

Exploring Difference –

Diversity Management and
Equity as Factors for Student
Success

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Embassy of Canada Berlin



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The series INTERNATIONAL DIALOGUE ON EDUCATION BERLIN (ID-E Berlin) is a joint initiative of the British Council, the German Academic Exchange Service (DAAD), the German-American Fulbright Commission, the Embassy of Canada in Germany and Freie Universität Berlin.

Through the contributions of international participants the series aims to enrich the debate on science, research and higher education policy in Germany, to place German perspectives in a global context and to learn from positive examples from other countries.

Ongoing series

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Making University Teaching Count, 15 October 2007
- 2 Exploring Difference –
The Philosophy of Undergraduate Education, 10 April 2008
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The Challenge of (Post)Graduate Education, 9 October 2008
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The Challenge of International Branding and Marketing, 30 April 2009
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Transdisciplinary Research and its Impact at Higher Education Institutions, 10 October 2011
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Transnational Education – Models, Drivers and Challenges, 23 October 2012
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Diversity Management and Equity as Factors for Student Success**

Exploring Difference – Diversity Management and Equity as Factors for Student Success

The twelfth conference in the ID-E Berlin series will focus on the challenges that a diverse student and faculty body poses towards successful student retention and graduation rates as well as to the strategic development of higher education institutions. The discussions will address the following topics and questions:

1. Institutional challenges and demands

- How can HEI integrate diversity, equity, and educational quality efforts into their missions and institutional operations?
- What are the benefits of diversity management strategies for a university's performance in research, teaching, and service?
- Does the non-management of diversity have a negative impact on issues such as academic performance, student retention and success, employability, and equality of learning outcome?
- Is there such a thing as a “tool box” for best practice in other countries to close the achievement gaps in student success and completion?
- How can we implement an institution-wide commitment to address diversity, equity, learning, and student success as core values with measurable goals?
- Do we overcharge universities if we expect them to solve problems that society at large cannot?

2. Managing diversity

- Which institutional structures, approaches to teaching, attitudes and expectations do we need to secure the best learning experience and equality of outcome for all students?
- Are university teachers prepared to deal with the existing diversity on campus?
- What are the challenges posed to administrators, and how can they work towards moving diversity from liability to asset?
- Can the creation of an inclusive living and learning environment be achieved within universities, and if so, what are indicators for success?
- How do we deal with the increasing heterogeneity of the student body? Do we, for example, have to educate university teachers in the field of culturally responsive pedagogies?
- How do we assess success when it comes to diversity management? Are there tangible and measurable outcomes of such efforts?

3. General questions and national frameworks

- How can we link national priorities of degree completion to the individual institutions' goals of excellence in teaching and research?
- Do we need national programs to support diversity management at universities?
- In which ways are tuition-based systems better equipped to accommodate diverse campus population's needs? How cost-intensive are such?
- What is the impact of diversity postulations for our HEIs' competitiveness and capacity for innovation?

Drawing on examples from their own education systems and institutions, a detailed understanding of the different challenges and new developments in HE diversity management will be elicited from our experts from the United Kingdom, Canada, the United States of America, and Germany.

ID-E Berlin

INTERNATIONAL DIALOGUE ON EDUCATION

Programme

<i>Time</i>	<i>Session</i>
13.00 – 13.30	Registration and Coffee
13.30 – 14.00	Welcome and Opening Remarks David Ehinger Counsellor Public Affairs, Embassy of Canada Ulrich Grothus Deputy Secretary-General, German Academic Exchange Service (DAAD)
14.00 – 16.00	Panel Discussion Exploring Difference – Diversity Management and Equity as Factors for Student Success Speakers Josephine De León Vice President/Chief Diversity Officer, Division for Equity and Inclusion, U of New Mexico (US) Sara-Jane Finlay Associate Vice President, Equity and Inclusion, U of British Columbia (CDN) Yasemin Karakaşoğlu Vice Rector for International Affairs and Diversity, U of Bremen (DE) David Ruebain Chief Executive, Equality Challenge Unit (ECU) (UK)
	Chair Jan-Martin Wiarda Science and Education Journalist
16.00 – 16.30	Coffee
16.30 – 18.00	Final Plenary and Discussion Conclusions and recommendations for the national debate
18.00	Reception & Buffet



Josephine “Jozi” De León

Appointed in 2008 as the inaugural Vice President for Equity and Inclusion at the University of New Mexico, Dr. Josephine “Jozi” De León brings a lifelong passion and extensive career focused on diversity to her role.

