

**From Access to Success: Closing the Knowledge Divide**  
(Higher education for under-represented groups in the market economy)

## PAPER SESSIONS

### Monday 14<sup>th</sup> June: 16:30 – 17:30 (1 hour)

#### Parallel Paper Sessions 1

##### Paper 1.1

*Will a market driven economy impact adversely on students with disabilities participating in higher education?*

**Ms Stephanie Chard**, La Trobe University, Australia

Globally, universities are facing change at an unprecedented rate. Managing this change so that equity and widening participation is balanced with competition for student numbers and funding, is a major challenge. This workshop will share knowledge and support for students with disabilities to see what lessons can be learned from each other in times of reduced funding and market driven economics.

##### Paper 1.2

*Feeding the roots of lifelong learning: embedding critical reflection in skills-based programmes*

**Dr Liz Marr, Mr John Rose-Adams**, Open University, UK

As economic interdependency raises the profile of skills needs for international competitiveness, this paper will highlight some examples of ways in which work-related and work-based courses of study can be enhanced to increase critical reflection and provide strong foundations for lifelong learning.

##### Paper 1.3

Chair: **Johan Sevenhuijsen**, Director, Corporate Strategy, Rotterdam University, Netherlands

*A competence-based curriculum for a multicultural student body – Mountain Forestry Masters at BOKU- a case study* **Cordula Lennkh**, University of Natural Resources & Applied Sciences, Austria

A unique example of a specialised competence based curriculum in mountain forestry to alleviate poverty and widen access to education in mountain regions. It describes a project to link competence-based higher-level skills education to career progression and economic development in particularly challenged geographical areas. An evaluation of career analysis of alumni in Bhutan and Ethiopia shows a strong influence of curriculum on national and regional decision making and implementation structures.

### Tuesday 15<sup>th</sup> June: 10:30 – 11:30 (1 hour)

#### Parallel Paper Sessions 2

##### Paper 2.1

*Near Peer Recruiting: Increasing Access by Incorporating Students and Recent Graduates in the Admissions Process* **Dr Nicole Hurd**, National College Advising Corps, USA

This presentation will focus on strategies on how to have current college students and recent graduates assist low-income, first generation, and under-represented students enrolling higher education, working through a nationwide consortium of colleges and universities, thus providing a transferable model for other countries.

##### Paper 2.2

*Engaging the Hearts and Minds: An action research approach to racial inequalities in higher education*

**Ms Ruth Mieschbuehler**, University of Derby, UK

Delegates participating in this workshop will learn how action research can be used to explore and address inequalities in higher education; understand the main strength and weaknesses of action research when

applied to inequalities; be able to judge the potential of action research as a staff engagement tool; and be able to ascertain the relevance of action research in their own practice and within an increasingly market-oriented higher education sector.

### **Paper 2.3**

*Lack of Skilled Workers and Equity in Education: The astonishing effects of demographic change in Germany* **Mrs Hannah Leichsenring**, CHE Consult, Germany

This paper compares the experiences of three different, but broadly technically-oriented, HEIs in Germany grappling with the implications of demographic change. This paper discusses the dramatic effect of demographic change and its impact on the development of serious diversity management approaches, in relation to students as well as staff in HE. Using three institutional examples from Germany, it offers those interested in the economic drivers of diversity management approaches in HEIs to develop diversity surveying and monitoring tools.

### **Paper 2.4**

*Tap-into the labour market: the experiences of Irish non-traditional graduates*  
**Ms Carmel Carroll, Ms Lisa Coady**, Trinity College Dublin, Ireland

This paper presents findings from a longitudinal study undertaken between 2007 and 2009 which explored 'What Happened Next?' for non-traditional graduates of Trinity College Dublin. The labour market and further study experiences of non-traditional graduates are complex, yet this research highlights that in the main, educational disadvantage does not appear to significantly affect the experiences of students once they reach graduate status. The study therefore affirms the need for, as well as the successes of widening participation programmes.

### **Paper 2.5**

*Enabling education: adding value in an enterprise culture*  
**Dr Chris Klinger, Dr Neil Murray**, University of South Australia, Australia

This research paper reveals the key role enabling/access education plays both in responding to new economic demands and in meeting ideological equity and social justice imperatives. It informs of a methodological approach employed by the researchers to investigate notions of value associated with enabling, or access, education; of insights gained via this approach concerning the value-added transformative influence of our subjects' enabling education experience; and that 'value' attaches in multiple senses.

