STREAM 11

Between Social Justice and Functionalism
Diversity in Higher Education – Comparative Perspectives

STREAM CHAIRS :

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Submissions to the conference can be in the form of long abstracts (up to 1500 words), developmental papers (3000-5000 words, including references) or full papers (8000 to 10000 words including references) by the deadline of **April 30th 2018.**
Submissions should be made via the EDI website: https://www.edi-conference.org/index.php

Diversity politics and diversity management have reached higher education institutions to a large extent worldwide. Diversity enhances student recruitment strategies on the national as well as on the international level and it implies an attractive and equal opportunity oriented environment for diverse students and teachers.

Whereas a human rights perspective was in the first place constitutive for diversity strategies in the higher education sector, it can also find a match with functionalist and managerial perspectives, which became prominent in higher education policies within the last decades, more or less simultaneously together with diversity politics. The stream will discuss to what respect there is coherence between neoliberal higher educational governance and diversity strategies and to what extent human rights and social justice oriented diversity strategies lead to more equality in higher education.

The stream will deal with perspectives on diversity politics and diversity management in different countries and world regions such as the United States, Britain, Germany and other European countries as well as Asian, African, South American countries and Australia and initiate a comparative perspectives discussion within the stream, which will be followed by a joint workshop discussion together with all presenters of the stream.

We are interested in papers that discuss national and/or regional diversity strategies in higher education as well as in comparative papers.

We are especially interested, but not limited to questions such as:

- What is the focus of national / regional higher educational diversity strategies?

- How are they institutionalized?

- How do higher educational diversity strategies find acceptance on campus?

- What is their national / regional legal foundation?

- Are diversity strategies used as neoliberal managerial tools and if so, do they enhance equality and participative rights or do they function as tools of othering and differentiation?

- Which groups of diverse students are focused in different national / regional contexts? Which are not discussed and why?

- How is awareness for diversity issues achieved amongst teachers, deans and university presidents?

- Does diversity lead to a stronger differentiation of different types of higher education institutions?

- Can diversity strategies open doors for diverse students who have experienced strong educational inequalities? And what practical strategies have proved to be successful?

- What happens when student- and community-led efforts (e.g., Concerned Student 1950, Racism Lives Here, and Black Lives Matter) to address issues like lack of diversity experience some degree of success? Are campuses forever changed, and if so, how? If not, why not?

The Stream conveners are keen to acknowledge that structures and procedures are necessary but not sufficient to bring about a culture which supports diversity and equality. This stream will highlight that the debates on diversity are complex and sensitive as it is an issue which poses particular challenges both for students and for leaders in higher education. The meaning of the word 'diversity 'is not fixed and is somewhat contested.