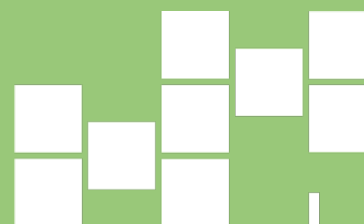


The Development Process for the Policies of a Safer Space in Higher Education

17.5.2023, 9.30-10.45

SOLE project, funded by Ministry of Education and Culture
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Haaga-Helia

Positioning ourselves to be with each other and orienting toward the topic



- Take a moment to think about what contributes to **your sense of safety** in the academic community.
- Think with your hands and create your idea with legos.
- Share your ideas with your colleagues at the table.

Desired outcomes for dialogue-based presentation

- You get information of the development process of the Safer Space Policies in Haaga-Helia
- You get more familiar with the concept of a safer place in a pedagogical context and get tools and ideas to create a safer place for all, where everyone is appreciated as they are and diversity is acknowledged and celebrated



“ Safety is the privilege of students who belong to the dominant majority in the educational institution and in society outside it.”

Barrett 2010

Finland one of the most discriminatory countries in the EU, shows surveys

Finland among most racist countries in EU, study says

Compared to 11 other European countries, Finnish residents with African backgrounds experience the most racism, according to a new EU report.



YLE NEWS

Being black survey

29.11.2018 14:50

MISSÄ TILANTEISSA OLET KOKENUT SYRJINTÄÄ?

LÄHDE: NUORISOBAROMETRI



Academics: Outdated structures, discrimination behind migrant students' poor performance in Finland

Teaching, student counselling and secondary education all discriminate against migrant-background students, experts say.

Discrimination recognized in the Finnish Law

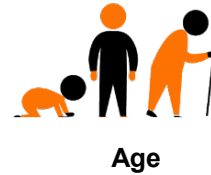


Equity

In an equal community, no one has to feel discriminated against, scared, or shamed for who they are. Besides direct and indirect discrimination, the law also recognizes harassment, incapability to make reasonable adjustments, and instructions to discriminate as discrimination.

(Gender) Equality

In an equal community everyone has the same rights, responsibilities and opportunities for self-expression, wellbeing, success and development as members of community disregarding their gender, gender identity or the way they express their gender.



Tackling discrimination...



#minäpäätän

#jagbestämmer

#idecide



Oikeus olla -aloitetta tukemassa

SOCO



**OIKEUS
OLLA**

Students of Colour ry



EI

**kaikelle
väkivallalle!**

Toimi kiusaamista, häirintää,
syrjintää ja väkivaltaa vastaan.

What is a safer space and why is it needed at Haaga-Helia?

A Safer space is...



Regocnizing diversity

D = Diversity

- As a starting point is **to identify the diversity and marginalization** of community members due to the characteristics of an individual or group (Shyamsunder 2023)
- Identifying power structures, privileges, and obligations that affect individuals and groups in the everyday life of a community.



A Safer space is...

Systems, processes, practices

E = Equity

- "A safer space is **an operating model** that is in constant change and development. A safer space is maintained, repaired, and renewed through cooperation in accordance with together agreed guidelines". (Tadeja Pirih 2023)
- A safer space is not achieved through a mere declaration of the guidelines of a safer space, but **requires constant negotiation** and listening to the needs emerging from the community. (e.g. Sykes & Gachago 2018)
- **Making visible the values** and ways of promoting equality in order to strengthen their realization (Baxter Magdola, 2000; Tadeja Pirih 2023).



