

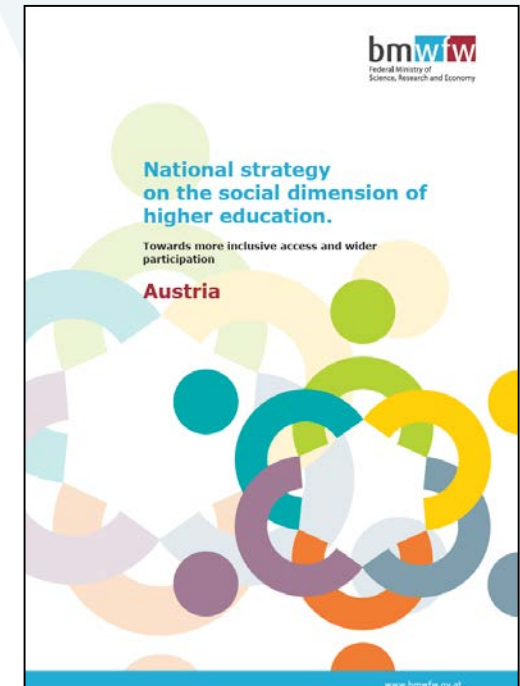
Mainstreaming Social Dimension in the EHEA

Implementation of a National Strategy

Maria Keplinger, BMBWF
Organisation
Vienna, October, 7th 2020

National strategy on the social dimension of higher education

- 2016: strategy development process with all stakeholders
- 2017-2020: Implementation up to now
- 2021 and 2025: evaluation and monitoring
 - 9 Quantitative goals
 - Target dimensions and action lines (“qualitative”)
 - Target dimension I: More inclusive access
 - Target dimension II: Avoid dropout and improve academic success
 - Target dimension III: Create basic parameters and optimise the regulation of higher education policy



From 2017: publication to 2020: implementation

- **2017:** Quantitative and qualitative development of the student support system (focal points, funding); extra support for mobility
- **2018** Amendment (2018) to Universities Act 2002, §12a, par.4: Integration of SD into the **performance agreements 2019-2021** (0,5% of the overall budget can be retained by the federal minister).
 - about one third of Austrian public universities are developing institutional strategies on the social dimension
 - the other universities are systematically implementing measures to improve the social situation of their students.
 - All universities will report by the end of 2020: decision about retainment
 - emphasis on SD strategies included in the performance agreements 2022-24

From 2017: publication to 2020: implementation

- **2018/19** Integration of SD into the “**Development and Funding Plan for Universities of Applied Sciences (UAS) through to 2023/24**”: It was also possible to include a commitment to the social dimension into that plan.
- Dissemination via annual **networking conferences**: “Enabling study success” (2018); “From school into higher education” (2019); “webinar on equity in higher education” plus online networking (2020)
- **Student Social Survey** (2019)

2021 and 2025: evaluation and monitoring

- **2021** interim evaluation, quantitative and qualitative methods
- **2025** final evaluation to answer the questions:
 - Which of the quantitative goals could be reached?
 - Have HEIs implemented strategies? Are they evaluating the outcomes?
 - Which legal adaptations have been made to promote the SD?

2020 and ongoing: challenges, solutions, good practices...

- **challenges** of heterogeneity/diversity agenda are very complex, need ongoing measures at all levels (education chain, policy level, institutions at interfaces)
- Working on the topic is not a success story, changes are very slow, need a lot of effort, and progress is not seen quickly and easily
- Covid-19 pandemic is disrupting the HE system and it needs even more resilient students to enter and complete HE

2020 and ongoing: challenges, solutions, good practices...

- **Solutions and good practices:** learnings from implementation process: what works best are positive narratives, a simple strategic back-up and a good data basis (higher education statistics; survey data from Student social survey)
- very helpful to keep topic on the agenda: conferences, funding projects etc.
- EU: Erasmus+ funding puts strong emphasis on the SD, e.g. 3-IN-AT; SIDERAL, PLAR-4-SIMP; Ministry participating in the projects (in cooperation with HEIs); EUA conference: “Diversity, equity and inclusion at European higher education institutions” (March 2020)
- HEIs are involved in Erasmus+ projects, e.g. Enhance IDM: Platform to promote inclusive higher education (e.g. modules for staff engagement, learning environments, etc.)

Looking forward to your comments and questions!