Dr. De León is nationally recognized for her work in social justice issues and traditionally underrepresented students. She has been a faculty member, a department head, an associate dean, and an associate provost for academic affairs. She also served

as the Deputy Secretary for the Higher Education Department for the State of New Mexico.

Abstract

In the United States members of minority groups have been traditionally underrepresented in higher education. While some reports indicate an upturn and increase in college enrollment by certain underrepresented Minority Groups (UMG), especially Hispanics, it is evident that the United States has room to improve with regard to UMG student success. Nationally representative data suggest that 63% of non-minority students complete their degrees in 6 years while only 43% of African American, Hispanic American and Native American students reach the same milestone in the same timeframe. Generally, Asian American and Pacific Islanders demonstrate higher rates of degree attainment, however, disparities persist for some members of these groups.

At a time when the diversity of the American population is increasing and workforce demands require a more educated citizenry, many universities have turned their attention to the enrollment, retention and success of their diverse student population. Such attention is necessary to prevent critically detrimental social and economic consequences for the United States.

The focus on strategies to improve the academic outcomes of UMGs has been at the forefront of much national attention. In addition, Chief Diversity Officers are prevalent in many institutions of higher education. Much of their work is focused on working across their campuses and with communities to improve student success rates for UMGs. This presentation incorporates some of this work as well as emerging best practices from the perspective of a Chief Diversity Officer at a Minority Serving Institution in the Southwestern part of the United States.

Sara-Jane Finlay

Dr. Sara-Jane Finlay is the Associate Vice President, Equity and Inclusion for the University of British Columbia in Vancouver, Canada. Prior to her appointment at the University of British Columbia, Dr. Finlay served as the Director, Faculty and Academic Life at the University of Toronto, Toronto, Canada.

In her role at the University of British Columbia, Dr. Finlay supports institution-wide efforts to create a supportive environment for working, learning and living where respect, civility, diversity, opportunity and inclusion are valued. These values are central to social sustainability for all members of the university community.

Dr. Finlay received her B.A. (English Language and Literature) in 1987 from Huron College, Western University, followed by a B.A.A. (Radio and Television Arts) from Ryerson University in 1990; and her M.A. (Women's Studies) and Ph.D. (Communication and Media Studies) in 1997 and 2001 from Loughborough University. She also holds a Post-graduate Certificate in Learning and Teaching (Higher Education) from the Southampton Institute, Hants, UK.

Dr. Finlay commenced her professional research and teaching career in the UK at Loughborough University, lecturing in Media and Sociology, and then at the Southampton Institute, in Media with Cultural Studies, focusing on gender, race, class, culture and identity. Moving into administration, Dr. Finlay was the Course Leader for the M.A. Media, and in 2003, became Head of Media Studies at the College of St. Mark & St. John, Plymouth, UK. In 2004, Dr. Finlay became a lecturer in the Institute for Culture and Communication at the University of Toronto and moved in to an administrative role in the Office of the Vice President and Provost in 2005.

As a parent of two and President Elect of the College and University Work-Life-Family Association, Dr. Finlay advocates for academic institutions to focus attention on work/family and work/life issues.

Abstract

Over the last 25 years, Canadian universities have expanded their approach to student recruitment domestically which has opened up access to a wider range of students. In the past ten years the active recruitment of international students has seen a rapid internationalization of higher education in our country. In 1989, only about 10% of the Canadian population attended university, by 2010 the rate has risen to over 30% with a rapid rise over the last 10 years. It is important to note in Canada that our Aboriginal population is growing at six times the rate of the non-Aboriginal population. Despite this, in 2011 only eight percent of Aboriginal persons held a university degree (in comparison to 23% for the total population). The most dramatic change at Canadian universities has been our international student population which has grown rapidly from approximately 40,000 international students in 2000 to 120,000 international students in 2011-12.