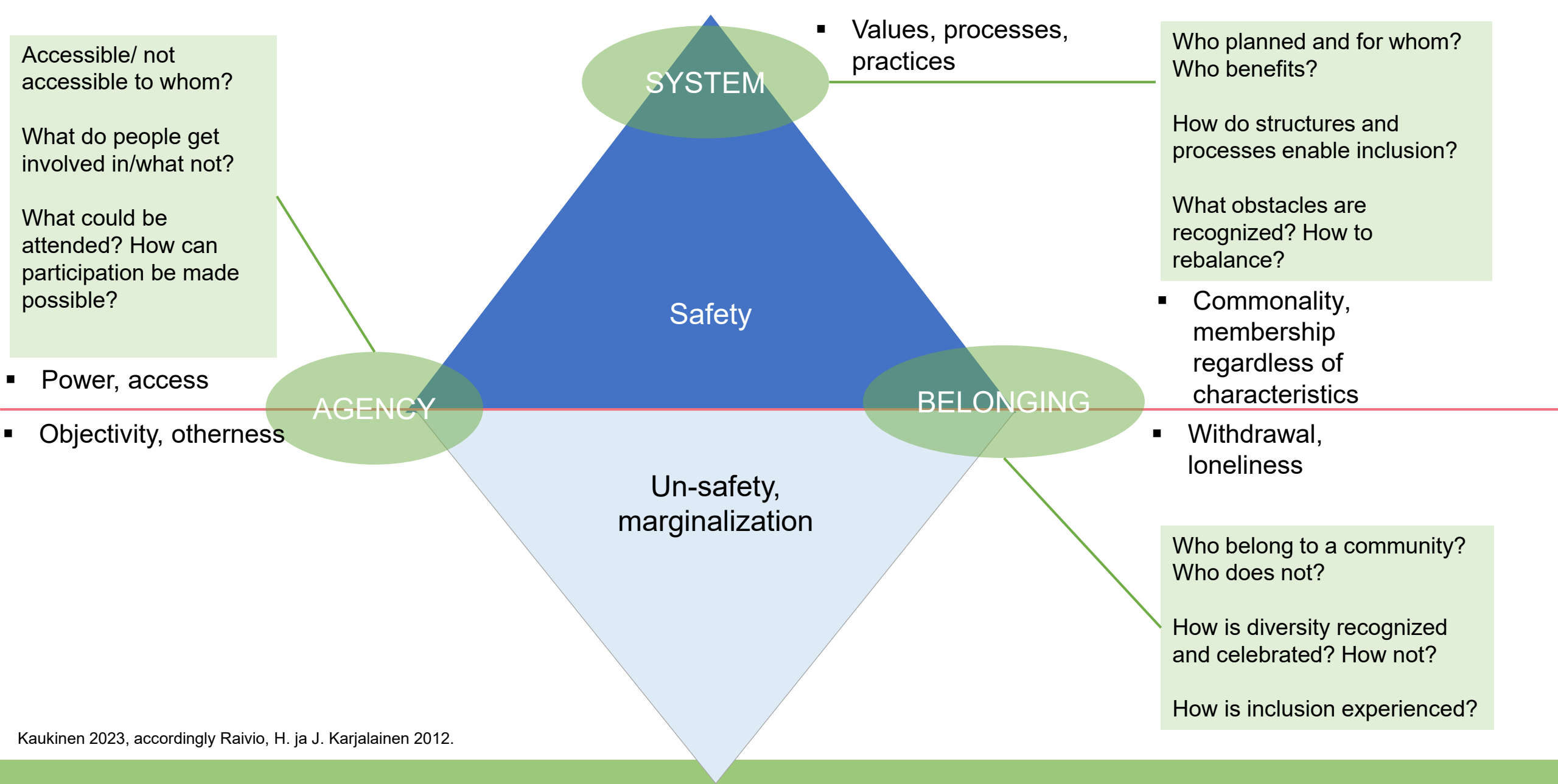
A Safer space is...

Strengthening the sense of safety and opportunities for inclusion in interaction

I = Inclusion

- Enables the experience of the **physical, psychological, social, and pedagogical safety** of the individual (Finnish National Agency for Education)
- An encouraging and safe environment that encourages openness, respect, and **willingness to learn from others**
- Commonly agreed principles and **practices to address inappropriate behavior**
- Structures to support dialogue (Littlejohn & Domenici, 2001) and **learning space** for difficult and tense encounters that enable learning and critical thinking (Boostrom, 1998, Holly & Steiner, 2005; Mayo, 2010).
- Standing by students during times of transition by showing support for students, yet encouraging deeper levels of thinking.(Magolda 2023.)





Kaukinen 2023, accordingly Raivio, H. ja J. Karjalainen 2012.

Haaga-Helia Strategy



At the heart: enthusiasm and well-being of students and staff

We enable an excellent student experience

- We foster and strengthen the students' learning capabilities and enthusiasm in studies through teaching, guidance and services of good quality.
- We ensure the ground rules of our higher education institution are functional and fully implemented.

We create conditions for an excellent employee experience

- We emphasize the cooperation of teams and clarity of goals
- We enable continuous learning of employees and the renewal of work through sharing knowledge and developing competences.

We strengthen the functionality of our organisation and community-oriented and productive operating culture.

- We create structures and seamless processes to support strategy. We ensure up-to-date working tools while making use of digital possibilities.
- We invest in co-direction and good leadership: we strengthen the change management by focusing on continuous dialogue
- We promote responsibility and sustainable development in all our operations.
- We plan and manage the finances of our HEI with a goal of long-term financial stability.



