

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

Proposal of indicators for P1-P3

Produced by the BFUG Working Group on Social Dimension – SUBGROUP 1

Edited by Berto Bosscha (The Netherlands)

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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.

Guidelines:

- a. Strategic commitment to the social dimension of higher education should be aligned with **concrete targets** that can either be integrated within existing higher education policies or developed in parallel. These targets should aim at widening access, supporting participation in and completion of studies for all current and future students.
- b. In the process of creating strategies there should be a **broad-based dialogue** between public authorities, higher education institutions, student and staff representatives and other key stakeholders, including social partners, non-governmental organisations and people from vulnerable, disadvantaged and underrepresented groups. This broad-based dialogue is to ensure the creation of inclusive higher education strategies that foster equity and diversity, and are responsive to the needs of the wider community.

Indicators

1. (Eurydice/WG SD) Existence of a national strategy, or a similar major policy plan, on higher education with a social dimension that promotes diversity, equity or inclusion for students and staff.

- PA has developed a strategy on SD that has a broader and more in-depth focus than only the inclusion of people with disabilities and addresses: [tick if applicable: *Age, Gender, Sexual orientation, Labour market status prior to higher education entry (e.g. unemployed, already working), Non-standard entry qualifications, Residing in remote/peripheral geographical area, People with special educational needs, Disability, Migrants or from a migrant background, Refugee status, ethno-cultural or racial belongingness, Low socio-economic status, Family background (e.g. single parent, care home upbringing), Other*].
- PA encourages HEIs to diversify their own staff and reflects the diverse composition of society.
- PA encourages HEIs to see the student body reflected in governance and teaching.
- PA communicates the SD PAGs to all HE stakeholders

2. (Eurydice) Existence of a national strategy or other major policy on diversity, equity, and inclusion in higher education with specific and measurable targets.

- The methods for measuring all targets are mapped in favour of inclusive HE and assessed at the national level.

3. (Eurydice) Existence of social dialogue as basis for developing a strategy or other major policy on diversity, equity and inclusion in higher education.

- PA encourages HEI's to involve a wide range of stakeholders, including students and staff from underrepresented, disadvantaged and vulnerable groups, to participate in the creation of strategies and policies on diversity, equity and inclusion at institutional level.
- PA encourages HEI's to assess their own inclusive practices through feedback from representatives of underrepresented, disadvantaged and vulnerable students.

4. (Eurydice) Existence of guidelines and provision of training for quality assurance agencies to evaluate whether higher education institutions have any strategies or policies on equity, diversity and inclusion.

- PA promotes that QA reviewers are trained and provided with SD assessment toolkit in the external QA evaluation procedures at HEIs
- PA promotes that stakeholders of diverse backgrounds develop the SD QA guidelines and take part in training the reviewers

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.**

Guidelines:

- a. Legal regulations and administrative rules should allow **sufficient flexibility in the design, organisation and delivery of study programmes** to reflect the diversity of students' needs. Higher education institutions should be enabled to organise full-time and part-time studies, flexible study modes, blended and distance learning as well as to recognise prior learning (RPL), in order to accommodate the needs of the diverse student population
- b. Public authorities should promote **recognition of prior non-formal and informal learning (RPL)** in higher education, because it has a positive impact on widening access, transition and completion, equity and inclusion, mobility and employability. RPL enables flexible modes of lifelong learning in the entire education sector, including higher education. Implementing RPL will require effective cooperation amongst the higher education system, employers and the wider community and to enable this national qualifications frameworks should facilitate transparent recognition of learning outcomes and reliable quality assurance procedure.

Indicators

1. (Eurydice/WG SD) Existence of top-level regulations that allow HEI's to offer flexible pathways like part-time studies, stacking modules, blended or distance learning programmes.

- PA allows and encourages HEIs to tailor their mode of T&L and ILPs to the needs of a wide range of stakeholders (including students and staff from underrepresented, disadvantaged and vulnerable groups).
- PA endorses specific free study programmes or modules for underrepresented, disadvantaged and vulnerable students, serving as pre-requisites to integration within the mainstream HE system.
- PA provides legal regulations for flexible pathways like stacking modules or microcredentials.
- PA endorses HEI's to have a contact point dealing with diversity, equity and inclusion that provides advice and support to student body.
- PA funds fulltime and parttime students equally and proportionally (funding for study places at HEI level, and funding for student financial support).

2. (Eurydice/WG SD) Existence of alternative ways to access higher education if candidates do not possess an upper secondary school leaving certificate.

