

# Smile

## Introductory Continuing Professional Development (CPD) course on Diversity

FIRST STEPS TO KNOW OURSELVES BETTER IN A  
DIVERSE HIGHER EDUCATION ENVIRONMENT

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EUCEN | ESU

**SMILE - Social Meaning Impact through LLL universities in Europe**

Erasmus+ KA3 Social inclusion and common values | 621433-EPP-1-2020-1- BE-EPPKA3-IPI-SOC-IN

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## List of abbreviations

- CPD – Continuing Professional Development
- eucen – European university continuing education network
- EU – European Union
- HEIs – Higher Education Institutions
- HE – Higher Education
- UDHR – Universal Declaration of Human Rights
- SDGs – Sustainable Development Goals

## Facts and Figures

<b>Project Acronym</b>	SMILE
<b>Project full title</b>	Social Meaningful Impact through LLL Universities in Europe
<b>Project No</b>	621433-EPP-1-BE-EPPKA3-IPI-SOC-IN
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<b>Coordinator</b>	EUCEN – European University Continuing Education Network
<b>Work Package</b>	WP3 – SMILE CPD courses
<b>Lead Partner</b>	P5 (UTU)   P6 (UM)
<b>Contributing Partners</b>	All the SMILE partners
<b>Dissemination Level</b>	External

## A. SMILE approach and education principles of the CPD courses

The introductory SMILE CPD training course has been designed as part of a European Commission Erasmus+ project called SMILE (Social Meaning Impact through LLL Universities in Europe). SMILE aims to promote inclusive learning by developing, testing and implementing innovative tools that improve the way Higher Education Institutions (HEIs) deal with diversity and social inclusion. The initiative drew on the knowledge of civil society organizations, individuals, and incorporated their experiences into the SMILE tools.

The SMILE CPD courses are a set of tools designed to be used as training for all **HEI staff (academic and non-academic)** to support them in fulfilling their responsibility to cater to the need for inclusion-oriented practices for disadvantaged groups and to change their overall mentality in this context.

The Introductory Course intends to give the reader self-reflective insights and examples on **how to facilitate inclusive and diversity-oriented approaches**. By this, users are sensitized to an intersectional perspective on the topics of diversity and inclusion and stimulated to reflect on and improve their behaviour with disadvantaged groups in their daily work. Three follow-up CPD courses complete this Course set and provide in-depth training opportunities by focusing on three pillars or specific disadvantaged target groups identified by the project's core, tackling:

1. Migrant background students,
2. Women in leadership, and
3. Learners with a lower socioeconomic status

The following table introduces the three pillars and gives an example of the target groups and the CPD course requirements:

SMILE PILLARS	TARGET GROUPS AND CPD REQUIREMENTS
Pillar 1 Migrant Background	<p>"Migrant Background" is influenced by different nationalities, races, and genders. The Migrant situation depends on changes in legal status, work experience, language acquisition, access to the welfare state, familiarity, education, cultural and health system of the host country.</p> <p>The need to identify barriers to access (hidden curricula, exclusionary pedagogies, institutional terminology, no recognition of prior learning) must be considered when dealing with learners having migrant background.</p> <p>Although students are the primary migrant population<sup>1</sup> addressed by SMILE, the organization is also cognizant that professionals with migrant backgrounds may face comparable challenges.</p>

<sup>1</sup> In relation to migrant groups the Y.R.E.M.A.S.U.D (young refugees, exiled, migrants, asylum seekers and undocumented) concept is useful to specify the heterogeneity of the group to a deeper extend.  
(<https://www.voicify-eu.org/why-voicify>)

Pillar 2 Women in Leadership	<p>“Women in Leadership” are influenced by inequalities in access and participation in leadership positions within Higher Education (HE). Individual exclusion intersects with other areas of inequalities including amongst others socioeconomic background, ethnicity, age and disability.</p> <p>The identification and reflection on the roots of equality, justice and empowerment in your HEI, providing a needs-based approach on the basis of lived experiences and mentorships, must be considered when addressing the needs of “Women in Leadership”.</p> <p>Women Leadership is a challenge not only at the staff level, but also at other levels. Giving opportunities to students regardless of gender is an area that the course will also address.</p>
Pillar 3 Socio-economic Background	<p>“Socioeconomic Background” is influenced by the position of individuals, families, households, or other aggregates on one or more dimensions of stratification. Individuals are often impacted by components such as parental education, parental occupational status, household income, and the place of residence.</p> <p>Identifying individual challenges of persons underrepresented in HE, regarding study programs, learning abilities, forms of self-perception and needs of their daily life must be considered to catch up with their “Socio-economic Background”.</p> <p>Staff in junior positions might experience also socio-economic disadvantages. SMILE recognises this and intends to represent also this group in the pillar 3 courses.</p>

We consider that these three pillars require a special emphasis in the CPD courses to foster more diversity-oriented practices in HEIs over time. Based on this, we believe the SMILE generic CPD courses are underpinned by the following seven fundamental educational principles:

