

5th Annual Global Equality & Diversity Conference & Awards Driving Up Equality – Building Inclusion

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Internationalization at Universities of Applied Sciences in Switzerland: The Meaning of Inclusion for Student's Success



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Gender and Migration in Higher Education

International orientation is legally anchored at Swiss Universities since 1995

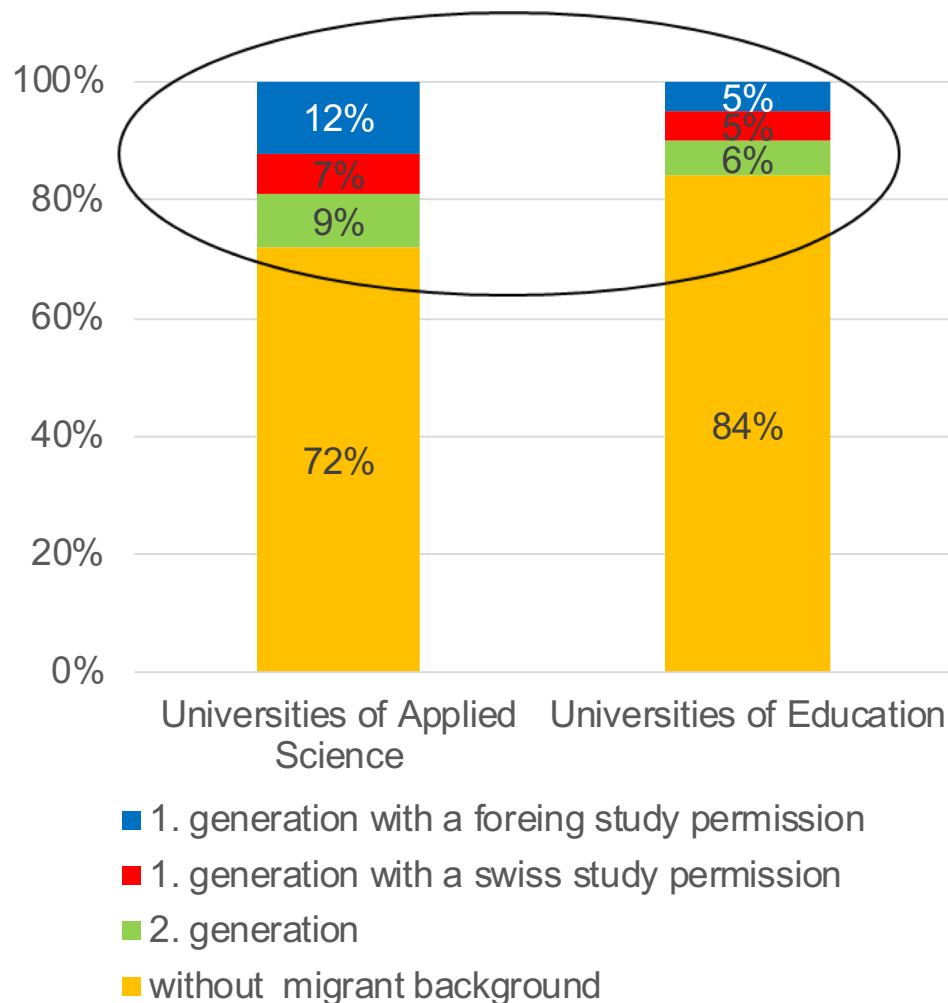
Students with migrant background are underrepresented at Swiss Universities (Federal Statistical Office 2015:25)

- 28% Students with migrant background at Universities of Applied Science (UAS)
- 16% Students with migrant background at Universities of Education (E)
- 31% Students with migrant background at Universities

- 41% of the Swiss population between 18 and 34 years are of migrant background

Significant differences between disciplines

Students with migrant background at Swiss UAS & E (FSO 2014)



- Only few students with migrant background.
- Large disciplinary differences in the proportion of students with migrant background at UASs
- Music, theatre and other arts most international fields (1/3 are students with migrant backgrounds).

