
The Social Dimension in Higher Education

The HEAD CD Frame

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Yerevan Communiqué 2015

*“Making our **systems more inclusive** is an essential aim for the EHEA as our **populations** become more and more **diversified**, also due to immigration and demographic changes”.*





Contextual Links

- **Global Knowledge Society**
- **Competitiveness** of a nation depends on **educational level** and **innovative** potential of its citizens
- **Knowledge lead** becomes a **competitive** edge for international production sites
- **Broad** participation in **post-secondary** education has become **national** necessity

Significance for Higher Education Institutions:

- **Massification/Diversification/Privatization/Accreditation** (quality discourse)
- **Lifelong Learning and Further Education** (tailor-made and flexible qualification)

Customized and unconventional educational paths

- **New** systems of recognition, certification and evaluation



Contextual Links

Various trends and discourses:

- *Excellence* **versus** *Massification/Expansion*
- *Valuation hierarchy between research & teaching (reputational system)*
Employability **versus** all-round humanist education
- **Flexibility** **versus** **Standardization**
- *Brain Gain* **versus** *Brain Drain*
- *Differentiation* **versus** *Harmonization*
- *Globalization* **versus** *Localization*
- Global Citizenship, European Citizenship, Local Citizenship (**Third Mission**)

Social Dimension Rationales & Paradigms

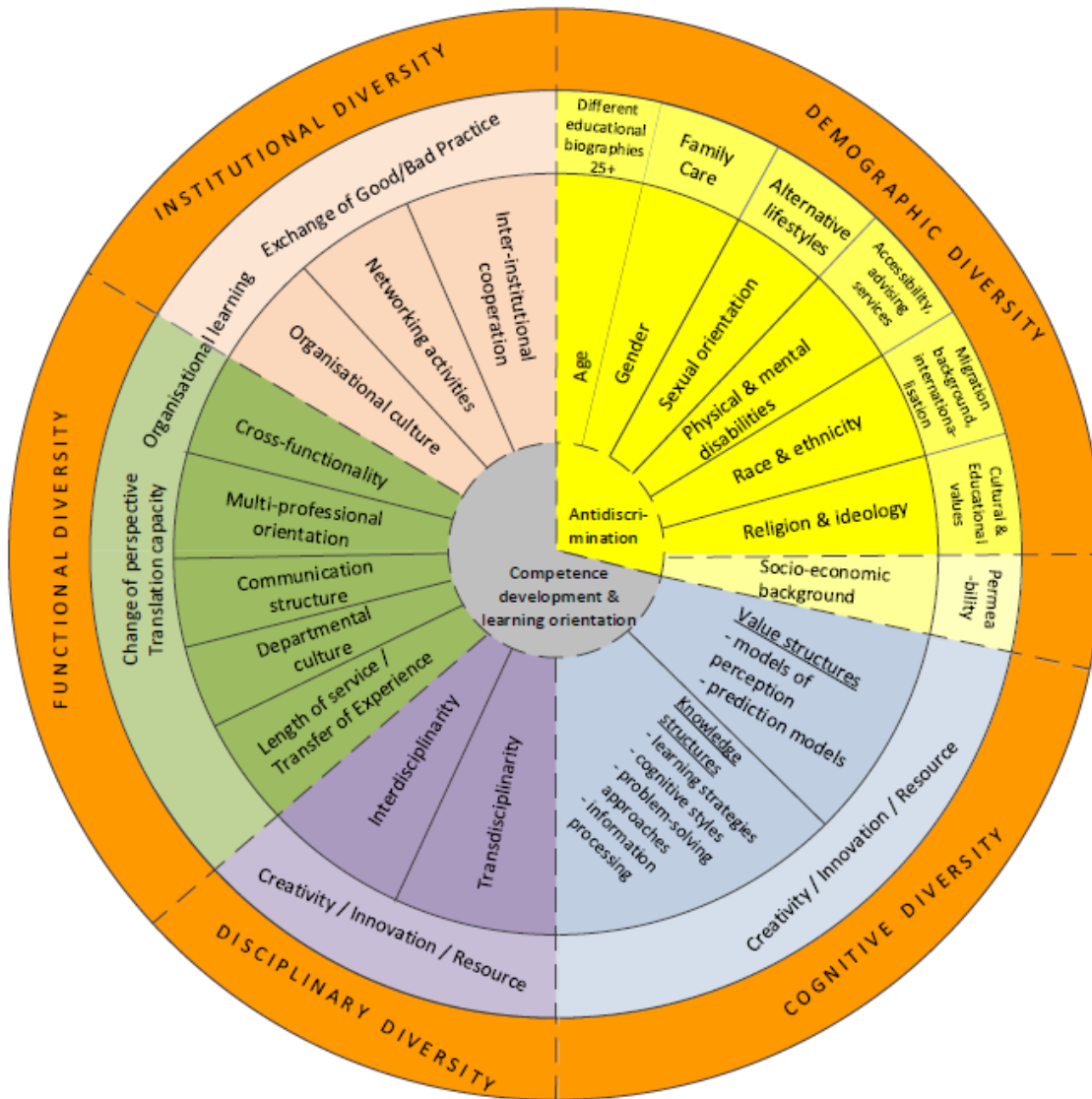
Diversity Paradigms	Description	Focus	Business rationale	Higher Education rationale	Common denominator
Resistance (Dass and Parker, 1999)	Sustain homogeneity	diversity = threat reactive	diversity-resistant groupthink	Elite thought excellence for an exclusive group	Protection of status quo Keep established insider Ivory Tower attitude
