"Mainstreaming Social Dimension in the European Higher Education Area (EHEA): Implementation of a National Strategy"

Higher Education Institution Profile for the international Peer Learning Activity

Wednesday, 7 October 2020
University of Applied Arts, Vienna or online

We therefore commit to developing policies that encourage and support higher education institutions to fulfil their social responsibility and contribute to a more cohesive and inclusive society through enhancing intercultural understanding, civic engagement and ethical awareness, as well as ensuring equitable access to higher education.

Bologna Paris Communiqué 2018

This Peer Learning Activity co-funded by the Austrian Federal Ministry of Education, Science and Research and the ERASMUS+ KA3-Project „INternationalisation/INclusion/INnovation: Towards high-quality inclusive mobility and innovative teaching & learning in an internationalised Austrian Higher Education Area – 3-IN-AT" will focus on mainstreaming the social dimension through National Strategies and strategic measures. It is designed as a follow-up to the Peer Learning Activity that took place in Linz (Austria) in March 2017, when Austria launched its "National Strategy for the Social Dimension in Higher Education". The PLA in 2017 aimed at gathering information on the development and implementation of National Strategies in member countries of the EHEA. In preparation of the PLA, participating countries had been asked to fill in a survey on their efforts in developing national strategies on the social dimension in order to create country profiles.

To continue the work from 2017 another PLA will be held on 7 October 2020 for which these country profiles are now updated and supplemented by higher education institution profiles. This is why this HEI profile template is sent to HEIs nominated by those countries, which participated in this first round in 2017 in a first step. The questions asked in this template, as well as the topics that will be worked on during the Peer Learning Activity are based on the **draft of the Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA produced by the BFUG Advisory Group 1 for Social Dimension (date: 24 June 2020).**

This document takes as its starting point the definition of the social dimension provided in the 2007 London Communique, namely that the composition of the student body entering, participating in and completing higher education at all levels should correspond to the heterogeneous social profile of society at large in the EHEA countries. The Advisory Group for Social Dimension also goes beyond the before mentioned definition and has enlarged the definition by stressing that the social dimension encompasses creation of inclusive environment in higher education that fosters equity, diversity, and is responsive to the needs of local communities. (p. 1)

The social dimension of higher education is, as described above, meant to be beneficial for individuals and for society as a whole, the BFUG Advisory Group 1 for Social Dimension explains this as follows:

[…] _Increased participation of vulnerable, disadvantaged and underrepresented groups in higher education produces wider benefits with respect to decreased social welfare provision, improved health outcomes and increased community involvement._ _Collectively, these wider benefits sustain cohesive, democratic societies where social justice, public good, public responsibility and social mobility prevail. Graduate qualifications delivered to a wider pool of citizens means better employment prospects, higher earnings premiums and the passing on of an appreciation for the benefits of higher education to the next generation and to their local communities. Beyond reaching the commitments made by the EHEA, taking a holistic and proactive approach to improving the social dimension of higher education further serves to accelerate progress in attaining the UN Sustainable Development Goals. (p. 1-2)_

The Peer Learning Activity planned for 7 October tries to encompass all 10 guidelines; however, we want to mention those that are central to the work of the PLA:

1. The social dimension should be central to higher education strategies at system and institutional level, as well as at the EHEA and the EU level. _Strengthening the social dimension of higher education and fostering equity and inclusion to reflect the diversity of society is the responsibility of a higher education system as a whole and should be regarded as a continuous commitment._

2. Legal regulations or policy documents should allow and enable higher education institutions to develop their own strategies to fulfil their public responsibility towards widening access to, participation in and completion of higher education studies.

4. Reliable data is a necessary precondition for an evidence-based improvement of the social dimension of higher education. _Higher education systems should define the purpose and goals of collecting certain types of data, taking into account the particularities of the national legal frameworks. Adequate capacities to collect, process and use such data to inform and support the social dimension of higher education should be developed._

6. Public authorities should provide sufficient and sustainable funding and financial autonomy to higher education institutions enabling them to build adequate capacity to embrace diversity and contribute to equity and inclusion in higher education.

10. Public authorities should engage in a policy dialogue with higher education institutions and other relevant stakeholders about how the above principles and guidelines can be translated and implemented both at national system and institutional level.

HEI Survey

Higher Education institution: University of Rijeka (UNIRI)

Organizational unit in charge with "Social Dimension": Decentralized – mainly University Counselling Centre and Centre for Studies

Person in charge/contact:

Rationale for your strategy: Why do you work on/with an institutional Strategy and/or a coherent set of measures and/or another way of mainstreaming Social Dimension? Would you say that it addresses one or more of the principles mentioned in the introduction? If yes, which? (Indicate the numbers, e.g. Principle 6., Principle 10.)

> Rationale for this strategy (or rather this part of the University of Rijeka Strategy) and a whole set of activities in the area of social dimension is simply that this is a part of the University of Rijeka's (UNIRI) identity as a socially sensitive and socially responsible university. Current Rector of the University of Rijeka also places a great deal of importance on social dimension and it features prominently in her plan of work for current mandate (e.g. "*removing barriers which might influence successful studying and completion for underrepresented groups*"), which has also resulted in several international projects on social dimension being carried out currently and up until now.
> Directly, the set of measures for social dimension at UNIRI refer mostly to principles number 1, 4 and 10 out of the ones listed in the introduction.

Please give a short explanation of the status of your institutional strategy and/or your coherent set of measures and tools and/or another way of mainstreaming Social Dimension (ongoing discussions, target groups involved, implementation, evaluation, monitoring, adjustments…)

> a.) The institutional strategy was published in …
> b.) No institutional strategy was published, because…
>
> University of Rijeka does not have a separate strategic document on social dimension, but these goals are integrated into the overall strategy and mission and vision of the University.
> One of the strategic lines of the University of Rijeka strategy sets the goal of:
> *Removing barriers to successful study resulting from previously acquired competencies, motivation, socio-economic reasons, and/or belonging to a vulnerable group (students with disabilities, mature students, students with children etc.)*
> Current draft of the next University Strategy emphasises that UNIRI is to be inclusive and foster social responsibility, inclusivity and pluralism.
> This goal (along with the goals of the current Rector's mandate plan of work) is then translated into a series of measures aiming at increasing participation and success of vulnerable groups of students.

How has your institutional strategy / set of measures been developed, which stakeholders were involved in the development and how were they involved?

