

24th EAN Annual Conference:
Advocating for Access, Equity, Inclusion & Diversity in HE
Politics, Policies, Power & Persuasion

Papers and Workshops
Full Abstracts

SUNDAY 7 JUNE (11:00 – 12:30)
PARALLEL PAPER AND WORKSHOP SESSIONS 1

Paper 1.1

Prof Blazenka Divjak, University of Zagreb, Croatia

**The Taxonomy of Higher Education Institutions Serving Under-represented Groups:
Benchmarking tool**

Institutions serving under-privileged students around the world vary greatly regarding their position in the national higher education system, governance, funding, size, scope of work. Institutions usually focus on local minorities and under-represented groups resulting in a variety of approaches to enhancing access, retention support, graduation boost and success after graduation.

This multitude of different approaches in different situations makes it hard to find understandable and inclusive taxonomy for capturing all of these aspects. Our aim is to contribute a comprehensive and inclusive taxonomy that will give the participant institutions the opportunity to benchmark themselves and to endorse examples of good practice in the area of serving underprivileged student groups.

This taxonomy will be developed in the form of rubrics with criteria, levels and explanations based on literature and experience. Our aim is to relate types of institution, mission, strategy and locally defined minorities (situation) on one side with access, retention issues and impact to society (outcome) on the other.

Preliminary data will be collected using a web application accessible from the EAN website. Results of the pilot survey will be presented in the workshop followed by discussion of further development, enhancement of methodology and tool as well as possible application.

Paper 1.2

Jakob Hartl & Martin Unger, Institute for Advanced Studies, Austria

**Cornerstones of Equity in Higher Education – a comparative analysis of recent findings
from EUROSTUDENT V**

Unlike any other field of educational policy, higher education (HE) policies are considered an international or European policy issue. At the same time, there is a significant impact of national and/or regional traditions and narratives. The latter on the one hand structure and shape national HE systems and the respective structure of student population; but on the other hand these narratives can be misleading, especially when it comes to questions of learning from others, seeking advice or even just comparing situations. This is because comparisons and models are often deducted from either (not evidence based) policy considerations, or refer, again, to regional contexts, which were thought to be overcome.

The proposed paper tackles this by providing evidence on (dis)similarities in access to HE and the composition of national student bodies, using the most recent data from EUROSTUDENT V (2012-15), a data set collating survey data on the social and economic living conditions of students in HE in Europe. Deploying correspondence analysis on data on access routes, transition time to HE and social background of the student body, we will highlight patterns of inequality across more than 25 European countries. This will not only give further insight to the (co)relation of the above mentioned dimensions, but also contribute to an altered understanding of who to compare/benchmark with and, even more importantly, whom to learn from.

Paper 1.3

Aengus Ó Maoláin, National Union of Students in Norway

Why and how to do student representation locally and nationally: a guide for institutional staff

In much of Western Europe, and further afield, student representation has become a key driver of radical and positive reform in institutions and national higher education systems in the past years, decades, and indeed centuries. The student movement is among the only organised bodies that actively fight for the rights of those who do not belong to it, and students, at least in theory, should be among the most reliable allies the access movement has to call on.

Reflecting on the history of the student movement, from its beginnings near a thousand years ago to today, and the philosophies of higher education that students have been the key drivers of, this workshop will engage with institutional staff actively, and build a fellow understanding of why students should be your best friends in the fight for equality, equity and proactive access and success in education.

Though we will use Europe as our point of departure, the student movement in every corner of the world will be discussed, and some of the more surprising facets of student activist will be analysed and critiqued. No background knowledge is required, and we will work from the ground up together, to build the perfect student representative structure for your institutions together.

Paper 1.4

Lobke Dedrie & Eva Booms, Artevelde University College, Belgium

How to Network? Honing your skills, maximizing your chances

In this workshop we will explain and let you experience first-hand why networking is a necessary skill in advocating for access and inclusion. We will let you discover your network-style according to your talent because everybody's got talent to network!

Working in a higher education context you have to deal with many different actors: stakeholders, students, your close colleagues, colleagues from other departments or institutions, within as well as outside your own organisation. It is important to build long-term relationships and invest in contacts that last, not only for you as an officer, but also for your students. They will need to function in a different society with 21st century skills.

Technology has changed the way we work and live enormously. New functions require new competences. Everything which brings us in contact with other people is determined by contexts. The more you connect through different contexts, the further your network reaches. New contexts and contacts and therefore new networks can contribute to better access, equity and diversity in higher education.

In this workshop we will explore what is networking? Develop your own style, tips and tricks, give and receive exercise, visualizing your network, writing your sticky story, preparing and follow-up contacts, how to network on a conference ...and much more.