1. The main objective of the Introductory CPD course to Diversity and Inclusion, as well as the CPD courses on Migrant background students, Women in leadership and Low socio-economic status students, is to give further expertise to individuals working in HEIs especially but not exclusively.
2. Inclusive practices involve creating a learning space open for everybody in HEIs: academics, administrative staff and policy makers in charge of developing and implementing policy, procedures and practices.
3. Inclusive practices in HEI mean adapting arrangements to meet the needs of the staff, students and potential students in all their diversity.
4. For staff this means an awareness of their own identity and experiences, including cultural background, socioeconomic situation, and an understanding of the impact that different circumstances have on learners and their learning outcomes.
5. The CPD courses are most effective when they take a problem-solving approach to course design and delivery rather than a didactic one. This means that:
  - Information is provided as a resource, not as a long lecture
  - Time is given to sharing of best practices as well as of those practices which ‘went wrong’
  - Time is given to participants to reflect on their own professional practice and that of their team

- Time is given to reflect on appropriate institutional arrangements
  - Action planning to make changes is important to enabling participants to think about how to implement new ideas
6. Role models are an important feature of the training - it is important that the HEI staff hears the voice of the ultimate target groups. This can be done by involving them directly in the course in some way and/or through the use of case studies, videos or recordings.
  7. It is important to value what the participants already know and/or can do. The own experiences of participants are relevant and a key starting point in these courses. It will help participants to reflect on situations explained in the courses.

### i. Main objectives of the *Introductory CPD course on Diversity*

Inclusion is a challenging issue for HEI staff in general and the educational planners in particular. This CPD Introduction course encourages the reader to an initial reflection and exploration of the topic as illustrated.

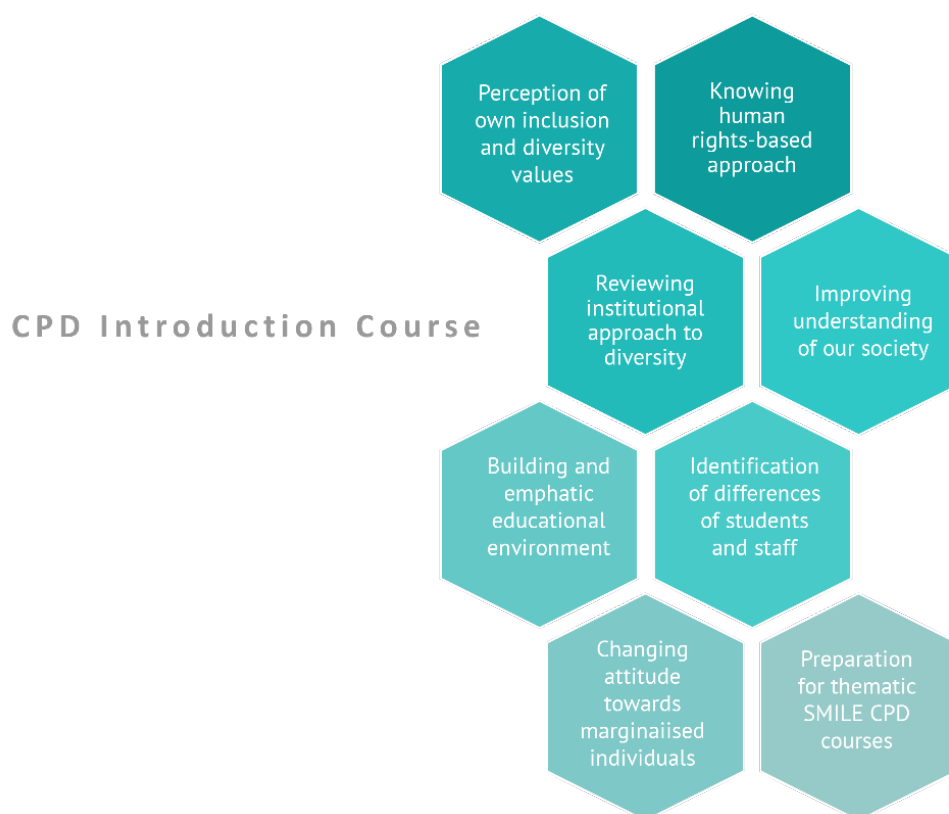


Figure 1 Topics tackled in the Introductory CPD course to Diversity

## ii. Guide of use of the *Introductory CPD course on Diversity*

The SMILE CPD courses have been conceived to be carried out in different ways, adapting to the needs and availability of the user:

- **Unsupervised.** The user can read through the course, undertake the tasks and self-evaluate the answers
- **Online, with a tutor's support.** The user can be guided by a tutor who will help to understand the content, its use and application in real life and analyse the final conclusions drawn from the work done
- **Face-to-face, in a group and with a tutor.** The user will form part of a group, listen to the presentations, contribute to the discussion, and follow the rhythm of the class, benefiting from peer-exchange and peer-review

The courses are targeted at staff having a beginner and intermediate level of competences in diversity and inclusion.

