



European Access Network

26th Annual Conference

Sharing Stories of Empowerment:
Creating New Strategies for Diversity
and Inclusion in Higher Education



20 - 22 September 2017
Justus Liebig University Giessen, Germany

Conference Booklet

Welcome

EAN's 26th annual conference is hosted by ArbeiterKind.de, Germany's largest network for first generation students, in collaboration with Justus Liebig University Giessen

Justus Liebig University Giessen

Prof. Dr. Joybrato Mukherjee, President of JLU:

"We at Justus Liebig University (JLU) strongly identify with the EAN's mission to promote educational equity. We believe that a person's social background should not dictate their educational opportunities. As part of our efforts to improve wider access, we work with ArbeiterKind.de, an initiative committed to supporting first-generation students. It is very promising that the situation of first-generation students is one of the key topics of the 26th EAN conference, which we are excited to host this year at JLU in Giessen."

Founded in 1607, Justus Liebig University Giessen (JLU) is a research university with a long-standing tradition which attracts more than 28,000 students. Its commitment to diversity and the development of international programmes makes it a perfect host for this year's EAN conference.



Prof. Dr. Joybrato Mukherjee
photo source Jonas Ratermann

Conference Theme & Strands

Diversity is often seen as a source of problems in higher education. A deficit-focused perspective prevails in stories of so-called "non-traditional" students. Students themselves tend to talk about their weaknesses and failures instead of their strengths, achievements and contributions. What if we looked at it the other way around? What if diversity was not the problem but the solution ?

The stories we tell ourselves create our reality, they turn into self-fulfilling prophecies. To achieve equality in higher education we need to change our perspective and share stories that value different backgrounds and emphasize strengths of non-traditional students.

The goal of this conference is to create, share and evaluate strategies for diversity in higher education within the following four thematic strands:

Strand 1: Diversity in higher education: Problem or solution?

Strand 2: Equal access to higher education in immigrant societies

Strand 3: Student finance systems and their impact on access and success

Strand 4: Diversity in higher education: Who needs to join the conversation?

During the conference we will collect our participants' policy recommendations, summarise them and communicate them to relevant stakeholders on the european and national levels.

Interview with David Binks, FedEx Express

Fortunate to see diversity every day

Interview with David Binks, President, FedEx Express Europe and Chief Executive Officer, TNT

Why does FedEx support the European Access Network Conference 2017?

As a global logistics business, FedEx connects people and possibilities around the world. We recognize that being a responsible corporate citizen involves using our capabilities as a business to give back to the communities we live and work in. Education is a high priority as it leads to meaningful employment and economic opportunity and is vital to the future of our communities. Our relationship with the hosts of this year's EAN conference - ArbeiterKind from Germany - stems from our desire to actively support education and diversity.

What is your understanding of diversity?

From Harlem to Hamburg, from Guangzhou to Giessen, FedEx is as diverse as the world we serve. To meet the needs of a diverse customer base, we reflect that diversity within our organization and celebrate it in communities around the world. Our diverse workforce, supplier base, and culture of providing support where needed enable us to compete and grow in the global marketplace.

How do you support educational opportunities in your company?

We recognize that there are many ways to make progress in a career. Let me share an example: We offer a variety of development opportunities to our employees, including an online training platform where they choose from nearly 17,500 courses, leadership training programs that provide networking and development opportunities, and tuition assistance to support professional growth. From June 2015 to May 2016, we provided over \$15 million in tuition assistance across the enterprise.

And what is your personal opinion of diversity?

Supporting diversity and inclusion is a smart business practice. Individuals from diverse backgrounds offer a broad range of talents, skills and experiences and by working alongside people of diverse backgrounds, creative concepts and innovation are born. I am fortunate to see this every day at FedEx as our team members across 220 countries and territories bring their diverse experiences and talent to our workplaces to help us connect people and possibilities around the world.



Conference Supporters

This conference would not be possible without the support of our partners, donors, and volunteers.

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Day 1

Wednesday | September 20th

- 09:30 - 10:30 am** Registration & Coffee
- 10:30 - 11:30 am** Welcome & Introduction
Prof. Dr. Joybrato Mukherjee, President of Justus-Liebig University
Katja Urbatsch, Founder and CEO of ArbeiterKind.de
Facilitator: **Barbaba Bosch**, Germany
- 11:30 - 12:00 pm** Kick-Off Workshop: Sharing Best Practices
- 12:00 - 12:45 pm** *Lunch Break*
- 12:45 - 2:10 pm** Plenary Session:
Diversity in Higher Education: Who needs to join the conversation?
- **Martin Unger**, Institute for Advanced Studies Austria
- **Ged Lerpiniere**, LEAPS
- **Katharina Graalman, Judith Lagies** University of Osnabrück, Germany
- 2:10 - 2:30 pm** *Coffee Break*
- 2:30 - 3:30 pm** Keynote "Making Diversity Happen!"
Prof. Dr. Andrea Bührmann, Vice-President Study and Teaching, University of Göttingen, Germany
- 3:30 - 4:30 pm** Parallel Workshops *
Diversity in Higher Education: Problem or Solution? (Strand 1)
- 4:30 - 5:00 pm** *Coffee Break*
- 5:00 - 6:00 pm** Plenary Session: Sharing Stories of Empowerment
Input by:
- **Prof. Dr. Monika Huesmann**, Berlin School of Economics and Law, Germany
- **Wadhaa Al Obaidi**, Kiron Open Higher Education, Iraq/Germany
- **Jimmy Ray Shepherd**, FedEx, USA/Germany
- **Imran Uddin**, Member of EAN Executive Committee / Director of Education & Student Policies, Artevelde University College, Belgium
- 6:00 - 7:00 pm** *Free Time*
- 7:00 - 9:00 pm** Welcome Reception at the hands-on Museum "Mathematikum"
Poster Presentation (all strands - see list on page 9)

Day 1 in detail: Meet the Speakers

Conference facilitator and Host

Barbara Bosch is a passionate speaker, communication trainer and event moderator. Her academic background is in Culture Studies, Linguistics and Adult Language Acquisition. After 10 years of supporting international students in Germany as Assistant Director for the Middlebury School in Germany, she founded a consultancy that helps individuals, institutions and businesses cultivate successful communication strategies in international and intercultural work environments. Her clients overcome their fear of public speaking, discover their strengths, improve their communication skills, and turn fact-based presentations into entertaining stories that persuade their colleagues, customers and anyone.