- Existence of the system of recognizing formal and/or informal learning for the purpose of accessing and progressing in higher education.
- System of recognizing formal and/or informal learning is considered under the National Qualifications Framework.
- Prior non-formal and in-formal learning counts towards the fulfilment of a HE study programs.
- PA has defined overarching goals for widening access in HE for underrepresented, disadvantaged and vulnerable students.
- PA ensures the provision of legal regulations and funding to facilitate an emergency RPL for refugees.

3. (Eurydice/WG SD) Quality assurance agencies address the recognition of prior non-formal and/or informal learning in HE in their external evaluation procedures.

- PA prevents parallel procedures and extra costs from HEI's and QA agencies for RPL by encouraging them to work jointly.

4. (WG SD) Existence of student tracking and dropout rates including target groups.

- PA endorses HEIs to translate student dropout rates into policies, advice, support and counselling for target groups.
- PA ensures that academic performance and attendance rates, upon graduating from secondary education, are no barrier for equal access to HE.

3. The inclusiveness of the entire education system should be improved by developing **coherent policies from early childhood education, through schooling to higher education and throughout lifelong learning.**

Guidelines:

- a. It is important to create **synergies with all education levels** and related policy areas (such as finance, employment, health and social welfare, housing, migration etc.) in order to develop policy measures that create an inclusive environment throughout the entire education sector that fosters equity, diversity, and inclusion, and is responsive to the needs of the wider community.
- b. The social dimension policies should not only **support current students, but also potential students in their preparation and transition into higher education.** Participation in higher education has to be a lifelong option, including for adults who decide to return to or enter higher education at later stages in their lives. An inclusive approach needs to involve wider communities, higher education institutions and other stakeholder groups to co-create pathways to higher education

Indicators

1. (Eurydice) Existence of top-level coordination mechanisms between different levels of education with a focus on diversity, equity and inclusion in education.

- PA has defined a cross-sectoral approach towards the social dimension of education, paying attention to underrepresented, disadvantaged and vulnerable students and covering all levels of education and lifelong learning.
- PA encourages HEIs to organize promotion campaigns focusing on underrepresented, disadvantaged and vulnerable students and their caretakers.

2. (Eurydice) PA has integrated diversity, equity and inclusion in education into the mandate of the top-level coordination mechanisms between different levels of education.

- PA promotes DEI through amendments in policies, legal regulations and funding in all levels education, with the involvement of students and their caretakers from underrepresented, disadvantaged and vulnerable groups.
- PA coordinates a shared vision on diversity, equity and inclusion between staff and students on all levels of education.
- PA tracks student data through all three levels of education, lifelong learning and entry into the labor market to detect and support the students in need of assistance.
- PA compares graduation data from secondary level with entrance data in HE and inquires the possible obstacles for GE-HE transition.
- PA supports HEIs to provide publicly accessible and clear data on available advice, support, funding and regulations for underrepresented, disadvantaged and vulnerable learning groups.

3. (Eurydice) PA involves representatives of other related policy areas, such as finance, employment, housing or other social services in policy discussions on diversity, equity and inclusion in education.

- PA uses stakeholder feedback from public and private sectors on diversity, equity and inclusion (DEI) policy and regulations to detect possible obstacles for underrepresented, disadvantaged and vulnerable learning groups.
- PA uses data on drop-out and completion of higher education to adapt national and institutional policies, legal regulations and funding accordingly.
- PA encourages HEIs to cooperate with the labour market and industry representatives to ensure that DEI measures are shared and set in place.

4. (Eurydice) PA provides support to adults accessing HE.

- PA ensures that municipal and public service centres are equipped with brochures and guidelines on adult education, upskilling and reskilling options in HEIs.
- PA ensures that there are no age-related restrictions on funding senior students.

Proposal of indicators for P4-P6
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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.

Guidelines:

- a. In order to develop effective policies, continuous national data collection is necessary. Within the limits of national legal frameworks, such **data collection should provide information on the composition of the student body**, access and participation, drop-out and completion of higher education, including the **transition to the labour market** after completion of studies, and allow for the **identification of vulnerable, disadvantaged and underrepresented groups**.
- b. In order to make such data collection **comparable internationally**, work on categories for administrative data collection that are relevant for the social dimension should be developed at the EHEA level through Eurostudent or similar surveys. With the aim to rationalize the process and avoid administrative burden on public administration and higher education institutions, this development should take account of existing national practices and relevant data collection processes.
- c. Such national data collection exercises could, where relevant and necessary, be complemented by **higher education institutions undertaking additional surveys, research and analysis** to better understand vulnerability, disadvantages, and underrepresentation in education, as well as transitions of students across the education system.