Participating academics should have:

- Some competences in diversity and inclusion in “learning and teaching”
- A little or some previous knowledge about diversity and inclusion matters
- Curiosity to explore diversity and inclusion in higher education at a deeper level
- Students and/or colleagues who belong to the target groups of the SMILE courses
- Interest in and commitment to creating a fairer society

Participating non-academics should have:

- Working experience helping or communicating with students
- Some curiosity to explore diversity and inclusion in higher education at a deeper level
- Contact with colleagues who belong to the target groups of the SMILE courses
- Interest in and commitment to creating a fairer society

The *Introductory CPD course to Diversity* has been designed to be carried out unsupervised and without tutoring support. The user needs to read the text and undertake the activities described in the “self-reflecting time” red boxes. Some activities will be optional (especially those that involve reading further materials or watching videos, because these are activities that require quite a lot of time).

Extra-materials are found in yellow boxes and have been made available for those individuals who want to deepen into the topic. The activity boxes **can involve thinking, writing, reading or discussing activities**. Each box has been identified with an icon:

Think



Write



Read



Discuss



How to implement the activities marked as “discuss” when carrying out the course unsupervised? Users are invited to identify a colleague, a friend or a member of his/her/their family prepared to help and discuss the question(s) found in the box. This exercise should help users to dialogue around the diversity and inclusion topics and, at the same time, promote them.



### iii. Basic guide to the *Introductory CPD course on Diversity*

**Minimum duration estimated:** 3 hours

**Total workload for participants:** 2:40 hours

**Estimated number of hours for (optional) extra-materials:**

- Reading: 2:30 hours
- Videos and recordings: 30 min

**Technical requirements:**

- Access to internet to download the course as well as some recommended materials
- Access to colleagues/friends/family who accept to help with the discussions
- Paper and/or an electronic device to write short essays.

**List of activities:**

- page 08. Human rights aspects. Dedication 10 min of self-reflection
- page 10. Definitions and examples. Dedication 10 min of self-reflection
- page 11. Equality, equity and justice. Dedication 10 min of self-reflection
- page 12. Policies on Diversity. Dedication 15 min of self-reflection
- page 15. European Cases. Dedication 10 min of self-reflection
- page 16. What is Diversity? Dedication 30 min of discussion
- page 16-17. SWOT. Dedication 15 min of writing
- page 18. Intersectionality. Dedication 15 min of self-reflection
- page 19-20. Individual Plan. Dedication 15 min of writing

**List of videos:**

- page 09. The universal declaration of human rights
- page 09. The creation of the Universal Declaration of Human Rights
- page 12. Extra material: Summary UNESCO-IESALC 2021 report on women in HE
- page 13. Different voices YouTube channel of Wolverhampton University
- page 16. Different perspectives access to HE for refugees
- page 18. What is intersectionality?

**List of extra-materials:**

- page 09. Human rights aspects
- pages 13-15. Additional information about European Cases

## B. Introductory CPD course on Diversity

Throughout the past few years, numerous political commitments have been made at the European level to strengthen diversity and inclusiveness in HE, beginning with the Paris Declaration of EU member states in March 2015 on promoting citizenship and the common values of freedom, tolerance, and non-discrimination through education. This is also reflected in the 2015 Yerevan Communiqué and the 2018 Paris Communiqué of the Bologna Process (European University Association, 2019). The policy topic on Diversity and Inclusion is now also reaffirmed by the Sustainable Development Goals (SDGs) and specified within Goal 10 to reduce inequalities within and among countries.

The aim is amongst others to serve the link between social class background and HE participation of underrepresented student groups (European Union, 2019). In practice, we see that national policymaker and HEIs across Europe have translated this topic to a different extent into policies, legislation, or institutional approaches. These striving top-down approaches of policy stakeholders (Council of Europe, 1950; United Nations, 2019) need to be enhanced at the same time bottom-up, by the attitude and behaviour of all individuals in HEIs.

In this section we will give you briefly insights into the Human Rights Education approach, concepts and definitions of Diversity and Inclusion and European priorities, policies, and approaches addressing inclusion and diversity measures in HE. Afterwards each approach we invite the reader to take self-reflective time.

### 1. The society we want – A Human Rights approach

By ensuring social cohesion and fulfilling all citizens' rights and responsibilities, we can build the type of society that we all want to have. Basic human rights (European Convention of Human Rights, 1950) reflect the basic human needs and establish the basic standards that guarantee living in dignity.

When we talk about human rights we are intrinsically talking about equality, dignity, respect, freedom and justice. Human rights are universal and should be equal for everyone everywhere.

The Universal Declaration of Human Rights (UDHR) stresses the need to create a world with a culture of human rights where everyone respects everybody and is respected by the rest too. It is impossible to work on the topic of diversity and inclusion in our society without first understanding and embracing human rights as a guide for our own lives.

#### Self-reflective time

What do you understand by the term 'human rights'? Can you find other concepts that, in your opinion, shape the meaning and understanding of human rights? Do you feel that your environment (i.e. your working place, your city, your friends, etc) respects human rights? Why? How?