> In developing both the overall UNIRI Strategy and the set of measures for social dimension, all internal stakeholders were involved. This included representatives of faculties and departments, social dimension experts, students and staff, while the University's Strategy

Committee also works on developing these measures.

Did you identify any target groups? If yes, which ones?

Identified target groups are: student of lower socioeconomic status, students with disabilities or learning difficulties, mature students, students with children, students without higher education family background (first academic generation in their family).

How is your institutional strategy / set of measures linked to a strategy / coherent set of measures on the national level?

Main point of alignment between the institutional measures and national strategy are the target groups (vulnerable and/or underrepresented groups of students).
There is also a degree of overlap in action lines (measures), for example in removal of barriers in accessing higher education, mechanisms of financial support for certain groups of students or flexibilisation of university study programmes.

How has your strategy / set of measures been implemented; which measures have been put into practice and how?

Measures implemented by the University of Rijeka are divided into material, non-material and combined measures.
Material (mainly financial) support includes University grants for students of lower socio-economic status, accommodation subsidies for students of lower socio-economic status, additional Erasmus mobility grants for vulnerable students, Students' Council financing projects for vulnerable or underrepresented groups and (some) faculties/departments offering exemptions from tuition fees.
Non-material support includes student counselling service, preparatory courses before the first year targeting students from vocational high schools, learning materials adaption and recognition of informal learning.
Combined support includes exemptions from study progression rules for certain vulnerable groups of students (which is also connected with tuition fees) and removal of physical barriers and physical assistance for students with disabilities.

Does your strategy (or: your set of measures) include **quantitative targets for certain target groups**? (e.g. raise the participiation of people with migrant background). If yes, please indicate them below and elaborate which data you use to monitor the achievement of these targets and how this data is collected. If not, please give a short statement.

    a.) Yes, our strategy/our set of measures includes quantitative targets
        a. Including definite numbers/percentages (e.g. increase the number of … to 5.300)
        b. Describing trends/challenges (e.g. increase the number of …)
    b.) No, our strategy/our set of measures does not include quantitative targets, because…
The Strategy describes the aims in terms of trends:

- the number of students from vulnerable groups who completed a degree programme in the previous academic year
- the number of students participating in barrier-removing activities organised by the University of Rijeka

• the number of architectural barriers removed
• suradnja

Does your institutional strategy / set of measures address potential students as well, if so: how?

a.) <u>Yes, our strategy/our set of measures addresses potential students in the following way(s):</u>   1. b.) No, our strategy/our set of measures does not address potential students. Our Strategy and accompanying measures addresses potential students, although they are not the primary target groups. Strategic goal of developing mechanisms of stronger cooperation with local educational institutions is related to this, as it enables stronger outreach activities towards groups underrepresented in higher education. Additionally, some of the action lines/measures are targeted towards students without higher education family background or students with disabilities, who might be less motivated or discouraged in studying in higher education.

Websites/ main online sources for your core Social Dimension initiatives and/or strategy:

Spread over different public information hubs: University Counselling Centre, University financial grants, Students' Council website…

Does/Did the Covid-19 crisis have an influence on your endeavours to write or implement your institutional strategy on the social dimension? If yes, please describe the changes/challenges/benefits.

a) <u>Yes:</u> b) No Strategic activities were mostly not endangered, as most of them continued being carried out regularly. However, certain vulnerable groups of students were additionally troubled by the current situation. Online lectures demanded certain technical equipment from the students, which some students might not possess. Lockdown also worsened living situation of some students. Finally, the University Counselling Centre was only operating online during a 3 month period this period, which was not the best solution for certain vulnerable groups of students, although the number of support groups increased in order to try to mitigate the situation.

HEI Survey

Higher Education institution: Technological Higher Education Association (THEA)

Organizational unit in charge with "Social Dimension": Directorate of Academic Affairs

Person in charge: Dr Jim Murray, Director of Academic Affairs

Contact: Sean O'Reilly, sean.oreilly@thea.ie

Rationale for your strategy: Why do you work on/with an institutional Strategy and/or a coherent set of measures and/or another way of mainstreaming Social Dimension? Would you say that it addresses one or more of the principles mentioned in the introduction? If yes, which? (Indicate the numbers, e.g. Principle 6., Principle 10.)

The Technological Higher Education Association (THEA) represents the eleven institutes of technology ("universities of applied science") in Ireland. THEA staff participate in national networks on behalf of / and alongside personnel from member institutions. One key network is the National Access Plan Steering Group.

This steering group, convened by the ministry and the statutory HE policy and funding body, the Higher Education Authority (HEA), maintains a role in oversight and implementation of the National Plan for Equity of Access to Higher Education. The stated vision for the 2015-2019 plan is to ensure that "the student body entering, participating in, and completing higher education at all (NQF) levels reflects the diversity and social mix of Ireland's population." Consultation is underway on updating the current plan.

Implementation of the National Access Plan reflects each of the principles mentioned in the introduction. National consultation leads to development of the plan. A specific Access Policy office in the HEA leads on implementation of the plan alongside a HE Equity of Access unit in the ministry. Individual higher education institutions provide data to the HEA on an annual basis om a wide range of issues, including the social dimension. Institutions are free to a significant extent to determine the most appropriate manner to contribute to national targets. Performance agreements, known as "compacts" are negotiated between institutions and the HEA and these include equity of access.

In addition, specific national programmes relate to the social dimension. One such example is the Programme for Access to Higher Education (PATH). This is a dedicated fund (of €16.5m established in 2017), broken into three strands, committed to increasing participation by under-represented groups in higher education. The three strands address increasing numbers of under-represented groups in initial teacher education; bursaries of €5000 per year for the most disadvantaged students as identified by clusters of institutions; and development of regional and community partnership strategies.

Please give a short explanation of the status of your institutional strategy and/or your coherent set of measures and tools and/or another way of mainstreaming Social Dimension (ongoing discussions, target groups involved, implementation, evaluation, monitoring, adjustments…)

No discrete institutional strategy was published, because…

The existence of a national framework via the National Access Plan means that institutional strategies and approaches fit within mainstream strategic planning and processes. Negotiated performance agreements between institutions and the HEA use a specific objective from the system performance framework to demonstrate that each institution "Significantly improve the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population"

An example of how the social dimension is included within institutional strategic planning is provided in the next section.

How has your institutional strategy / set of measures been developed, which stakeholders were involved in the development and how were they involved?