Katja Urbatsch is Founder and Managing Director of ArbeiterKind.de, a German nonprofit organization to support first generation university students. Nationwide 6,000 volunteers, mostly first generation students themselves, are involved in 75 local city groups. Urbatsch has studied at Free University in Berlin and at Boston University, earning an interdisciplinary Master's degree in North American Studies and Business, combined with Communications and Media Studies. Since its founding in 2008 ArbeiterKind.de received many awards, among them the German Involvement Award and the Ashoka Fellowship in 2009. In addition Urbatsch represents Germany in the Executive Committee of the European Access Network (EAN) since 2011.

Plenary Session: Diversity in Higher Education - who needs to join the conversation?

[Insights into the process of developing a National Strategy on the social dimension of Higher Education in Austria](#)
Martin Unger, Institute for Advanced Studies Austria



Martin Unger graduated in Sociology at the University of Vienna and did a postgraduate course in Sociology at the Institute for Advanced Studies in Vienna. As an undergraduate student, he worked for the Austrian Ministry of Education and Science and participated in research projects at the Institute for Interdisciplinary Studies of Austrian Universities. Since 1998, he is a researcher at the IHS in the field of HE research. Between 2004 and 2015 he was also an external lecturer at the Univ. of Economics in Vienna and at the Univ. of Vienna. Martin Unger is currently a member of the board of the Society for Higher Education Research and member of the Executive Committee of EAN. His research interest are the social situation of students, where is involved in several national studies and in the consortium of EUROSTUDENT (surveying students in 30 countries), the situation of graduates (graduate tracking etc.) and the funding of higher education.

[Diversity in higher education: Who needs to join the conversation?](#)

Ged Lerpiniere, LEAPS, Terry C. Lansdown, Heriot-Watt University Scotland, UK



Ged Lerpiniere has been Director of LEAPS since 2001 he has been involved in policy development for widening participation for over 15 years. Previously Head of the Careers Service at Edinburgh Napier University. He has worked in Careers Services in schools and colleges in England and Scotland. He has participated in research programmes and is currently an adviser to the Scottish Government Learners Journey development plan. Having left school at 16 he returned to education as a mature student 30 years ago following a career in Nursing in Dundee and London. He is passionate about the impact of education not only on the individual, but also the family and the community.



Terry C. Lansdown has been undertaking research into human factors for over twenty years. He is employed at Heriot-Watt University as an Associate Professor. He has managed and participated in numerous UK and European research projects. Dr Lansdown's research interests include: distraction, usability, human error, and system safety & optimisation. Recently, Terry has become more and more interested in both practical and pedagogical issues around teaching & learning, specifically considering widening access. He has contributed to our understanding of these areas via formal publication, international standards development, and via public engagement activities and consultancy.

Day 1 in detail: Meet the Speakers

Mentoring and teacher education – how mentors and mentees of the HoPe project (*Hochschulperspektiven für alle*) improve their diversity competence

Katharina Graalmann, Judith Lagies University of Osnabrück, Germany

Katharina Graalmann is a research fellow at the University of Osnabrück (Germany), currently pursuing her Ph.D. at the Institute of Education. She is a main contributor to HoPe, a mentoring project supporting first generation university students by providing them with an individual mentor during their period of orientation. Katharina Graalmann graduated the University of Osnabrück's Master of Education in Secondary Education (subjects: German and Biology) with honors in 2014. As a first generation student herself, she is altogether familiar with the experiences and challenges of first generation university students.



Judith Lagies is a research fellow at the University of Osnabrück (Germany), currently pursuing her Ph.D. at the Institute of Education. She is a main contributor to HoPe, a mentoring project preparing potential first generation university students by providing them with a peer mentor (a Bachelor student in at least his or her third semester) while they are still in school. Judith graduated the University of Osnabrück's Master of Education in Primary Education (subjects: Mathematics and Elementary Social Studies and Science) with honors in 2013. Aside from her Ph.D. studies, she also acts as coordinator of 'Balu und Du', a German mentoring program for disadvantaged children between the ages of 6 to 10 years.

Keynote



Andrea D. Bührmann became Vice-President of the University of Göttingen in 2015. After her studies she received her Ph.D. from the University of Münster in 1995. In 2003, after being awarded a DFG grant, she qualified as a university lecturer in the subject of General Sociology. She was appointed professor at the University Göttingen in 2011 and in 2013 she founded the Diversity Research Institute. In the past few years, Bührmann has explored social transformation processes of work and their organisational structures. She founded the theoretic concept for a practical research programme in reflexive diversity. The social science-based investigative approach to the dispositive she co-developed formed the methodological reference point.

Plenum: Sharing Stories of Empowerment



Professor Dr. Monika Huesmann has worked for more than ten years in the social field after her apprenticeship as a professional educator and curative pedagogue, where she was responsible for the last years with management functions. She completed the Abitur (A-Level) and studied economics at the Freie Universität Berlin. As a research assistant in the field of personnel policy, she wrote her dissertation on qualified references, a multiperspective analysis and empirical study. She has acquired a lot of experience as a personnel and business consultant, especially in the fields of organizational development, executive coaching, development of personnel selection procedures and equality-oriented design of personal policy instruments. Prior to her appointment to the BSEL, Monika Huesmann worked for several years as a personnel developer and staff member at the Federal Institute for Risk Assessment. Her work and research focal points include personnel selection, organization and personnel management in SMEs, diversity management, flexible work models, handling of personnel information systems and their use as well as steering effects of e-HRM systems.



Wadhaa Al Obaidi is 30 years old, born in Iraq and living in Germany as a refugee after the killing and displacement of his family. In Iraq he studied Technical Medical and Law, worked as nurse for four years and as a lawyer for two years. He studied several subjects with Kiron Open Higher Education and he's currently studying to improve his English and German language while working part-time. He's an activist with Amnesty International for human rights.