MONDAY 8 JUNE (13:15 - 14:15) PARALLEL PAPER AND WORKSHOP SESSIONS 2

Paper 2.1

Carole Nairn & Gino Graziano, University of Sussex, UK

The Student Lifecycle - who has a part to play?

The University of Sussex's innovative First-Generation Scholars' Scheme (FGSS) is a progressive, linear programme which supports young people from underrepresented groups, from primary school through to graduation. Founded in 2012, after the cessation of the national Aimhigher programme, and the introduction of £9,000 fees, FGSS began as a set of support measures aimed at different entry points of the student lifecycle – outreach, success and progression. As the programme has matured, these strands have intertwined, and an overarching framework of support has emerged. Under the banner of FGSS, students engage with a learner progression framework prior to entry, are financially and pastorally supported post-entry, develop their employability through an ambassador programme and graduate internships, and receive continuing support from our Careers team post-graduation. As FGSS enters its fourth year, this workshop will look at the

intersections of each of these strands, and look forward to the full realisation of the FGSS plan as each cohort of students matures.

This workshop will aim to discuss the concept of a student lifecycle in an international context, gather a range of diverse perspectives and seek to identify who has a part to play in supporting students across their learning journey.

Paper 2.2

Dagmar Kminiak, the University of Sydney, Australia

Eliminating Disability Discrimination – the University of Sydney 2013-18 Disability Action Plan: a catalyst for change.

The University of Sydney has recently implemented its third 2013-18 Disability Action Plan (DAP). The DAP was developed with the goal to improve access and participation for all students, staff and visitors with disability at the University.

Throughout the extensive staff and student consultation phase of the plan itself, it was clear that the key identified issues revolved around the strong need to change the current culture of the university in relation to disability awareness. This included challenging the existing resistance to implementing inclusive policies and teaching practices.

Based on the feedback of the consultation phase, the DAP committee endeavoured to make this institution one of change. This presentation will explore how the university is working towards this goal in promoting university wide accountability by ensuring that every staff member is responsible for enabling access and inclusion for all. This is being created through the development and implementation of localised faculty and professional service unit DAPs and this presentation will provide an overview of how these plans were created with examples of completed plans.

The presentation will provide an overview of the strategies utilised in eliminating discrimination and transforming the culture of the university through the implementation of compulsory disability awareness training, annual disability awareness events and the development of a Disability Awareness Training Manual for staff.

Paper 2.3

Deirdre Creedon, Cork Institute of Technology & Olive Byrne, University College Cork, Ireland

The Power of Partnership – Unified, Working Together to Achieve Common Goals

Three Johnson & Johnson companies based in Cork (Ireland), in conjunction with Johnson & Johnson US and the Academy of Educational Development, Washington have developed and successfully

delivered with educational partners, an access programme, called “Access To Education, Bridge To Employment”. This programme has been running for the past 10 years.

The aim of the programme is to encourage and assist students from socially and economically disadvantaged areas in Cork City to stay in school and progress to third level education. A series of access initiatives i.e. career guidance seminars, campus taster programmes, J&J staff/student mentoring and parent information days form part of a programme. The programme culminates with a number of students being awarded scholarships to attend the Cork Institute of Technology and University College Cork. Now in its third phase, almost 200 students from the three second level schools in the Northside of Cork City are currently involved in the Programme.

Johnson & Johnson have been running the Bridge to Employment Programme in the US since the 1990s and Cork had the honour of been chosen as the first international site outside of the US to run this programme.

The presenters of this paper will present a context for the programme development. They will explain how it developed, how it’s delivered, the benefits and challenges of working collaboratively and the positive powerful outcomes for all partners and participants.

Paper 2.4

Dr Victoria Appatova, University of Cincinnati, USA

College Success Program: Design, Research, and Best Practices

On college campuses everywhere there are students who are not well enough prepared in either cognitive or affective domains to take full advantage of the available educational opportunities. How do we reach and help our largest educational minority – the marginally prepared college student? Administrators, faculty, and professional staff who are concerned about this student population and want to know how to develop a strong College Success Program (CSP) will bring a clear plan of actions to their respective institutions.