National consultation was undertaken for development of the National Access Plan.

Individual institutions consult widely with national and regional stakeholders to develop institution's strategic plans. The THEA Board is currently chaired by the President of Limerick Institute of Technology (LIT). The LIT Strategic Plan (2018-2022) provides one example of how strategic planning is undertaken in the institutes of technology. A number of extracts follow to illustrate the process. The URL to access the full plan is provided later in this document.

„the plan is based on wide- ranging consultation with those who have an interest in what we do: industry and commerce, local government, schools, education and training boards, our staff and their trades unions and our current student body. That consultation was deeply rooted in the key LIT value of being relevant to and engaged in the needs of the Limerick City Region and of Tipperary"

„A reorganisation of the senior management team has been carried out to ensure that every key objective in the plan has a capable and account able executive responsible for accomplishing it"

„In early 2018 the HEA launched a number of important documents, one a reflection on the sector for the period 2014-2017 (HE System Performance) and a new HE System Performance Framework to cover the period 2018-2020. It has also been announced that there will be a new round of Compact agreements for the coming period. LIT has reviewed the outcomes of the 2014-2017 period, and has mapped the priorities and actions of the new Framework to the plan herein."

One of five priorities identified in LIT's strategic plan is to grow student numbers and to diversity the student population with kay actions identified as:

- *„Analyse the Institute's programme portfolio to ensure continued suitability and to identify new discipline areas*

- *Maintain and <u>enhance appropriate pathways and necessary supports</u> to enable students continued progression through their educational journey*
- *Enhance our flexible model of education to include new online and blended programmes that <u>increase student enrolments, support continuous professional development (CPD) and enable life-long learning</u>"*

Did you identify any target groups? If yes, which ones?

The vision of the **National Plan for Equity of Access to Higher Education 2015-2019** is to ensure that the student body entering, participating in and completing higher education at all levels reflects the diversity and social mix of Ireland's population. The plan set out five goals and more than thirty actions, developed following widespread consultation with stakeholders, with the aim of supporting increased access and participation in higher education by six main target groups:

- entrants from socio-economic groups that have low participation in higher education;
- first-time mature students;
- students with disabilities;
- part-time/flexible learners;
- further education and training award holders; and
- Irish Travellers.

How is your institutional strategy / set of measures linked to a strategy / coherent set of measures on the national level?

As noted previously, negotiated performance agreement are put in place as a result of discussions between individual institutions and the HEA. The System Performance Framework identifies a number of high level targets for the relevant objective which is "Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population".

The targets are:

- All HEIs will have a Student Success Strategy in place by 2020 which will embed whole-of-HEI approaches to institutional access strategies.
- Implement new data initiatives and indicators to support the development and implementation of evidenced based National Plans for Equity of Access by 2019.
- Implement the strands of the Programme for Access to Third Level (PATH) Fund to support the implementation of the National Plan for Equity of Access 2015-2019.
- Sustain the expansion from underrepresented groups with 2,000 additional enrolments from socioeconomically disadvantaged groups and 1,000 from Further education access programmes.
- Increase in enrolments from DEIS schools by ensuring that every such school will be

> - participating in a HEI led access programme.
> - Completion rates for students from disadvantaged cohorts will be specifically targeted for improvement

How has your strategy / set of measures been implemented; which measures have been put into practice and how?

> The national level implementation measures are described elsewhere in this response.

Does your strategy (or: your set of measures) include **quantitative targets for certain target groups**? (e.g. raise the participiation of people with migrant background). If yes, please indicate them below and elaborate which data you use to monitor the achievement of these targets and how this data is collected. If not, please give a short statement.

> c.) Yes, our strategy/our set of measures includes quantitative targets
>> a. Including definite numbers/percentages (e.g. increase the number of … to 5.300)
>> b. Describing trends/challenges (e.g. increase the number of …)
>
> National targets exist for some indicators and institutional performance agreements may provide additional detail for individual institutions. The national report of results of system performance provides relevant data under system objective 2, equity of access and student pathways https://hea.ie/assets/uploads/2018/01/Higher-Education-System-Performance-2014-17-report-1.pdf
>
> Individual institutions and clusters of institutions report regularly to the HEA Access Policy office.
>
> Programme for Access to Higher Education (PATH) data is reported to the National Access Plan Steering Group regularly.

Does your institutional strategy / set of measures address potential students as well, if so: how?

> c.) Yes, our strategy/our set of measures addresses potential students in the following way(s):
>> 1. Broad engagement of higher education providers with schools and community education providers to promote opportunities and pathways
>> 2. Engagement for specific initiatives such as Programme for Access to High Education (PATH 1) initial teacher training. As of February 2020, 800+ school students had engaged in related events; almost 90 schools engaged by PATH 1 centres.

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Websites/ main online sources for your core Social Dimension initiatives and/or strategy:

Higher Education Authority – System Performance Framework https://hea.ie/funding-governance-performance/managing-performance/system-performance-framework/

Details of the process leading to negotiated agreements, known as "compacts", for individual institutions are publicly available at https://hea.ie/funding-governance-performance/?v=l

Higher Education Authority – Access Policy https://hea.ie/policy/access-policy/

National Access plan https://hea.ie/policy/access-policy/national-access-plan-2015-2019/

Higher Education Authority – Programme for Access to Higher Education https://hea.ie/policy/access-policy/path/

Department of Further and Higher Education, Research, Innovation and Science https://www.gov.ie/en/organisation/department-of-higher-education-innovation-and-science/

National Action plan for Education, 2019 https://www.gov.ie/en/publication/c6976-the-action-plan-for-education/

Technological Higher Education Association – Access http://www.thea.ie/access/

Limerick Institute of Technology – Strategic Plan https://lit.ie/getmedia/1c35e9a1-974f-4125-b6fb-d075511249ec/LIT-Strategic-Plan-2018-2022.pdf

Aontas, the national adult learning organisation, Mitigating Educational Disadvantage discussion papers https://www.aontas.com/aontas-covid-19-response

Does/Did the Covid-19 crisis have an influence on your endeavours to write or implement your institutional strategy on the social dimension? If yes, please describe the changes/challenges/benefits.

c) Yes:

Additional disadvantages for learners were noted as well as additional learners now facing disadvantage. A specific working group was established as part of a system-wide approach to managing post-school educational provision alongside Covid-19. The Mitigating Educational Disadvantage working group included more than 30 participants from further and higher education, community education, students' representatives and other national stakeholders. A series of discussion papers were published and are available at https://www.aontas.com/aontas-covid-19-response

Key issues included access to digital devices and reliable internet; engagement of learners; developing appropriate assessments; financial impact on learners; mental health and wellbeing

HEI Survey

Higher Education institution: Edinburgh Napier University

Organizational unit in charge with "Social Dimension": Widening Participation

Person in charge/contact: Head of Widening Participation post is currently vacant – interim contact Carole Mooney

Rationale for your strategy: Why do you work on/with an institutional Strategy and/or a coherent set of measures and/or another way of mainstreaming Social Dimension? Would you say that it addresses one or more of the principles mentioned in the introduction? If yes, which? (Indicate the numbers, e.g. Principle 6., Principle 10.)