Day 1 in detail: Meet the Speakers



Jimmy Ray Shepherd is a Learning and Development Senior Specialist at FedEx Express, the world's largest express transportation company. Born and raised in the US, Jimmy came to Germany in 1986 right after graduating from high school. He decided to remain in Germany and completed an apprenticeship in carpentry. In 2005 he started his career with FedEx as a courier. Thanks to continual further training, he was promoted to the Learning and Development department in 2012. Having played a team sport, American Football, on a professional level and coaching the same for most of his life, Jimmy enjoys teaching others and working together on developing new ideas. As a qualified trainer, he is responsible for training FedEx employees at the operational level within Europe, as well as in several developmental programs and workshops in Germany.



Imran Uddin is a first-generation student. He obtained his PhD in History at the University of Leuven in 2006. Since 2000 he has worked in various functions at different higher education institutions: tutor for first year students at his alma mater, staff member with a focus on education, study and student guidance, and equal opportunities and diversity at Leuven University College and head of the department of social studies at that same institution. Since 2015 he is the director of education and student policies at Artevelde University College Ghent with a focus on educational development, digital learning, internationalisation, study and student guidance, student administration and library services.

Poster Presentations

Wednesday 7:00 - 9:00 pm during the Welcome Reception at the Museum Mathematikum

Conceptualising social inclusion in higher education in post-colonial contexts: the case of the Autonomous University of Queretaro, Mexico

Yuritzi Beccera Zamora, University of Tampere, Finland

Attitudes and perception of disability among students. Insights from Austria

Berta Terzieva, Institute for Advanced Studies, Austria

Towards Diversity in Research and Post/Doctoral Training: The International Graduate Centre for the Study of Culture (JLU Giessen)

Silvia Boide, Susanne Christ, Justus Liebig University Giessen, Germany

Peer Mentoring for First Generation Students at the University of Graz

Victoria Reszler, University of Graz, Austria

University perspectives for everyone (HoPe) – Confronting educational inequalities

Sybille Sexson, Dr. Miriam Buse, Dr. Janika Grunau, Katharina Graalman, Judith Lagies, University of Osnabrueck, Germany

Paths to study: TU Darmstadt's programs and initiatives supporting refugees in HE

Benedetta Gennaro, TU Darmstadt, Germany

Day 2

Thursday | September 21st

08:30 - 9:00 am	Arrival & Coffee
08:45 - 9:00 am	Wake Up! (optional)
09:00 - 9:40 am	Plenary Session: Welcome & Keynote Widening Participation to Higher Education in Europe: Selected Results of the Eurydice Report <i>Structural Indicators on Higher Education in Europe - 2016</i> Jari Riiheläinen , European Commission's Executive Agency for Education, Audiovisual and Culture (EAEAC), Belgium
09:45 - 10:25 am	Parallel Paper Session 1 * Diversity in Higher Education: Problem or Solution? (Strand 1)
10:25 - 10:30 am	<i>Transition time</i>
10:30 - 11:10 am	Parallel Paper Session 2 * Diversity in Higher Education: Problem or Solution? (Strand 1)
11:10 - 11:25 am	<i>Coffee Break</i>
11:25 - 12:15 pm	Maggie Woodrow Memorial Lecture Turning gaps into GEPs (Gender Equality Plans): Lessons for Equality and Diversity from Trinity College Dublin Prof. Eileen Drew , Director of TCGEL Trinity College Dublin, Ireland
12:15 - 1:15 pm	<i>Lunch Break</i>
1:15 - 3:30 pm	Plenary Session: Equal Access to Higher Education in Immigrant Societies (Strand 2): Keynote: Access to Higher Education for Immigrant/Refugee Students: Hurdles and Opportunities Kees Smit , Vrije Universiteit Amsterdam, The Netherlands Presentations & Input by: - Prof. Dr. Monika Jungbauer-Gans and Sebastian Lang , German Centre for Higher Education Research and Science Studies (DZHW), Germany - Valérie Marragou , Passeport Avenir, France) - Ronny Röwert and Wadhaa Al Obaidi , Kiron Open Higher Education, Germany

3:30 - 4:00 pm	<i>Coffee Break</i>
4:00 - 4:40 pm	Parallel Paper Sessions 3 *
4:40 - 5:00 pm	<i>Coffee Break</i>
5:00 - 5:30 pm	Plenary Session
5:30 - 6:00 pm	Annual General Meeting of the EAN (AGM)
7:00 - 9:00 pm	<i>Complimentary Conference Dinner at Restaurant heyligenstaedt</i>

Speakers

Keynote

[Widening participation to Higher Education in Europe: Selected results from the Eurydice report *Structural indicators on Higher Education in Europe, 2016*](#)

Jari Matti Riiheläinen, EACEA, Belgium



Jari Matti Riiheläinen works as a policy analyst in the Erasmus+ Policy Support Unit in the European Commission's Executive Agency for Education, Culture and Audiovisual (EACEA), which coordinates the work of Eurydice-network. His previous work includes research on funding of education, entrepreneurship education and evidence-based policy making. He has also researched the social dimension of higher education and is currently involved in writing the Bologna Process Implementation Report, as well as Eurydice's forthcoming report on integrating migrants into education.

Maggie Woodrow Memorial Lecture

[Turning gaps into GEPS \(Gender Equality Plans\): Lessons for equality and diversity from Trinity College Dublin](#)

Professor Eileen Drew, Director of TCGEL, Trinity College Dublin, Ireland



During her academic career, Professor **Eileen Drew** has been involved in research, training and consultancy for numerous international gender related projects for the Council of Europe and European Commission. She worked as the Gender Mainstreaming expert for the Social Security Reform Co-operation Project in China. She holds the position of National Senior Expert to the European Fundamental Rights Agency and has provided national expertise for several European Gender Equality Institute projects. She is engaged in driving the Athena SWAN initiative in Trinity College, following the successful completion of the Institutional Transformation for Effecting Gender Equality Project in June 2015. She is currently the Coordinator of the Systemic Action for Gender Equality Horizon 2020 Project that commenced September 2016.

Keynote

[Access to higher education for immigrant/refugee students: hurdles and opportunities](#)

Kees Smit, Vrije Universiteit Amsterdam, The Netherlands



Kees Smit is Head of Department and at the Foundation Programme of the Vrije Universiteit. This department offers preparatory courses to students with international qualifications, who live in the Netherlands, but have no direct access to bachelor programmes at the university. Almost all participants are immigrant students and in particular refugee-students. As a senior education advisor at the Centre for International Cooperation where he assists partners with improving education in countries across the world in particular Africa and Asia. He is also an instructor of a mathematics course for students wishing to embark on study programmes such as economics and business administration or science-related studies such as computer science. Special attention is given to didactical models, student guidance, use of instructional materials, assessment strategies and software for educational purposes.