**Tuesday 15<sup>th</sup> June: 14:00 – 15:30 (1 hour 30 minutes)**

## **Parallel Paper Sessions 3 (combined papers)**

### **Paper 3.1**

**This has two papers on foundation programmes to widen participation.**

Chair: Johan Sevenhuijsen, Director, Corporate Strategy, Rotterdam University, Netherlands

*3.1.a. The University of Plymouth Colleges Partnership: success in delivering higher education to under-represented groups* **Dr Harriet Dismore, Mr Mark Stone**, University of Plymouth, UK

This proposal relates to students undertaking Foundation Degrees, a higher education qualification delivered in further education colleges, through the University of Plymouth Colleges Partnership. It gives an insight into the role of the Foundation Degree in a market-oriented higher education sector; ideas about how to develop a framework incorporating work-based learning, employer engagement and progression to higher education to suit the needs of under-represented students. It will also discuss three main issues that impact upon admissions procedures.

*3.1.b. Firm foundations for the future in knowledge-based global economy: an Australian perspective on access education* **Dr Chris Klinger**, University of South Australia, Australia

This paper is about the Foundation Studies program as a key component of the University of South Australia's equity mission, in its response to global economic factors, and in providing 'second chance' opportunities. The presenter will focus on the performance and retention rates of students who have

progressed from those enabling/access programs to transition into undergraduate degree programs, emphasizing the value of investing in firm foundations for the future.

### **Paper 3.2**

**This has three papers, two on international comparative studies, and the third deals with the global achievement gap.**

Chair: Dr Helen May, Senior Adviser, Higher Education Academy, UK

*3.2.a. Learning style and culture differences – case studies of American, Albanian, Austrian, Japanese, Chinese and Croatian Students* **Dr Violeta Vidaček-Hainš**, University of Zagreb, Croatia (co-authors: V. Appatova; H. Prats; K. Takemura; L. An; J. Bushati; N. Berger; K. Pažur)

This is a comparative research paper on effective learning environment (ELE) conducted with students from six countries. Using case studies, delegates will learn about the important factors in creating ELE, including psychological, pedagogical, technical, cultural and pragmatic variables.

*3.2.b. Global Education Practices for 21<sup>st</sup> Century Learning: What did we Learn?*

**Dr Brenda Marina, Dr Cindi Chance**, Georgia Southern University, USA

Based on a cross-cultural comparative study (using empirical fieldwork) in four countries, this research paper disseminates preliminary findings of the differences and similarities in policies and practices from US, England, Wales and China. It will define and describe 'best practices' policies, discuss cross-cultural engagement, compare and contrast the effectiveness of major educational reforms that impact access to higher education in these countries.

*3.2.c. Minding the Gap to Higher Education: What Educators and Leaders to Know Do!*

**Dr Brenda Marina**, Georgia Southern University, USA

The purpose of this paper is to encourage global collaboration between educational leaders and scholars to meet the challenge of providing all students an equitable education in order to close the Global Achievement Gap. This paper was designed to tell a story that creates a sense of urgency for change. Delegates will hear facts and stories that encourage them to personally examine what educators at all levels should do to take part in closing the global achievement gap.

### **Paper 3.3**

**This has two papers on issues of equity and tuition fees, and attitudes to debt.**

Chair: Fran Ferrier, Research Consultant, Monash University, Australia

*3.3.a. Safeguarding access to higher education for under-represented Groups: The Access Story in England*

**Mr Richard Smith**, The Office for Fair Access, England, UK

Following the introduction of tuition fees in England, The Office for Fair Access (OFFA) was established to regulate plans – known as 'access agreements' – that commit institutions to invest some of their tuition fee income in 'access measures'. Delegates will learn how access measures have been implemented and regulated in England, and how this has affected participation of under-represented groups.

*3.3.b. How much is too much?* **Ms Jo McNeill, Ms Joanne Moore, Ms Sally-Ann Halliday**, Aimhigher Partnerships, England, UK

This research explores the extent to which the possibility of an increase in tuition fees would discourage young people from going onto HE. Using sample group of young people aged 16 to 20+ from three urban areas in England, it also looks at the general attitudes of young people towards debt, and aims to determine at what point financially are students discouraged from applying to HE.