Inclusion is one of Edinburgh Napier University's core values and attracting, recruiting and supporting students from a wide range of backgrounds is essential in demonstrating this value. Higher Education Institutions in Scotland are set targets by the Scottish Funding Council (though our Outcome Agreements) with regards to recruiting and retaining students from widening access backgrounds and this is an enabler to increasing underrepresented groups within Higher Education. We are required to provide data and annual updates on our progress in achieving these targets (Principle 4)

Please give a short explanation of the status of your institutional strategy and/or your coherent set of measures and tools and/or another way of mainstreaming Social Dimension (ongoing discussions, target groups involved, implementation, evaluation, monitoring, adjustments…)

Edinburgh Napier published its Widening Participation Strategy in 2017. It can be accessed: https://www.napier.ac.uk/~/media/documents/equality-and-diversity-documents/widening-participation-strategy-2017.docx

How has your institutional strategy / set of measures been developed, which stakeholders were involved in the development and how were they involved?

The strategy was developed to meet both internal and sector-wide strategic objectives. The measures and targets were set out to align with SFC Outcome Agreement requirements.

Did you identify any target groups? If yes, which ones?

The strategy sets out a number of priority groups including: individuals from socially deprived backgrounds (including care-experienced, estranged, unpaid carer, students from low progression schools); protected characteristics (gender imbalance; BME; disabled applicants); as well as other backgrounds (including refugees and the children of refugees and applicants from military or ex-military backgrounds) – specific criteria is set out in the strategy

How is your institutional strategy / set of measures linked to a strategy / coherent set of measures on the national level?

The SFC Outcomes Agreement targets provide a national coherent approach

How has your strategy / set of measures been implemented; which measures have been put into practice and how?

The strategy has been implemented in a number of different ways. To provide some examples:

- We introduced a contextualised admissions policy which recognised that applicants from under-represented groups may not have had an equal opportunity to demonstrate their potential in their previous education setting (https://www.napier.ac.uk/study-with-us/widening-participation/minimum-offers)
- We supported a student led initiative, Establish, which provided peer-to-peer support to students from under-represented backgrounds
- We supported initiatives such as *men into nursing* events and campaigns and workshops to challenge gender stereotypes from primary school onwards through outreach activity in our School of Computing.
- We have created roles and resources within the University to support students at risk of dropping out (https://my.napier.ac.uk/Wellbeing-and-Support/Pages/Keep-On-Track.aspx)
- Supporting the development of University Inclusion networks to create visible role models for members of the University community (https://staff.napier.ac.uk/services/hr/workingattheUniversity/inclusion/Pages/Staff-Networks.aspx)

Does your strategy (or: your set of measures) include **quantitative targets for certain target groups**? (e.g. raise the participipation of people with migrant background). If yes, please indicate them below and elaborate which data you use to monitor the achievement of these targets and how this data is collected. If not, please give a short statement.

d.) Yes, our strategy/our set of measures includes quantitative targets set around percentages. The measures set and agreed annually as part of our SFC Outcome Agreement set more specific targets (numbers and percentages).

Does your institutional strategy / set of measures address potential students as well, if so: how?

d.) Yes, our strategy is primarily related to seeking applicants (potential students) We are committed to admitting any student who has the potential to succeed, providing guidance, support and tailored transitions. We have dedicated information pages for Widening Participation applicants https://www.napier.ac.uk/study-with-us/widening-participation

Websites/ main online sources for your core Social Dimension initiatives and/or strategy:

https://www.napier.ac.uk/about-us/university-governance/equality-and-diversity-information

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https://www.napier.ac.uk/study-with-us/widening-participation

https://staff.napier.ac.uk/services/hr/workingattheUniversity/inclusion/Pages/EqualityDiversity.aspx

Does/Did the Covid-19 crisis have an influence on your endeavours to write or implement your institutional strategy on the social dimension? If yes, please describe the changes/challenges/benefits.

We consider inclusion and widening participation to be a core activity at Edinburgh Napier, and work has continued throughout the crisis to mitigate the impact on our students/applicants. The Scottish Funding Council did amend expectations relating to 2020/21 Outcome Agreements and targets in recognition that priorities may need to be amended through the crisis.

HEI Survey

Higher Education institution: **University of Applied Sciences Upper Austria**

Organizational unit in charge with "Social Dimension": **Gender & Diversity Management-Conference**

Person in charge/contact: Dr. Martina Gaisch

Rationale for your strategy: Why do you work on/with an institutional Strategy and/or a coherent set of measures and/or another way of mainstreaming Social Dimension? Would you say that it addresses one or more of the principles mentioned in the introduction? If yes, which? (Indicate the numbers, e.g. Principle 6., Principle 10.)

> The aim is to ensure that the vision of diversity as a valuable resource within all university-related processes and structures becomes lived reality.
>
> Social dimension categories are important issues within diversity management, quality assurance, didactics (teaching & learning). In addition, they are addressed (and evaluated) by FH OÖs Higher Education Research & Development department.
>
> FH OÖ's strategy addresses principles 1, 2 and 4 (mentioned in the introduction). The remaining principles (6, 10) are covered indirectly.

Please give a short explanation of the status of your institutional strategy and/or your coherent set of measures and tools and/or another way of mainstreaming Social Dimension (ongoing discussions, target groups involved, implementation, evaluation, monitoring, adjustments…)

> The institutional strategy was published in 2019 on the occasion of the 25th anniversary celebration. The implementation process is still ongoing. The institutional strategy aims at increasing underrepresented student groups, raising student success, raising awarensss/ strengthening competencies among staff, supporting and inclusive culture as well as developing monitoring and evaluation instruments.
>
> Several organisational units are involved in the implementation process: Diversity management, Quality assurance, Didactics, Higher Education Research & Development.
>
> (For more information see answers below)

How has your institutional strategy / set of measures been developed, which stakeholders were involved in the development and how were they involved?

