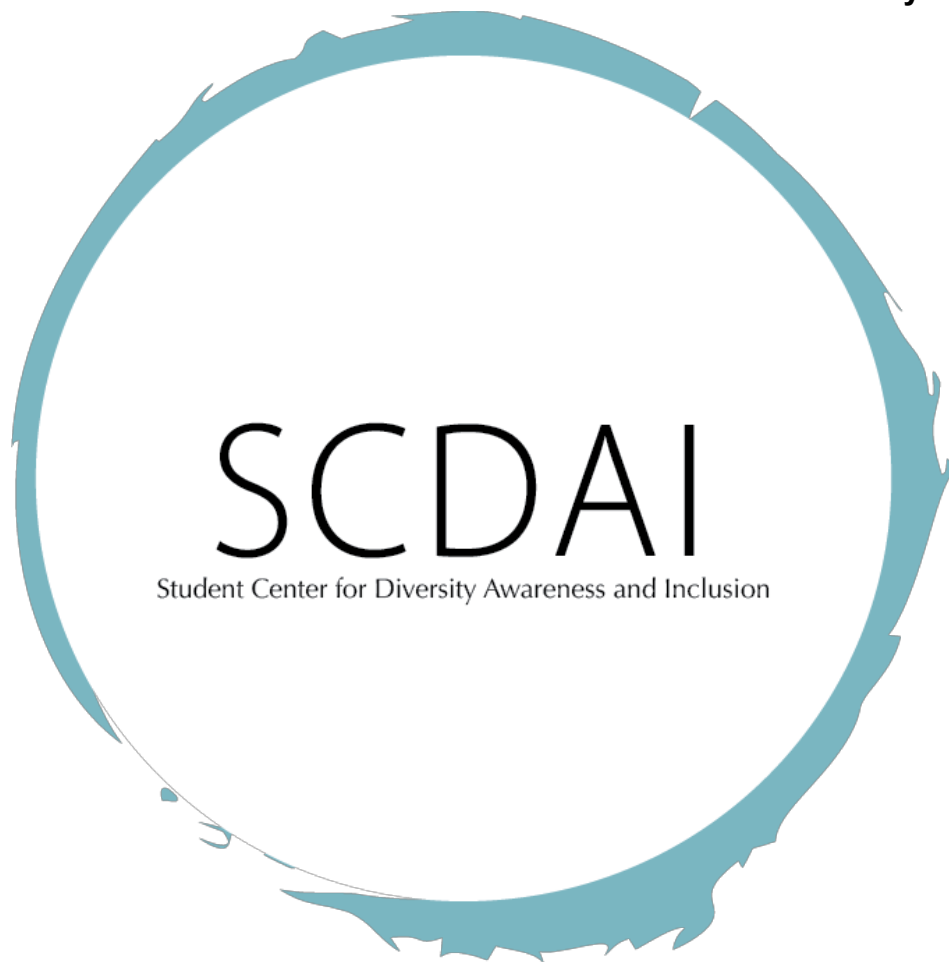


Research Report

State of Diversity & Inclusion at the Hanze UAS

May 12th, 2019



Executive Summary

Discrimination, exclusion and having prejudices, especially against minorities, is very present at the Hanze UAS. Besides these experiences people have, it has also been identified that there is a lack of awareness and understanding by a large group of students. Looking at the policies and actions, as well as by looking at other universities, Hanze UAS falls short of having a coordinated commitment to diversity & inclusion. This includes having a well-thought-out diversity policy, diversity literacy, student committees as well as diversified measures necessary to make it into an excellent, inclusive and socially just institution.

The micro analysis has shown that diversity is considered very briefly in the strategic policy of Hanze UAS. It's focused heavily on internationalization whilst ignoring that students are not just culturally and physically diverse, but also ethnically, racially, religiously, sexually etc. The strategic policy states that "diversity is put into practice by employing people with a functional disability", which once again ignores diversity in terms of race, religion, sexuality etc. Diversity within the SCMI staff is almost nonexistent. A clear diversity policy is missing which would provide insight into how Hanze UAS plans on taking responsibility in cases of discrimination and disrespect. Compared to other universities, the effort is inadequate.

The meso analysis provides proof that the best Universities in the Netherlands, as well as the best Universities globally, all care for diversity and inclusion. From extensive diversity policies, to dozens of different diversity committees, funds, awards and workshops, all prove that most Universities value diversity more than Hanze UAS. These initiatives are crucial to the remarkable reputations of these institutions, and put Hanze UAS in a major competitive disadvantage. The research has shown that ignoring diversity and inclusion issues can lead to negative media coverage and thus have a detrimental impact on the reputation of Hanze UAS. This is a major threat. Furthermore, all analysed Universities have a diversity officer, who follow practices that ensure an inclusive and diverse environment. Some of these best practices are elaborated on in the report.

An analysis of the current demographic developments in the Netherlands detected that the Netherlands is becoming increasingly more diverse, and that a big part of Groningen's population has an international or migration background. The need for diversity awareness is therefore tremendously important. Research has also shown that globally and locally, diversity has become increasingly important with e.g the Groningen "Diversity Day". Societal changes and an increase in a societies diversity awareness will lead to more societal pressure to tackle issues concerning diversity. If Hanze UAS will not deal with these societal issues within the organisation, there is a high chance of a deterioration of its reputation. This again is a major threat.

After extensive desk research, field research had to be done. A survey was designed for students of the SCMI in order to analyse their awareness and their experiences with inclusiveness and diversity at the Hanze UAS. Out of 56 respondents, 45 have identified as white, which shows a great lack in racial and ethnic diversity at the SCMI. 14 respondents have confirmed to have a disability and 9 have confirmed to identify as LGBTQ+.

32,1% of respondents experience a lack of role models (teachers) at the Hanze UAS because of a lack of diversity within the staff. Since role models are vital in the self efficacy and development of students, this is a major threat. Moreover, only 37,7% of the respondents feel like they belong in the Hanze community, which translates into a need of a more inclusive environment.

45% of the respondents said to **have** experienced practices they find exclusionary at Hanze UAS, which shows that a large amount of students are intolerant and excluding in an environment that supposedly values active tolerance. Shockingly, 7 respondents actively displayed denial, ignorance and active discriminatory behavior in the survey by making ignorant comments, that were not only shocking to us, but also teachers who were shown those comments.

Fortunately, more than half the respondents claimed they will support diversity and inclusion initiatives at the Hanze UAS like a diversity policy and our committee, SCDAI. The findings are prove that discrimination, prejudices, exclusion and a lack of diversity, as well as diversity awareness are occurring at Hanze UAS. Both desk and field research have shown that Hanze UAS is at an immense disadvantage and faces many threats, by ignoring diversity and inclusion in its institution. In order to turn these threats into opportunities, Hanze UAS must implement a diversity policy, a concrete action plan, and encourage student committees and initiatives such as SCDAI. Moreover, diversity in all its forms should be embraced and acknowledged, and be reflected in its staff and students. Only these measures will ensure an excellent, inclusive and socially just institution.