This session will address the following issues:

- Brief history and demographics of the CSP at the University of Cincinnati Clermont College
- Components of the CSP: placement in appropriate courses, eligibility for and participation in the CSP, achievement coaching, support services, and program effectiveness evaluation.
- Best practices with an emphasis on the Women-to Women peer mentoring program, which addresses the needs for information, encouragement, support, and sense of community in helping women students set academic goals and work toward further academic achievement and career pathways.
- Data collected over four years which demonstrates a significant positive impact of the participation in the CSP on the students’ academic performance, course completion, persistence and first-year retention.
- Evidence collected from students participating in the CSP
- Steps to develop a successful program for marginally prepared students

MONDAY 8 JUNE (14:25 – 15:25)
PARALLEL PAPER AND WORKSHOP SESSIONS 3

Paper 3.1

Terry Finnigan, London College of Fashion & Aisha Richards, CLTAD University of the Arts London, UK

Agents of Change: Cultural Transformation within the Visual Arts

This abstract links to the theme of the equity, inclusion and diversity in higher education agenda globally and how this is changing the student experience.

This workshop will consider the disparity in degree attainment that exists in HE in Great Britain between home white students and Home BAME students. It will consider why it exists and then discuss strategies that can be used to overcome it. We regard ourselves as change agents within the institution and are actively seeking to address this challenge with some success.

The workshop will focus on four main interventions that have been taking place working with students from the subject discipline of Art & Design within our institution. The first one is a student voice project: *'Tell Us About It'* which encourages students who have achieved at a high level to produce artefacts that express what helped them learn and tips for new students. The second intervention is the *'Shades of Noir'* movement, created by Aisha Richards, (www.shadesofnoir.org.uk), which attempts to question, critique and destabilise the art & design status quo. More recently with the support of student educators curriculum audits are taking place to develop diversity within the curriculum. The third intervention is a teacher development module in inclusive learning, which encourages staff to make small changes in their practice, which can make significant differences to the student experience. Finally we would like to share a teacher practitioner guide that has recently been produced around embedding equality and diversity in the curriculum in Art & Design.

Paper 3.2

Jeanna Keller-Berdel, Lumina Foundation, USA & Diana Wickham, Civilis Group, Canada

Mobilizing for Access & Success in Cities & Regions: The Power of Collective Impact Strategies

How to scale initiatives designed to widen opportunities for youth facing barriers to higher education for greater impact has long challenged their proponents. While the benefits that accrue not only to individuals and their families, but to the broader community and society as a whole are known, access and success initiatives have typically failed to attract the resources needed to drive change at a systems level in a manner that would impact whole economies and societies.

The proposed session will look at how the collective impact model is being applied to tackle the complex issue of widening access to higher education and ensuring success at the post-secondary level in over 75 US cities and regions as part of a country-wide experiment to mobilize actors from across the spectrum around a common agenda of increasing educational achievement rates. We will look at the range of education inequalities these place-based strategies are designed to address and the factors that make change difficult to achieve, how the strategic planning process is used to align competing interests around shared objectives to create the conditions for success, and the key role that communications and evaluation play in keeping all actors engaged and in mobilizing the support of policymakers and community leaders. Learn how students, parents, schools, HEIs, civic leaders, trade unions, governments and civil society are able to co-create turnaround strategies that are making change happen.

Paper 3.3

Cathy McLoughlin & Susan Hawkins, Dublin City University, Ireland

Using the three R's – reflect, refocus, re-orientate, to develop an outreach programme to meet conflicting priorities and needs.

Twenty five years after gaining University status Dublin City University (DCU) has the largest Access programme for students from socio-economically disadvantaged background in Ireland. Central to the success of the Access programme is its outreach strategy. The University has long established links to over twenty secondary schools in the locality. Over the years this outreach strategy has evolved and changed to meet the needs of its target group.

From 2012 to 2014 the outreach strategy underwent significant changes due to financial pressures and the need to refocus on the most disadvantaged schools and communities.

A new programme was developed to meet the needs for whom third level education seemed beyond reach. This research looks at key data and outcomes from this new and innovative programme over the last three years. With reduced financial resources and increasing internal and external pressures to align with achievable targets this strategy this strategy has fought to move beyond the 'status quo', to push the boundaries to motivate and encourage disadvantaged young people to raise their aspirations and aim higher.

This research looks at how and why decisions were taken to fundamentally reform DCU's outreach work. It tracked the implementation of these changes over the three year period and the impact on all the key stakeholders. This research involved both quantitative and qualitative data with the 'voice' of the target group being kept to the forefront throughout. It concludes with recommendations for further development and improvements for the future.

