

Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA

Proposal of indicators for P7-P9

Produced by the BFUG Working Group on Social Dimension – SUBGROUP 3

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7. Public authorities should help higher education institutions to strengthen their capacity in responding to the needs of a more diverse student and staff body and create inclusive learning environments and inclusive institutional cultures.

Guidelines:

- a. Public authorities should support and provide adequate means to higher education institutions **to improve initial and continuing professional training for academic and administrative staff** to enable them to work professionally and equitably with a diverse student body and staff.
- b. Whenever possible, **external quality assurance systems should address** how the **social dimension**, diversity, accessibility, equity and inclusion are reflected within the institutional missions of higher education institutions, whilst respecting the principle of autonomy of higher education institutions.

Indicators

(Eurydice) **Existence of top-level requirements/recommendations** for higher education institutions **to offer training on diversity or inclusion** to academic and administrative staff

Existence of **mandatory initial training at HEIs** provided to all academic and administrative staff on how to work professionally and equitably with a diverse student body and staff (e.g. training on equal opportunities, universal accessibility and universal design, etc.).

Existence of **continuous professional development** at HEIs on diversity and inclusion strategies offered to all staff and be undertaken by all staff every 3 years.

(Eurydice) **Existence of support offered by top-level public** authorities to higher education institutions to offer training on diversity or inclusion to academic and administrative staff.

PA provide general or specific **financial means** for initial and continuing professional training **for academic and administrative staff** at HEIs on SD.

PA **collect data** on the percentage **spent on initial and continuing professional training** on SD as a proportion of the total budget that PA provide for HEI.

PA provide **tools and other means of support for HEIs** (non-financial) on SD that can be used for initial and continuing professional training of HEIs' staff on SD.

Existence of **mentoring structures** at HEIs for both staff and students in order to guide and assist them on how best to interact with the needs of more diverse student and staff body.

(Eurydice) **PA issue guidelines to quality assurance agencies** to consider **whether social dimension is addressed in the mission** of higher education institutions **and/or in their study programmes**

The external quality assurance system addresses the implementation of SD within HEI through **systematic monitoring**.

Underrepresented, disadvantaged and vulnerable students and staff are involved in internal and external quality assurance processes, including internal/external examination and institutional reviews.

HEI buildings are easily accessible to disadvantaged and vulnerable students and staff.

Tools that can be used to support the implementation of this principle:

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8. International mobility programs in higher education should be structured and implemented in a way that foster diversity, equity and inclusion and should particularly foster participation of students and staff from vulnerable, disadvantaged or underrepresented backgrounds.

Guidelines:

- a. International experiences through learning mobility improve the quality of learning outcomes in higher education. Public authorities and higher education institutions should ensure **equal access for all** to the learning opportunities offered by national and international learning and training mobility programmes and actively **address obstacles to mobility** for vulnerable, disadvantaged or underrepresented groups of students and staff.
- b. Besides further **support to physical mobility**, including full portability of grants and loans across the EHEA, public authorities and higher education institutions should facilitate the use of information and communications technology (ICT) to **support blended mobility** and to **foster internationalisation at home** by embedding international online cooperation into courses. Blended mobility is the combination of a period of physical mobility and a period of online learning. Such online cooperation can be used to extend the learning outcomes and enhance the impact of physical mobility, for example by bringing together a more diverse group of participants, or to offer a broader range of mobility options.

Indicators

(Eurydice) **Existence of top-level mobility policy** focused on students with specific characteristics.

PA takes a **broad-based dialogue approach to develop internationalisation strategies and policies** that foster diversity, equity and inclusion in HE.

PA have **developed an action plan or policy** for stimulating international mobility (physical, blended mobility, internationalisation at home) of students and staff from vulnerable, disadvantaged and underrepresented groups.

PA have developed **quantitative targets for stimulating international mobility** (physical, blended mobility, internationalisation at home) of students and staff from vulnerable, disadvantaged and underrepresented groups.

PA provides a **variety of mobility programmes**, in addition to Erasmus+ programmes, to suit different needs and aspirations of disadvantaged, vulnerable and underrepresented students (long-term and short-term mobilities, blended and virtual exchanges, joint study programmes at different levels, summer and winter schools, etc.).

PA provides **targeted financial support for students and staff** from vulnerable, disadvantaged and underrepresented groups to help them participate in international mobility. This financial support, provided in the form of grants, loans and other forms of financial support, is fully portable across the EHEA.

(Eurydice) **Existence of portable grants** for degree and credit mobility.

Existence of annual **national data collection on the student and staff financial support** (fully portable grants/needs-based grants and loans across the EHEA) provided to underrepresented, disadvantaged and vulnerable students and staff for participating in international mobility programs.

PA has a **standardised methodology to monitor the participation and experiences of beneficiaries** in all types of mobility programmes, while also specifically focusing on the participation and experiences of disadvantaged, vulnerable and underrepresented students and staff.

(Eurydice) Existence of **top-level monitoring** of specific characteristics of students participating in **physical learning mobility**.

Existence of **national and HEIs level monitoring of the enrolment, retention and graduation rates of international students** from underrepresented, disadvantaged and vulnerable backgrounds.

The HEI has programs and services through which develops, assess and certificates **digital skills necessary for successful participation in international mobility programs**, particularly in blended mobility and internalisation at home.