Day 2 in detail: Meet the Speakers

Plenary Session

Transitions from Bachelor to Master programs: Do immigrants holding a German high school diploma still have disadvantages?

Prof. Dr. Monika Jungbauer-Gans & Sebastian Lang, German Centre for HE Research and Science Studies (DZHW), Germany



Professor Dr. Monika Jungbauer-Gans studied sociology at the Ludwig-Maximilian University in Munich. She was awarded a Ph.D. in 1992 and a postdoc qualification (habilitation) in 2001. From 2002 to 2004 she held a temporary appointment as professor in sociological theory at the University of Wuppertal. From 2005 to 2010 she held the chair of sociology at Kiel University and from 2010 to 2015 the chair of empirical economic sociology at the University of Erlangen-Nuremberg. Since September 2015 she is scientific director of the German Centre of Higher Education Research and Science Studies (DZHW).



Sebastian Lang works as researcher in the research area Educational Careers and Graduate Employment as well as the Scientific Director's Project Group at the German Centre for Higher Education Research and Science Studies (DZHW). He is also employed as researcher at Prof. Dr. Monika Jungbauer-Gans' chair at the Institute for Sociology at the Leibniz University Hanover since 2015. He took a bachelor's degree (B.A.) in Socioeconomics from 2010 to 2013 and a master's degree (M.Sc.) from 2013 to 2016 at the University of Erlangen-Nuremberg.

Widening access to higher education for refugees

Ronny Röwert, Wadhaa Al Obaidi, Kiron Open Higher Education, Germany



Ronny Röwert is responsible for German academic partnerships at Kiron Open Higher Education, a social start up that was founded in 2015. Kiron is the first education platform in the world to offer digital solutions providing refugees with unbureaucratic access to higher education and successful learning. The platform enables refugees to start studying free of charge regardless of their refugee status and language skills, being supplemented by additional support services oriented towards the students' needs. Ronny Röwert has studied at the University of Kiel, Auckland University and University of Kiel, earning a diploma degree in economics. Before joining Kiron, he worked at CHE Consult, conducting research projects in the field of widening participation in higher education as well as internationalization and digital learning.

Day 3

Friday | September 22nd

08:30 - 9:00 am Arrival & Coffee

09:00 - 11:30 am Plenary Session & World Café Workshops:

Student finance systems and their impact on access and success (Strand 3)

Keynote by **Chiara Patricolo**, European Student Union



Chiara Patricolo is a member of the Executive Committee of ESU for the mandate 2016/2017. She has been a member of the Academic Senate and of the Student Council of the University of Bologna and president of the Regional Council of Students in Emilia-Romagna. She has a bachelor in International Relations and a master in International Relations and Diplomatic Affairs in Forlì, part of the university of Bologna, where she has been the leader of the local students' union from 2012 to 2014. She has been UdU's –the Italian Students' Union- international officer from 2013 to 2015. She loves art, reading, travelling and meeting new people.

11:30 - 11:45 am *Coffee Break*

11:45 - 12:45 pm Plenary Session & Closing remarks

12:45 - 1:30 pm *Lunch*

Parallel Workshops & Paper Sessions

Take your pick

Workshops - Wednesday 3:30 - 4:40 pm

Workshop 1	Let's talk: Creating spaces of engagement at the university Dr Aminata Cairo, The Hague University of Applied Sciences The Netherlands	Room 232 (Biologischer Hörsaal)
Workshop 2	Staffing Needs 101: 'How to' recruit, hire, and train staff to serve and work with a diverse student population Lucie Delgado, Colorado State University Joseph Aguirre, Northern Wyoming Community District, USA	Senatssaal
Workshop 3	Lessons from engaging First Year Initial Teacher Trainee students in co-creating curricular that embed equality and diversity Maxine Greaves, Sheffield Hallam University Wal Warmington, Birmingham City University England, UK	Room 315
Workshop 4	Changing perspectives on diversity through organizational mindfulness – how everybody can learn from high reliability organisations Tammy Schmack, Rhine-Waal University of Applied Sciences, Germany	AUB 1
Workshop 5	Supporting HE graduates' early careers: How mature are we? Katarina Pažur Aničić University of Zagreb, Croatia	AUB 2
Workshop 6	Grassroots work for inclusion and diversity in higher education Christian Müller, Martin-Luther University Halle-Wittenberg, Germany	Aula

Paper Sessions 1 - Thursday 9:45 - 10:25 am

Session 1.1	Climbers and pragmatics: A typology of First Generation Students Dr. Janika Grunau, University of Osnabrueck, Germany	Room 232 (Biologischer Hörsaal)
Session 1.2	Fostering diversity: What about small is beautiful? Mature student's progression in a small and highly competitive Scottish institution Dr. Laurence Lasselle, Joanna Fry, University of St Andrews Scotland, UK	Senatssaal
Session 1.3	Spotlight on Western Balkans: Joining the European Dialogue in tackling exclusion in higher education Kristela Cicko, Bernd Gössling, Juliane Fuge, University of Paderborn, Germany Anika Werner, ArbeiterKind.de, Germany	Room 315
Session 1.4	Implementing National Access Policy to integrate and mainstream equality of access in Irish universities – through the lens of inclusive design Dr. Anna M. Kelly, University College Dublin, Ireland	AUB 1
Session 1.5	Quality management and diversity – targeting social mobility in higher education Dr. Mathis Heinrich, Philipps University Marburg, Germany	AUB 2

Parallel Paper Sessions continued

Take your pick

Session 1.6	<p>Master without Bachelor: Pilot project at Brandenburg University of Applied Sciences Dr. Christine Tschöll, Katharina Lenz Brandenburg University of Applied Sciences, Germany</p>	Aula
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Paper Sessions 2 - Thursday 10:30 - 11:10 am