Theoretical perspectives

Universities (re-)produce gender relations and inequalities, also in processes of internationalization (Aulenbacher/Riegraf 2010)

Institutional perspective

- formal rules and regulations (i.e. conditions for **admission** and education) and informal requirements (i.e. **diversity climate**) generate specific framework conditions for migrant students of different genders (cf. Riegraf et al. 2010; Funder 2014)

Intersectional perspective

- different structural categories (gender and migration) can generate structurally specific inequalities (Crenshaw 1994)
- Social differences can be of different importance in different structural and institutional contexts (eg. educational fields) (cf. Lutz 2007)

Methods:

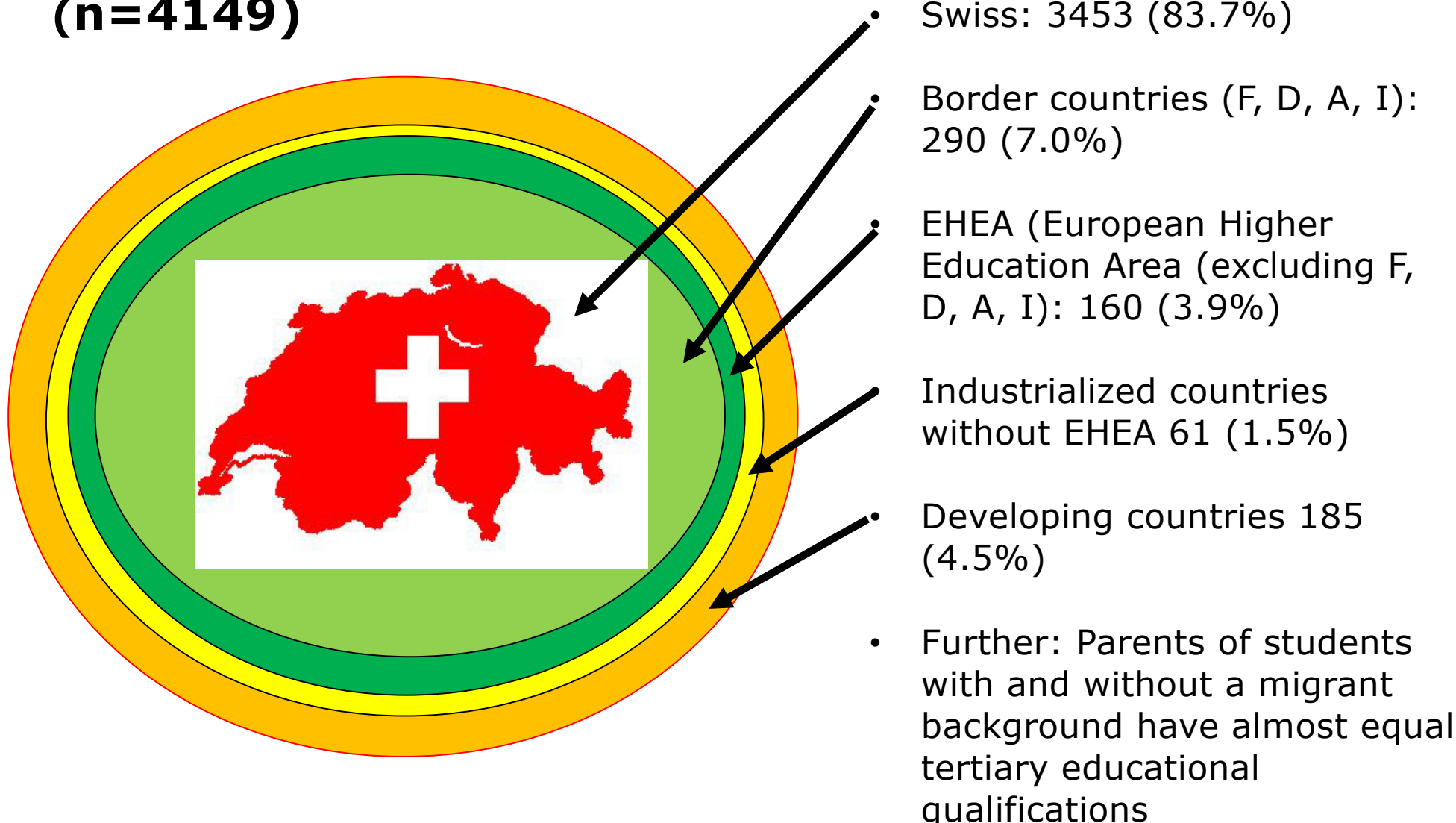
Online-Survey of Bachelor Students (BA and BSc) (2018)

- 3 UAS & E in German and French speaking Switzerland
- 4 disciplines: technology, business and services, social work, and education
 - Student sample N=17'549
 - Response rate: 23.6% (n = 4149 students)

2'564 (61.8%) female	1'585 (38.2%) male
1'178 (28.4%) with migrant background	657 (15.8%) with migrant background