**Watch this short video now:** [https://www.youtube.com/watch?v=RBiA\\_7yU0nc](https://www.youtube.com/watch?v=RBiA_7yU0nc)

*Dedicate 10 min to think about this.*



Ensuring “equality<sup>2</sup>” in our society is fundamental to preserving human rights. Human rights and inclusion have been highlighted as crucial points for the achievement of the SDGs<sup>3</sup>:

Transformation of the 2030 Agenda can only be achieved with the respect, protection and fulfilment of human rights. When individuals can exercise their human rights, they can stand up for themselves and each other, and this empowers them to shape their decisions and has an impact in their lives. Human rights stand for equality, participative and inclusive societies against discrimination, poverty and inequality. Human rights are the smart way to accelerate progress for more equitable and sustainable development.

Would you like to know more about Human Rights? You can continue exploring the topic by reading the materials suggested below.

### Extra material – Reading and Watching time

United Nations. *Universal Declaration of Human Rights* (UDHR).

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

Equality and Human Rights Commission. *The Human Rights Act*.

<https://www.equalityhumanrights.com/en/human-rights/human-rights-act>

European Court of Human Rights. *European Convention of Human Rights and fundamental freedoms*.

[https://www.echr.coe.int/documents/convention\\_eng.pdf](https://www.echr.coe.int/documents/convention_eng.pdf)

Council of Europe. *Manual for Human Rights Education with Young people*. <https://www.coe.int/en/web/compass/introduction-to-the-2012-edition>

Learn about the creation of the Universal Declaration of Human Rights. **Watch this video:** <https://www.youtube.com/watch?v=5RR4VXNX3jA>



<sup>2</sup> More recently there is the debate that 'equity' is a better approach to humans' needs than equality. Equality means each individual or group of people is given the same resources or opportunities. Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.

([https://www.marinhhhs.org/sites/default/files/boards/general/equality\\_v.\\_equity\\_04\\_05\\_2021.pdf](https://www.marinhhhs.org/sites/default/files/boards/general/equality_v._equity_04_05_2021.pdf))

<sup>3</sup> United Nations (2015). Empowerment, Inclusion, Equality: Accelerating sustainable development with human rights.

## 2. Exclusion, Segregation, Integration and Inclusion – Definitions and examples

Everybody is familiar with the words “exclusion”, “segregation”, “integration” and “inclusion”. However, sometimes it is not totally clear which is the difference between integration and inclusion in particular. One might think that integration is what minorities need. But, is it so?

Using as an example the group of individuals with disabilities, the United Nations Committee on the Rights of Persons with Disabilities has provided a graphical explanation of these concepts, that can be easily adapted to other disadvantaged groups. Figure 2 helps to understand the differences between the concepts. If we want to have a fair, more understanding and socially richer society, we most certainly do not want minorities to “integrate”. We rather hope and strive for their full “inclusion” in our society.