Such rapid change has brought significant opportunities to Canadian universities but also required that they respond with programs and structures to support this new range of students. At the University of British Columbia, the 2007 strategic plan *Place and Promise* responded to



this change and embedded strategies for diversity and student success. It committed to creating an exceptional learning environment with an emphasis on research excellence and community engagement. Further commitments were made to aboriginal engagement, intercultural understanding and international engagement. This plan affirmed mutual respect and equity as primary values that create, strengthen and enrich the learning environment.

The University seeks to engage Aboriginal people in mutually supportive and productive relationships, and works to integrate understandings of Indigenous cultures and histories into its curriculum and operations. Through reflection and action, the University aims to build intercultural aptitudes, create a strong sense of inclusion, and enrich the intellectual and social life of our University community. In its international engagement, the University creates rich opportunities for international engagement of students, faculty, staff, and alumni, and collaborates and communicates globally.

But none of this ‘just happens’ from reading a strategic plan. Change requires intentionality, strategy and commitment from the University’s leadership through to every part of the University. Placing a diverse group of students – from widely different social economic backgrounds, Aboriginal communities or culturally diverse regions of the world – in a classroom does not mean that intercultural understanding will naturally develop or that students will have the opportunity for international engagement. The University must be intentional in creating these opportunities and in stating clearly how diversity and equity enhance our excellence as a world-class university.

Yasemin Karakaşoğlu

Prof. Dr. Yasemin Karakaşoğlu is full professor for Intercultural Education (since 2004) and member of the rectorate of the University of Bremen as Vice Rector for International Affairs and Diversity (since 2011).

Karakaşoğlu studied Turkology, German Literature and Political Sciences at the Universities of Hamburg and Ankara and worked as researcher at University of Essen at the Center for Studies on Turkey (1991-1995) and the Department for Educational Sciences (1996-2004). Her PhD was awarded the highly recognised Augsburger Wissenschaftspris in 2000. She has published extensively on the educational situation and careers of migrant children and juveniles in Germany, the headscarf-discussion in German schools, and living conditions and orientation of girls and women with a migrant family background. She was member of the Expert Council of German Foundations on Integration and Migration (2009-2015) and is member of the advisory committees of the Freudenberg Foundation, Otto-Benecke-Foundation, the advisory board of the University of Hildesheim as well as of the BAU International University for Applied Studies, Berlin, and member of various other committees like Member of the Board to DAAD (2016-2019).

Her current research interests are intercultural concepts for educational institutions, diversity management in higher education, living conditions and educational situation of young migrants in Germany, Islam as a factor of multiculturalism in German schools.

Abstract

Diversity Management and Equity at German Universities – Driving Factors and Challenges

Talking about Diversity Management in German universities has a rather recent tradition. Rarely seen as a suitable principle in the educational context in the past, academic institutions are currently changing their approach to difference from a more deficit-oriented to a resource-based focus on diversity.



In 2007, for the first time, the German State mentioned the “academic integration” of individuals from immigrant families in its *First National Integration Plan*. In the same way, international students were still seen as temporary guests of the university system. But ever since, and especially in the light of the predicted demographic change which will lead to a shortage in freshmen at German universities in the next ten years, they have become a desirable target group as potential academic immigrants. While in the past “intercultural competences” was exclusively seen as a key qualification on the global job market, it now gains importance for living and learning together at home on the shared multicultural campus.

In the context of educational equity and anti-discrimination (with a legal basis in the German “Allgemeines Gleichbehandlungsgesetz”), diversity management is not only a strong driver in terms of supporting individuals and allowing them to develop their full potential, but an obligation. Thus German universities have to address students with diverse backgrounds and potentials through an institutional strategy that changes the perspective from making students fit the expectations of the university to making university fit for a diverse student body as well as a diverse administrative and academic staff.

The management of diversity is currently on its way to become an indicator of quality. Various German universities are searching for adequate organizational structures to handle the matter diversity in a strategic and sustainable way, and to implement diversity management in cross-section. Most German universities now apply a diversity approach that involves different target groups, and aims at compensating for supposed needs in special support for individuals as well as at strengthening their resources and potentials.