Paper 3.4

Amy L. Verlanic, Montana Tech & Dr. Ngondi A. Kamatuka, University of Kansas, USA

Political Advocacy: Best Practices in Influencing Educational Inequalities through Applied Applications

To some extent, inequity in education has continued to be a societal challenge because champions of the access and success movement, agents of change, and thought-leaders, have fallen short in their efforts to educate politicians and other stakeholders on the value of an educated citizenry. Universally speaking, entities that make funding decisions do so based on priorities presented to them by constituencies. These priorities are not arrived at in a vacuum or free of influence. The task of confronting educational inequity is daunting. It requires a multi-pronged approach. A broad-based alliance of educational equity presents a viable approach in educating society and nations on the benefits of providing quality education. Mutual learning that has taken place at SiS-Catalyst/EUCU.NET, EAN conferences, COE networks, and other forums, provides a platform for understanding the question of inequity in education. The question of inequity in education has a different meaning in developed nations, where educational inequity may refer to a small percentage of the population, whereas in developing nations, the question may not be one educational inequity, but a question of the need to provide education to everyone. This session focuses on a broad based approached of effective educational policy influence.

MONDAY 8 JUNE (15:35 – 16:35)

PARALLEL PAPER AND WORKSHOP SESSIONS 4

Paper 4.1

Sebastian Myrick & Sergio Galvez, Western Association of Educational Opportunity, USA

A Practitioner's Guide to Increasing Post-Secondary Access and Retention: Five effective data-informed interventions.

Significant research on improving college access and retention exists. Join us for a discussion on the efficacy of implementing various data-informed interventions in efforts to improve outcomes for low-income students who would be the first in their families to complete post-secondary education. Sergio Galvez and Sebastian Myrick both come from a low-income and first generation college student backgrounds and each currently direct several college access projects. As practitioners, their work focuses on applying interventions designed to improve student outcomes.

This session examines the following five factors:

1. Career and academic exploration and authentic reality checks on goal feasibility.

2. Addressing select non-cognitive factors: In addition to academic knowledge, a variety of non-cognitive skills are essential to students' post-secondary success. Motivation and resiliency strategies and tools are utilized to build program retention.
3. Building Student Leaders. Student leadership opportunities empower students to provide their input on programmatic themes and programming which creates a sense of ownership over the success outcomes of the program.
4. Explicit assistance for students completing logistical issues.
5. Achieving Momentum Points: We have identified various momentum points – like completing Math or a first year of college - that move students to their ultimate goals.

Paper 4.2

Anneke Müller, Stellenbosch University, South Africa

SciMathUS: an example of good practice in addressing learning deficits

Despite South Africa being a democracy for more than 20 years, education inequalities in the country are still rife. Issues such as socio-economic status, school location and medium of instruction frequently co-exist and have a huge impact on schooling offered. Learning deficits that are acquired in poor quality schooling grow over time and often restrict learners to access further learning opportunities. These issues are challenging to address.

Through SciMathUS, a Science and Mathematics University Preparation Programme, Stellenbosch University (SU) responded to this challenge by offering students from educationally disadvantaged circumstances a second chance to improve their final school results in Mathematics and Physical Sciences.

After a year-long tuition programme with additional skills development, a rewrite and improved results, they may qualify to apply for admission to HE.

By means of a statistical analysis, this study investigates the academic success of three cohorts of SciMathUS students at the end of the programme and after their first year in HE.

The findings reveal that SciMathUS is successful in assisting students to address learning deficits caused by poor quality schooling. After a year they perform on a level to gain access to further training opportunities.

I will discuss the research findings against the background of the programme. I will share examples of good practice of the programme that may be of use for other institutions and contexts.

Paper 4.3

Gusta Tavecchio, Vrije Universiteit Amsterdam, the Netherlands & Dr Leila Pazargadi, Nevada State College, USA

Summer Bridge Programs: Voicing Student Agency by Championing Inclusion

This paper explores the ways in which Summer Bridge Programs champion equity and inclusion amongst underrepresented and first-generation college students. By supporting these students with course instruction, tutoring, and peer mentorship during the summer term, bridge programs aim to create an inclusive approach to education and narrow achievement gaps. Two such programs at VU in Amsterdam and UCLA in Los Angeles are the focus of our case studies. Each program employed the narrative approach of asking students, peer educators, and teachers to exchange their life stories as a way of: raising awareness about identity capital, encouraging identification with others, and inspiring transformation through self actualization. This approach allows students, peer educators, and teachers to display forms of empathetic witnessing, enabling students to explore one another's layered identity. We will not only discuss the needed academic organization, institutional support, didactics and pedagogical strategies behind the bridge model, but we will also present our findings and outcomes about first generation students' perceived academic pathways. Ultimately, bridge programs demonstrate how a community of educators, alumni, and peer mentors pivotally create an inclusive environment that paradigmatically provides access and stimulates success in education. We support students in the discovery of both their voice and identity capital in order to encourage them to assert their agency.