Discrimination-Fairness (Thomas and Ely, 1996)	Assimilate individuals	diversity = problem defensive surface level= based on principle of colour-blindness	Compliance with law Political correctness normative	education ethics educational equity (stakeholder) participation social dimension	equal opportunities fair treatment mentoring & career development programs societal attitude
Access-Legitimacy (Thomas and Ely, 1996)	Accept and celebrate differences	diversity = competitive advantage accommodative surface level = based on observable parameters	Economical/ business perspective	Equity perspective Educational mandate on behalf of society Be better prepared for a highly complex world Employability focus	access under-represented markets to get broader customer base achieve better (financial) results recruit a broader pool of students/ staff inclusive attitude
Learning-Effectiveness (Thomas and Ely, 1996)	Acculturate pluralism	diversity = resource proactive deep level = non observable traits	collective learning to enhance performance of all employees	Collective learning to enhance performance of all employees & students	transformation of learning capability and mental models due to organizational learning and institutional co-operation transformative attitude
Responsibility-Sensitivity (Schulz, 2009)	Value differences and communalities	diversity = social responsibility accountable /sustainable	Corporate social responsibility	Third mission Humanistic conception Academic responsibility for the creation of a democratic and sustainable society	Sustainable impact Co-creation for regional transformation responsible attitude
Pluralism-Eclecticism (Gaisch, Preymann and Aichinger, 2017)	Customize differences and intervention	diversity = context-sensitive-commodity dynamic	Motivational needs-driven approach	Constructivist paradigm shift Inter- and transdisciplinary thinking	Implement diversity management in line with organizational culture dialogical attitude

- 1) **Resistance** – keep status quo
- 2) **Fairness** – moral obligation
- 3) **Access** – what is in for us?
- 4) **Learning** - institutional gains
- 5) **Responsibility** - CSR
- 6) **Pluralism** -context-sensitive

(Gaisch et al, 2019)

HEAD Wheel (Higher Education Awareness for Diversity)

