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## Call for papers

# Migration-Related Diversity in Higher Education

Research panel at the 17<sup>th</sup> IMISCOE Annual Conference

Luxembourg, 30 June – 2 July 2020

IMISCOE Standing Committee on Education and Social Inequality

Higher education institutions play a crucial role in shaping individuals' educational trajectories and in determining their later professional and social positions in society. While higher education has long remained a 'refuge' for white middle-class predominance when primary and secondary education had already become highly diverse in social and cultural terms, this is increasingly changing. The number of young people from immigrant families and international students in higher education has risen steadily over time. Higher education institutions have actively contributed and responded to these trends by developing 'diversity' and 'internationalisation' strategies. Yet, students with immigrant and international backgrounds are, for instance, still more likely to, for example, experience learning difficulties (or even dropping out of higher education) and discrimination which points to inequalities in the opportunities to successfully complete higher education. Moreover, student diversity is still hardly reflected in more diversity in the teaching staff and, especially, among professors and leading researchers.

Research on higher education often looks either at the educational trajectories and social mobility of (descendants of) migrants or at international students. However, both student groups may be confronted with similar challenges in higher education institutions, which generally presuppose students to be familiar with the academic language and to have parental support both in cultural and economic terms.

Therefore, we argue that it is unfortunate that both literatures are developing separately, as many of the mechanisms and processes that explain inequalities among these groups might actually be applicable to both of them. This panel aims at bringing these perspectives together by focusing on the role of higher education institutions in shaping educational opportunities and inequalities between and within groups of students with different types of migration experience, addressing, for example, the following questions:

- What role do the characteristics of institutions (such as organizational structures, 'internationalization' or 'diversity' programmes, learning environments, curricula, etc.) play in shaping the higher education students' trajectories and educational experiences, focusing on comparisons between students with and without migration background, and/or international students?
- How do higher education institutions cater for the needs and demands of students with varying social backgrounds, ethnicities, or gender? What kind of policies are in place to establish 'diversity' as a norm that requires specific institutional responses in order to prevent discrimination, drop-out, etc.?

- How do higher education students themselves experience diversity in higher education?
- How do experiences and outcomes of incoming international students compare with those of students who received their prior education in the country? Do we also see differences across students who received their prior education in the country but have distinct migration backgrounds (i.e. migrant parents versus non-migrant parents)?

We especially encourage contributions that take a comparative perspective – be it across countries, between international and immigrant students, or between different types of institutions.

Please send your abstract (max. 300 words) to Elif Keskiner ([e.keskiner@vu.nl](mailto:e.keskiner@vu.nl)), Nicolai Netz ([netz@dzhw.eu](mailto:netz@dzhw.eu)), and Christof van Mol ([C.VanMol@uvt.nl](mailto:C.VanMol@uvt.nl)) **before 22 November 2019**. We will inform all authors on whether their abstract is accepted for presentation before 1 December 2019.