> The process was set up in a participatory way. It involved top-down as well as bottom-up approaches. All internal stakeholders (employees, students), as well as policy makers, representatives from business, and the social and health sectors were involved in discussing and developing strategic goals.

Did you identify any target groups? If yes, which ones?

> It is particularly important for us to address underrepresented groups (non-traditional students, learners at a later life, returners, drop-outs).

How is your institutional strategy / set of measures linked to a strategy / coherent set of measures on the national level?

> The strategy of the University of Applied Sciences Upper Austria follows the three target dimensions and nine action lines of the national strategy on the social dimension in HE. The target dimensions are related to the student life cycle, which serves as an organisational framework for improving student attainment.

How has your strategy / set of measures been implemented; which measures have been put into practice and how?

> FH OÖ's institutional strategy has been launched in 2019. The implementation process is still ongoing. Several organisational units are involved in the implementation process: Diversity management, Quality assurance, Didactics, Higher Education Research & Development. Several measures have been implemented, others are still work in progress. Many initiatives are project based (e.g. staff trainings developed within an Erasmus+ project, learning analytics is developed by a research group), others are initiated by FH OÖs Gender and Diversity-Management Conference/ respective academic head of this committee (eg. gender-sensitive language, ambassador academy, Girls in Stem initiative, etc.).
>
> The following measures have been put into practice, measures in brackets are planned/ not implemented yet:
> **Increasing participation of underrepresented student groups** (action line 1, 2, 3, 8)
> outreach measures:
> (preparation of ambassador academy)
> Durchstarten@FHOÖ
> (Enhancing counselling and information)
> Bridging courses
>
> **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, carreer promoting study options, etc – ongoing process)
> Buddy systems, mentoring
> (Community building course for first-semester students)
> (Prizes for students' outstanding achievments (eg. In spite of care obligations, etc))
> (Student experience platform: the web-based platform will offer anonymous support)
> (Learning analytics)
> Establishing an orientation and introduction phase within degree programmes, including specific courses and modules (with full recognition of credits for the study programme finally pursued) – partly done
>
> **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

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Guidelines for diversity-sensitive didactics

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)

Does your strategy (or: your set of measures) include **quantitative targets for certain target groups**? (e.g. raise the participiation of people with migrant background). If yes, please indicate them below and elaborate which data you use to monitor the achievement of these targets and how this data is collected. If not, please give a short statement.

> e.) No, our strategy/our set of measures does not include quantitative targets

Does your institutional strategy / set of measures address potential students as well, if so: how?

> e.) Yes, our strategy/our set of measures addresses potential students in the following way(s):
>
> Addressing and gaining acceptance from new target groups/ underrepresented groups is an important goal for us.
> > > Girls in STEM: **Durchstarten@FHOÖ**
> > > Non-traditional students: ambassador academy (not implemented yet)

Websites/ main online sources for your core Social Dimension initiatives and/or strategy:

Vision, mission, and strategy 2030: https://www.fh-ooe.at/ueber-uns/vision-leitbild/strategie/

Quality Management (student lifecycle): https://www.fh-ooe.at/ueber-uns/qualitaet/student-lifecycle-management/

Diversity Management: https://www.fh-ooe.at/en/gender-diversity/

Does/Did the Covid-19 crisis have an influence on your endeavours to write or implement your institutional strategy on the social dimension? If yes, please describe the changes/challenges/benefits.

The strategy had already been launched at the beginning of the crisis.
Still, some implementation measures had to be adapted:

Due to the Covid-19 the deadlines for the admission were extended, the admission interviews had to be conducted virtually.

We currently observe that students seem to feel more stressed than before the pandemic. Thus, additional efforts and measures to ensure psychological support are required.

HEI Survey

Higher Education institution: Artevelde University of Applied Sciences, incl. Support Centre Inclusive Higher Education (SIHO)

Organizational unit in charge with "Social Dimension": Director Education and Student Policy

Person in charge/contact: Imran.uddin@arteveldehs.be, valerie.vanhees@siho.be

Rationale for your strategy: Why do you work on/with an institutional Strategy and/or a coherent set of measures and/or another way of mainstreaming Social Dimension? Would you say that it addresses one or more of the principles mentioned in the introduction? If yes, which? (Indicate the numbers, e.g. Principle 6., Principle 10.)

Artevelde University of Applied Sciences (AUAS) embraces diversity as an asset. In its policy, its organization, its educational vision, its quality assurance and its implementation, AUAS takes into account the diversity of society and its student population in particular.

AUAS aims to be an example and a source of inspiration for the wider society in terms of diversity. It profiles itself as a dialogue university where identity and diversity in the broadest sense are discussed.

Based on its pursuit of excellence, AUAS wants to offer every talent the opportunity to develop to the full, regardless of any obstructing diversity factors such as language, gender, disabilities, age, socio-economic status or specific ethnic-cultural background.

Central to the policy is access to and participation in higher education, but also progression and success within it. It is not just about access to higher education but it is also about completion.

Due to its long tradition on diversity, AUAS is mandated to coordinate the Support Centre Inclusive Higher Education (SIHO). SIHO is a collaboration between the Flemish government and all Flemish Higher Education Institutions. SIHO serves both policy makers and institutions in the development and implementation of inclusion and equity measures for inclusive higher education.

Driving forces or rationales aligning with Flemish framework:
- increasing the student numbers and the participation rates;
- the belief that a diverse student population enriches learning experiences;
- social justice: higher education has an important role to play in fostering equity and social justice to the wider society;
- contributing to social and economic development;
- tapping the pool of talent;
- participation in higher education is important because of its implications for an individual's chances in life.

Principles of SD:

Principle 1: SD is a central HE policy strategy. There is a distinct shift from a disadvantaged group based approach (SD as a peripheric matter) to an overall inclusive approach (SD becomes more central in HE policy).

Principle 2: The Flemish government provides a general framework. HEIs incl. AUAS have a large autonomy in developing own SD strategies.