Demographic
Cognitive
Disciplinary
Functional
Institutional



<https://www.youtube.com/watch?v=Ti-enqW8cssg&t=6s>

Demographic Diversity

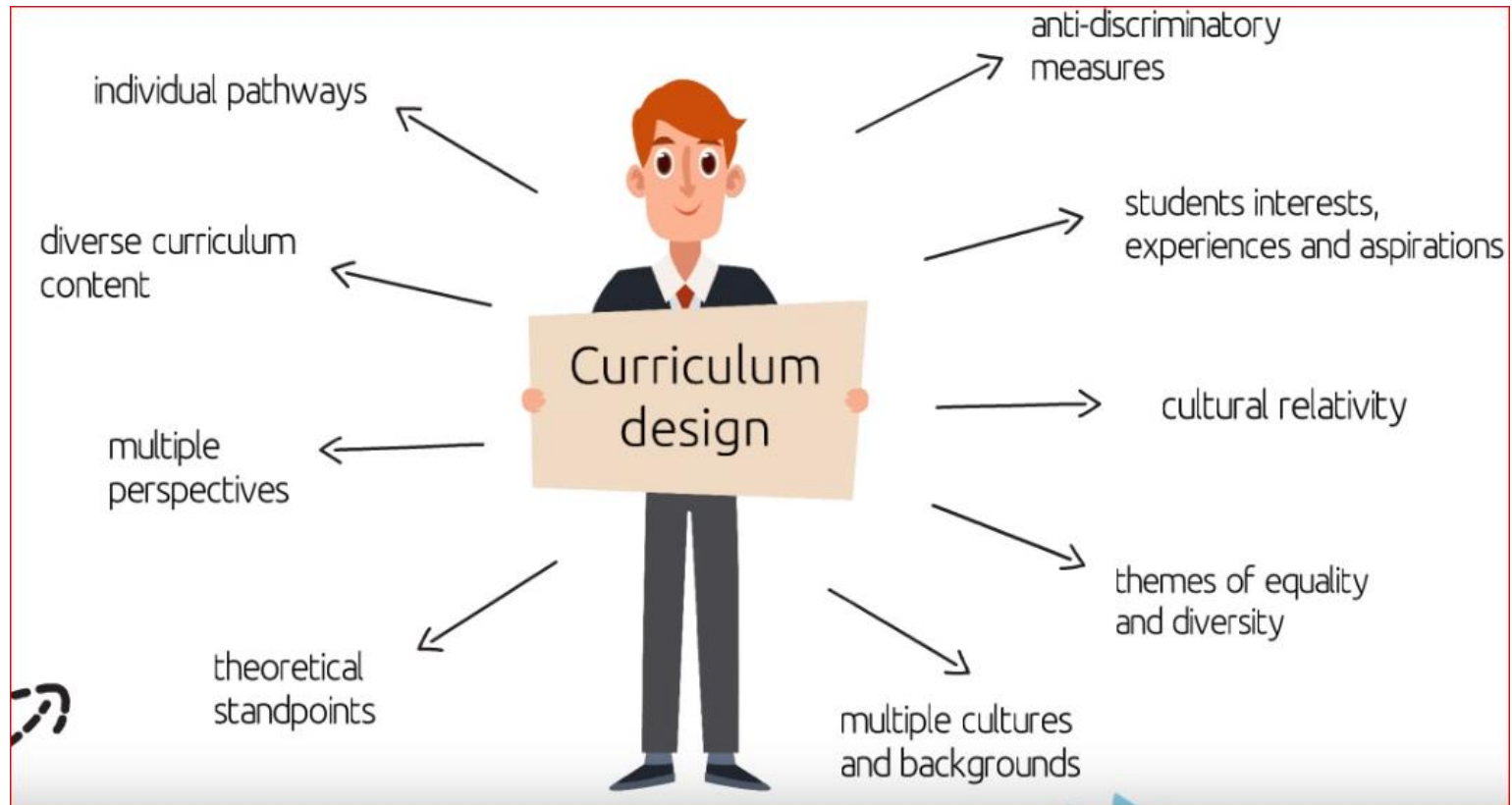
Implicit Bias & Stereotype Threat, Social Desirability, Intersectionality

1. **Age** (25+, professionally qualified, family commitment)
2. **Gender** (single parent, care/nursing a taboo subject)
3. **Sexual Orientation** (alternative lifestyles, appropriate/up-to-date handling)
4. **Physical and Mental Disabilities** (Accessibility, support structures)
5. **Ethnicity** (migration background, internationally mobile students, Erasmus+ degree-seeking)
6. **Ideology** (value of degree, which disciplinary background..)
7. **Socio-economic background** (academic habitus, acculturation, value systems, financial means)