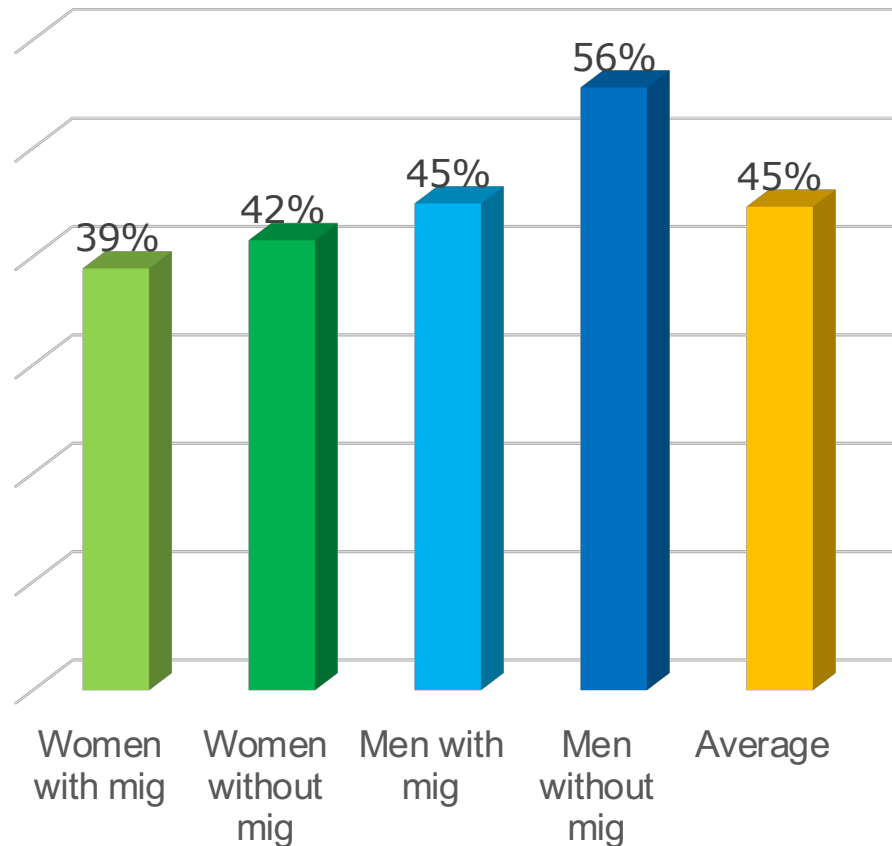
- Representative sample: In all scientific disciplines, the size of the Survey Sample is sufficient to draw conclusions about the population.

National background of BA/BSc-students (n=4149)



Perception of admission requirements (n=2455)

Perception of admission requirements as inviting and equal



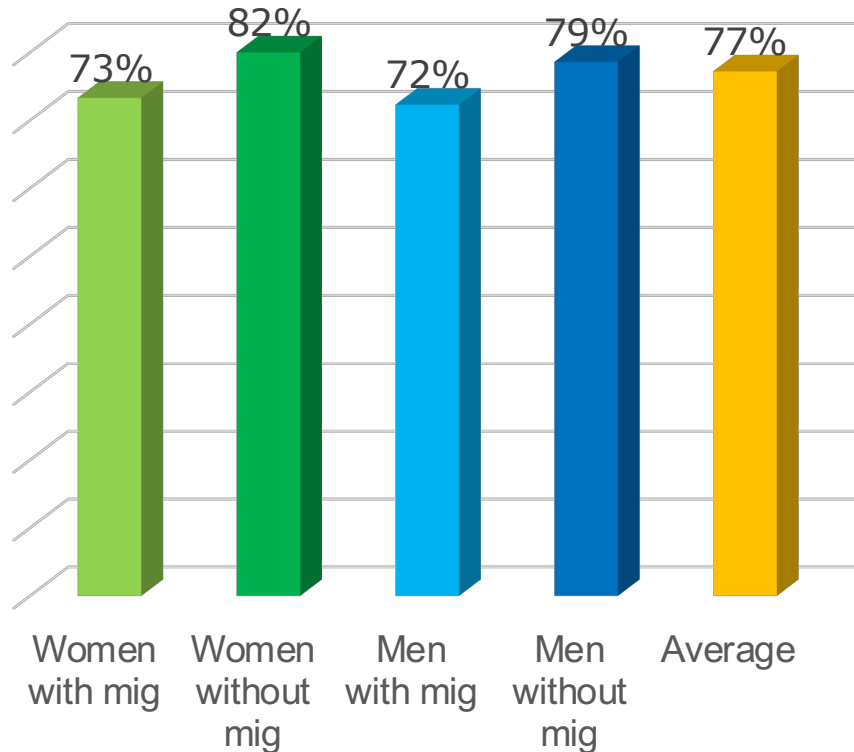
- Only 45% of students perceive admission requirements as inviting and equal

