

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

**Papers and Workshops
Synopsis**

**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**

This workshop is about the development of a comprehensive and inclusive taxonomy for higher education institutions to benchmark their efforts in access and equity and to endorse examples of good practice in serving under-privileged students. In the form of rubrics with criteria, levels and explanations, and using a web application for gathering data and best practices, the results of the pilot survey will be presented followed by discussion for 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**

This session seeks to identify patterns of (dis)similarity in access and the social dimension with evidence from most recent EUROSTUDENT V 2012-15 survey data. The presenters will analyse data on access routes, transition time to HE and social background of the student body across 25 European countries. They will tackle the issue of national/regional traditions and narratives in the European education policy context and give further insight to an understanding of comparison and benchmarking, in particular, who with and 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**

This session explains why students should be our natural allies in the fight for equality, equity and proactive access and success in education. The presenter in this workshop will trace and discuss the student movement, critique and analyse some of the more surprising facets of student activist. No background knowledge is required as participants will work from the ground up together to build the perfect student representation structure for their institutions.

Paper 1.4

Lobke Dedrie & Eva Booms, Artevelde University College, Belgium

How to Network? Honing your skills, maximizing your chances

We live in a 'network' society yet networking is so much more than our contacts from social media. This workshop will let you experience first-hand why networking, as a powerful lever to reach persuasion and change, is essential for advocating access and inclusion in higher education. The presenters will help you develop your own style of networking, give you tips and tricks and exercises to build your social capital and advocacy skills.

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?

This workshop on student transition from primary school through to graduation within an overarching support system based on the student lifecycle model – outreach, success and progression – uses the UK context as a backdrop, with specific reference to the University of Sussex's First-Generation Scholars' Scheme. The presenters will seek to understand international perceptions of student lifecycle, and identify which stakeholders are critical to getting the best results for 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.

This paper will provide an overview of the strategies in the University's DAP to eliminate discrimination, engaging the University as a whole in taking responsibility and a coordinated approach. This presentation will demonstrate the changes currently in practice in working towards establishing a culture where disability is recognised and supported, ensuring an awareness of

disability and a fully inclusive learning culture. The presenter will share her experience on the challenges of overcoming resistance.

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

This paper presents a model of practice incorporating business, community, second level and third level educational institutions. It highlights an innovative way in which private industry can help us achieve our goals. The experience in Cork, Ireland, of the Johnson & Johnson 'Access to Education, Bridge to Employment' programme will be shared. The presenters will explain how it developed, how it is 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

In this presentation the presenter will explain the design of the College Success Program that has proven to have a significant positive impact on marginally prepared students' academic performance, course completion, persistence and first-year retention. She will share data collected over four years and evidence collected from students participating in the CSP. A special focus will be given to a Women-to-Women peer mentoring program targeted toward women students' academic, professional and personal success.

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 workshop will examine the disparity in degree attainment between students of colour and white students within the British University context within the subject discipline of Art and Design. It will consider why it exists and then discuss strategies that can be used to overcome it, focusing on four main interventions. Although the subject is on Art & Design the interventions are transferable and the presenters are keen to discuss and share practice from other countries to enhance and develop their work and to establish new partnerships for mutual support in going forward.

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

This paper will look at how the 'collective impact' model is being applied in the US to tackle the complex issue of increasing higher education access and attainment rates in cities and regions. As of 2015, 75 US cities have community partnerships in place as part of the Lumina Foundation's Metro/Regional Mobilisation Strategy. The 'collective impact' model adopted in these community partnerships is highly replicable and transferable to cities and regions both in Europe and around the world. Participants will learn how partners 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.

The outreach strategy at DCU underwent significant changes due to financial pressures and the need to refocus on the most disadvantaged schools and communities. Whilst the national scheme can meet large numbers more nuanced local initiatives and solutions will always be needed. This research paper will outline how these initiatives were identified and implemented and share quantitative and qualitative data collected over the last three years. It will conclude with recommendations for further development and improvement 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

The task of confronting educational inequity is daunting. It requires a multi-pronged approach in efforts to inform and influence policy-makers and other stakeholders on the value of an educated citizenry. This presentation argues that a broad-based alliance for equity in education is an effective tool in narrowing the gap of inequality. The alliance transcends national borders, provides a platform for mutual learning and understanding of similar issues in different contexts. The presentation will serve as a catalyst in establishing such an alliance in Europe and beyond.

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.

Access and retention issues are examined through the lens of two practitioners both come from low-income and first-generation student backgrounds. This workshop focuses on data-driven interventions for secondary students to improve their post-secondary preparation, retention and graduation. Informed by retention and completion research, the presenters will review factors that impede progress, and apply inputs and interventions that have a positive change on expected student success outcomes for low-income first-generation students.

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 over 20 years, education inequalities are still rife. Stellenbosch University's SciMathUS preparatory programme allows students from educationally disadvantaged circumstances an opportunity to bridge the gap between school and higher education. By means of a statistical analysis, this paper investigates the academic success of three student cohorts at the end of the programme and after their first year in HE. The presenter will share examples of good practice in teaching and learning approach.

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

The Summer Bridge Program model allows institutions to create an inclusive methodology that champions equity. The ultimate aim of the program is to empower students and narrow the achievement gaps. The presenters will share two such programs at VU Amsterdam and UCLA which employ the narrative approach as a way of raising awareness about identity capital. They will demonstrate the useful applicability of the programs that create academic success among students struggling with achievement.