

Benchmarking tool for higher education institutions serving underrepresented groups

Criteria	Levels			
	1	2	3	4
Mission or vision statement	The HEI doesn't have a mission or vision statement	There is no direct or indirect reference to the social dimension	There is a reference to the social dimension but it is indirect, vague or non-committal	There is a specific and direct reference to the social dimension indicative of a strong commitment
Strategic goals	The HEI does not have strategic goals	The HEI has no strategic goals that directly or indirectly address the social dimension	The HEI has strategic goals that address the social dimension but they are indirect, vague and non-committal	The HEI has specific and clearly-stated strategic goals to address the social dimension indicative of a strong commitment
Funding	The HEI does not have autonomy to allocate funds for activities to address the social dimension	The HEI does not directly allocate any funds to activities to address the social dimension	The HEI allocates funds for social dimension activities but for single limited or short-term initiatives only	The HEI allocates funds for social dimension activities in a systematic way connected to its strategic goals
Under – represented groups (local minorities)	The HEI does not have access to data on under-represented groups in its student population	The HEI has access to data on under-represented groups but has not used it to identify these groups	The HEI formally recognizes under-represented groups but takes only limited action to understand and respond to their needs	The HEI formally recognizes under-represented groups and takes comprehensive action to understand their needs and to respond appropriately
Widening access – outreach	The HEI does not engage in outreach activities for under-represented groups	The HEI engages in small, irregular and short-term outreach activities	The HEI has a limited program of outreach activities for under-represented groups	The HEI has a comprehensive program of regularly evaluated outreach activities linked to its strategic goals
Widening access – alternative entry routes	The HEI does not provide alternative entry routes	The HEI does not yet have alternative entry routes but is developing them	The HEI has a small number of alternative entry routes targeted to specific under-represented groups	The HEI has a range of alternative entry routes to suit people with different educational backgrounds
Student retention – academic support	The HEI does not provide any additional academic support for students from under-represented groups	The HEI relies on individual teachers to provide additional academic support when asked by students	The HEI has a limited range of academic support services provided through administrative units (e.g. departments, faculties , schools)	The HEI has comprehensive academic support services provided through a specialized central support unit of centre
Student retention – personal support	The HEI does not provide any personal support services	The HEI relies on individual teachers or administrative staff to provide personal support when asked by students	The HEI has a limited range of personal support services provided through administrative units (e.g. departments, faculties, schools)	The HEI has comprehensive personal support services provided through a specialized central support unit of centre
Adequacy of student services at the HEI	The HEI does not provide any support services for students	The HEI provides support service but there is no targeting of under-represented groups	The HEI provides support services and there is aim to target under-represented groups and adequacy is not monitored or not confirmed	The HEI provides support services aiming to target under-represented groups and adequacy is monitored and confirmed
Inclusive Curricula	The HEI does not recognize the need for 'inclusive curricula'	The HEI recognizes the need for 'inclusive curricula' but has not yet taken action to ensure they are provided	The HEI recognizes the need for inclusive curricula but action has been left to individual administrative units and there is no central coordination or support	The HEI has adopted systematic processes to ensure inclusive curricula in all courses and programs at all levels throughout the institution
Quality Assurance and Culture	The HEI has no formal processes for monitoring the quality of teaching and learning and other activities.	The HEI has a quality assurance system but it does not incorporate the social dimension either directly or indirectly.	The HEI has a quality assurance system that incorporates the social dimension only indirectly and these issues are not part of the HEI's quality culture.	There is a comprehensive quality assurance system that directly incorporates the social dimension and these issues are part of HEI's quality culture.
Impact on wider society	The HEI's actions in the social dimension are too small to have any wider social impact	The HEI has recently begun activities that could have a wider social impact in the future	The HEI has activities that have a wider social impact but these are limited and ad hoc and the HEI does not monitor or evaluate wider impacts	The HEI has systematic activities that impact on the wider society and impacts are regularly monitored and evaluated

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2BENCH

- project supported by University of Pennsylvania and HRZZ project Higher Decision
<http://higherdecision.foi.hr>
- conducted by University of Zagreb FOI (B. Divjak, D. Grabar, M. Maretić) and EAN (F. Ferrier, M.F. Lee)

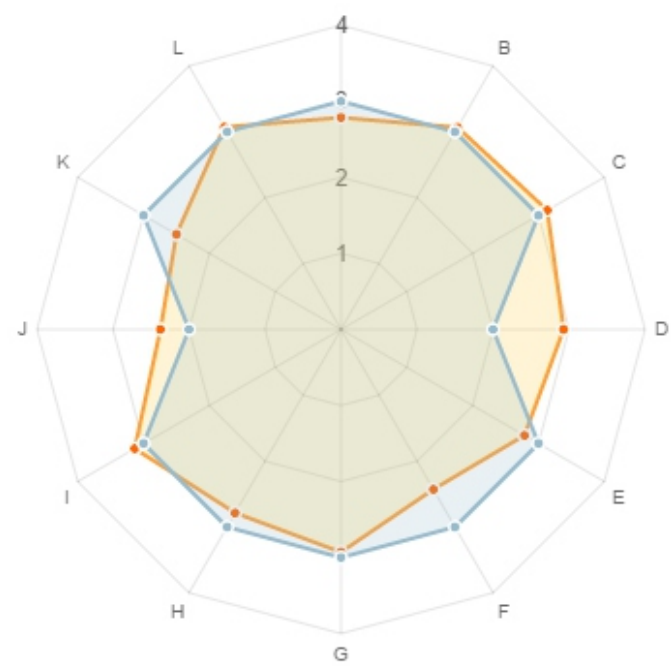
Goals:

- to find understandable, but comprehensive taxonomy for capturing higher education institutions (HEIs) approaches to enhance access, support retention and boost graduation and success after graduation
- to give HEIs the opportunity to benchmark
- to collect good practices of working with underprivileged groups of students

Phases:

- Initial draft of the taxonomy in the form of rubrics with criteria, levels and explanations + developed and tested web based tool for an online survey with real time benchmarking
- Workshop held at EAN conference in Oslo 2015 - 14 participants from 9 countries and 4 continents evaluated the tool and gave useful suggestions 14 participants from 9 countries and 4 continents evaluated the tool and gave useful suggestions at the workshop hosted at EAN conference (Oslo 2015)
- Revised version of the web based tool with 12 dimensions of the benchmark tool and 4 maturity levels
- Good practices of HEIs gathered and presented online + upgraded benchmark tool available on the EAN web page as a free tool for HEI to use to compare and enhance their practice

BENCHMARKING



- A** - Mission or vision statement
- B** - Strategic goals
- C** - Funding
- D** - Under - represented groups (local minorities)
- E** - Widening access - outreach
- F** - Widening access - alternative entry routes
- G** - Student retention - academic support
- H** - Student retention - personal support
- I** - Adequacy of student services at the HEI
- J** - Inclusive Curricula
- K** - Quality assurance and culture
- L** - Impact on wider society

BEST PRACTICES EXAMPLES

The mission/vision statement

- „attentive attitude to students and their standard”
- „providing an excellent education to a diverse cross section of the nation and the world”
- „an open organization, strongly linked to people and society”

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Initiatives or activities in the past two years

- Support for students with disabilities through peer study support and mentoring system
- Summer experiences for underrepresented students (high school, undergraduate and graduate level)
- Center for volunteers at HEIs students and a few of staff work with pre-tertiary population specially Roma students

....more examples online

ONLINE TOOL



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