Session 2.1	<p>A whole new world? Transitions of First Generation Students Dr. Miriam Buse, University of Osnabrueck, Germany</p>	Room 232 (Biologischer Hörsaal)
Session 2.2	<p>Diversity paradigms revisited: Where higher education logic and corporate action meet Dr. Martina Gaisch, University of Applied Sciences Upper Austria, Austria</p>	Senatssaal
Session 2.3	<p>Access to success and social mobility through higher education: A Curate's Egg? Prof. Stuart Billingham, Professor Emeritus of Lifelong Learning, Spain/UK</p>	Room 315
Session 2.4	<p>Writing Talents – Diversity, Talent Development and Written Language Promotion Dr. Lena Kreppel, Angelika Dorawa Wetsphalian University of Applied Sciences, Germany</p>	AUB 1
Session 2.5	<p>Diversity as strength Sinje Schuck, University of Hamburg, Germany</p>	AUB 2

Paper Sessions 3 - Thursday 4:00 - 4:40 pm

Session 3.1	<p>Equal opportunities for doctoral students in the Studienstiftung des Deutschen Volkes (German Academic Scholarship Foundation) Dr. Guy Tourlaimain, German Academic Scholarship Foundation, Germany</p>	Room 232 (Biologischer Hörsaal)
Session 3.2	<p>Student's views of their academic and social proficiencies and the implications on their success in a multi-cultural college in Israel Dr. Bruria Schaedel, Western Galilee College, Israel</p>	Senatssaal
Session 3.3	<p>Paths to a diversity-friendly university: Development and implementation of demand-oriented and subject-specific measures Phillip Cinkul, University of St Gallen, Switzerland</p>	Room 315
Session 3.4	<p>Organizing diversity in higher education: Going beyond 'Diversity Mainstreaming' and 'Diversity Management Lisa Schmidt, Helmut Schmidt University, Germany</p>	AUB 1
Session 3.5	<p>College as crossover: Open access to higher education Nadine Köcher, Jördis Vasiliou, Potsdam University of Applied Sciences, Germany</p>	AUB 2

Presenters



Joseph Aguirre is the Director of the College Success Programs at the Northern Wyoming Community College District (NWCCD) located in Sheridan, WY, U.S.A. He has worked for TRIO and other Educational Opportunity Programs for 15+ years both as a student and a professional staff member. Prior to NWCCD, Joseph worked at Penn State University and at Shippensburg University of Pennsylvania as a TRIO/Act 101 Counselor. He also worked at Milton Hershey and Scotland School for Veterans Children as a school guidance counselor. Joseph received his Bachelor of Science degree in Criminal Justice, minor in Psychology and his Master of Science in Education Counseling Degree (Latino student emphasis) from Shippensburg University of Pennsylvania. In addition to working in TRIO, Joseph also teaches Sociology courses at Sheridan College. His personal interest are running, cooking, hunting, and spending time with his three little children Lexi, Xavier, and Roman. Joseph was born and raised in Heidelberg, Germany and this is his first time back to Germany since 1993!



Katarina Pažur Aničić received the Master of Informatics degree from the Faculty of Organization and Informatics, University of Zagreb (FOI), Varaždin, Croatia, where she is currently pursuing the Ph.D. degree in information science. She is a Teaching Assistant at FOI, where she is also the Head of the Student Support and Career Development Centre. She participated in several projects dealing with supporting graduates early careers, enhancing the quality of higher education for disadvantaged groups and decision-making in higher education. As a student, she was a recipient of the Dean's Award for Best Student in generation, the Rector's Award and the summa cum laude Honor for academic achievement in her study.



Yuritzi Becerra is a postgraduate student at the University of Tampere, Finland. She has a bachelor's degree in Modern Languages from the Autonomous University of Queretaro, Mexico. After graduating with honors, she worked in several public universities and non-governmental organizations. She obtained a scholarship from the European Commission to study a master program in the field of Higher Education and studied in public universities in Austria, Finland, and China. Her research interests include the work of diversity officers in higher education institutions, institutional policies for diversity, and the experiences of the so-called "non-traditional" students in higher education institutions. She is interested in the intersection of higher education studies with postcolonial theories, feminist studies, and political science.



Stuart Billingham specialises in policy and practice in widening access to success, drawing on over 30 years experience in HE. Since retiring from full-time employment in 2010, and as well as continuing to write and present internationally, he has been a Trustee of the UNITE Foundation; Chair of NYBEP; a Judge for the Higher Education Academy's Vice Chancellors Strategic Excellence Initiative; Member of the national Working Group on Rural and Coastal Disadvantage, and contributed to work on access to success and student engagement by the EAIE.

He is a Reviewer for the international Journal of Widening Participation and Lifelong Learning and Editor of Access to Success and Social Mobility through Higher Education: A Curate's Egg? in the series [Great Debates in Higher Education](#), Emerald Publishing, September 2018



Silvia Boide is a staff member at the International Graduate Centre for the Study of Culture (GCSC) at Justus-Liebig-University, which offers a structured PhD programme in the Humanities. Silvia offers information and consultation for international applicants and members as well as for parents pursuing their doctorate at the centre with regard to support structures available at the centre, the university, and city and in Germany in general. She studied Literary, Cultural and Media Studies (BA) in Siegen and Pisa and Comparative Literature and Art Studies (MA) in Potsdam and is currently a PhD candidate in Comparative Literature at the Justus-Liebig-University and at the GCSC.



Miriam Buse studied Educational Science at Osnabrueck University where she obtained a Bachelor of Arts in Educational Science and Protestant Theology and a Master of Arts Educational Science - Education and Social Diversity in 2010. As a research fellow she worked at the Institute of Education, Department School Education, Osnabrueck University and the Research Center Talent/Giftedness at Lower Saxony Institute of Early Childhood Education and Development. Since March 2016 she is a research fellow at the Institute of Education, Department Vocational Education and Training, Osnabrueck University with the project: HoPe – Higher Education Perspectives for everyone. In June 2016 she obtained a PhD with the topic *"Rekonstruktionen von Zusammenarbeit und Beziehung zwischen Eltern und PädagogInnen in Kindertageseinrichtung und Grundschule im Transitionsprozess. Eine qualitative Studie zu Orientierungen von Eltern."* Published at Springer VS under *"Eltern zwischen Kindertageseinrichtung und Grundschule. Rekonstruktion interaktionaler Prozesse und transitionstheoretische Reflexionen."*

Presenters



Aminata Cairo is the Lector of Inclusive Education at The Hague University of Applied Sciences. Born and raised in the Netherlands to Surinamese parents, she left for the US to pursue her college education. She obtained Master's Degrees in Clinical Psychology and Medical Anthropology and a Ph.D. in Medical Anthropology. As an international woman of colour she experienced firsthand the challenges of diversity and inclusion. In her applied anthropological work with students and community organizations she has continually strived to promote inclusion at both the academic and the community level. She received the Martin Luther King Jr. Humanitarian award at Southern Illinois University Edwardsville for her efforts.