Indicators

1. (Eurydice) Existence and frequency of national data collection on student characteristics.

Survey or administrative data collection among potential students (at least during last year in school and on non-linear pathway to HE):

- Sex/Gender
- Age
- Type of school
- Educational background of parents (guardians) by ISCED-Levels
- Migration background of parents (guardians)
- Residence status and working permission
- Impairment/ chronic disease
- Financial situation of family
- What kind of counselling and information do they need?
- What kind of counselling and information do they get?
- Helpfulness of the counselling
- Potential barriers to HE

Administrative data collected at first enrolment in all three cycles and at (each) graduation combined with type of HE, degree level attended and field of study:

- Sex/Gender

- Age
- Highest secondary school degree and location (domestic/abroad)
- Traditional / non-traditional access route to HE
- Educational background of parents (guardians) by ISCED-Levels
- Migration background of parents (guardians) and mother tongue if different from the official language
- Impairment/chronical disease
- Full or part time student
- Residence status and working permission
- Persons belonging to recognized ethnic or linguistic minorities in the respective country
- Information on received student financial aid

Data collected from student surveys combined with type of HE, degree level attended and field of study:

- Awareness of existing services for counselling, guidance and conflict mediation (if applicable)
- Awareness of any counselling specifically for students on study career, transition to labor market, mental health, impairments/chronical disease, student mobility, financial issues, any specific group of students (e.g. with children, first generation)
- Financial difficulties
- Information on received student financial aid
- Mental health and wellbeing situation
 - Ability to balance studies with personal and social life
 - Who do students turn to if needing
 - Academic guidance
 - Psychological counselling
 - Careers guidance
 - Conflict mediation
 - Use and helpfulness of counselling
 - Experiences of discrimination on campus
 - Classroom experience
- Impairment/ chronical disease
- Caring (and financial) duties (children or other)
- Hours of paid employment per week
- Time span between finishing school and starting university studies
- Participation in student mobility
- All indicators from above to be able to cross the variables

Data collected on transition of graduates to the labour market after completion of studies:

- If possible from administrative data (e.g. social security system), alternatively from graduate surveys
- When did you take up your first job after graduation (before, x months after)?
- Employment status 6 months, 12 months, 36 and 60 months after leaving HEI (graduates and dropouts)
- Limited or unlimited contract
- Full or part time working
- Job related to field of studies (horizontally (field) and vertically (degree level))
- Graduate residency status

Data collection and distinction between domestic, international and mobile students.

Data collection from HEIs on barriers to build adequate capacity to embrace diversity and contribute to equity and inclusion in higher education.

Processing and use of data

- The degree of accessibility of data sets from administrative/student surveys for external research or other purposes.
- Existence of surveys at the institutional level/publications on understanding vulnerability, disadvantages, and underrepresentation in education

2. (Eurydice) Participation in internationally comparable data collection exercises

- Participation in Eurostudent
- Participation in Eurograduate survey
- The application of internationally comparable taxonomies for data collection (e.g. ISCED for fields of study, EQF for levels of study, the EHEA definitions of underrepresented, disadvantaged and vulnerable groups etc.)

5. Public authorities should have policies that enable higher education institutions to ensure effective counselling and guidance for potential and enrolled students in order to widen their access to, participation in and completion of higher education studies. These services should be coherent across the entire education system, with special regard to transitions between different educational levels, educational institutions and into the labour market.

Guidelines:

- a. Public authorities should create conditions that enable **collaboration between different public institutions** that provide counselling and guidance services together with higher education institutions in order to create synergies and omit duplication of similar services. These services should uphold the principles of clarity and user-friendliness, because end users must be capable to understand them easily.
- b. Within a diverse student body, special attention should be directed towards students with physical and psychological health challenges. These students should have access to professional support to secure their success in accessing and completing higher education studies. **Special focus should be placed on prevention of psychological challenges caused by the organisation of study** and students' living conditions.
- c. Public authorities should also **consider setting up ombudsperson-type institutions** that will have the capacity and knowledge to mediate any conflicts, particularly related to equity issues that may arise during accessing or participating in higher education, or conflicts that hinder the completion of studies.

