELOPING ENGLISH-TAUGHT BACHELOR'S PROGRAMMES

Successfully add English-taught bachelor's programmes at your institution.

<http://ow.ly/fl2030jtfMd>



21
FEB

DEVELOPING CRITICAL THINKING AND ETHICAL GLOBAL ENGAGEMENT IN STUDENTS

Ethical decision-making skills are necessary for a sustainable future.

<http://ow.ly/lCyt30jtfOp>



07
MAR

SHORT-TERM INTERNATIONAL MOBILITY: TRANSFORMATIVE OR TOURISTIC?

This mobility alternative is a great opportunity to gain intercultural competencies.

<http://ow.ly/zg5c30jtfQf>

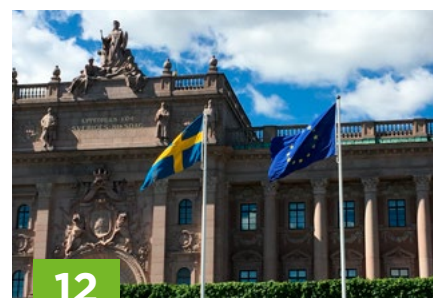


29
MAR

WHAT HAPPENED AND WHAT'S NEXT: MID-TERM EVALUATION OF ERASMUS+

Met with success thus far, Erasmus+ has impressive objectives for the future as well.

<http://ow.ly/6Kkw30jtfVb>



12
APR

SWEDEN'S NEW INTERNATIONALISATION POLICY

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<http://ow.ly/jS6m30jtfZg>

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CALENDAR

23–26
APRIL

**Scholars at Risk Network 2018
Global Congress**

www.scholarsatrisk.org

2–4
MAY

Going Global 2018
Global connections,
local impact

[www.britishcouncil.org/
going-global](http://www.britishcouncil.org/going-global)

9–11
MAY

**AACSB Annual Accreditation
Conference: Europe, Middle
East, and Africa**

[www.aacsb.edu/events/
conference/2018/annual-
accreditation-europe-middle-
east-and-africa](http://www.aacsb.edu/events/conference/2018/annual-accreditation-europe-middle-east-and-africa)

14–16
MAY

IUNC Eurasia 2018
HigherEd internationalization
as a priority

[www.iunc.net/conference/
view/19](http://www.iunc.net/conference/view/19)



23
MAY

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17–20
JUNE

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[http://bccie.bc.ca/events/
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