### **Paper 3.4**

**This has two papers on community based initiatives on widening access and participation.**

Chair: Willy Aastrup, Director, Counselling & Support Centre, Aarhus University, Denmark

*3.4.a. Pathways to Education and access to post-secondary education in a mixed market economy: some good news from the community* **Dr Stacey Young**, Pathways to Education Canada, Canada

This paper reports on the success of the community-based Pathways to Education program, established by the Regents Park Community Health Centre, which addresses four principle challenges associated with students from at-risk communities. The program represents a break-through in innovative policy development, as the four major supports are delivered in an integrated and comprehensive style and not in isolation, resulting in remarkably positive outcomes.

*3.4.b. Widening access to the global stage: the critical value of enterprising intervention and The Summer Academy@Strathclyde* **Mrs Christine Percival**, University of Strathclyde, Scotland, UK

This paper addresses the issues HEIs face in achieving government targets for research and innovation whilst maintaining active outreach programmes to target social exclusion. The S@S is an exemplar of the way in which existing good practice can be built upon in the current economic climate, with the potential in enterprise-based widening access interventions.

## **Tuesday 15<sup>th</sup> June: 15:45 – 17:15 (1 hour 30 minutes)**

### **Parallel Paper Sessions 4 (combined papers)**

#### **Paper 4.1**

**This has two papers on technology as a learning tool.**

Chair: Dr Helen May, Senior Adviser, Higher Education Academy, UK

*4.1.a. Technology enhanced learning – opportunity for lifelong and enhancement of under-represented groups* **Prof Blazenka Divjak, Renata Horvatek**, University of Zagreb, Croatia

Using case studies, this paper reports on University of Zagreb's strategy for e-learning, with special measures to enhance the retention rate of under-represented groups, and the integration of lifelong learning into the teaching and learning process of the University. In addition, it will show examples of online course primarily designed for adult or transition part-time students. It will conclude with guidelines for institutions for implementation of blended learning.

*4.1.b. Creating a collaborative, constructivist, online environment to encourage success in student learning* **Ms Audrey Cooke**, Curtin University of Technology, Australia

Online learning is a growing sector at university level in Australia but providing an online course is not the end of the process but the beginning – it is the creation of an environment that encourages and supports student success. Curtin University aims to provide a collaborative, constructivist, online environment that promotes discussion, peer collaboration, and a sense of community online, while delivering the content required for pre-service teachers. The paper will provide examples that will support students to enable their successful completion of their studies.

#### **Paper 4.2**

**This has two papers providing an overview of higher education development in the US, and argue that it has stagnated and progressive reform is urgently needed.**

Chair: Fran Ferrier, Research Consultant, Monash University, Australia

*4.2.a. Opportunity role reversals: Europe and United States* **Mr Thomas Mortenson**, Pell Institute for the Study of Higher Education, USA

This paper charts the rise and fall of higher education policy for under-represented groups in the US, the consequences policy reversal have on the education enrolment and attainment of low and middle-income families, and provides a cautionary tale of regressive legislation. The presenter hopes that by learning how not to design programmes to reach under-represented groups, delegates will learn from the mistakes made in the US since the 1980s.

*4.2.b. Education for the Post-Modern World* **Dr George Lowery**, Roosevelt University, USA

Despite expansion of equal educational opportunity for low income and minority groups in the past 56 years in the US, the educational achievement gap has not been breached, and many individuals still need support to achieve at the highest possible level. This paper argues for the need for creating sustainable processes to reform equal educational opportunity strategies to provide social justice.

### **Paper 4.3**

**This has two papers dealing with higher education for adult learners, one on providing pre-entry support, the other on curriculum and course design.**

Chair: Kees Smit, Head of Department, VASVU, Vrije University Amsterdam, the Netherlands

#### *4.3.a. Bridging the gap between town and gown – supporting a changing profile of adult learners*

**Ms Rhona McCormack**, University of Limerick, Ireland

This paper describes the experience of the Downtown Centre, an information, guidance, and support centre for adults who wish to progress to higher education – particularly those who have not had an opportunity to do so in the past – in connecting with local communities as a means of encouraging adult learners to access higher education in Limerick City. It will also reflect on the mainstreaming and sustainability of activities of project-funded initiatives such as the Downtown Centre.

#### *4.3.b. Curriculum for competence: vocation-focused learning for widening participation*

**Miss Sian Fiddimore, Ms Anthea Coleman-Chan**, Access to Industry, Scotland, UK

This paper will examine the challenges and successes experienced in widening access within Access to Industry's diverse portfolio of courses. It will consider the practical issues involved in curriculum design, recruitment, delivery, pedagogy, overcoming barriers, and student experience.