PA **promotes international mobility opportunities** through a variety of accessible and inclusive formats. PA provides a concise **overview of information about international**

mobility opportunities and support for students and staff, with additional information for disadvantaged, vulnerable and underrepresented students and staff.

(Eurydice) **Measures in place to support** vulnerable, disadvantaged or underrepresented students in learning mobility. In particular, the indicator looks at the availability of the following: 1) guidance services, 2) mentoring services to enhance the performance and wellbeing of students and 3) subsidised accommodation and food/canteens services available and accessible at HEIs for incoming and/or outgoing students.

(Eurydice) **Top-level authorities advise higher education institutions** on the **use of the new technologies in teaching and learning**.

All organizational structures, services and stakeholders involved in international mobility programmes **at the HEI mutually cooperate** and are managed in a way that fosters diversity, equity and inclusion.

Tools that can be used to support the implementation of this principle:

The Inclusive Mobility Framework; The Inclusive Mobility Toolbox; The Inclusive Mobility Self-Assessment Tool
Available at <https://inclusivemobility.eu/>

9. Higher education institutions should ensure that community engagement in higher education promotes diversity, equity and inclusion.

Guidelines:

- a. Community engagement should be considered as a process whereby higher education institutions engage with external community stakeholders to undertake joint activities that can be mutually beneficial. Like social dimension policies, community engagement should be embedded in core missions of higher education. It should engage with teaching and learning, research, service and knowledge exchange, students and staff and management of higher education institutions. Such engagement provides a holistic basis on which universities can address a broad range of societal needs, including those of vulnerable, disadvantaged and underrepresented groups, while enriching their teaching, research and other core functions.
- b. Community stakeholders (e.g. local authorities, cultural organisations, non-governmental organisations, businesses, citizens) should be able to meaningfully engage with higher education actors through open dialogue. This will enable genuine university-community partnerships, which can effectively address social and democratic challenges.

Indicators

(Eurydice) **Top-level authorities provide financial and non-financial support** to higher education institutions in developing community engagement activities focused on equity and inclusion.

PA provide **specific funding** to HEIs to develop community engagement activities targeted at diversity, equity and inclusion (e.g. funding for access programs for underrepresented, disadvantaged and vulnerable groups, etc.).

PA provide specific **tools and other means of support for HEIs** (non-financial) to HEIs to develop community engagement activities targeted at diversity, equity and inclusion.

The HEI has a **mission, strategy and policy, dedicated leadership and (funding) instruments** that specifically promote community engagement.

The HEI has an **organizational support structure** (e.g. committee, office or staff) for embedding and coordinating community engagement activities at the HEI level.

The HEI has **staff development policies** (e.g recruitment, tenure, promotion) that include community engagement as a criterion.

The HEI has a **data collection system** in place through which monitors its community engagement activities that promote diversity, equity and inclusion.

The HEI **collects documentation on different dimensions of community engagement:** 1) Teaching and Learning (e.g. service-learning programmes; on community engagement programmes that enable access and progress in part-time and full-time study programmes); 2) Research; 3) Service and Knowledge Exchange (e.g. on community engaged activities led by community role models to encourage enrolment in HEIs); 4) Management; 5) Students; 6) Engaged employees

The HEI has taster programmes offered at community level to underrepresented, disadvantaged and vulnerable groups.

(Eurydice) **Existence of requirements for external quality assurance agencies** to evaluate community engagement activities of higher education institutions focused on equity and inclusion.

Existence of **monitoring by national quality assurance agency** in relation to the level of community engagement by the HEI.

PA and HEIs provide **awards or quality labels** for community engagement activities in higher education that promote diversity, equity and inclusion.

(TEFCE Toolbox: Teaching and learning) The university has study programmes or courses that are created, reviewed or evaluated in consultation/cooperation with the university's external communities. The university has **study programmes or courses that include a community-based learning component** for students.

(TEFCE Toolbox: Research) The university carries out **collaborative/participatory research** in cooperation with the university's external communities.

(TEFCE Toolbox: Service and knowledge exchange) University **staff community-engagement activities have resulted in demonstrable benefits** for the university's external communities.

(TEFCE Toolbox: Students) Students deliver community-engagement activities independently through student organisations or initiatives. The university facilitates and supports **partnerships between students and external communities**.

(TEFCE Toolbox: Staff) The university's academic **staff are acceptive of the idea of university-community engagement** and of the value and rigour of community-engaged teaching and research.

(TEFCE Toolbox: Partnership and openness) The university has **facilities and services that are jointly managed** and/or accessible to its external communities.

(TEFCE Toolbox: Management) The university has a mission, strategy, leadership and (funding) instruments that specifically promote community engagement. The university has a support structure (e.g. committee, office or staff) for embedding and coordinating community-engagement activities at the university level. The university has staff-development policies (e.g. recruitment, tenure, promotion) that include community engagement as a criterion.

Tools that can be used to support the implementation of this principle:

TEFCE Toolbox: An Institutional Self-Reflection Framework for Community Engagement in Higher Education

Available at: <https://www.tefce.eu/toolbox>

UASIMAP Self-Reflection Tool (Mapping Regional Engagement Activities of European Universities of Applied Sciences)

Available at: <https://www.uasimap.eu/> [work in progress]

Participate in the U-Multirank, because it has indicators on regional engagement.

Available at: <https://www.umultirank.org/>