Main challenges in the German context are

- to combine the goal of excellence in study, teaching and research with the commitment to establish and maintain equal access to and success in the university for all students,
- to transfer and adopt successful measures for gender equity to other dimensions of diversity,
- to develop a proactive approach to anti-racism and anti-discrimination in an academic institution in which colour-blindness is still understood as a fair approach to focus strictly on academic performance and outcome, and celebrating diversity is often misunderstood as essentializing dimensions of diversity,
- to critically reflect in how far unequal divisions of power are reflected in the academic institution,
- to make a shift from project-based diversity measures to a sustainable implementation of diversity management in all layers of the institution.



David Ruebain

In June 2010, David took up the post of Chief Executive of the Equality Challenge Unit, a policy and research agency funded to advance equality & diversity in universities in the UK and colleges in Scotland and England. Prior to that, he was a practicing solicitor for 21 years; latterly as Director of Legal Policy at the Equality and Human Rights Commission of Great Britain and before that as a Partner at and founder of the department of Education, Equality and Disability Law at Levenes Solicitors. David is a member of the Advisory Group of OFFA (the Office for Fair Access), an equality adviser to the English FA Premier League and an independent panel member for The Equality Standard for Professional Football Clubs, a Trustee of ADD (Action on Disability and Development), a member of the Rights & Justice Committee of the Joseph Rowntree Charitable Trust, a Member of the Editorial Board of Disability and Society journal and a Fellow of the British American Project..

Abstract

Equality Challenge Unit (ECU) is the UK higher education sector's equality and diversity policy and research agency, working to advance equality and diversity in universities for over a decade. We undertake qualitative and quantitative research, including an annual statistical analysis outlining the demographics and equality trends within the sector's workforce and student body. Notwithstanding progress and change, there continues to be challenges for the sector. For example, like the rest of Europe, there are barriers to progression for women into senior roles; women make up 56% of the UK university student body yet only 22% of professor and 20% of vice-chancellors are women. This can be compounded by other characteristics; Baroness Amos, the new Director of the School of Oriental and African Studies, commented that she was surprised to be the UK's first black women to lead a university in the UK and called for more to be done to diversity the academy - ECU's research shows that only 0.5% of all UK professors are black. Significant issues such as career progression and retention of minority ethnic academics continue to be of concern and disabled staff and students face considerable barriers. Building on its research, ECU seeks to address these issues through policy work, guidance and our charter marks: the established and successful Athena SWAN charter on gender equality in higher education and research which operates in the UK, Ireland and Australia, and our nascent Race Charter Mark for which we have just concluded a successful trial. This presentation will explore some of these key issues and initiatives, including the growing international status of the Athena SWAN Charter.

Opening Remarks

Ulrich Grothus is Deputy Secretary-General of the German Academic Exchange Service (DAAD). He obtained a Master's degree in Political Science at the Freie Universität Berlin in 1976. He then worked as a journalist before joining the International Division of the former West German Rectors Conference in 1982. He has been working for DAAD since 1988, first as spokesman and head of the president's office. Starting in 1991, he has been consecutively director of all three DAAD program directorates. In between, he served as director of the Paris office from 1998 to 2000 and of the New York office from 2004 to 2008.



Ulrich Grothus

David Ehinger is the Counsellor for Public Affairs at the Embassy of Canada in Berlin. He was born in Winnipeg, Canada and holds a B.A. (History) from the University of Winnipeg, an LL.B. (Law) from the University of Manitoba, an LL.M. (International Law) from the University of Virginia and an M.Phil. (International Relations) from Cambridge University. A qualified lawyer and foreign affairs professional, Mr. Ehinger has spent over fifteen years in management and executive positions at the Canadian Department of Foreign Affairs, Trade and Development (DFATD). In his current position, Mr. Ehinger leads a multi-disciplinary team that concentrates on the projection and communication of Canadian interests and values in Germany.



David Ehinger

Chair

Jan-Martin Wiarda is a science and education journalist and moderator. He has been head of communications of the Helmholtz Association of German Research Centers, and, prior to that position, editor-reporter at DIE ZEIT, Germany's most influential weekly newspaper, where he reported on higher education issues, school policy and research.

Wiarda is a graduate of the University of North Carolina at Chapel Hill (USA) and also attended both the University of Munich and the German School for Journalists (Deutsche Journalistenschule). He has won a number of prestigious awards, most recently the Kausa Media Award, and is author for, among other media outlets, DIE ZEIT, Spiegel Online and Brand Eins.



Jan-Martin Wiarda

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