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Introduction

It is through freedom of exchange over different ideas and viewpoints in supportive environments that individuals develop the critical thinking and citizenship skills that will benefit them throughout their lives. Diversity and inclusion engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect (Rankin & Associates Consulting). By being oblivious to diversity and an absence of conversations and discussions about racism and discrimination, institutions are automatically contributing to the reinforcement of racism and societal prejudices.

The Student Center for Diversity Awareness and Inclusion noticed from many students that they expressed their need for a more diverse and inclusive community at the Hanze. From hearing unacceptable, intolerant stories from students that felt discriminated, to noticing a considerable lack of awareness when it comes to diversity, the SCDAI decided to write this research paper to get an extensive insight into the state of diversity and inclusion.

Diversity in this case can be defined as the following: Diversity describes a variety of identities/individuals within the population of the Hanze UAS. The variation of those identities includes aspects of for instance race, ethnicity, gender, ability/disability, sexual orientation, religion, languages or socioeconomic background. All mentioned aspects of the aforementioned topic of diversity need to be taken into consideration when it comes to decision making. These aspects require a deep understanding and willingness to take action which will then lead to a supportive and inclusive society.

Inclusion means feeling like a part of a community and at home, regardless of your individual background and the extent to which you can develop to your fullest potential. It enables one to use their unique personality, background and talents to enhance and enrich the identity of the university by receiving full support of the institution. Throughout this report, diversity and inclusion is sometimes referred to as D&I.

A diversity policy actively deals with the differences between individuals, whereby these differences are also used for positive purposes and everyone is given the space to optimally develop their talents. Something that is not yet available at the Hanze UAS. By introducing a diversity policy and a committed plan of action, students and staff would have more room to develop themselves and to be themselves.

With this research, the SCDAI aims to investigate the level of **awareness** and **experiences** regarding the inclusiveness and diversity of the environment of the Hanze University of Applied Sciences. Due to a limited scope of this research by sticking only to the School of Communication Media & IT, the state of diversity in other schools cannot be said to be 100% similar. Regardless, this research hopes to be a starting point for structural changes in the Hanze UAS policy and practices.

Methodology

Research Design

Survey instrument. Includes scale-questions (e.g. 1-4) to the extent participants agree, but also open-ended questions to allow commentary and in-depth answers. The survey has been analyzed by juxtaposing the different subgroups to the answers given.

Desk research. This includes an environmental analysis by looking at micro level (all the documents by the Hanze UAS to analyze the current state of how diversity is being promoted), meso level (what are the stakeholders and how do other universities deal with D&I, and macro level (which demographic and societal factors influence D&I).

Sampling method. The sample consists of 56 students from multiple study programs within the SCMI. The total population of the SCMI is 3010 students, which means the sample is ..% of the population and thus gives a good, but not perfect representation. Respondents were instructed that they were not required to answer all questions and that they could withdraw from the survey at any time before submitting their responses. The survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. Surveys that would affect the validity of the research, have been removed from the general analysis, though the qualitative data is still recorded in the report. Students of the IC program are slightly over represented due to the limited contacts and time we had.

Objective

The research efforts will aim to investigate the level of **awareness** and **experiences** regarding the inclusiveness and diversity of the environment of the Hanze University of Applied Sciences

Research Questions

- Why is diversity and inclusion important?
- How is diversity and inclusion currently being dealt with at the Hanze UAS?
- How is diversity and inclusion being dealt with by other universities?
- To what extent causes diversity and inclusion a problem for the students? (e.g. feeling unsafe, excluded or even discriminated)
- What do the student and teachers think about diversity and inclusion?

Goal

Our end goal is to back up that much more can and needs to be done to promote equity, inclusion and diversity at the Hanze UAS. This is achieved by: our diversity committee, a diversity policy, employment of diversity officers etc.

Desk Research

Micro Analysis

The Hanze University of Applied Sciences provides a home to almost 30.000 students of whom 2433 are international. Since the world is getting more globalized, and universities are home to many ethnicities and cultures, taking diversity and inclusion beyond internationalization seriously is highly important.

In the strategic policy of the Hanze UAS, diversity is considered very briefly. They do acknowledge that every individual has a different background and that there are different cultures to take into account. However, in comparison with other educational institutions in The Netherlands and abroad, the importance of diversity is being ignored to a certain extent. Internationalization, on the other hand, is focused upon heavily, yet there are no efforts being made to connect the international students with the Dutch students. What we do encounter is a segregation to a certain extent where students of their own nationality or cultural group are sticking together.

Nurturing and promoting diversity

Diversity gives people from different backgrounds and opportunities a chance to bring their own perspectives to the learning community. In this way diversity will give rise to creativity and innovation, and will make us more flexible. We have a positive approach to diversity: we see difference first and foremost as a source of opportunities and new ideas. Diversity also means that we support people with disabilities so that everyone can realise their potential. Irrespective of their background or capabilities, every student, member of staff or partner is a full-fledged member of the learning community. We will put diversity into practice by employing people with a functional disability.

This shows that Hanze UAS acknowledges diversity and wants to appreciate it, however, it seems to be rather a statement than something which is being put to practice. On the other hand, as aforementioned, internationalization seems to be focused on heavily. To elaborate, an example of such is the “Professional Development for Internationalization”. This entails a matrix which contains all the competences the Hanze teaching staff are said to have. The final row of the matrix discusses “teaching in an international classroom”. Out of the eight competences, there is only one which mentions diversity: “Can adapt teaching and interaction to *culturally diverse* classroom,” which already excludes all the other ways each student can be/is diverse. For example, a student can be ethnically, racially, religiously, sexually etc. diverse.

Task / Competence	Intercultural competences in an international context (personal)	Didactic or research competences in an international context (professional)	Competences connected with the personal academic discipline in an international context	Competences connected with the international labour market and working environment of graduates	English Language Proficiency: understanding (listening and reading)	English Language Proficiency: speaking (interaction and production)	English Language Proficiency: writing	Dutch Language Proficiency (for non-native speakers of Dutch)
Teaching in the domestic classroom	Is aware of cultural differences.	Is aware of impact of cultural differences on classroom/group dynamics.	Is aware of international professional context and developments in his/her discipline.	Is aware of the international labour market of graduates.	CEFR B2 level	CEFR B1 level	No specific competences required.	Staatsexamen NT II / CEFR B2 level
Curriculum development and I@H (domestic classroom)	Recognises cultural differences.	Recognises impact of cultural differences on classroom/group dynamics.	Is familiar with international professional context and developments in his/her discipline.	Is familiar with the international labour market of graduates.	CEFR B2 level	CEFR B1 level	No specific competences required.	Staatsexamen NT II / CEFR B2 level
Counselling and supervising domestic students abroad	Recognises cultural differences.	Recognises impact of cultural differences on the student's learning experience.	Is familiar with international professional context and developments in his/her discipline.	Is familiar with the international labour market of graduates.	CEFR B2 level	CEFR B2 level	No specific competences required.	Staatsexamen NT II / CEFR B2 level
Teaching in English (international classroom)	Can adapt behaviour to complex intercultural situations.	Can adapt teaching and interaction to culturally diverse classroom.	Is capable of teaching his/her subject in an international context.	Can adapt teaching to international labour market of graduates.	CEFR C1 level	CEFR C1 level	CEFR C1 level	CEFR A1 level

As mentioned, it mostly focuses on the factor of being “international”, yet there are so many more factors which contribute to each student’s unique identity. When referring to a diverse classroom, one must consider students who are not only from a different nationality, but also domestic students who have an immigrant background, e.g. Turkish, Surinamese, Moroccan. Therefore, this matrix can be considered quite vague and unsatisfactory towards the needs of not just the “international classroom” but the “diverse classroom”.¹

Diversity within any institution/organization/company should not only extend to its clients (in this case the students) but also its employees. If Hanze UAS wants to claim to be all-inclusive and diverse, then it should also consider diversity and awareness about diversity among its staff. Images XY show the lack of diversity within the institution currently which as a result reflects on the ignorant climate regarding the topic.