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Implementing the Social Dimension at FH OÖ

Mainstreaming Social Dimension in the EHEA, 7 October 2020

Silke Preymann, University of Applied Sciences Upper Austria

HAGENBERG | LINZ | STEYR | WELS

FH OÖ: Facts and figures

Almost 6000 students

4 faculties

- Informatics, Communication and Media
- Medical Engineering and Applied Social Sciences
- Economy and Management
- Engineering

68 degree programmes

	FH OÖ	all UAS	all HEIs
Gender - female	35	49	53
Age – over 26	18	16	11
First-in-family migration background (1st & 2nd gen)	77	73	60
	4,5	6,6	7

Unger, M.; Schranz, L. (2019): Studierenden-Sozialerhebung 2019. Tabellenband FH Oberösterreich

Setting the scene

The Social Dimension at FH OÖ

2010: First working committee on Gender Mainstreaming & Diversity Management

Creation of FH OÖ's first diversity policy

2011: Presentation of mission statement on "Gender Mainstreaming & Diversity Management at FH OÖ"

2016: Diversitas Prize

Prize winning concept [HEAD \(Higher Education Awareness for Diversity\) Wheel](#)

2019: Launch of the new institutional strategy 2030

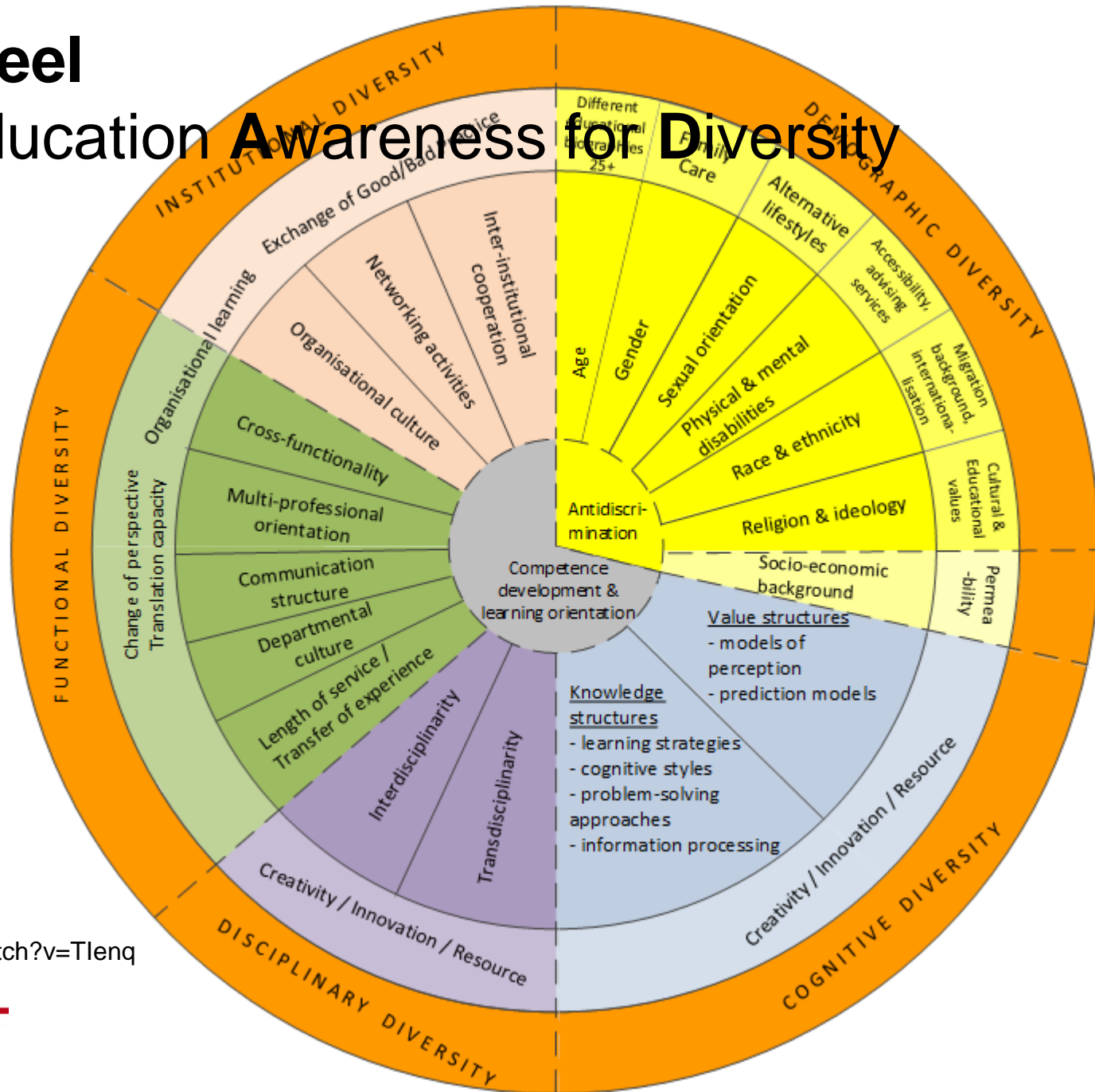
Substrategy for Diversity and Diversity Management