Indicators

1. (Eurydice) The existence of a top-level legal requirement to provide academic guidance services/ psychological counselling services/ careers guidance services to prospective and active students

- Applicability of the legal requirements for counselling and guidance services to all types of HEIs (public/private, region, size, etc.)
- Existence of guidelines on number of students per counselor
 - Existence of centers on campus for promoting and offering training on DEI awareness
- Existence of legally recognized autonomous student body to hear and democratically represent all students regardless of political association, ethno-cultural affiliation, gender identity, sexual orientation and other characteristics.
- Existence of ombudspersons office within HEIs.

2. (Eurydice) Are providers of services to higher education students required to work with providers of services (identified in 5.1) at other levels of education?

- PA promotes educational institutions of all levels to hold an annual forum on the fulfilment of SD principles and DEI measures

3. (Eurydice) Who is legally responsible for quality assurance of these services to higher education students?

- The existence of internal QA mechanisms and external QA guidelines for psychological counselling services and careers guidance services provided within HEIs.

4. (Eurydice) Can the services below be accessed by all higher education students?

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.

Guidelines:

- a. Higher education **funding systems should facilitate the attainment of strategic objectives** related to the social dimension of higher education. Higher education institutions should be supported and rewarded for meeting agreed targets in widening access, increasing participation in and completion of higher education studies, in particular in relation to vulnerable, disadvantaged and underrepresented groups. Mechanisms for achieving these targets should not have negative financial consequences to higher education institutions core funding.
- b. Financial **support systems should aim to be universally applicable to all** students, however, when this is not possible, the public student financial support systems should be primarily needs-based and should make higher education affordable for all students, foster access to and provide opportunities for success in higher education. They should mainly contribute to cover both the direct costs of study (fees and study materials) and the indirect costs (e.g. accommodation, which is becoming increasingly problematic for students across the EHEA due to the increased housing, living, and transportation costs, etc.).

Indicators

1. (Eurydice) Are any of the following (a) student & (b) academic/administrative staff characteristics considered for determining the amount of public funding that higher education institutions receive?

2. (Eurydice) Do higher education institutions receive public funding linked to the achievement of (or progress towards) the quantitative targets related to social dimension, equity, inclusion or diversity referred to in 1.1.2?

- The extent to which additional public funding is attributed based on the attainment of targets by higher education institutions for widening access, increasing participation or completing higher education
- Part of the HEI funding is earmarked on a provisional basis for embracing DEI
- Certain part of the total university budget is earmarked for the promotion of DEI among staff and students

3. (Eurydice) Is the local/regional socio-economic context of higher education institutions considered for determining the amount of public funding that higher education institutions receive?

- There is a mechanism to ensure the valorization of financial aid based on applicant's geographic location, SES status, etc.

4. (Eurydice) In your higher education system, which type of public grant is available for home students? The information should focus on the main grant schemes.

- The number/share for short, first, second and third cycle students that receive needs-based and universal grants linked to student characteristics

5. (Eurydice) What type of additional public support required by top-level authorities is available to students to cover indirect costs of participating in higher education?

- The number/share of short, first, second and third cycle students that receive grants to cover indirect costs (public transportation, etc.)

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Proposal of indicators for P7-P9
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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

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

- Existence of top level requirements/recommendations for mandatory initial training at HEIs provided to academic and administrative staff and students (e.g. training on equal opportunities, universal accessibility and universal design, etc.).
- Existence of top level requirements/recommendations for mandatory continuous professional development at HEIs on diversity, equity and inclusion strategies offered to all staff and students.

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

- PA provide general or specific funding for the provision of initial and continuous professional training for academic and administrative staff and students 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 provides HEIs with tools and other non-financial means of support on SD training for its staff and students.
- Existence of mentoring network at the local, regional or national level for both staff and students in order to guide and assist them on how to best interact with the needs of more diverse student and staff body.

3. (Eurydice/WG SD) PA issue guidelines to quality assurance agencies to consider whether social dimension is addressed in the mission and strategy of higher education institutions.

- The external quality assurance processes addresses the implementation of SD at HEIs and check if there is a systematic monitoring in place at HEIs on social dimension implementation.
- Underrepresented, disadvantaged and vulnerable students and staff are involved in internal and external quality assurance processes.
- The external quality assurance evaluations check whether social dimension is engrained into the learning and teaching, research, outreach, governance, and management of higher education institutions.

4. PA issue guidelines and/or provide financial means to HEIs on how to make HEI's buildings and infrastructure easily accessible and adjusted to the needs of underrepresented, disadvantaged and vulnerable students and staff.

