The Social Dimension in Higher Education
The HEAD CD Frame

Martina Gaisch
“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*)
<table>
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<tr>
<th>Diversity Paradigms</th>
<th>Prescription</th>
<th>Focus</th>
<th>Business rationale</th>
<th>Higher Education rationale</th>
<th>Common denominator</th>
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<tr>
<td>Resistance (Dass and Parker, 1999)</td>
<td>Sustain homogeneity</td>
<td>diversity = threat</td>
<td>diversity-resistant groupthink</td>
<td>Elite thought excellence for an exclusive group</td>
<td>Protection of status quo Keep established insider Ivory Tower attitude</td>
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<tr>
<td>Discrimination-Fairness (Thomas and Ely, 1996)</td>
<td>Assimilate individuals</td>
<td>diversity = problem</td>
<td>Compliance with law Political correctness normative</td>
<td>education ethics</td>
<td>equal opportunities fair treatment mentoring &amp; career development programs societal attitude</td>
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<tr>
<td>Access-Legitimacy (Thomas and Ely, 1996)</td>
<td>Accept and celebrate differences</td>
<td>diversity = competitive advantage accommodative surface level = based on observable parameters</td>
<td>Economical/ business perspective</td>
<td>Equity perspective Educational mandate on behalf of society be better prepared for a highly complex world employability focus</td>
<td>access under-represented markets to get broader customer base achieve better (financial) results recruit a broader pool of students/ staff inclusive attitude</td>
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<tr>
<td>Learning-Effectiveness (Thomas and Ely, 1996)</td>
<td>Acculturate pluralism</td>
<td>diversity = resource proactive deep level = non observable traits</td>
<td>collective learning to enhance performance of all employees</td>
<td>Collective learning to enhance performance of all employees &amp; students</td>
<td>transformation of learning capability and mental models due to organizational learning and institutional cooperation transformative attitude</td>
</tr>
<tr>
<td>Responsibility-Sensitivity (Schulz, 2003)</td>
<td>Value differences and commonalities</td>
<td>diversity = social responsibility accountable /sustainable</td>
<td>Corporate social responsibility</td>
<td>Third mission Humanistic conception Academic responsibility for the creation of a democratic and sustainable society</td>
<td>Sustainable impact Co-creation for regional transformation responsible attitude</td>
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<td>Pluralism-Eclecticism (Gaisch, Preymann and Aichinger, 2017)</td>
<td>Customize differences and intervention</td>
<td>diversity = context-sensitive commodity dynamic</td>
<td>Motivational needs-driven approach</td>
<td>Constructivist paradigm shift Inter- and transdisciplinary thinking</td>
<td>Implement diversity management in line with organizational culture dialogical attitude</td>
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</tbody>
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**Social Dimension Rationales & Paradigms**

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
Institutional

https://www.youtube.com/watch?v=TiengW8cssg&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, Eramus+ 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

- individual pathways
- diverse curriculum content
- multiple perspectives
- theoretical standpoints

- anti-discriminatory measures
- students interests, experiences and aspirations
- cultural relativity
- themes of equality and diversity
- multiple cultures and backgrounds

https://www.youtube.com/watch?v=yAL-NFHvntk
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
Literatur