Susanne Katharina Christ is currently working on her PhD project "Forms and Functions of the Representation of Dementia in Contemporary Literature" at the International Graduate Centre for the Study of Culture (GCSC) at Justus Liebig University Gießen (Germany) and at Karl Franzens University Graz, Austria. Her main research interests are in narratology, age studies and disability studies. She has worked in the field of equal opportunities at Johannes Gutenberg University Mainz and is currently a member of the GCSC's Equal Opportunities Committee. Besides her work in several academic groups that focus on ageing and the intersection of culture and life sciences, she discusses current European crises in "Europadialog" at Ruhr University Bochum and has founded a charity choir that sings with people with dementia.



Kristela Cicko is currently following the Master Program in Management Information Systems at the University of Paderborn, Faculty of Business Administration and Economics. Before she completed a one year of German language course, obtaining the DSH C1 level certificate. She is a graduate of Business Informatics Bachelor Program at the University of Tirana, Albania. Born and raised in Albania in a family of academics, she decided to move to Germany to continue her studies, being aware of the importance of a good education. During her Bachelor studies she volunteered for a year for an international student organization working on projects with social impact in the local community regarding diversity and environmental issues. She is currently working as a student assistant in the MInkluWB Project.



Phillip Cinkul is a PhD Student in Business Administration and Research Associate at the Institute for Work and Employment Research (FAA) at the University of St. Gallen (HSG). His research interests include Positive Human Resource Management, Managing Trust in Organizations, Organisational Culture and Diversity Management. In his dissertational project Phillip analyses distrust in stakeholder networks. Phillip holds a Master degree in Management, Organisation Studies and Cultural Theory (MOK) from the University of St.Gallen. He has also worked as a research assistant and academic tutor at the Chair for Organisational Studies at the University of Konstanz. Moreover, he gained practical experience working at the Executive Search firm Egon Zehnder and at Deloitte in the field of Human Capital Advisory services.



Cara Coenen is Regional Director (german federal State North-Rhine Westfalia) with "Arbeiterkind.de", a German nonprofit organization to support first generation university students. Nationwide 6,000 volunteers, mostly first generation students themselves, are involved in 75 local city groups. Coenen has studied at the University of Applied Sciences in Münster earning a Diploma in Social Work. Prior to that she worked with youth groups in social hotspots and trained volunteers to act as supportive peers in youth centers for groups of youths with problematic social family backgrounds. As the first academic in her family, Coenen is familiar with the experiences and challenges of first generation university students.

Presenters



Since 2015, **Angelika Dorawa** has been a lecturer at the writing center "Writing_Talents", which has established new opportunities to improve the (written) language skills of students at the WH. Her work focuses on the language and writing support of native German speakers as well as German as second language learners. Dorawa studied Anglophone studies, German and German as a second and foreign language at the University of Duisburg-Essen. Earlier activities involved teaching in the field of German and German as a second and foreign language at home and abroad (England, USA, Spain) as well as in the protection and security sector (among others as a translator in the development of qualification profiles within the European Union. Moreover, she worked for the project "International Talents" at the WH. She is a member of the European Writing Centers Association, and gives lectures about the work of Writing_Talents at international conferences.

Joanna Fry has worked in the University of St Andrews Admissions and Access Team since 2008, her current role is as Education Liaison Officer for Lifelong and Flexible Learning. She gained her MA (Hons) English in 2013 after a period of 6 years, studying in the evenings, part time and latterly full time, from the University of St Andrews. She went on to study part time towards PG Dip in English Studies, awarded in 2016, again through St Andrews. She worked within the Access Team at St Andrews throughout her studies and her current remit covers advice, recruitment, admissions and transitional support for students coming to St Andrews after a sustained period out of education and those applying from non-traditional routes, either on a full or part time basis.



Dr. **Martina Gaisch** is professor of English, intercultural competence and diversity management at the University of Applied Sciences Upper Austria, Austria. She completed her doctoral studies in philosophy at the University of Vienna. As an applied linguist and diversity manager working at a school of informatics, her main research areas are at the interface of educational sociology, higher education research and sociolinguistics. She has been certified ESOL examiner of the University of Cambridge for more than ten years and has profound insights into seven different universities throughout Austria, Germany, France and the UK where she both lived and studied.



Dr. **Bernd Gössling** is a postdoctoral research fellow and lecturer at the Department for Business and Human Resource Education at Paderborn University's Faculty of Business Administration and Economics. He also serves as an operative manager of the Center for Vocational Education (CEVET) with over 6 years of research experience. His PhD project was on European educational governance. Research results were published in refereed journals nationally and internationally. His further research interests are in didactics, lifelong learning, higher education and workplace learning. His methodological expertise includes state of the art qualitative surveys and discourse analysis. He has contributed to several EU funded international projects and is currently project manager of two nationally funded research projects on competence validation and inclusion.

Maxine Greaves MBE, Equality and Community Engagement Manager, Sheffield Hallam University, key member of the award winning team involved in the 'Transition from primary to secondary - action research project' (Sheffield Institute of Education & Sheffield City Council 2016). Her expertise/skills focus on the alignment of equality, inclusion and community cohesion agendas into sustainable curriculum strategies, resulting in her presenting a number of research papers at national and international conferences. Through her work as a practitioner/researcher with a number of agencies she has developed projects to improve the educational experience of vulnerable and socially excluded young people in South Yorkshire. Her tireless work to improve equality and community engagement, were recognised by the Queen in her birthday honours (2011).



Dr. Janika Grunau is a postdoctoral researcher and lecturer at the University of Osnabrück, Department of Vocational Education and Training. She completed her studies of Vocational Education and Health Sciences in Osnabrück, Germany and in Port Elizabeth, South Africa. Her research interests lie in the area of vocational and higher education and social inequality. She teaches students at the University of Osnabrück to become teachers at Vocational Schools in Germany.