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

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

1. (Eurydice/WG SD) Existence of top-level mobility policy focused on vulnerable, disadvantaged or underrepresented students and staff.

- PA have developed an action plan with quantitative targets for stimulating international mobility (physical, blended mobility, internationalisation at home) of students and staff from vulnerable, disadvantaged and underrepresented groups.
- PA endorse or administer 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 (degree and credit mobility).
- Public financial support for students, provided in the form of grants, loans and other forms of financial support, is fully portable across the EHEA.

2. PA has a standardized methodology to collect data and monitor the participation and experiences of beneficiaries in all types of international mobility programs, including their background characteristics (e.g. disadvantaged, vulnerable and underrepresented).

- (Eurydice/WG SD) Existence of top-level monitoring of specific characteristics of students and staff participating in international mobility programs.

- Existence of annual data collection on the enrolment, retention and graduation rates of international students and staff from underrepresented, disadvantaged and vulnerable backgrounds.
- There is collection of data on the percentage of students and staff participating in physical vs. blended mobility, particularly in relation to underrepresented, disadvantaged and vulnerable students and staff.
- Existence of annual national data collection on the student and staff financial support provided to underrepresented, disadvantaged and vulnerable students and staff for participating in international mobility programs.

3. (Eurydice/WG SD) PA have measures in place to support vulnerable, disadvantaged or underrepresented students and staff in international learning mobility.

- PA provide professional training support to HEIs on how to successfully organize blended mobility and internationalization at home at HEIs, along with the physical mobility. Professional training encompasses topics related to the integration of international students and staff, particularly those coming from vulnerable, disadvantaged and underrepresented backgrounds, into the HEIs' student and staff body.
- Public authorities provide funding support for the following: 1) guidance services, 2) mentoring services to enhance the performance and wellbeing of students and staff 3) subsidised accommodation and food/canteens services available and accessible at HEIs for incoming and/or outgoing students and staff.
- (Eurydice/WG SD) Top-level authorities provide support to higher education institutions on the use of the new technologies for successful participation in international mobility programs, particularly in blended mobility and internalisation at home.

4. PA promotes international mobility opportunities through a variety of accessible and inclusive formats, including 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.

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
<p>1. 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.</p> <ul style="list-style-type: none"> • PA support HEIs in developing a data collection and monitoring system through which a HEI monitors its community engagement activities that promote diversity, equity and inclusion. • The HEI collects data and documentation on different dimensions of community engagement: 1) Teaching and Learning (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; 4) Students; 5) Engaged employees 6) Governance; 7) Management.
<p>2. (Eurydice) Top-level authorities provide financial support to higher education institutions in developing community engagement activities focused on diversity, equity and inclusion.</p>
<p>3. (Eurydice/WG SD) Existence of guidelines for external quality assurance agencies to evaluate community engagement activities of higher education institutions focused on diversity, equity, and inclusion.</p> <ul style="list-style-type: none"> • (TEFCE Toolbox: Management) <ul style="list-style-type: none"> - QA agency checks whether a HEI has a mission, strategy, leadership and (funding) instruments that specifically promote community engagement; - QA agency checks whether a HEI has an organizational support structure (e.g. committee, office or staff) for embedding and coordinating community-engagement activities at the university level; - QA agency checks whether a HEI has staff-development policies (e.g. recruitment, tenure, promotion) that include community engagement as a criterion. • (TEFCE Toolbox: Teaching and learning) <ul style="list-style-type: none"> - QA agency checks whether a HEI has study programmes or courses that are created, reviewed or evaluated in consultation/cooperation with the university's external communities. - QA agency also checks whether a HEI has study programmes or courses that include a community-based learning component for students. • (TEFCE Toolbox: Research) QA agency checks whether a HEI carries out collaborative/participatory research in cooperation with the university's external communities. • (TEFCE Toolbox: Service and knowledge exchange) QA agency checks whether HEIs' staff community-engagement activities have resulted in demonstrable benefits for the university's external communities. • (TEFCE Toolbox: Students) <ul style="list-style-type: none"> - QA agency checks whether HEIs' students deliver community-engagement activities independently through student organisations or initiatives. - QA agency checks whether a HEI facilitates and supports partnerships between students and external communities. • (TEFCE Toolbox: Staff) QA agency checks whether HEIs' 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) QA agency checks whether a HEI has facilities and services that are jointly managed and/or accessible to its external communities. • PA and HEIs provide awards or quality labels for community engagement activities in higher education that promote diversity, equity and inclusion.

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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/

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