New practices and processes are required

1. Increased incidents

- The number of incidents related to discrimination, harassment, and bullying has increased after the pandemic
- Varied operating models within Haaga-Helia internally burden processing.

2. Inadequate actions for addressing and preventing discrimination, harassment, and bullying

- The outsourced student harassment contact person activities to Helga have not been sufficient enough.
- Haaga-Helia lacked the principles of a safer space (DEI Code of Conduct)
- Recommendation 8 of the KOTAMO project: Higher education institutions develop everyday rules of an inclusive working culture. These rules are actively communicated within the higher education institutions, and the personnel is trained in an inclusive work culture.
- Action plan for the equality and nondiscrimination plan of Haaga-Helia 2020-2023

Inclusive development process



STUDENTS

- Campaign asking students: “What increases your well-being and sense of safety at Haaga-Helia?”
- Diversity workshops for students at different campuses and fields of study (around 250 students)
- Workshop for student organizations
- Pedagogical pilot in vocational teacher education 2022-2023

PEDAGOGICAL STAFF AND DEI EXPERTS

- Utilization of results from previous projects (NAU, VOIMA, HALI)
- Expert workshop (3) (TKI, HR, International Operations, Student well-being, Accessibility, and Equality experts)

LEADERSHIP

Field of study directors, degree program directors, and other management discussions

Benchmarking, networking
and applied research

Key findings of the development process



STUDENTS

Sense of safety is promoted by

- being able to be me without being questioned,
- having an accessible and approachable teacher who shows interest,
- having clear Safer Space principles in the academic community, and having knowledge of how to handle situations of discrimination
- DEI issues are addressed in the contents of the studies

STAFF (pedagogical staff, management, HR, Student well-being, international affairs)

- Pedagogical competence is needed to address DEI issues in study modules.
- Systematic processes are needed to intervene and handle situations of discrimination



Turvaamo

The Safer Space Policies in Haaga-helia

Draft 15.2.2023



Haaga-Helia



Turvaamo = Safer space policies in HH



Turvaamo is an operating model that aims to create a safe and inclusive studying and working climate for everyone

Experiencing a sense of belonging and safety promotes well-being in both studying and working. The possibility of feeling safe within a higher education community requires the establishment of shared practices, principles, and structures, as well as a commitment to them in the daily interactions of the academic community.

The goal of Turvaamo is to empower people to take action against discrimination and intolerance. Turvaamo model provides a process where people can seek help and support if they experience or witness any kind of inappropriate behavior or harassment.

The goal of Turvaamo is to promote well-being through a culture of respect, empathy, and equality. Access to safety experiences within the higher education community is supported through the functional principles of a safer space and pedagogical practice and interaction of educational life.



Turvaamo = Safer space policies in HH



Turvaamo is a commitment to Haaga-Helia's own strategy of a university of well-being, values, and legal framework, which guides the DEI work of higher education.

Turvaamo is a commitment to a discrimination-free higher education and to the systemic building of DEI by identifying discrimination, bullying, and harassment in different structures and interactions, and addressing them.

Turvaamo forms an important part of Haaga-Helia's non-discrimination and equality work. Turvaamo operates at the interface of pedagogical activities, student well-being, social responsibility, and HR.

Turvaamo ensures that the student's perspective is widely taken into account in the non-discrimination and equality planning process.



Turvaamo = Safer space policies in HH



Turvaamo advises on DEI and well-being in studies and work.

DEI is seen in studies as a working life competence and is discussed in the studies from different perspectives. The pedagogical work recognizes the principles of a safer space.

Turvaamo will also provide training for pedagogical staff on DEI-based pedagogy.

Turvaamo's team consists of trained professionals who offer confidential advice, counseling, and mediation services to those in need.



Haaga-Helia values: courage, responsibility, working together, openness, appreciation

Turvaamo mission and vision: Haaga-Helia cares about the well-being of students and equal opportunities to study and work in a safer learning environment, and promotes them systematically.