¹ <https://www.hanze.nl/eng/organisation/international-affairs/professional-development-internationalisation>

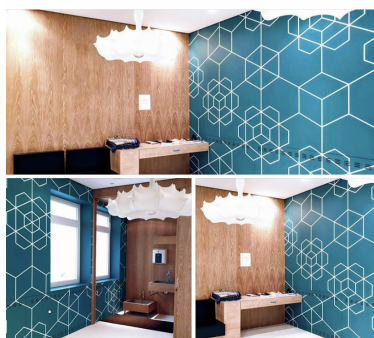


Moreover, during the desk research, it has become clear that there either is no publicly available diversity policy, or there is in fact no policy on diversity at all.

If that is true, then the Silence room should not be advertised to be in line with the “active tolerance” and diversity policy. Furthermore, Hanze UAS is solely giving people the freedom to express themselves and their diverse features, however is not truly addressing the unique and diverse nature each student brings, or how their diversity can be embraced. As aforementioned, being from a different nationality or culture is the only factor being brought to the front.

play. The realization of the Filter room is in line with the core value 'active tolerance' and the diversity policy of the Hanze University of Applied Sciences.

You can find the Silence room in the Van Olst Tower, room E1.06.



49 11 comments 2 shares
Like Comment Share

Yesterday at 17:00 ·

A place for prayer, a place for meditation, but most importantly, a place to relax for a moment. The Stillerruimte of the Hanze offers students, employees and visitors a wonderful room for any confession or religion. As soon as you enter, all sounds seem to be silent.

The reason for setting up the Silent Room was the request of three Indonesian students. They were looking for a space within the Hanze University to pray. The realization of the Filter room is in line with the core value 'active tolerance' and the diversity policy of the Hanze University of Applied Sciences.

You can find the Silence room in the Van Olst Tower, room E1.06.



Hanze 2016-2020 Strategy

The Hanze says to have four key values from their identity as a comprehensive and diverse university and those are:

1. “Individual development - we encourage students and staff to develop their talents and offer them opportunities to excel. They feel recognized and acknowledged and are given space for initiative. This space is not unconstrained, however. Its boundaries are determined by agreements and by respect for one another’s backgrounds, cultures and opinions.”
2. “Respect and active tolerance - we call each other to account if someone attempts to impose their ideas on others or shows a lack of respect”
3. Enterprise
4. Responsibility

Value number one initially talks about developing talent, however, somehow becomes vague by the end of its description. It discusses that it wants to give students and staff unconstrained space to develop yet, somehow, the final sentence says that the boundaries are formed by “background, culture and opinion”. Therefore, it is automatically exclusive of sexuality and disability (both mental and physical), for example.

Value number two talks about calling each other to account if someone attempts to impose their ideas on others or shows a lack of respect. This statement shows Hanze’s willingness to take responsibility however clearly lacks a concrete plan on how to do so. For example, how are people being held accountable? How is a lack of respect being systematically prevented? Many questions on *how* are arising with value number two. This again, seems good on paper but not realistically possible to put to practice.

Unwanted Behaviour Prevention

The Unwanted Behaviour Prevention brochure seems to try to put the aforementioned issues to practice. However, this is not preventing unwanted behaviour but rather focuses solely on the trauma of the victim.

For example, in a theoretical situation if a woman (or man) is raped, how do you help them and other potential victims? Do you teach women (or men) how to protect themselves or do you raise men/women not to rape.

Finally, this brochure and counselor are indeed useful and necessary, however, they do not solve the problem. They do not hold people accountable. They do not ensure a safe environment in the long term. Moreover, this does not truly contribute to the values. Helping the victim is one thing yet celebrating and being inclusive of everyone's diverse nature is another unaddressed matter by the Hanze UAS.

Being international is not the same as being diverse

Based on the evidence presented above it is becoming clear that being from a different nationality thus having your unique culture cannot be considered to be the same as being diverse. The diversity not only to be directed at international students but to the domestic ones as well. All people should feel represented. Promotion and celebration of our diversities should not be put into the same box as being international. Internationalization doesn't necessarily contribute to the awareness of diversity and does not reduce prejudices and discrimination.

Segregation

Another important finding is that although international students choose to study abroad, they often hang out with people from their own country or other foreigners rather than Dutch people.² This requires attention by the Hanze because it can lead to people, especially from a minority culture, to feel excluded.

² <https://archieff.ukrant.nl/magazine/self-segregation>

Meso Analysis

In the following section there will be a description on competition for Hanze regarding diversity matters in other local and international universities. Moreover, it will discuss other stakeholders which are also important in this regard.