Impact of gender and migration

- 39% women with migrant background perceive admission requirements as inviting and equal; but 56% of male students without a migrant background ($p < .001$)
- However, also clear differences between male students with/without migrant background
- Log. Regression: gender has slightly more influence on perception than migrant background

Perception of study success (n=3190)

The students' assessment of successfully completing their studies confident



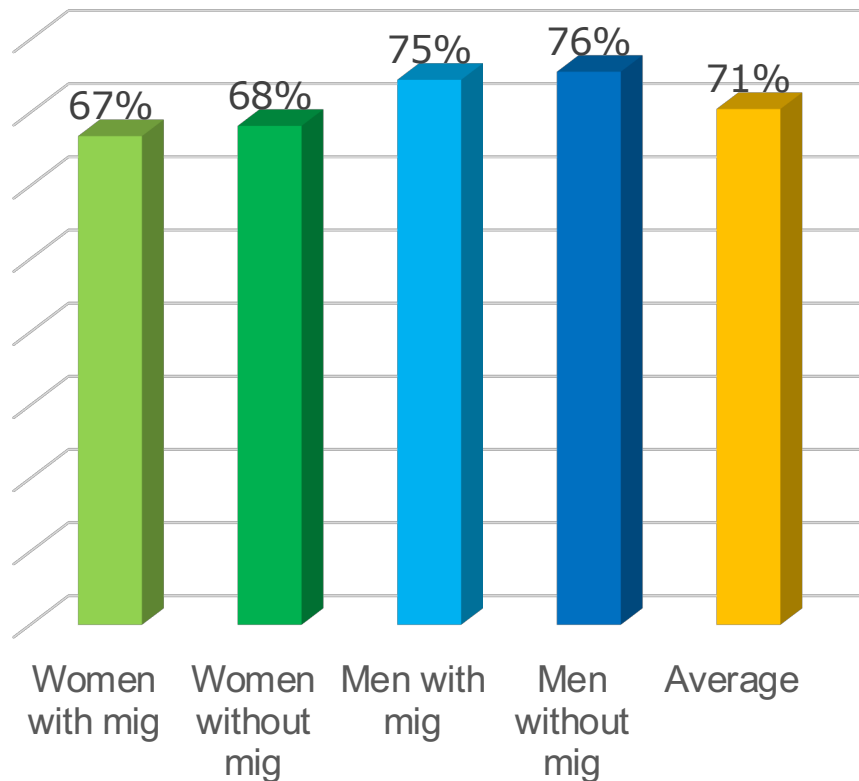
- majority of students (77%) confident that they will successfully complete studies.

Impact of gender and migration

- female and male students with migrant background significantly less confident of successfully completing studies ($p < .001$).
- Log. Regression: migrant background seems to have a slightly higher influence than gender

Perception of the diversity climate (n=1658)

Students' assessment of the diversity climate



- majority of students (average: 71%) take a positive view of the diversity climate at their universities

Impact of gender and migration

- students with migrant background rate diversity climate significantly worse ($p < .01$)
- women with migrant background and men without migrant background differ most in their assessment ($p < .000$)

Conclusion I

Low percentage of foreign students at three Swiss UAS & E under study

Migration of elites?

- most come from EHEA countries and have knowledge of Bologna education system
- tertiary education: parents of students do not differ

The sample may have contributed to underestimating the effects

Impact of gender and migrant background

- gender and migration influence perception of admission requirements and assessments of academic success and diversity climate
 - gender influences perception of admission requirements more strongly than migrant background
 - migrant background influences perception of academic success more strongly

Conclusion II

Migrant students are confronted with special barriers in their access to higher education:

- they seem to perceive access to higher education as less easy
- they have special social resources to access higher education (e.g. educational background of parents).

Students with a migrant background also seem to be more confronted with barriers at the UAS & E than students without a migrant background

- these barriers seem to have an impact on their own perception of success in academic studies
- they already have experience in the Swiss education system (at least come from EHEA - development of resilience)

Informal requirements of universities seem to reach more male students

- female students perceive themselves as more disadvantaged

Recommendations

The universities examined here still seem to have little experience with students with a migrant background.

- raising awareness of the formal and informal dimensions students experience at UAS & E

Admission requirements of UAS & E should

- focus more directly on women with migrant background

Assessment of one`s study success and diversity climate

- experiences of students with a migrant background should be more strongly recognized as a resource and integrated

Counselling services should be better adapted to the needs of students with migrant background

UAS & E should develop strategies to make them more interesting for students with a migrant background; enlarge minorities