Principle 4: AUAS follow the Flemish charter on collecting and monitoring data of disadvantaged groups in a uniform way. The Charter defines nine disadvantaged groups : students with a disability, students with a migration background, students newcomers, students with home language other than Dutch, students with other home language(s) besides Dutch, working students, grant students, near-grant students and students originating from a short-educated or medium-skilled environment. AUAS follows the monitoring the participation of those target groups.

Principle 6: Extra funding has been set at the disposal of the HEI, beginning as a separate projectbased funding channel (Aanmoedigingsfonds/Social Dimension Support Fund), but in 2012 this has soon integrated in the overall financing mechanism of HEI, giving the HEI more financial autonomy towards further developing a genuine SD-policy (see also country profile).

Principle 10: AUAS is involved in dialogue around government policy development on SD (including UAS, universities, students and social partners). AUAS coordinates the Support Centre for Inclusive Higher Education (SIHO).

Please give a short explanation of the status of your institutional strategy and/or your coherent set of measures and tools and/or another way of mainstreaming Social Dimension (ongoing discussions, target groups involved, implementation, evaluation, monitoring, adjustments…)

AUAS puts an inclusive policy first. Through the approach of 'Design for all' or 'universal design', AUAS strives for an accessible educational context and service provision in which all students are given opportunities to develop their talents. This pursuit of an inclusive policy is combined with a dynamic diversity approach aimed at removing specific barriers based on diversity characteristics. Despite the pursuit of an inclusive policy, specific characteristics of persons or target groups may require additional measures. AUAS wants to continue to respond proactively to this.

Therefore, AUAS invests in an accessible learning environment and uses learning and evaluation methods as a basis for differentiation. All staff members take on an exemplary role in dealing with diversity. We want provide all of our students with equal opportunities to gain information, solve problems, make well-considered choices and to participate in

education.

Whenever possible and desirable the programmes offer diverse study tracks (distance learning, dual learning, modular learning ...) and reasonable modifications. AUAS offer students the opportunity to define their own professional identity through optional course units, extracurricular course units and activities, internationalisation@home or during training or an internship abroad.

AUAS integrates the diversity and equal opportunities policy in the quality assurance of the university of applied sciences and provides forms of registration and monitoring. In recent years, the university of applied sciences has developed a framework with regard to figures on student diversity. The university of applied sciences optimizes this framework in close coordination with the other higher education institutions (see further, charter of registration).

How has your institutional strategy / set of measures been developed, which stakeholders were involved in the development and how were they involved?

Artevelde University of Applied Sciences involves its employees, students, partners and society in the development of its diversity policy. All stakeholders together form a dynamic learning network in which they can work together in openness and trust and in equality as co-creators and think about diversity.

Did you identify any target groups? If yes, which ones?

At the end of 2017, a long debate and discussion resulted in all the Flemish HEI drawing up a Charter on collecting and monitoring data of disadvantaged groups in a uniform way. The Charter defines nine disadvantaged groups : students with a disability, students with a migration background, students newcomers, students with home language other than Dutch, students with other home language(s) besides Dutch, working students, grant students, near-grant students and students originating from a short-educated or medium-skilled environment. AUAS follows these guidelines.

How is your institutional strategy / set of measures linked to a strategy / coherent set of measures on the national level?

AUAS' measures align with the Legal framework: e.g.
- Student support through social services (embedded by law; separate funding for student)
- Lower tuition fees for scholarship students
- Special need support for students with disabilities (regulation inclusive higher education)

How has your strategy / set of measures been implemented; which measures have been put into practice and how?

Educational Concept
https://www.artevelde-uas.be/about-us/educational-concept

- Accessible learning environment (universal design)
- Distance learning
- Dual learning
- Modular learning
- Reasonable adjustments (study and examns)
- Optional course units
- Extracurricular course units and activities
- …

Tailor made Guidance
https://www.artevelde-uas.be/student-services/tailor-made-guidance

- Active guidance and support during studies
- Reasonable adjustments for disadvantaged students (special status)
- Individual coaching students with disabilities
- Language support, remedial courses
- Refugee support services
- Close contact with intercultural student associations
- Quiet rooms on different campuses
- ..

Student support
https://www.artevelde-uas.be/sites/default/files/stuvo_digitaal_algemenefolder_en_11jun20.pdf

- Financial support
- Studies without worries
- New buddies
- …

Support Centre Inclusive Higher Education
www.siho.be/en

- The Support Centre for Inclusive Higher Education (SIHO) is a collaboration between the Flemish government and all Flemish Higher Education Institutions. AUAS is appointed as coordinating institution.
- SIHO serves both policy makers and institutions in the development and implementation of SD strategy, inclusion and equity measures for inclusive higher education.

Does your strategy (or: your set of measures) include **quantitative targets for certain target groups**? (e.g. raise the participipation of people with migrant background). If yes, please indicate them below and elaborate which data you use to monitor the achievement of these targets and how this data is collected. If not, please give a short statement.

No, SD strategy/our set of measures does not include quantitative targets, because following debates on the matter, HEI and the Flemish government prefer other approaches.

Does your institutional strategy / set of measures address potential students as well, if so: how?

Yes, our strategy/our set of measures addresses potential students in the following way(s):
- Role models (disadvantaged/vulnerable students) go along on school visits in secondary education and tell about their higher studies from their own experience. This way young people from disadvantaged backgrounds can contact them with all their questions about higher education.
- Tutoring and remedial programs before/at/during enrolment
- Development of tools for improving study choice of pupils venturing to enter HE;
- National aptitude test toolkit for new entrants allowing aspirant students to test/evaluate their motivation/interests/aspirations, their way of studying and learning, their preparedness for a particular discipline; the toolkit provides feedback to the aspirant and new students and the institutions offer remedial courses and activities; tailor-made study advice
- …

Websites/ main online sources for your core Social Dimension initiatives and/or strategy:

Educational Concept
https://www.artevelde-uas.be/about-us/educational-concept
Tailor made Guidance
https://www.artevelde-uas.be/student-services/tailor-made-guidance
Student support
https://www.artevelde-uas.be/sites/default/files/stuvo_digitaal_algemenefolder_en_11jun20.pdf
Support Centre Inclusive Higher Education (coordinated by AUAS)
www.siho.be/en

Does/Did the Covid-19 crisis have an influence on your endeavours to write or implement your institutional strategy on the social dimension? If yes, please describe the changes/challenges/benefits.