The Safer Space policies (Turvaamo) at the interface of pedagogical activities, student well-being, responsibility, and HR

Responsible Haaga-Helia –working and developing group

Turvaamo lead mediator (study coach) and Turvaamo mediators at the campuses (1-2)

Haaga-Helia's harassment contact person

REACTIVE APPROACH

Practices to address discrimination, bullying, and harassment

- Intervention model for reporting experienced or observed inappropriate behavior (student/student, student/staff, staff/staff)
- Intermediation process

PROACTIVE APPROACH

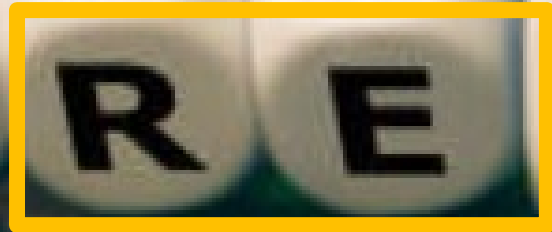
Promoting a safer study environment and equity

- Safer space principles
- DEI in course contents (from the orientation course forward) DEI as a work-life competence
- Development of pedagogical staff's competence in DEI-based participatory pedagogy and responding to acute situations.

Continuous collaboration between student organizations, competence areas, guidance, degrees, and well-being services



P R O
R E A C T I V E



Mediation



Haaga-Helia's process of intervening in bullying, harassment, and discrimination is based on mediation thinking whenever possible.

What is mediation?

- A solution model for harassment, bullying, and conflict situations. Based on the idea of restorative mediation, which seeks, not the guilty or one truth, but the solutions to move on from the situation. Answers to the question: what do we need to move forward?

Why do we need mediation?

- Mediation is a widely used, researched, and proven solution model for conflicts, which strengthens the resilience, problem-solving, and responsibility of the parties concerned as a by-product. Mediation supports the return of the participants to the learning community.

When mediation is needed?

- When a student feels that they need support in dealing with various harassment, discrimination, bullying, and conflict situations. Mediation can be used if all parties are ready to do so. Mediation cannot be used, for example, to investigate sexual abuse.

How will mediation take place in practice?

- Report inappropriate treatment to Turvaamo. You will be contacted. The trained mediator acts as a facilitator for mediation. In Haaga-Helia, every campus has its own mediator for students. The staff has its own mediator, who is also a harassing contact person.
- **Where do we reconcile?** Mediation takes place on campuses or remotely.



P R O
R E A C T I V E



**YOU'RE MY HEART,
YOU'RE MY *sole***

Promoting DEI by the principles of a safer space at Haaga-Helia academic community

A safer learning environment

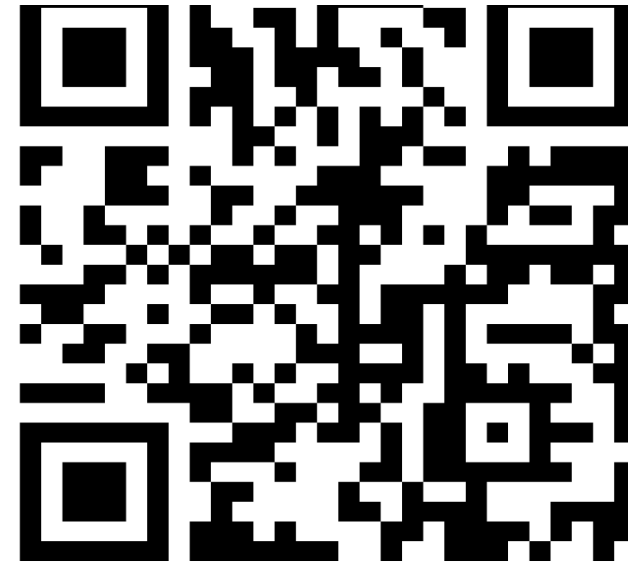


Moral , ethical,
emotional safety



Finnish National Agency for Education

Get to know Haaga-Helia's principles of safer space and get a SAFER TOGETHER badge!



<https://bit.ly/safertogetherENG>

<https://bit.ly/safertogetherFI>

Measurement (Regular student well-being surveys)



Study capacity model updated in 2022 is based on a model published by Kristina Kunttu in 2006. The study

PERSONAL RESOURCES OF STUDENTS

Student resources are strengthened by the opportunity to participate in the development of a safer and well-being-oriented university community (empowerment).

Clear processes and accessible information improve the chances of reporting incidents of inappropriate treatment. The institution's culture of equality awareness is reinforced, supporting every student's opportunities to be seen and heard as they wish to be in the community.

STUDY SKILLS

The orientation towards studying becomes more positive when students feel safe and have a sense of belonging within the university community.

Addressing diversity, equity, and inclusion (DEI) themes in professional-oriented studies enhances critical thinking, social skills, and problem-solving abilities.

A safer space policies supports study capacity

LEARNING ENVIRONMENT

The experience of psychological, physical, and social safety is strengthened when the university community collectively commits to the principles of creating a safer space and actively promotes a culture of safer space in everyday interactions.