HEAD CD Frame

Higher Education Awareness for Diversity Curriculum Design Frame

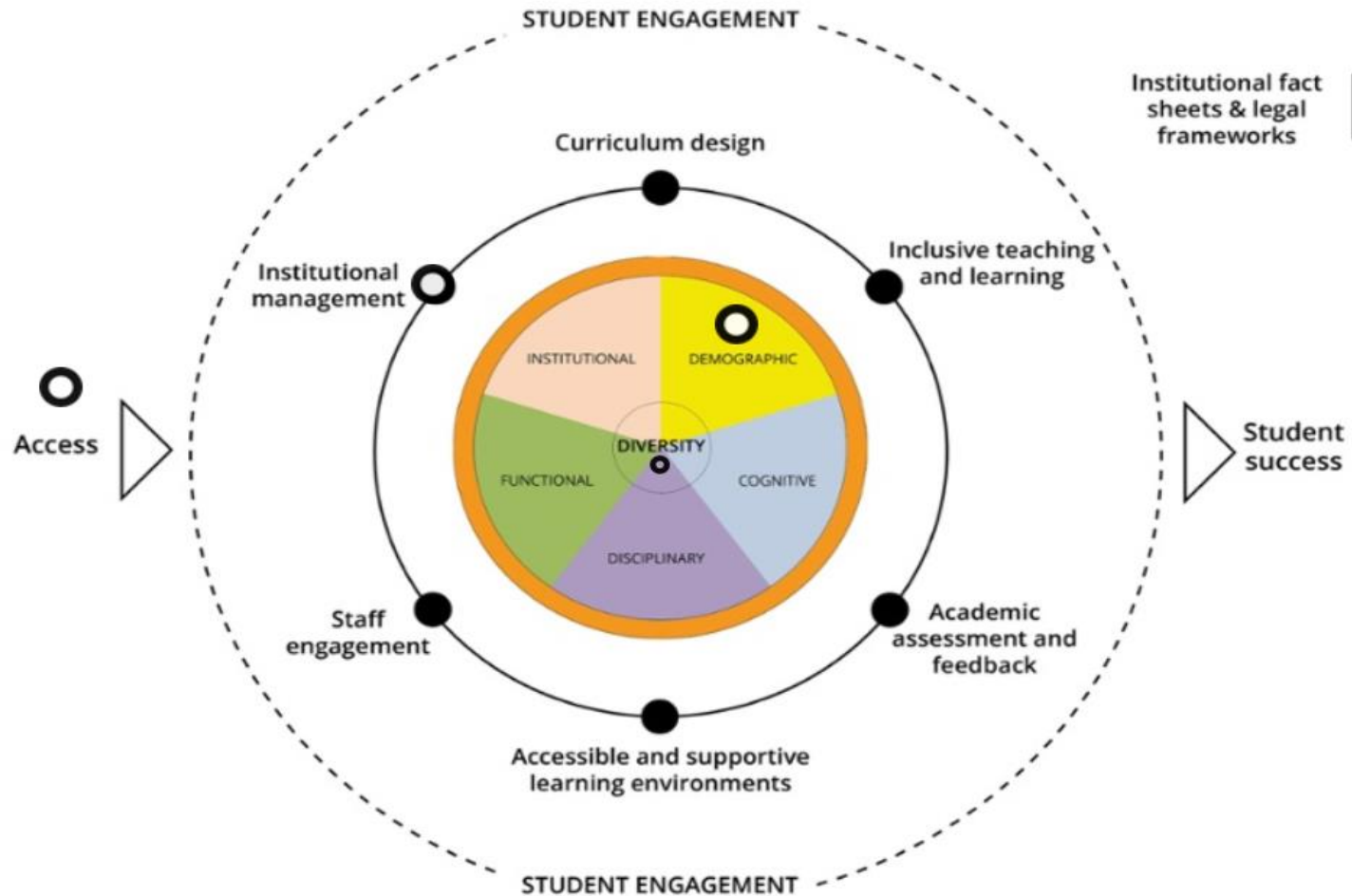


HEAD CD Frame

- Frame of reference with **six** areas of activities
- Gate-opener for **inclusive** curriculum design & delivery
- Takes account of the **entire student lifecycle management**
- From **access** to **student success** (completion of degree)



HEAD CD Frame



<https://www.youtube.com/watch?v=yAL-NFhVntk>

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