Competition

Competition within the Netherlands

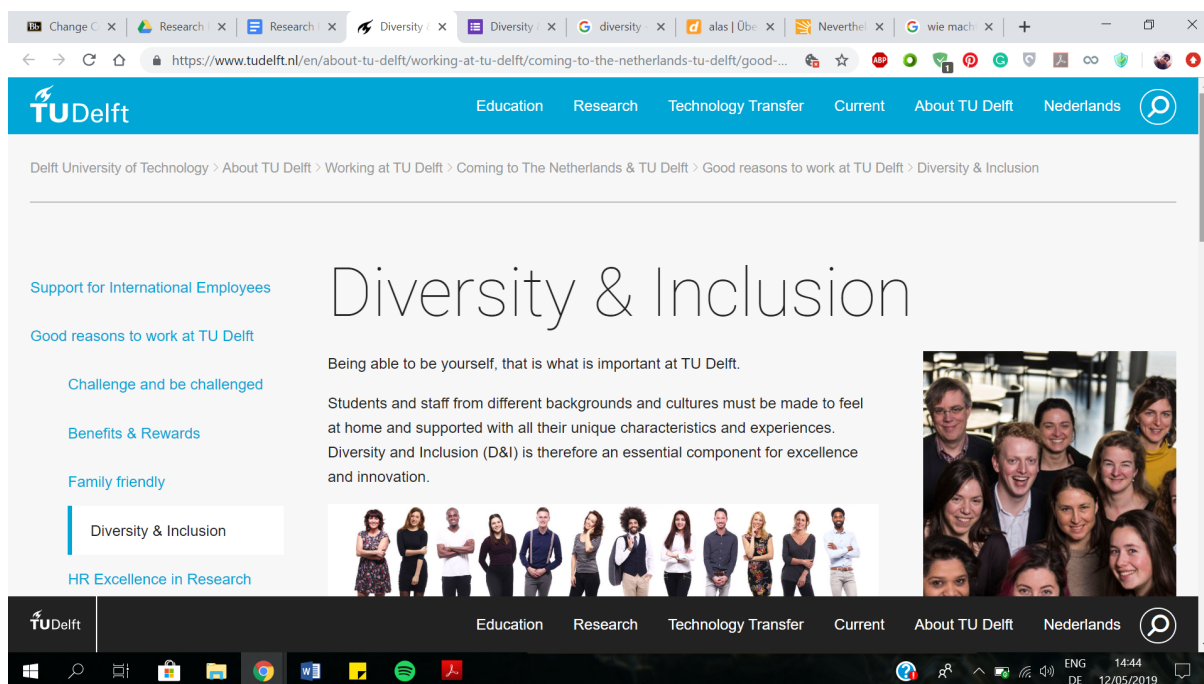
Diversity policies are common and embraced in universities around the world. In most Dutch universities, diversity is one of the top priorities and the topic is elaborately discussed on their websites. Taking the University of Amsterdam as an example, they have a Chief Diversity Officer and Faculty Diversity Officers employed who work to promote equality, inclusion and diversity within the university, and are working extensively in shaping their diversity policy.³

UvA students and staff have made it clear that equity, inclusion and diversity deserve our attention. In a [survey](#) conducted by the former Diversity Committee, 62% of respondents indicated that they would like to see a broader cross-section of backgrounds, lifestyles, cultures and schools of thought at the UvA. Many students and staff see our university as too white and the curriculum too Western. This perception is something that we are working to change.

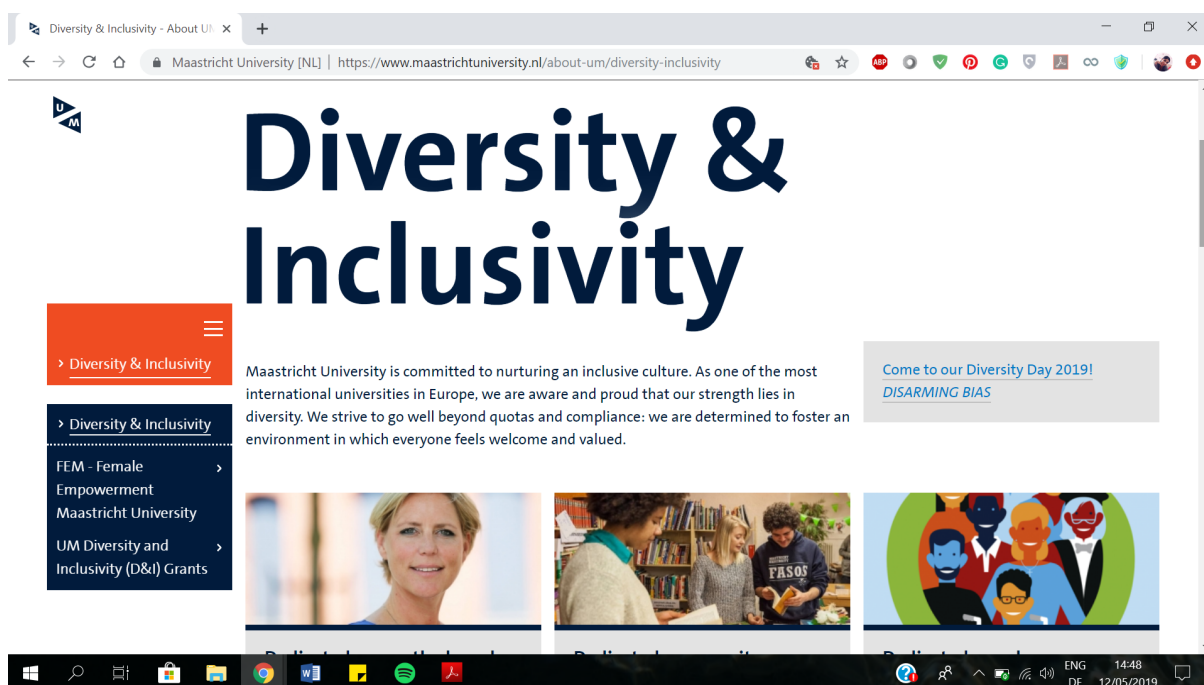
Being voted as the best university in the Netherlands, the Delft University of Technology has an entire diversity office dedicated to bringing awareness to diversity and inclusion on its campus.⁴ On its website it is stated that “the university is more appealing to international and Dutch students when TU Delft staff are a reflection of society in all of its diversity. It gives us access to an enormous international pool of talented students and staff and helps us to compete on the labour market at home and abroad.”

³ <https://student.uva.nl/en/content/az/diversity/diversity.html>

⁴ <https://www.tudelft.nl/en/about-tu-delft/working-at-tu-delft/coming-to-the-netherlands-tu-delft/good-reasons-to-work-at-tu-delft/diversity-inclusion/>



The Maastricht University is the leading international university in the Netherlands, attracting the highest amount of international students.⁵ They too, care about diversity and inclusion, and have a “Diversity and Inclusivity Advisory Council”. This includes the “rector of diversity”, funds from Maastricht University specifically for research on diversity and inclusivity, and an HR department committed to recruiting diverse staff. Rianne Letschert, rector of diversity, has been awarded with the first Young Academy of Europe Prize in 2017, for her outstanding work at Maastricht University.⁶



⁵ <https://www.studyinholland.nl/documentation/update-incoming-student-mobility-in-dutch-higher-education-2016-17.pdf>

⁶ <https://www.maastrichtuniversity.nl/news/first-year-%E2%80%98rector-diversity%E2%80%99>