TEACHING AND GUIDANCE

Taking into account the principles of creating a safer space in teaching and guidance work enhances students' experience of valuing diversity, equity, and inclusion. Being aware of and learning about DEI themes promotes students' workplace competence.

Reflection on the principles of safer space from your own perspective as a member of the academic community



Discuss in small groups, safer space principles using prompting questions (copies). 15 min. time

Focus accordingly your common interest!



TURVALLISTA OLLA



TURVALLISTA OSALLISTUA



TURVALLISTA OPPIA



We let everyone define their own identity

Everyone has the right to talk about things that matter to them or to be silent. There's a place for everyone in our community. We are different and diverse. Each person is confronted as an individual, not as a representative of a group, for example. We do not make generalizations regarding, for example, religion or non-religion, health, skin color, nationality any other personal characteristics. If necessary, we can ask. We allow everyone to have a physically safe participation experience

We are aware of our own assumptions and recognize our privileges and duties

We recognize our assumptions about, for example, sex, background, family relationships, and opinions, and we do our best to avoid them. We strive to recognize our privileges. Privileges are influenced by differences arising from people's individual

Food for thoughts (principles 1-2)



TURVALLISTA OLLA

- What do students talk to you about in teaching or guidance situations? What encourages or prevents them from speaking?
- How does a student know they are valued?
- How do you know as a teacher that you value a student?



Safe to participate

TURVALLISTA OSALLISTUA

We confront each other with appreciation and care

We pay attention to people around us. We care how they are, how they feel, and how words and actions affect to other people. We avoid any kind of discriminatory and inappropriate speech. We make sure that everyone gets room to be seen, heard and appreciated. We accept that not everyone wants to be

We interpret situations according to the principle of good intentions

In most cases, discriminatory speech or behavior is unintentional. We first interpret situations based on the principle of good intentions and ask for clarifications, if necessary. If we receive feedback about our own activities, we will be constructive and ready to clarify our own activities to others.

Food for thoughts (principles 3-4)

- How does a student know that they are being heard and seen?
- How can I enable different ways of participation in interaction and ensure that everyone has space to participate in a way that feels safe to them?
- How does a student know what to do if they feel uncomfortable or subjected to unpleasant attention (bullying, harassment, discrimination)?
- How does the principle of good intentions manifest in pedagogical interaction?





TURVALLISTA OPPIA

Together we explore the policies of a safer space

We discuss the policies of a safer space in the learning community and assess their implementation at the end of each learning process. We take into account other possible issues that need to be agreed upon together. We openly discuss perspectives related to equality in connection with the subject being studied. In learning situations, we provide room for difficult, tense encounters that enable learning and critical thinking.

Avatar of Ruut Kaukinen

We support each other's learning

We ensure that learning environments, learning activities and learning tasks are accessible and available. We commit to teamwork and stick to what is agreed. We support each other in learning with encouraging and developing feedback.

Food for thoughts (principles 5-6)



TURVALLISTA OPPIA

- How do my pedagogical values manifest to students?
- How can an learning process provide space, if needed, for addressing difficult and tense issues that affect learning?
- From what perspective is information processed? What kind of information may be left out?
- What do students do together? What helps/hinders learning in a group?



Check out

The most curious member of the discussion group shares the 1-2 important notes from the conversation.



Some pedagogical proposals



- Consider the principles of creating a safer space in the learning design process of the course/module (IDOHART).
- Allow time for interaction at the beginning of the learning process (connect, conditions, context).
- Discussion on the principles of creating a safer space strengthens interaction and provides an opportunity for individuals to share about themselves and
- reinforce a shared commitment to non-discrimination and the collective learning process.
- Incorporate themes related to diversity, equity, and inclusion into teaching content and learning activities (content, craft).
- Include examples, perspectives, and diverse learning environments



Some pedagogical proposals



- Utilize the principles of creating a safer space as a tool and refer back to them during challenging situations. Guide individuals, if necessary, to report inappropriate behavior following the established process.
- Evaluate with students at the end of the learning process how the principles of creating a safer space were implemented and their impact on students' study capacity.



Readings



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Thank
you!



Ruut Kaukinen , Senior Lecturer

Ruut Kaukinen works as a senior lecturer at Haaga-Helia School of Vocational Teacher Education. She has 20 years of experience in university teaching. Her special interests are developing pedagogical processes heading to both personal and community empowerment and participation, interaction and dialogue, intercultural communication, and international collaboration as well as human rights education and equity. She has published articles on supportive communication and diversity, equity, and inclusion. She is currently working also as an expert teacher and tutor at the Tshwane University of Technology teacher education in South Africa.

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