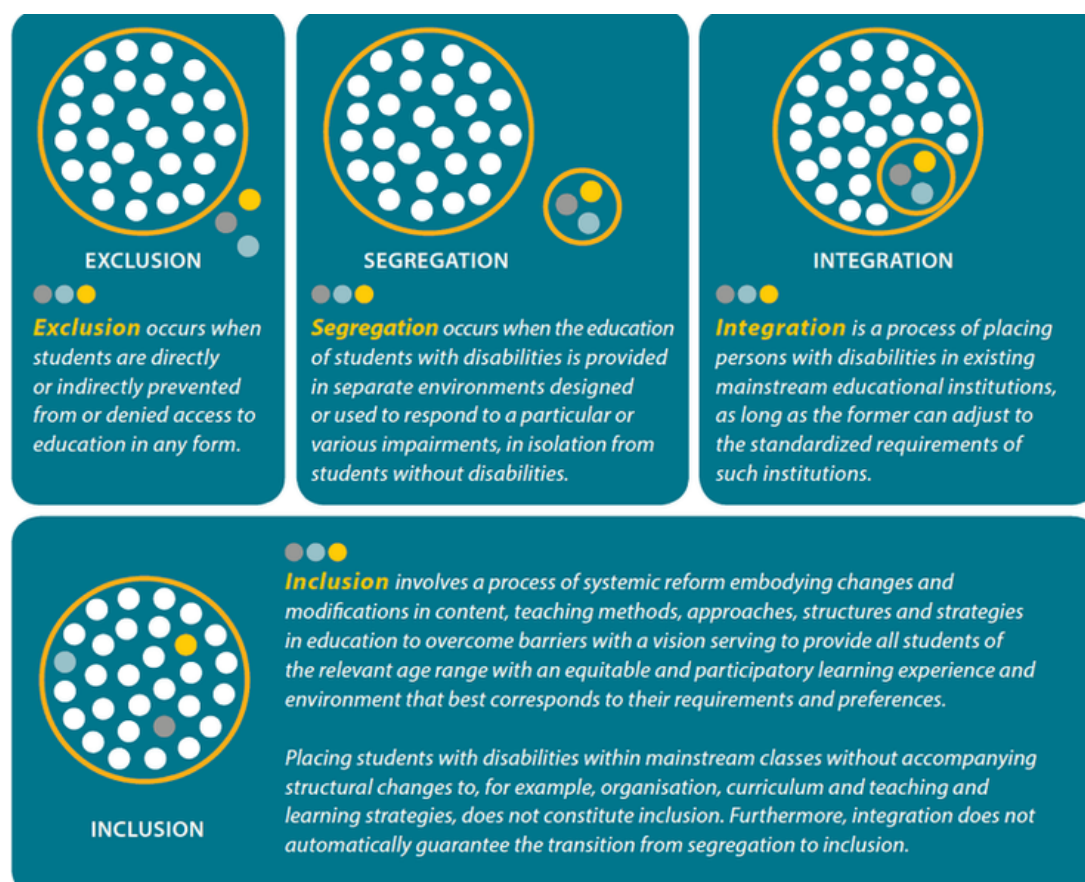


Figure 2 Source: United Nations Committee on the Rights of Persons with Disabilities General Comment No. 4 (<http://www.ohchr.org/Documents/HRBodies/CRPD/GC/RighttoEducation/CRPD-C-GC-4.doc>)

### Self-reflective time

Had you thought of these concepts before? Can you see examples of these different concepts in your institution or community? Can you identify and describe some examples of good practices in terms of inclusion?

*Dedicate 10 min to think about this.*



### 3. Equality vs Equity vs Justice – Building an empathic society

We tend to confuse and mix the terms “equality” and “equity”. Sometimes we could think that making equal access to something is the equitable approach for everyone. However, different individuals have different needs and we need to observe what are these needs in order to be fair. Sometimes equity is better understood or applied when **empathy** is observed, when we “*get into the other person’s shoes*” because we then realise that equal rights not always are the solution.

Equity is the quality to be fair and impartial. But these are very subjective concepts – what one person feels it is fair, another person might see as unfair in his/her perspective. What about if we had a society where social justice is always observed? Where nobody has to claim their rights to access because access is open? Where we see each other as equals, whatever our origin, ideas or preferences? A society where barriers are removed.

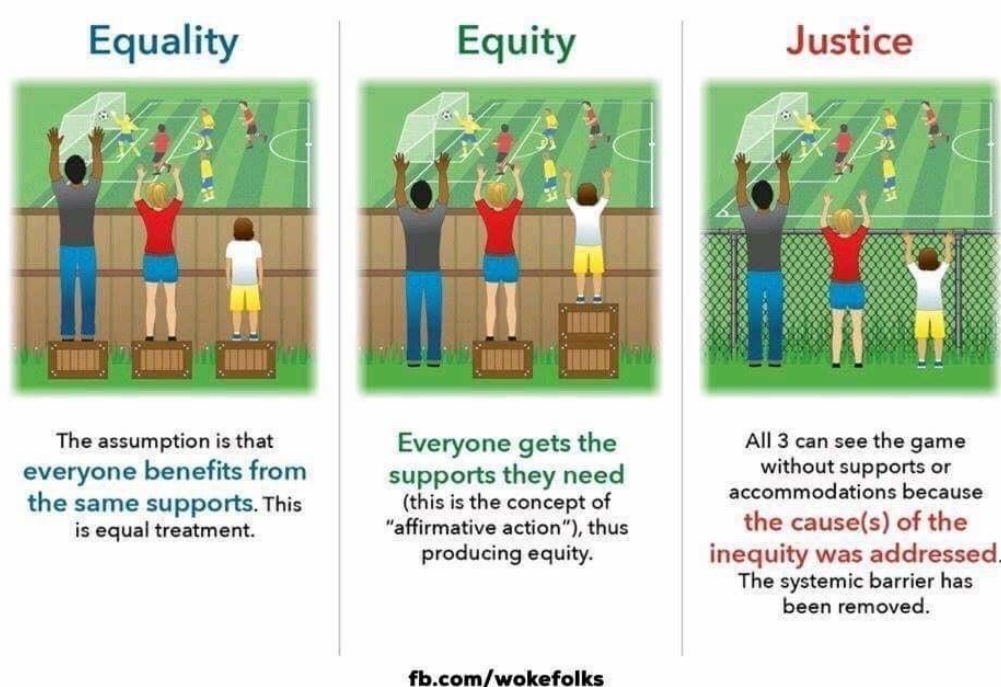


Figure 3 Graphic comparison between equality, equity and justice

#### Self-reflective time

Look at Figure 3 above. Had you noticed the difference between these words before? Can you think of any situation in your institution or community that presents equality, equity and/or justice? How would you prefer your institution to be if you could choose?

*Dedicate 10 min to think about this.*





#### 4. Diversity and Inclusion in European HE

European social inclusion policies in HE and the European Higher Education Area reveal the topic for many years with regard to existing widening participation policies to foster underrepresented student groups' access to HE, their participation and completion of study programs (European Commission, 2020). These policies are crucial to ensure the representation of the diversity of the population in an inclusive HE environment.

The aim is improving the inclusiveness of HE access to a diverse student body, by means of including disadvantaged learners<sup>4</sup> such as students with migrant backgrounds, low socio-economic status, diverse gender profiles and disabilities (ibid.). Undertaken measures of EU countries to support the disadvantaged learners vary in relation to:

- The monitoring of composition of the disadvantaged student body
- Long term HE policy objectives to ensure access and participation, to support HE admission requirements to disadvantaged students
- Financial support targeted specifically at disadvantaged student groups

However, they are very much focused on underrepresented student groups and less on the overall change of a HE-wide social and inclusion-oriented mentality. Apart from teaching and study activities an overall approach must relate transversally to all the HEI activities and therefore include activities of HE students, academic and non-academic HE staff and academic as well as non-academic HE activities.