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Dr. **Mathis Heinrich** works in the quality assurance department of the Philips University of Marburg, where he is responsible for the consultation of quality measures and the implementation of analysis in the area of studies and teaching at university faculties. After his studies in Political Science and Economics in Marburg, he finished his Ph.D. in Sociology at the Cultural Political Economy Research Centre of Lancaster University. In his thesis, situated in the field of Political Economy and European Integration, Mathis approached the power and discourse of European capital in the financial crisis from 2007. After two years as a postdoc at the University of Tübingen, he now moved on to work in higher education management, which goes along with his recent interest in research on the social dynamics of quality management in HE.



Ellen Herzog is team member of ArbeiterKind.de since 2013. She is responsible for the support of more than 1000 volunteers in Hesse as well as interim in Bavaria. She is accounted to take care and to widen the cooperation relations to different stake holders like partners, educational facilities, universities and economy organizations as well. Mrs. Herzog is head of the state office Hesse, located at the Goethe University in Frankfurt on the Main. Ellen Herzog is First of her family with an academic degree, as Bachelor of Arts in Inclusive Education as a Master of Arts in Organizational Development. She also works as conference speaker and is engaged as delegation leader for international exchange programs of the German Federal Ministry of Family, Youth, Women and Elderly People and the Cabinet office of the government of Japan. Ellen Herzog is a specialist for Diversity and Inclusion in Higher Education and Human Rights. She is also a working mom of a boy and a girl and expert of working-studying-family-life-balance.



Dr **Anna M. Kelly**, DipEd(HEc), MEd(SEN), MSc(Mgt), PhD (Inclusive Design) is Director, Access & Lifelong Learning at University College Dublin (UCD) - Ireland's largest university, with over 30,000 students. Dr Kelly leads a team of access professionals who support the University to realise its strategic objective to become a diverse and inclusive scholarly community. Dr Kelly is also affiliated with the UCD Inclusive Design Research Centre, which promotes research and scholarship in the interdisciplinary domain of Inclusive Design. She is Ireland's EAN representative, and she is also Chair of the Steering Group for HEAR/DARE Alternative Admissions Routes to Higher Education, and has extensive experience of the further and higher education sectors.



Nadine Köcher is the Head of FHP-Kolleg, a university orientation support center, designed especially with "non-traditional" students in mind, at the University of Applied Sciences in Potsdam. This newly formed central organization accompanies students through their studies, counselling and qualifying them to organize and succeed at the University of Applied Sciences in Potsdam.

Previously, Nadine worked for the Baden-Wuerttemberg Cooperative State University (DHBW), also supporting students during the process of starting university. She developed computer-aided assessments to support first-level students, especially in mathematics. Nadine studied media studies and media & computing in Berlin and Potsdam and has a M.A. degree. She was a first-generation university student herself and therefore knows about both the benefits and difficulties of having a non-traditional background.



Dr. **Lena Kreppel** is head of the writing center "Writing_Talents" at the Westphalian University of Applied Sciences (WH) and established the concept of the programme including its methodical and pedagogical approach in 2012. Kreppel took her PhD at the Freie Universität Berlin (scholarship of a gifted funding institution) on identity constructions of German migrants in Israel, with research stays in New York and Jerusalem, among others. She studied the subjects of recent German literature, political science, journalism and communication science as well as German as a foreign language in Osnabrück, Nicosia (Cyprus) and Berlin. She is a member of the European Writing Centers Association, gives lectures and publishes publications on the language and writing support of native German speakers as well as German as second language learners at universities. Previous activities in German as a foreign language area inter alia at the Freie Universität Berlin, the Goethe Institute Berlin and at the University of Auckland, New Zealand.

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Laurence Lasselle is a Senior Lecturer in the School of Management, University of St Andrews, UK. She gained her PhD in 1996 from the Université de la Méditerranée, France and joined the University of St Andrews in October 1997. She was awarded a six-month Jean Monnet Research Fellowship tenable at the European University Institute, Florence in 2003. Her research interests lie in the area of education, in particular access to higher education and progression in higher education.



Maurice Malten is the first in his family with an academic degree. Started as qualified educator he got his bachelor degree in Social Work in 2016. Since 2014 he became also a volunteer at ArbeiterKind.de. Maurice Malten supports other students and pupils by sharing information and consulting them in their educational career in Kassel. He is now studying the Master program "Social Pedagogy in advanced and further education" as a Hans Böckler Foundation scholarship student. Interested in social interactions and human communication Maurice Malten started to work as a freelance consultant, moderator, trainer and coach with a systemic approach.



Valérie Marragou has a master's degree in HR Management & Development. With years of experience in HR and Higher Education in multicultural and multinational environment she is currently Head of the Skills & Innovation department of Article 1 Association.



Christian Müller is pursuing his Ph.D. at the University of Halle, where he is currently staff member at the Department of Philosophy in a project funded by the German Research Foundation (DFG). From 1998 to 2001, he served an apprenticeship as professional lumberjack. After receiving his university-entrance diploma in 2004 via 'second chance' learning, he studied philosophy and history at the University of Halle. From February 2013 to September 2016 he was scientific assistant at the bureau of the Disabilities Representative of the University and since October 2013 member of "Arbeitskreis Inklusion" of the student body. Coming from a disadvantaged family background as a first-generation academic, with a disability, he is familiar with the problems and challenges for a non-classical student.



Victoria Reszler is the deputy head of "4students – Studien Info Service" which is part of the Educational and Student Services at the University of Graz. The service point offers personal advice and information for prospective, first year and continuing students. "4students" is also responsible for the study marketing and represents the University at education fairs. In 2013, the University of Graz intended to improve the support for first generation students by developing a peer mentoring program for (prospective) students who are the first ones in their immediate family to attend university. Victoria Reszler was involved in the development and has been coordinating the project since 2013. She studied German Language and Literature at the University of Graz and has been working at the Educational and Student Services since 2011.



