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KEYNOTE (11.00h GTM+1)

Welcoming place, epistemic and relational diversity – universities as pluriversities

Even if there is strong discussion on the place (global? national?) of higher education in contemporary times, universities are emplaced in actual communities – spatial and geographic communities, disciplinary and academic communities, but also relational and affective communities. This means that universities are strongly grounded – and recognising your own place is a necessary first step for genuinely welcoming newcomers. But what does it mean for universities to be emplaced in democratic/plural communities? More and more universities host diversity; students also come from different places regarding age, culture, social class, race, ethnicity, migration, disability. This results from an increased democratization of access to higher education: but hosting is not the same as welcoming, and access is not the same as progression or success. To really welcome the pluralism that comes from this diversity implies that universities are open to change and to be changed by embracing these different places and the epistemic and relational diversity that comes with them (Mbembe, 2016). A pluriversity is not only grounded in actual communities that are (fortunately!) diverse places but it is also committed to powering diversity and inclusion in those communities.