It is still early to see the full impact of the COVID 19 crisis on the further implementation of the SD strategy.
Strategy next AJ: Blended learning plus: the educational program of 2020-2021
https://www.artevelde-uas.be/sites/default/files/a5_kaartje_1920_eng.pdf

HEI Survey

Higher Education institution: **University of Szeged, Hungary**

Organizational unit in charge with "Social Dimension":

There are more units dealing with "Social Dimension" at the Institution, the main units being the Directorate-General for Quality Management and Strategy (institutional strategy and strategic goals), Directorate for Education (educational programmes, admissions), Employees' Equal Opportunity Committee, Students' Equal Opportunity Committee, Student Counselling Centre (for students tackling life management difficulties).

Person in charge/contact: Péter Szakál, Director for Academic Affairs, szakal.peter@rekt.szte.hu

Rationale for your strategy: Why do you work on/with an institutional Strategy and/or a coherent set of measures and/or another way of mainstreaming Social Dimension? Would you say that it addresses one or more of the principles mentioned in the introduction? If yes, which? (Indicate the numbers, e.g. Principle 6., Principle 10.)

The University of Szeged (SZTE) is a competitive, high-quality institution and the main intellectual centre in the Southern Great Plain region in Hungary in close cooperation with the society and the economy of the region and the country. SZTE is engaged towards its social environment and the local communities. Being the greatest institution in the Southern Great Plain region, it considers its main responsibility to play active part in facilitating regional social, economic and cultural development, while with its charitable activities it serves to influence the life of local citizens and acts in solidarity towards them. Recognizing the multiple and long-term benefits that the creation of inclusive environment brings to the society and towards attaining the UN Sustainable Development Goals, SZTE aims at continuously improving the access and qualification rate of underrepresented groups.

The institutional strategy (Institutional Development Plan, IDP, the main strategic document of the University which sets up its overall detailed 4-5–year plan) and further strategic documents (e.g. Equal Opportunity Plan, revised every year) as well as policies and regulations (Organizational and Operational Regulations, Equal Opportunity Regulations, Ethics Regulation) address all the principles mentioned above: Principle 1., Principle 2., Principle 4., Principle 6., Principle 10.

Please give a short explanation of the status of your institutional strategy and/or your coherent set of measures and tools and/or another way of mainstreaming Social Dimension (ongoing discussions, target groups involved, implementation, evaluation, monitoring, adjustments…)

The Institutional Development Plan was published in 2016 and set up the overall detailed 4-year plan of the University (until 2020) including Social Dimension. The next period's IDP is

currently under development. The Equal Opportunity Plan is evaluated in the annual Equal Opportunity Report, and it is revised every year. IDP and EOP are both adjusted regularly. Tracking and monitoring (e.g. of underrepresented groups etc.) is continuous through regular institutional self-evaluations, reports, as well as the institution's statistical data collected in its electronic administration and study management systems.

How has your institutional strategy / set of measures been developed, which stakeholders were involved in the development and how were they involved?

Institutional strategy, goals and measures are elaborated through and/or taking into account the cooperation with various actors (professionals, NGOs, civil society organizations), and in line with national policies and strategies. At the Institution, an Employees' Equal Opportunity Committee and a Students' Equal Opportunity Committee operate to ensure the enforcement of the principle of equality, these Committees also take an active part in developing strategy and measures.

Did you identify any target groups? If yes, which ones?

Target groups include (among students and employees as well): socially disadvantaged, Roma, with disabilities, with small children, caring for their elder parents, women, from the Hungarian diaspora, career entrants, employees over 40.

How is your institutional strategy / set of measures linked to a strategy / coherent set of measures on the national level?

SZTE's operation, institutional strategy and strategic goals are in line with national rules and strategies (e.g. Act CXXV. of 22 December 2003 on Equal Treatment and Promotion of Equal Opportunities, "Change of Pace in Higher Education" Strategy, Hungarian National Social Inclusion Strategy, National Disability Programme). Furthermore, official materials (local, regional, national policies, laws and regulations under preparation) are usually sent to the Institution to express our opinion related to these documents.

How has your strategy / set of measures been implemented; which measures have been put into practice and how?

Strategy and measures are implemented and put into practice continuously through institutional policies and regulations; in the framework of various ongoing national and international projects concerning Social Dimension; as well as through the operation of the Employees' Equal Opportunity Committee, the Students' Equal Opportunity Committee, the Student Counselling Centre, etc.

Does your strategy (or: your set of measures) include **quantitative targets for certain target groups**? (e.g. raise the participipation of people with migrant background). If yes, please indicate them below and elaborate which data you use to monitor the achievement of these targets and how this data is collected. If not, please give a short statement.

Yes, our strategy and set of measures include quantitative targets, these mostly describe trends/challenges (increase the number of underrepresented students etc.), but often (e.g. in projects) they also include definite numbers or percentages.

Does your institutional strategy / set of measures address potential students as well, if so: how?

Yes, our strategy and set of measures addresses potential students in the following ways:

1. scholarships available for low income students to access university
2. Stipendium Hungaricum Scholarship Programme launched in 2013 by the Hungarian Government (offered for students from low income countries as well)

Websites/ main online sources for your core Social Dimension initiatives and/or strategy:

See e.g. the following links and documents (available mostly in Hungarian):
Institutional Development Plan
Equal Opportunity Plan
Annual University Reports
Equal Opportunity Report
Equal Opportunity Statistics
Students' Equal Opportunity Committee
SANSZ Mentor Programme

Does/Did the Covid-19 crisis have an influence on your endeavours to write or implement your institutional strategy on the social dimension? If yes, please describe the changes/challenges/benefits.

Institutional operation in Social Dimension continued successfully after the breakout of the Covid-19 crisis as well. Of course, the unprecedented conditions and circumstances were (and are continuing to be) taken into consideration, see e.g. the newly introduced "bridging" scholarship for students whose continuation of studies may be endangered by the impacts of the COVID-19 pandemic; students' support in education during the pandemic crisis, in online education, etc.

HEI Survey

Higher Education institution: West University of Timişoara, Romania (WUT)
Organizational unit in charge with "Social Dimension":
Person in charge/contact: Associate professor Mădălin Bunoiu

Rationale for your strategy: Why do you work on/with an institutional Strategy and/or a coherent set of measures and/or another way of mainstreaming Social Dimension? Would you say that it addresses one or more of the principles mentioned in the introduction? If yes, which? (Indicate the numbers, e.g. Principle 6., Principle 10.)