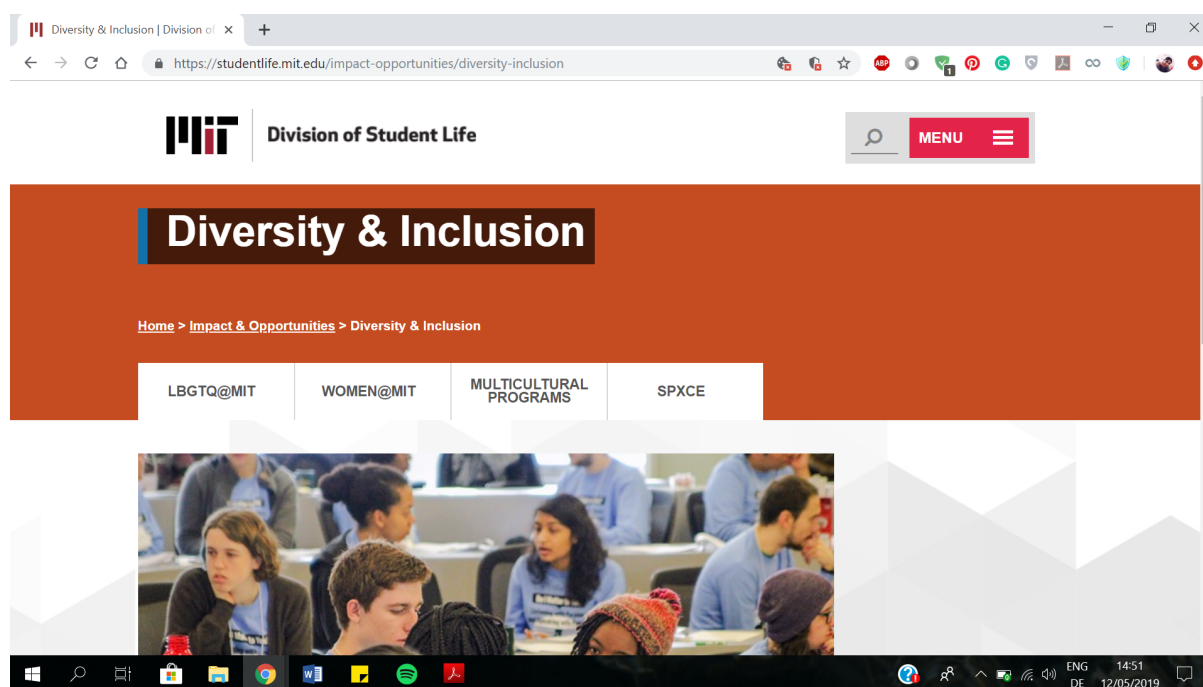
With their reputations, these three universities are undoubtedly some of the biggest competitions the Hanze UAS is facing within the Netherlands, and makes all of them a major threat. Generally, when searching for the term “diversity” on Dutch universities websites, a diversity statement and/or policy can be found easily. Unfortunately, on the website of the Hanze UAS, no such thing can be found. Considering that the Hanze UAS is not even in the top 10 of Dutch universities, and does not include extensive statements, policies or departments committed to diversity, it does not attract as many students as other Dutch universities, and probably never will.

By remaining indifferent to the topics of diversity and inclusion, the Hanze UAS will also lower its chances of winning awards based on academic achievements or research. Awards are usually crucial in enhancing once reputation and in gaining national, international and media attention. Thus, enhancing the chances of attracting more international students, sponsors and funds.

Competition Globally

To put this into a global perspective, the MIT, Harvard University, the University of Oxford and the University of Cambridge have been ranked within the top six of the best higher educational institutions in the world.⁷

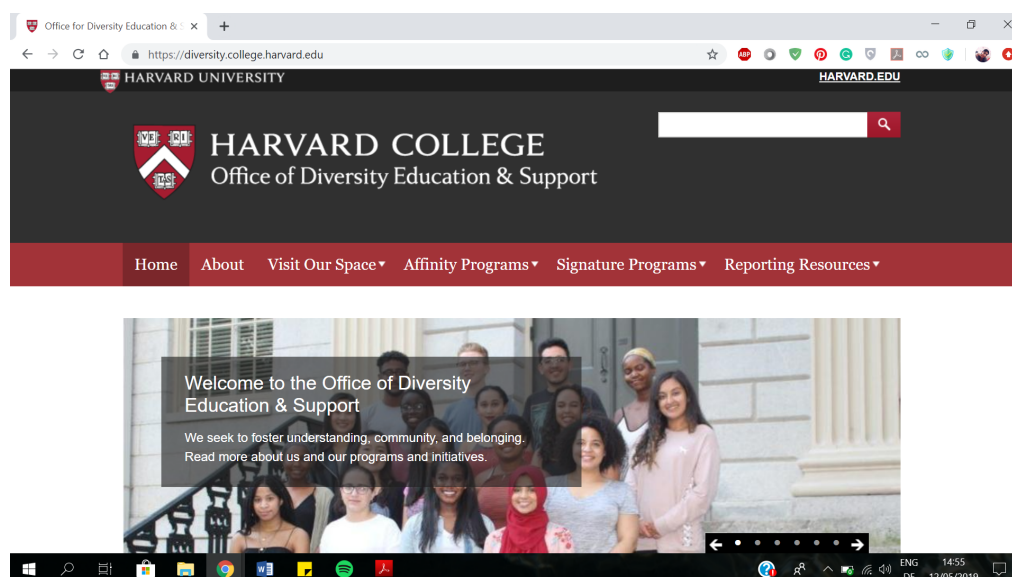
As the best ranked university in the world, the MIT (Massachusetts Institute of Technology) has four different websites dedicated to diversity and inclusion. These four sites specifically address the LGBTQ+ committee, the women committee, the multicultural program committee and "Spaxe" center of the MIT, which is an entire center dedicated to social justice programming and cross cultural engagement. These committees all work together at the MIT to "foster a more inclusive, equitable and affirming MIT campus".⁸ They also aim to provide intersectional social justice education, support, community building and leadership development.



⁷ <https://www.topuniversities.com/student-info/choosing-university/worlds-top-100-universities>

⁸ <https://spaxe.mit.edu/>

The second best University in the world, Harvard has the "office of diversity education and support".⁹ Through facilitated training, workshops, and dialogues this office provides the opportunity for both students and teachers to deepen their understanding of issues concerning diversity and inclusion at Harvard. They also offer one on one counselling and support for students who face issues about their identity and belonging at Harvard.¹⁰ Next to that, Harvard has a LGBTQ+ center as well as the Harvard College Women's Center.¹¹



As the best University in England, Oxford has the "Equality and Diversity Unit" to foster an inclusive culture which promotes equality, values diversity and maintains a social environment in which the rights and dignity of all staff members and students are respected.¹² Though they have a strict diversity policy.¹³

Oxford still faced global criticism and bad publicity for an underrepresentation of black students and women. Yearly statistics showed a clear insufficiency of black students¹⁴, which shows that the representation of minorities plays a tremendous role in reputation building for a University. The example of Oxford shows that the implementation of a cause like this is just as important as the initiative itself.