##### Self-reflective time

Were you conscious about the fact that inclusion and diversity of European HE policies are strongly targeted at HE learners?

How are Diversity and Inclusion addressed in your country or region?  
Draft a table comparing the European approach to that of your country or region. Do you see significant differences?

*Dedicate 15 min to think about this.*



##### Extra material – Watching time

**Watch this short video now**, a summary of the UNESCO-IESALC 2021 report on women in higher education:  
[http://smile.eucen.eu/wp-content/uploads/2022/05/DanieleVieira\\_Teaser2.mp4](http://smile.eucen.eu/wp-content/uploads/2022/05/DanieleVieira_Teaser2.mp4)

*Dedicate 8 min to watch this.*



<sup>4</sup> Disadvantaged students are often related to the concept of non-traditional students, by means of e.g. mature or first in family students. However, its definition has been unclear and so different disadvantaged student profiles are subsumed under this concept (Sanchez-Gelabert, 2020).

## 5. Exploring our environment – Good practices on Diversity and Inclusion

Best practice examples of inclusion and diversity actions of HEIs on the institutional and personal level provide insights into a variety of practical approaches and can inspire own diversity-oriented actions. We briefly outline selected interesting initiatives and programmes of universities in England, Austria, Germany and Ireland that engage in transversal inclusion and diversity approaches.

### England

University of Wolverhampton: The university of Equality and Diversity

The University of Wolverhampton follows key objectives with relation to equality and diversity to promote all student and staff population an environment of equity, openness and fairness. The widespread activities in relation to inclusion and diversity include a strong community engagement, a social media campaign, women networks and training courses to all university staff. In relation to HE staff the university established among others a women's staff network addressing challenges that women face within HE and to give them a greater voice to cope with experienced inequalities. Other areas of staff related diversity-oriented activities include a YouTube channel to ensure understanding how to successfully interact with people from different backgrounds or the aim to increase and recruit HE staff from currently underrepresented groups. The equality and diversity approach also connects the topic to community engagement and works therefore closely with local colleges and community groups to provide diverse student groups information on HE entrance options and pathways. In order to reduce HE attainment gaps to e.g. unemployed or low qualified students the university provides short subject-specific one year HE-gateway programmes such as foundation years or flexible part-time courses to adults to continue lifelong learning in the community. These gateway programmes are additionally accompanied by graduate teaching assistants and academic coaches providing personal tutoring and coaching activities to the underrepresented students.

#### Extra material – Quick links

##### Center of Lifelong Learning of Wolverhampton University

<https://www.wlv.ac.uk/about-us/widening-participation/access-and-lifelong-learning/>

##### Policy statement on Equality and Diversity of Wolverhampton University

<https://www.wlv.ac.uk/about-us/corporate-information/equality-diversity--inclusion/policies-and-governance/policy-statement/>

**Watch this short video now: Different voices YouTube channel of Wolverhampton University.** <https://www.youtube.com/embed/mf8SrUOxfKE>

#### OTHER EXAMPLES FROM UK:

##### Training Courses Birkbeck – University of London

<https://www.bbk.ac.uk/professional-services/access/compass-project>



## Austria

University of Vienna: Multi-dimensional diversity approach as part of Human Resource Development

The University of Vienna understands diversity as a fundamental and multi-dimensional element of the Human Resource Development for all workforce within its institution. With its *Diversity Policy*, the University of Vienna includes the topic "diversity" in three central fields of interaction of the organisation. The three pillars ask for diversity interactions in relation to students and teachers, juniors and leaders and experts in theory and practice. Specific services focus on the sensitisation and awareness of the topic, career measures and counselling and monitoring for long-term developments and initiatives contribute to equal working opportunities for HE staff, accessible study programs and supportive mentoring programs for all students. The Buddy Project shall be mentioned as one flagship of the university. The project aims to foster intercultural learning and participation of students with a different first language than German. A German native speaking student pairs up with a non-native speaker to improve academic competences and facilitate learning. In this process both parties engage in a learning process; cultural understanding and intercultural relationships are to be developed. These student partnerships provide a variety of integrating effects, including multiculturalism, openness and tolerance and thereby reduce interaction barriers between diverse student groups in HEIs.

### Extra material - Quick links

#### Equality and diversity strategy

<https://personalwesen.univie.ac.at/en/gender-equality-diversity/overview/strategy/>

#### The Buddy Project

<https://buddy-projekt.univie.ac.at/buddy-projekt/>



## Germany

Johannes Gutenberg University of Mainz: Diversity strategy for an inclusive university culture

The Johannes Gutenberg University of Mainz is strongly committed in the promotion of an all-encompassing diversity culture which includes all university staff. Striving for this cultural change, the university participates in a cross-university diversity audit process "Shaping Diversity" and follows a diversity strategy fostering initiatives of diversity and inclusion on the organisational and personnel level. For this purpose, the university offers trainings and workshops to academic and non-academic staff. Offers include e.g. workshops for non-academic HE staff on the topic gender-sensitive language in HE and intercultural trainings for academic HE teaching staff to embrace the awareness for cultural issues such as stereotypes within HE. The courses provide teaching staff methodological know-how to develop and carry out seminars to student groups with intercultural backgrounds. Furthermore, there is a MOOC ("Massive Open Online Course") being accessible and free of charge to all interested people with a focus on intercultural concepts and self-reflection exercises. In combination with guided exchange participants develop intercultural sensitivity to master potential every-day confrontation.