West University of Timişoara (WUT) views the social dimension of the university as a priority. As one of the most important institutional entities in the West Region of Romania, WUT has assumed/assumes and will assume responsibility and contribute consistently to the societal development through research and direct action at local, regional national and international level. Even if there is no specific institutional strategy, the social dimension of the university is present in the Managerial Plan of the Rector and within most of the institutional regulations, methodologies, and procedures.

The sets of measures regarding the social dimension comprise all the principles mentioned in the introduction of this document: Principle 1 – WUT assumes its role as an important societal actor by continuous involvement through applied research and direct action in the life of the community, Principle 2 – WUT has developed its own strategies adapted to specific realities in order to increase participation and completion of higher education studies, Principle 4 – WUT is constantly preoccupied with empirically document through research social dimension elements – extensive studies were undertaken on issues like higher education abandonment, labour market status of the graduates, effective methods of developing support services for students , Principle 6 – WUT has accessed public funds to develop the social dimension of the university, Principle 10 – WUT representatives are involved in different local, regional, national and international workgroups which also include public authorities that target the development of more cohesive, inclusive and intercultural societies and civic participation.

Please give a short explanation of the status of your institutional strategy and/or your coherent set of measures and tools and/or another way of mainstreaming Social Dimension (ongoing discussions, target groups involved, implementation, evaluation, monitoring, adjustments…)

WUT has no specific institutional strategy, as having been stated before, but the social dimension is strongly represented in the Managerial Plan and in a diversity of regulations and procedures (The institutional Development Strategy of WUT, The Students Code, Regulation on the award of scholarships and others forms of material support for students, WUT Accommodation Regulation, The regulation for volunteering activities).

The measures that target social dimensions are periodically revised (annually, in most of the cases) in order to be adapted to social realities.

Currently, there are discussions concerning the elaboration of a targeted institutional strategy for the social dimension of the university.

How has your institutional strategy / set of measures been developed, which stakeholders were involved in the development and how were they involved?

The stakeholders who have been involved in the elaboration of the regulations, besides WUT representatives, including the social dimension elements are always the student organizations and the social partners of WUT, including public authorities, potential employers and representatives of the civil society.
Student' representatives are part of the workgroups that develop and update the regulations and procedures that target support services for the students.
Social partners of WUT are involved in establishing the applied research priorities of WUT regarding the social aspects of the local communities and, therefore, are partners in different social actions implemented by WUT (fund raisings, awareness campaigns).

Did you identify any target groups? If yes, which ones?

The targeted groups of the social dimension measures implemented by WUT are:
1. Students - support measures are implemented generally for all WUT students, but especially for the non-traditional categories: students with disabilities, Roma ethnics, students from rural areas, mature students, students with low income families.
2. The local community – WUT implements social themed projects whose aim is to target the local communities, promoting inclusive and multicultural societies.

How is your institutional strategy / set of measures linked to a strategy / coherent set of measures on the national level?

The measures regarding the social dimension undertaken by WUT are mainly linked with the Romanian National Strategy for Tertiary Education, addressing all the three main Pillars of the strategy: (1) Improving participation in all areas of tertiary education; (2) Promoting the development of high quality, flexible study programs, correlated with labour market requirements; (3) Strategic commitment to the economic sector.

How has your strategy / set of measures been implemented; which measures have been put into practice and how?

The main measures regarding the social dimension of the university put into practice by WUT are:
1. *Support services for students:*
- Counselling and Carrier Orientation Centre development – free psychological counselling for students;
- Peer to Peer tutoring program for the 1st year students;
- specific programs for the abandonment rate reduction eg ROSE projects;
- extensive accessibility measures for students with disabilities (Braille inscriptions, adapted website, adapted educational materials and forms of evaluation);
- investments in the infrastructure – affordable living spaces and eating spaces.
2. *Improved access to higher education:*
- targeted promotion of WUT's educational programmes to non-traditional

candidates (mature students, students with disabilities, or students for socially disadvantaged areas)

3. *Improving civic engagement of the students:*
- emphasis on volunteering activities – students are encouraged, supported, and rewarded for their involvement in volunteering activities;
- promoting the participation of students in decision making on all levels;
- a set of free extracurricular activities for students;
- constantly evaluating the satisfaction level of the students, actions for the development of students' transversal competencies.

4. *Support for the local communities:*
- stimulation of applied research initiatives in support of the local community;
- support, through research of public interest, and direct involvement in actions and events within the civil society.

Does your strategy (or: your set of measures) include **quantitative targets for certain target groups**? (e.g. raise the participiation of people with migrant background). If yes, please indicate them below and elaborate which data you use to monitor the achievement of these targets and how this data is collected. If not, please give a short statement.

No, our set of measures does not include quantitative targets, but we intend to include in the future targeted strategy on the social dimension of WUT quantitative targets and a clear description of monitoring their achievement.

Does your institutional strategy / set of measures address potential students as well, if so: how?

f.) Yes, our strategy/our set of measures addresses potential students in the following way(s):

-we organize summer schools with potential students in which social issues (like social inclusion, discrimination, vulnerable categories of population, civic participation) are debated.

- targeted promotion actions of WUT's educational programmes to non-traditional candidates (mature students, students with disabilities, or students for socially disadvantaged areas)

Websites/ main online sources for your core Social Dimension initiatives and/or strategy:

The main online sources for Social Dimension initiatives of WUT are the following:
- https://ccoc.uvt.ro/ - the link for the Career Counseling and Guidance Center of WUT
- https://caip.uvt.ro/ - the link for the Psychopedagogical Assistance and Integration Centre of WUT
- https://cds.uvt.ro/ - the link for the Social Diagnosis Centre of WUT
- https://clinica.uvt.ro/ - the link for the University Clinic of Therapies and Psychopedagogical Counseling of WUT

Does/Did the Covid-19 crisis have an influence on your endeavours to write or implement your institutional strategy on the social dimension? If yes, please describe the changes/challenges/benefits.

Yes.

The Covid-19 crisis has had an impact on implementing a series of the measures traditionally implemented in the social dimension category by WUT. Volunteering activities, extracurricular activities have been limited. The direct support services for students as counseling and orientation have had to be adapted to the online environment and to the current different needs of the targeted students.

A set of new challenges arises from the crisis and supplementary resources were allocated to be able to continue offering support services to our students.