⁹ <https://diversity.college.harvard.edu>

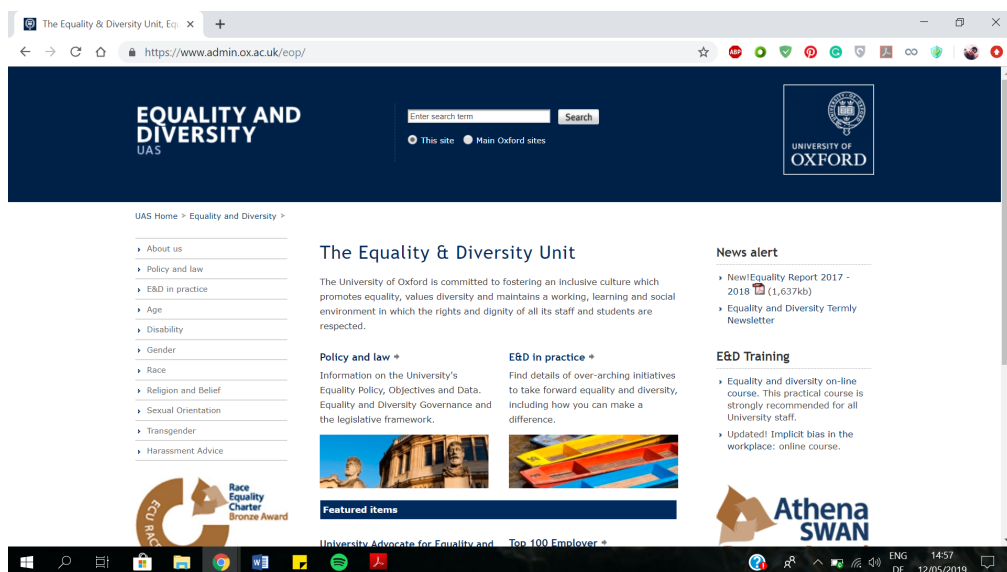
¹⁰ <https://diversity.college.harvard.edu/what-we-do>

¹¹ <https://bgltrq.fas.harvard.edu>

¹² <https://www.admin.ox.ac.uk/eop/>

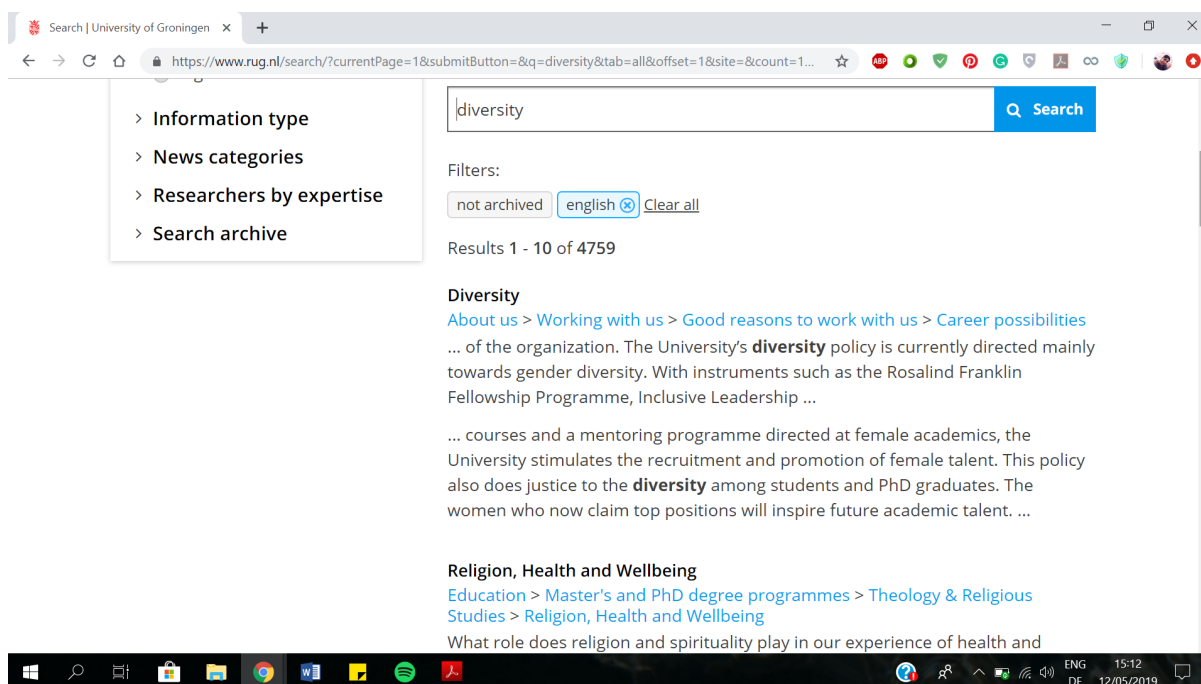
¹³ <https://www.admin.ox.ac.uk/eop/policy/>

¹⁴ <https://www.theguardian.com/education/2018/may/23/oxford-faces-anger-over-failure-to-improve-diversity-among-students>



Searching for diversity on university websites

The following comparison has been made to show that the Hanze UAS has far less results for diversity (hence content) with a number of 62 results, than the RUG with 4759 results and the University of Amsterdam with 2150 results. This is a concise visual representation of how important diversity is to other universities, but how little it seems to be valued at the Hanze UAS. Other Universities such as in Delft, Maastricht and Rotterdam all have over 600 hundred results for the term “diversity”.



Search the UvAweb - University - x

https://www.uva.nl/en/search?q=diversity

UvA

diversity

NL Menu

Filter on:

Language

☐ English (1970)

☐ Dutch (180)

Type

☐ Article (778)

☐ Event (634)

☐ News (624)

☐ Programme (66)

☐ Vacancy (35)

☐ Other (2)

You searched for: "diversity"

Results: 1 - 20 of 2150

Diversity

Diversity is important to us. The University of Amsterdam is striving to become a place where staff and students feel at home, regardless of their individual backgrounds. We want ...

<https://student.uva.nl/en/content/az/diversity/diversity.html>

Diversity Board PPLE

PPLE College welcomes students and staff from a variety of national backgrounds, but that is only one aspect of diversity. The Diversity Committee ...

<https://student.uva.nl/pple/content/az/diversity-board-pple/diversity-committee.html>

Shaping a UvA-wide diversity policy framework

The recent framework, the Executive Board has discussed the development of the UvA's Diversity Policy ...

ENG 14:59
DE 12/05/2019

YouTube NO_TITLE Netflix Google Apple Billboard Hanze Dashboard Login - Blackboard Digirooster for IC... Other Book

Hanze University of Applied Sciences Groningen

LOG IN LANGUAGE SEARCH

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☒ Pages

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☐ Agenda

☐ Documents

☐ People

☐ Blog posts

☐ Research projects

☐ Services

☐ Show all

PERIOD

☐ Last week

☐ Last month

☐ Last year

☒ Show all

diversity

62 results

Master's programme in Talent Development & Diversity

Published in School of Education

the Master's programme in Talent Development & Diversity at Hanze UAS School of Education

[master-programme-talent-development-diversity](#)

Curious Minds - Diversity and Behaviour

Published in Curious Minds

This Research Group conducts applied research on the learning and behaviour of children Curious Minds domains and with lecturer-researchers in the Talent and Diversity Living Lab

Hanze Summer School's record in student numbers and diversity!

Published in Hanze Summer School

Relevant Stakeholders

European Commission

The European Commission also emphasizes on the importance of diversity. In this case the text below refers to the education of European citizens and not non-EU students. However, it already shows a need for awareness on diversity.¹⁵

The reflection about the future of our Union also entails a reflection on the **strength of our common identity**. When our European values and democracies are tested by awakening populist forces at home and abroad or by the spreading of "fake news" and the manipulation of our information networks, it is the moment when European Leaders and the EU institutions must react. They decided in Rome in March 2017 to keep the EU as a unique project where, following the motto of "**unity in diversity**", the EU and its Member States have been able to draw on the unique strengths and richness of their nations to achieve unprecedented progress. Sixty years after the signing of the Treaties of Rome, strengthening our European identity remains essential and education and culture are the best vectors to ensure this.