5 guiding principles: principle 4 „... appreciating diversity“

Head Wheel

Higher Education Awareness for Diversity

- Serves as a frame of reference for a holistic diversity management
- Embraces five interconnected diversity segments (demographic, cognitive, disciplinary, functional and institutional diversity)



<https://www.youtube.com/watch?v=TlenqW8cssg&t=6s>

Strategic aims and (planned) initiatives

Ongoing process, often project based-approach

Increasing participation of underrepresented student groups

(action line 1, 2, 3, 8)

- outreach measures:
 - > preparation of ambassador academy
 - > **Durchstarten@FHOÖ**
- Enhancing counselling and information

Strategic aims and (planned) initiatives

Raising student success, reducing drop-out (action line 4, 5)

- Consistent development of internal support structures
 - > „Need Some Help?“ campaign and brochure
 - > Care-LineTelefonischer Beratungsservice für Pflege-und Betreuungsfragen
 - > Supporting the development of new pedagogical concepts and formats (eg. Blended formats, flipped classroom, career promoting study options, etc)
- Community building course for first-semester students
- Prizes for students' outstanding achievements (eg. In spite of care obligations, etc)
- Student experience platform: the web-based platform will offer anonymous support
- Learning analytics

Strategic aims and (planned) initiatives

Raising awareness, strengthening competencies among staff

(action line 5, 8)

- **Blended-Learning Training: Diversity-sensitive study-programme-management**
- Training to sensitize teaching staff and administrative staff (2 formats) for student's diverse needs
- **IDM Toolbox** (www.idmtoolbox.eu) providing practical methods and tools on inclusion and diversity management
- **Guidelines for diversity-sensitive didactics**

Strategic aims and (planned) initiatives

Supporting an inclusive culture/ study environment (action line 6, 8)

- **Guideline for gender-sensitive language**
- **Events and workshops** (eg. Diversity Day, Durchstarten@FHOÖ, F(h)rauentag der Akademia, Frauennetzwerk@FHOÖ)
- Guideline for more inclusive meetings

Developing monitoring and evaluation instruments

- **Diversity Yearbook**
- Learning analytics
- Self-assessment - measuring own awareness, and competences/skills in dealing with student diversity
- New indicators showing the effectiveness of taken measures

Challenges

- Change needs a lot of effort and persuasion; important to find the 'right' arguments - „**making sense of diversity management and inclusion**“
- Translating the 'social dimension' into **workable action plans**, away from a normative discourse remains a challenge – How to design, conceptualize and implement adequate measures remains challenging.
- Clear and unambiguous answers, simple pre-fixed solutions, rules or recipes are hard to come by → **flexibility, adaptability** is needed
- **Raising awareness** among higher education staff and **sensitizing** them to their own unconscious bias and the varying demands of an ever more diverse student population is and remains the most important aspect and the starting point.



To enhance diversity competences of programme leaders at HEIs to make study programmes more inclusive.

Outputs

- A [comprehensive blended-learning training programme for academic middle management](#) concentrating on inclusive practice over the whole student life cycle. (User: lmsstudent1; Password: Lms4Student1!)
- [Multi-media resources on inclusion and diversity management scenarios in higher education](#), dealing, for example, with situations like violence on campus, language barriers and prejudice based on implicit bias.
- A freely accessible toolbox (<https://idmtoolbox.eu/>) providing practical methods and tools on inclusion and diversity management
- An [online self-assessment](#) measuring one's own awareness, general attitudes and competences/skills in dealing with student diversity.
- For more information see www.enhanceidm.eu

To start: ENTRANTS



Co-funded by the
Erasmus+ Programme
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To increase students' sense of belonging (and avoid drop-out) of under-represented groups while at the same time avoiding the triggering of "Othering"-effects or stereotype threat

Outputs:

- A programme for an obligatory COMMUNITY BUILDING COURSE for first-semester students
- An online STUDENT EXPERIENCE PLATFORM: the web-based platform will offer anonymous support and interactive content with a strong focus on sharing and relating experiences of other students.
- A STAFF TRAINING to sensitize teaching staff and administrative staff (2 formats) for student's diverse needs, ultimately enabling staff to recognize and deal with problems arising out of a lacking integration into the HEI.

Questions?

contact

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