## **Wednesday 16<sup>th</sup> June: 10:35 – 11:35 (1 hour)**

### **Parallel Paper Sessions 5**

#### **Paper 5.1**

##### *Getting to post-secondary education: a Canadian perspective*

**Ms Adela Colhon, Ms Diana Wickham, Mr Dan Wise**, YMCA of Greater Toronto, Canada

The Canadian Post-Secondary Access Partnership, established across Canada by the YMCA, has two main components: the Practitioners Network and the You Can Go centres (community based delivery sites) which are closely interrelated and cover a wide spectrum of services to both practitioners and students. The workshop will demonstrate two successful tools used for service delivery by practitioners: Gap Analysis Toolkit, and Graduate Pursuit Game.

#### **Paper 5.2**

##### *Can equity in access to higher education be reconfigured within a practising enterprise/employability model?*

**Vanessa Fitzgerald, Judith Waterfield, Dr Jane Cavanagh**, University of Plymouth, UK

This workshop will explore this question by offering practical ideas and illustrations taken from the University of Plymouth's (UK) attempts to date, with some practice models regarding Access and enterprise/employability. It's a global economic crisis with all countries likely to see severe cuts and possible contraction within the HE sectors they are working in. This working may help delegates to think through their possible survival tool kits relating to Access work.

#### **Paper 5.3**

##### *UBC Okanagan's Aboriginal Access Program: Opening doors to student and institutional success*

**Adrienne Vedan, Teresa Flanagan**, UBC Okanagan, Canada

This paper will, intriguingly, present the outcomes from an initiative which "allows Aboriginal students to register in university-level courses without enrolling in a degree program or undergoing the University's standard admission process". In certain countries this may raise the controversial and provocative issue of fair admissions within a context of widening access. But institutions seeking new ways and means to admit and retain indigenous peoples in order to target country-specific future employment needs, to maintain numbers or affect powerful change over time in a specific population, may have a lot to learn from the success of AASP.

#### **Paper 5.4**

##### *Time to deal with risks: recasting the access mission for the 21<sup>st</sup> century*

**Graeme Atherton**, Aimhigher WECAN London, England, UK

This paper will consider whether the rapid expansion of HE participation in developing and developed nations means a more sophisticated understanding of the access mission in the context of free market economies in the 21<sup>st</sup> century is needed. Delegates interested in the broader strategic challenges facing Access and how the case for Access is presented to politicians and policy-makers will be able to consider the argument directly in their own national context.

## Wednesday 16<sup>th</sup> June: 14:00 – 15:00 (1 hour)

### Parallel Paper Sessions 6

#### Paper 6.1

*Access to Canada's quasi-market higher education system: recent policy interventions and innovations*

**Dr Dale Kirby**, Memorial University of Newfoundland, Canada

This presentation will inform delegates of current Canadian access challenges and recent policies that have been introduced to address access inequities, drawing upon current research. It will provide an overview of various student access reforms that have recently been put in place by governments at the national and provincial levels. The analysis will highlight that, while some of the access policy reforms are indicative of the growing influence of marketization, the on-going mix of government regulation and market dynamics are characteristic of a quasi-market higher education system.

#### Paper 6.2

*How under-represented students fare in the higher education marketplace: an alternate scenario*

**Ms Renee Hampton**, Columbus State Community College; **Mr Jerry Thomas**, Southern Arkansas University, USA

What if higher education institutions rankings were measured by how well they succeeded with low-income, first-generation and minority students? In this alternate scenario, the presenters will discuss TRIO programs at two US institutions: Columbus State Community College, and Southern Arkansas University, and their significant impact on the ability of low-income, first-generation students and students with disabilities to earn a postsecondary degree. The presenters will share Pell Institute data on effective practices for increasing enrolment and graduation rates among these groups.

#### Paper 6.3

*A curriculum embedded 'General Care Framework' to increase the accessibility of higher education*

**Ms Lobke Dedrie**, **Ms Regine van den Bogaerde**, University College Arteveldehogeschool, Belgium

Delegates in this session will learn about an achievable good practice of 'universal design for learning' within a *General Care Framework* developed by University College Arteveldehogeschool that is supported by all levels of the organisation and of which care for students is the main principle. Paying attention to care inside a context of competence development in a financially realistic way will decrease barriers and increase accessibility to higher education for all students.