The Commission has furthermore emphasized that there is a need to not only enable EU students to be mobile regarding higher education but also non-EU ones. It is a priority to make European universities more attractive, and have more foreign talent coming into the Union. This would require universities not only accepting their diplomas or certificate for example. It would require something much more simple - a space where anyone from anywhere feels comfortable with every unique component they carry with themselves.¹⁶

The Diversity Charter

Supported by the European Commission, the diversity charter is used as a tool to commit to having and promoting diversity and inclusion. As it is an initiative supported by the EC, it means that it can be a powerful very beneficial also to universities as employers. Signing a diversity charter means making a serious commitment to more diversity and inclusion.¹⁷

Diversity Policy Advisory Organization

ECHO provides help in the creation and implementation of diversity policies in higher education. It has helped the University of Amsterdam, the VU Amsterdam Hogeschool INHolland, hogeschool Leiden and Hogeschool Utrecht. Furthermore it provides trainings for students, HR managers, teachers. Partnering up with ECHO would be a beneficial first step in the creation of a diversity policy. They also organize echanges with UCLA, considered a Public Ivy League. This is one of the many reasons an active diversity policy will expose the Hanze beneficially to educational institutes world wide.¹⁸

¹⁵ https://ec.europa.eu/commission/sites/beta-political/files/communication-strengthening-european-identity-education-culture_en.pdf

¹⁶ https://ec.europa.eu/education/policies/international-cooperation/european-higher-education-world_en

¹⁷ <https://diversiteitinbedrijf.nl/charter-diversiteit-wat-is-het/>

¹⁸ <http://echo-net.nl/>

Best Practices

The appointment of a diversity officer is not something that guarantees a good and active diversity policy. Recently, at the UvA, there were protests that their diversity officer failed at their job and had little understanding about diversity and inclusion.

¹⁹This section is going to present some best practices of diversity officers who execute an effective and active diversity policy.

Diversity Officer of the Vrije Universiteit Amsterdam on becoming a more diverse university:

"How did that happen? "Both universities are colored in their own right, but VU University Amsterdam has more students from different backgrounds. I think that is partly due to our active diversity policy. For example, we have prayer rooms and our student directors are relatively diverse. And we are going to 5- and 6-VWO classes to talk to students with a non-Western background about study choices. That attracts a wider student population. ""

Best practice at the Leiden University:

"Isabel Hoving is a diversity officer at Leiden University. "We see universities unknowingly cloning the traditional image of a scientist. As a result, a lot of talent is lost from people who do not fit into that traditional picture. We are trying to stop that cloning. "

Best Practice at the University of Rotterdam:

*"At the Erasmus University in Rotterdam, Hanneke Takkenberg is responsible for the diversity policy. "We look a lot at the diversity in male-female relationships. For example, in a neurosurgeon you think more often of a man than of a woman. We give professors training courses to reduce that prejudice." And we adjust cases: no more Jan and Janneke, but also names from other cultures. "*²⁰

Rector of diversity at the Maastricht University and winner of the "Young Academy of Europe Prize", Rianne Letschert:

*"The diversity group initially focused only on gender and I wanted to broaden the scope. Now it's also about people with different ethnic or religious backgrounds and social status, diverse nationalities, sexual orientations and ages, as well as people with a disability or chronic illness. We're going to appoint a programme manager for diversity who, as part of the Human Resources department, will give shape to the policy. There is funding for UM research on diversity and inclusivity. "*²¹

¹⁹ <https://www.parool.nl/columns-opinie/uva-studenten-wij-eisen-een-echte-diversity-officer~bfb2a971/>

²⁰ <https://nos.nl/op3/artikel/2139577-diversiteit-op-de-universiteit-hoe-doe-je-dat.html>

²¹ <https://www.maastrichtuniversity.nl/news/first-year-%E2%80%98rector-diversity%E2%80%99>

Macro Analysis

Demographic

The population of the Netherlands gets increasingly more diverse. According to the CBS, as of 2018, 23,1% of the Dutch population has a migration background (CBS, 2019). This increase is also visible in the municipality of Groningen, where the people with a migration background is 24,6% of the population.²²

The 2018 population estimate census states that approximately 202,810 people live in the province of Groningen.

The first more significant factor in this context is age distribution. The biggest age group is 20-29-year-olds constituting a total of 58,291 people, and the second biggest one is 30-39-year-olds constituting a total of 27,650 people. In the context of education, the typical representatives of students and respectively – teachers, can be observed to be the largest age groups in Groningen currently.

Out of the 202,810 inhabitants of Groningen, 18,027 are non-Dutch. This makes a big part of the population foreign, thus the probability of a general need for sensitivity and awareness regarding diversity is very big (Brinkhof, 2019).

Taking into account that the population of the Netherlands is firstly becoming increasingly more l. As stated above, the population of the Netherlands is becoming more diverse each year which also has large effects on society and the needs of its individuals. Since the Hanze UAS is located in the Netherlands most variables that change within the general Dutch society will affect the institution as well.

The Hanze has a large amounts of international/foreign students and staff coming into the country, there is a need for awareness regarding the essence of being diverse. As aforementioned, being of a different nationality is not the only factor which comes into play.

Societal

If a society is becoming more diverse the challenges it might face will become more various almost automatically as well. Hanze UAS is highly interested in the internationalisation of the student population. However, as mentioned in an earlier section of this report, the Hanze as an institution fails to address issues that occur with an increase in internationalisation.

To address issues such as diversity has become an interest for Dutch society throughout the last years. An example for this is for instance the annually celebrated Diversity Day in Groningen. On this day people come together to celebrate diversity in all forms. Creating an event like this shows the need for addressing the topic of diversity and inclusion. Therefore, it is of high importance for the Hanze UAS to address these topics as well since the population of the Hanze students is part of the society of Groningen.

In addition to that one can say that the general discussion regarding topics like diversity and inclusion has become bigger in general throughout the last few years. Whether it was on a societal level or institutional level such as higher education, the topic has gained more of the society's attention.²³

We think that the societal pressure to tackle issues such as diversity will become of even higher importance throughout the next years. If the Hanze UAS will not deal with these societal issues within

²² <https://allecijfers.nl/gemeente/groningen/#migratie>

²³ <https://www.aacu.org/publications-research/periodicals/broadening-our-definition-diversity>

the organisation it could have a possible negative effect on the reputation on the institution. An example for such developments could be the bad reputation that the University of Oxford has when it comes to the diversity of the student and staff population.²⁴

Lastly, we would like to add that it is well known that the lack of diversity is already an occurring issue within the society of Groningen, which can be seen by looking at this article about the lack of diversity.²⁵ Therefore, we think it is of high importance for the Hanze UAS as an institution to take action regarding how the organisation wants to deal with occurring issues regarding diversity and the lack of awareness regarding this topic.