**Extra material – Quick links**

**Stifeverband's Diversity Audit process**  
**Johannes Gutenberg University Mainz**

[https://www.uni-mainz.de/presse/aktuell/494\\_ENG\\_HTML.php](https://www.uni-mainz.de/presse/aktuell/494_ENG_HTML.php)

**Diversity strategy the Johannes Gutenberg University Mainz**

[https://www.diversity.uni-mainz.de/files/2022/01/20211004\\_Diversitaetsstrategie\\_engl\\_druck.pdf](https://www.diversity.uni-mainz.de/files/2022/01/20211004_Diversitaetsstrategie_engl_druck.pdf)

**Ireland**

Maynooth University: Cross-faculty strategy on equality, diversity, inclusion and interculturality

Maynooth University embeds guidelines on equality, diversity, inclusion, and inter-culturalism as a key goal in the university's strategy and faculty strategies. Thus, the topic is included in faculty-specific strategies and calls all university members to take responsibility and take part in diversity-oriented activities for supporting minority student groups. As part of the equality strategy the university delivers training on e.g. the topics of bias awareness, gender identity or equality staff recruitment and coordinates a number of networks, forums, working groups and steering groups to progress the initiatives. As an example, on how the university embeds its diversity strategy in different faculty strategic plans, the Maynooth University Library strategic plan can be mentioned. Based on this, the university engages in pilot projects and case studies for diversity trainings to library staff on intercultural competences. Jointly with the library strategy the activity also grew out on the basis of an Erasmus funded project Integrating Diversity in Higher Education (HE4u2).

**Extra material – Quick links**

**Equality and Diversity Policy of the Maynooth University**

[Equality and Diversity Policy - 2018 FINAL 1.pdf \(maynoothuniversity.ie\)](#)

**Case study on the diversity training at the Maynooth university library**

[B23038\\_An\\_Leabharlann\\_26\\_2.indd \(maynoothuniversity.ie\)](#)

**OTHER EXTRA MATERIALS FROM PROJECTS:**

**Erasmus project Integrating Diversity in Higher Education (HE4u2)**

<http://he4u2.eucen.eu/>

**Self-reflective time**

How do these cases compare to your institution's approach? Are you aware of any measures in place in your institution? Would you be able to recommend any good practice from your institution?

*Dedicate 10 min to do about this.*



## 6. You and Diversity

Effective inclusion as well as diversity-oriented approaches begin with understanding our own views and actions on diversity and inclusion. We suggest you to carry out two exercises in this section: a discussion with a colleague or friend about diversity and inclusion, and a self-exploratory SWOT<sup>5</sup> analysis to stimulate your self-reflection on inclusive and diversity-oriented activities in your institution.

### Exercise 1: Discussion about Diversity and Inclusion

#### Self-reflective time

**Watch this short video now: Different perspectives access to HE for refugees** <http://smile.eucen.eu/2021/05/11/different-perspectives-access-to-higher-education-for-refugees/>

Talk to some colleagues (or family or friends) about Diversity.

How do you personally feel about Diversity and Inclusion in your institution? Do you sense that others in the discussion have a very different point of view? Do they sympathise with the topic? Why?

*Dedicate 30 min to do about this.*



### Exercise 2: SWOT analysis about Diversity and Inclusion

Now we would like to invite you to perform a SWOT analysis regarding an inclusive policy or practice of your institution. Therefore, please select one relevant policy or activity of your institution which you would like to focus on to a deeper extent. Afterwards you can fill in the SWOT Analysis (Template A) that you will find in the next page and document current strengths and weaknesses, as well as the key opportunities and challenges that need to be addressed.

With regard to the activity/policy you chose and to explore the SWOT areas, ask yourself the following questions:

- **Strengths:** What are the strengths of the policy/activity? In which way does it address inclusion and diversity in your institution?
- **Weaknesses:** What are the weaknesses of the policy/activity? In which area can it be improved?
- **Opportunities:** What are opportunities of the policy/activity? What could be done today that is not being done so far? How could you support?
- **Threats:** What are threats of the policy/activity? Which obstacles need to be faced?

*Dedicate 15 min to work on this exercise.*



<sup>5</sup> SWOT stands for Strengths, Weaknesses, Opportunities, and Threats.