My name is **Bruria Schaedel** Ph.D. and Senior researcher and lecturer at the Western Galilee College and the University of Haifa, Israel. My work brings together the development, practice and research of educational projects in the schools and in the Higher Education Institutes of the University of Haifa and The Western Galilee College. These projects aimed to bridge between Jewish and Arab educators, students and families, to close achievements gaps between students from diverse SES groups in the periphery and advance effective learning environments in higher education. I participated as a member of various national and local boards of the Ministry of Education that develop new curriculum. The processes, outcomes and recommendations of these projects were presented in academic conferences, reports, articles and books in Israel and abroad.

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Tammy Schmack studied “social work, consulting and management” and “business psychology”. She works at Rhine-Waal University of Applied Science where she develops and implements strategies in the field of personnel and organizational development, culture and diversity. Her research focusses on collective mindfulness and it’s broad application on diversity-related topics. Collective mindfulness enables a system through specific action- and communicational pattern to stay open-minded, be sensitive for changes, reject simplifying, stay resilient and respect individual competence more than organizational status. Tammy Schmack sees collective mindfulness as the key for a sustainable organizational development, which should be considered a fundament of any strategic decision. Currently she is launching her Ph.D.



Lisa Schmidt is a Ph D student at Helmut-Schmidt-University in Hamburg, working at the Faculty of Humanities and Social Sciences and teaching courses in intercultural and comparative educational sciences. Before, she has pursued a joint degree in Intercultural German Studies from University of Waterloo, Canada and University of Mannheim, Germany. In 2014, she graduated from the University of Siegen with a Bachelor of Arts in Literary, Cultural and Media Studies in German and English and Social Sciences in her minor. Her research interests are intersectional educational and cultural studies with special emphasis on Diversity in higher education contexts as well as intercultural and transcultural identity concepts and interferences with political and sociological strands of pedagogics. Favouring interdisciplinary and international working fields, Lisa has spent as much time as possible abroad, studying the social, cultural, political and economical conditions of higher education. Particularly with regard to Finland and Canada, these experiences are extremely beneficial for her research today and build the framework of her methodology. Lisa has engaged in intercultural and transcultural research and exchange programs of various kinds and considers her scientific endeavours a consequence of her valued experience in different diverse settings.



Sinje Schuck is Advisor for the topic Open University Access at the Department of Socioeconomics at the University of Hamburg. Her objective is to increase the number of applicants without traditional university qualifications (without Abitur) for the B.A. in Socioeconomics. To this end she identifies relevant factors in the German education system and develops concepts for the project “Studieren ohne Abitur”. Additionally she facilitates contacts to other actors in the field of educational and social mobility and coordinates the advertisement and publicity campaign of the project. Sinje holds a M.A. in North American Studies and Musicology of the Freie Universität Berlin. She received a study scholarship by the Rosa-Luxemburg-Foundation and a DAAD scholarship for her studies at the Department of American Civilization at Brown University.



Dr. **Guy Tourlamain** is head of Ph.D. Scholarship programmes at the Studienstiftung des deutschen Volkes (German Academic Scholarship Foundation). The Studienstiftung supports around 10.000 academically outstanding and socially engaged students, of which ca. 900 are pursuing their doctoral studies. Prior to joining the Studienstiftung in 2013, Dr. Tourlamain worked for the German Research Foundation (DFG). He also spent five years lecturing Modern European History at Liverpool Hope University and a year as Advisor to the Japanese Ambassador in Berlin. Originally from Great Britain, he studied history and German at the Universities of Bristol and Oxford. His first extended stay in Germany occurred as an Erasmus student at the University of Gießen. He later returned to Germany as a Hanseatic Scholar of the Alfred Toepfer Foundation, which enabled him to study at the University of Hamburg and the Humboldt University in Berlin.

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Christine Tschöll earned her PhD degree in June 2017 in General Pedagogy, Social Pedagogy, Sociology and General Education at Free University of Bozen (Italy). Since 01/04/2017 she works as a researcher and lecturer at Brandenburg University of Applied Sciences (Germany), currently involved in the project MasterPlan at Centre for Permeability and dual courses.

Her research interests evolved from her studies (PhD, Master's degree in Social Sciences, 2013 and Bachelor's degree in Multilingual Communication, 2010) and her work as a professional in Human Resources and Communication Management: Lifelong learning, permeability and diversity; international Human Resource Development; Sociology of Work; Industrial Relations and Digitalization.

She presented and published her research outcomes in several international conferences and attended international training sessions and guest visits.



Jördis Vassiliou works as a project employee at FHP-Kolleg, a university orientation support centre at the University of Applied Sciences Potsdam (FH Potsdam). She is designing and realizing interdisciplinary soft skill seminars for students of all the five faculties, didactic courses for student tutors as well as study preparing courses for students with non classical university entrance qualifications.

Vassiliou is a qualified specialist translator in economics and process engineering (University of Applied Sciences Anhalt) and has a Master's degree in 'School Development in Line with Teaching of Democratic Principles and Social Skills'(FU Berlin). She is been working as a lecturer and trainer for more than thirteen years at Universities, companies and groups.



Wal Warmington is based at Birmingham City University, in the Centre for Academic Success, and works with students in the area of Learning and Academic Development. His research interests include; Equality and Diversity in Higher Education, International students' experiences, student mentoring and peer support. He has co-authored a book chapter entitled: 'Student Engagement: Enabling Success through Dynamic Partnerships', which was published in: 'Student Engagement: Identity, Motivation and Community' (Nygaard, Brand, Bartholomew & Millard, 2013).

He is an experienced practitioner, trainer and teacher and over a 30 year career has worked as a Youth & Community Work Trainer, Social Worker (in the areas of Childcare and Youth Justice), and Curriculum & Staff Development Manager.



Anika Werner works for ArbeiterKind.de since 2013 and is responsible for the support of 1200 volunteers in Lower Saxony as well as interim in Bremen, Schleswig-Holstein and Hamburg. She also takes care of the cooperation partners, educational facilities and universities within these states. Besides that she is the head of the ArbeiterKind.de-office in Lower Saxony, located at the HAWK Hildesheim. Anika Werner has graduated in English and German Literature as well as Pedagogy (MA) at the Leibniz University Hanover. She worked six years as student assistant for the Equal Opportunity Office of the university, where she planned, conducted and evaluated Mentoring programmes for pupils and PH.D students. As the first academic in her family, Anika Werner is familiar with the experiences and challenges of first generation students and an expert for financial support of students under difficult circumstances.



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Thank you!