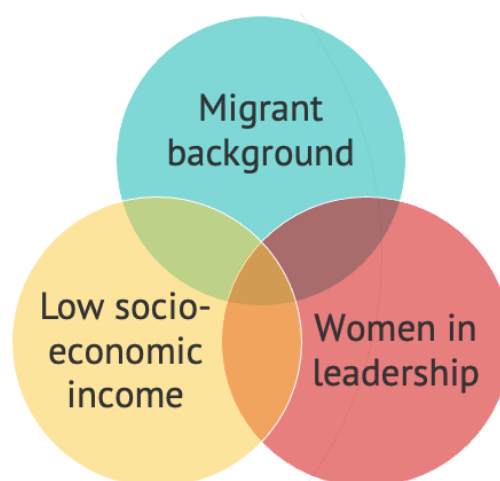
**SWOT ANALYSIS “TEMPLATE A” FOR EXERCISE 2**

<b>Strengths</b>	<b>Weaknesses</b>
<b>Opportunities</b>	<b>Threats</b>

## 6. Exploring Intersectionality - The big Diversity and Inclusion challenge<sup>6</sup>

The term **intersectionality**, accredited to Kimberlé Crenshaw in her 1989 paper “Demarginalizing the intersection of race and sex: a black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics” is defined in the Oxford dictionary as: “the interconnected nature of social categorizations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage”.

During the SMILE consultation phase, while talking to the concerned minority groups, the three diversity and inclusion pillars of the project were clearly identified as overlapping situations. In practice, academics with a migrant background are less often appointed in managerial roles. If these academics happen to be females with a migrant background, this becomes even more rare.



Similarly, low socio-economic income students may include nationals but very often the students with a migrant background have more challenging situations economically. Students from migrant background also receive in general more pressure from their families to give up their studies and start working to help at home. If they are women, their chances to finish their studies are certainly low.

### Self-reflective time

Watch this short video now: <https://www.youtube.com/watch?v=ViDtnfQ9FHc>

Were you aware about “intersectionality”? Had you ever thought of this kind of situations, where disadvantaged individuals are, in fact, disadvantaged at different levels? Do you know of situations where this is currently happening in your institution?

*Dedicate 15 min to do about this.*



<sup>6</sup> The text and diagram used in this section is an adaptation from the paper by C. Royo and T. Halttunen “Three pillars for better inclusion in Higher Education” published in the European Journal of Lifelong Learning EJULL (volume 6, issue 1), 2022.

## 7. Building a personal learning plan towards Diversity

Inclusion and diversity-oriented measures provide on the long run lots of beneficial outcomes for all HE staff and students in HEIs. Studies show that such diversity actions improve the intellectual engagement, self-motivation, citizenship, cultural engagement, and academic skills like critical thinking, problem-solving, and writing of individuals in HEIs. Moreover, cultural diversity in the workplace of HE staff contributes to their work engagement and establishes a sense of institutional belonging. This is evident in terms of increased creativity, work performance and reduced turnover of HE staff in the pursuit of envisaged group goals<sup>7</sup>.

Now it is your turn. How can you improve your approaches towards diversity and inclusion?

Self-reflect on how to contribute to improving your institution's approach to diversity and inclusion in search for a better community and a better world. Elaborate a personal growth plan to extend your diversity and inclusion-oriented competences.

### Self-reflective time

Do you feel you can improve your own approach towards diversity and inclusion? Do you feel you can plan a personal growth towards these issues? Use "Template B" and explore how you could improve in certain areas of competence.

Plan a timeline of implementation of your improvements. Think if you can also act in other levels (not only in your working environment) e.g. with your family, in your city or your neighbourhood, etc – How can your new knowledge impact others?

*Dedicate 15 min to think about this.*



<sup>7</sup> See e.g. Brannon et al. 2018; Randol et al. 2018

**“TEMPLATE B” FOR SECTION 7**

Area of competence	Can you improve?	How? Where? When?
Application of human rights approach and equality principles	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Identification of other people's needs by getting into the other person's situation	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Interest in learning from others and their situations in order to help them	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Reflection on “power” relations and how to address them in an adequate way	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Shifting the centre away from oneself and facing better any conflicts	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Development of capacity to identify problems of inclusion/exclusion in HEI	<input type="checkbox"/> YES <input type="checkbox"/> NO	

## C. What next?

You have completed the Introduction to Diversity and Inclusion. Congratulations! We expect you have learned something new and that this course has given you the opportunity to stop, think, and re-evaluate how you see your surrounding world.

However, the path towards a more inclusive society does not end here. There is more to be learned. We encourage you to proceed.

How can you accomplish it?

SMILE has developed three full CPD courses on diversity that you can undertake:

- Migrant background students
- Women in leadership
- Low socio-economic income students

You are invited to request your institution to organise these courses for the staff or, if this is not possible, to undertake the courses autonomously or with some colleagues. You will discover things that you are not aware of and, surely, prepare you to be a more diversity-friendly HEI member of staff.

Thank you for your involvement!

Promote the SMILE courses as well – make diversity and inclusion your objective at work, at home and in your community!

<https://smile.eucen.eu>

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# Smile

## The SMILE Introductory CPD course on Diversity

The **SMILE Introductory course on Diversity** can help users to know themselves better in a diverse higher education environment, and to be prepared to understand and help learners.



**SMILE - Social Meaning Impact through LLL universities in Europe**

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