Political

Hanze already pays a lot of attention to the Sustainable Development Goals set by the United Nations. The topic of diversity and inclusion comes forward in the SDGs Reduced Inequalities, Peace, Justice & Strong Institutions, where one of the central points is to promote peaceful and inclusive societies. Not only will structural D&I changes be beneficial to the Hanze itself, it will have a great effect on the local and global community as well by contributing to a more socially just society and providing chances for minority groups to develop their potential.

Threats and Opportunities

Opportunities:

- Competitive advantage
- Better climate
- A more diverse students population and staff
- Good image and reputation
- Satisfied students
- More profit

Threats:

- Backlash and deterioration of reputation if the matter of diversity will be continued to be ignored
- Backlash and deterioration of reputation if matters are not implemented and dealt with correctly
- Loss of students because of a competitive disadvantage
- Loss of profit
- Less international students that will be attracted to study at Hanze UAS
- An oppressive climate/environment where a percentage of students do not feel safe

²⁴ <https://www.businessinsider.nl/lack-of-diversity-black-students-oxford-cambridge-2017-8/?international=true&r=US>

²⁵ <https://www.ukrant.nl/magazine/stories-of-diversity-2/?lang=en>

Field Research

This chapter shows the result of the survey that has been conducted where the experiences around diversity & inclusion, as well as the awareness has been identified.

Demographic Chart

Characteristic	Subgroup	N
Position	Student	56
	Staff	
	Teacher	
Gender identity	Male	19
	Female	34
	Other	3
Nationality	Dutch	23
	European (EU)	14
	European (Non-EU)	9
	North American	1
	Latin America	4
	Asian	4
	African	
Ethnic identity	White	45
	Latinx	1
	Black	2
	No response	2
	Asian (incl. MENA)	3
	Mixed	3
Sexual identity	LGBTQ+	9
	Heterosexual	46
	Other	
Disability status	No disability	42
	Disability	11
	Other	3
Religion	Atheist	30
	Christianity	10
	Orthodox	8
	Protestantism	3
	Islam	1
	Hinduism	1
	Agnosticism	2
	Catholic	1
	Judaism	1

Key Findings

Diversity

The survey respondents are pretty diverse when it comes to religion, sexual identity and nationality. It's also shocking that 15% of the respondents indicated to have a mental disability. The demographic chart shows how the Hanze is not very diverse in terms of ethnic identity. All Dutch survey respondents are ethnic Dutch, meaning they don't have a migration background, since 23,1% of the Dutch population does have a migration background (CBS, 2019).

Lack of representation

As found out by the desk research, the diversity among staff members is very limited to especially Caucasian individuals. 32,1% of the survey respondents also indicated with the fact that they experience a lack of role models (being teachers) in the Hanze. The profile of this percentage is are mainly individuals with a non-western background. To quote a few respondents:

There's one person in the whole institution that I feel connected to in terms of representation of my culture and aspirations.

Still haven't met/heard of an openly gay teachers within the Hanze.

There isn't a single black or Latino teacher in IC

These answers are reason to worry since role models are vital in the self efficacy and development of students.

Sense of belonging

Only 37,7% of the respondents of the survey agreed that they feel like they belong in the Hanze community. The profile of this percentage is mostly Dutch, and other western European countries, majority Atheist and without a disability. This also proves a need that the Hanze needs to work on becoming a more inclusive community.

Hateful respondents and denial

In particular seven respondents were ignoring that diversity and inclusion issues do exist within the Hanze or within The Netherlands in general. They claimed that talkin about it makes it worse, and that the community is already very accepting of everyone. Some were very defensive of their privileged position as being part of the majority. These individuals saw everything as a joke and like to deny differences. As mentioned earlier, it is of extreme importance to communicate about the differences and to acknowledge them, something that is that is missing in the Hanze. This denial is contributing to prejudices people have about minority groups. To quote a few statements by respondents about diversity:

Just the way things are, it should never be forced for political correctness, like come on youre not oppressed because theres no black guy in a movie

The only thing that makes you different is bitching about being different. In this day and age no one cares if you're gay, straight, "non binary", trans, etc.

To be honest... i couldnt give less of a shit. I love being a white male ;D

A pointless political agenda that no one asked for.

Trying to force diversity instead of letting it happen naturally is poisoning our society. People are individuals and their skin colour or gender is not relevant.

Discrimination and exclusion

Despite students denying problems regarding diversity and inclusion, brought forward by the survey is that 45% of the respondents said to **have** experienced practices they find exclusionary, also in a subtle form, towards themselves or others at the Hanze. 50% that hasn't perceived these practices, are all white. This can be explained by the fact they are in a privileged position in the society and therefore don't pay attention to the injustices that are in society. This is another indicator that these topics need to be highlighted and promoted in the Hanze. Another interesting finding is that in particular East Europeans have experienced forms of discrimination. Some students have shared these experiences:

Sometimes I feel discriminated by the Western-Europe students cause I am from the Eastern Europe: jokes, rude attitude.

Nearly every teacher highlights my background and how different are people in my country in a negative way. Recently the seminar teacher used the mentality of my nationality as an example of culture where people do not trust each other and only care about getting rich.

...Moreover, some of my classmates when they want to comment on an intercultural incident (part of the curriculum) say "I am not being racist, but..." and then they say things which are racist. They say things such as "western culture is better because of our economies"; "Black people exaggerate", etc and no one seems to notice how oppressing this actually is to people of color. Nobody cares about their experience.

Being told my culture is "bad" because we are poor in class

A teacher saying "we should add a girl to the list, before they start complaining"

"it's understandable that police are killing black kids in the US because the black criminality is very high" told in class

Teacher said to a Chinese girl "if I say anything that sounds like that (her name), I mean you"
"Black people are always taking everything as racism, NOT EVERYTHING IS RACIST!" Told by a boy in my honours class

These experiences, hateful reactions and denials are evidence that the "respecting and active tolerant" climate Hanze is aiming for (strategic policy 2020) is not realized and needs a lot of work.

Support

Quite a large number of the respondents, 59,6%, said they would support diversity & inclusion initiatives like a diversity policy and the SCDAI.

I would love to see people caring about the oppression of minorities. That is why Hanze UAS or a student union needs to take action to make people more aware and less ignorant and discriminatory

I believe that more core activities need to be done for diversity and inclusion, because of the lack of awareness that exists at Hanze. The more we don't talk about diversity topics, the more we allow for people to feel excluded and deny the responsibilities that need to be taken into account for diversity topics

Conclusion

Discrimination, exclusion and having prejudices is very present at the Hanze UAS. Besides these experiences people have, we've also identified that there is a lack of awareness and understanding by a large group of students. Looking at the the policies and efforts, as well as by looking at other universities, Hanze UAS fall short of having a coordinated commitment to diversity & inclusion. Therefore it is of high importance to make diversity and inclusion a focal point in the strategic policy of the Hanze, including a concrete action plan to make sure that every student feels like they belong to the Hanze community. Not only will this be beneficial to the Hanze community, a commitment to D&I is also beneficial to attract new students from all around the world and for the image and reputation of the Hanze.

By looking closely at how the Hanze currently deals with diversity and inclusion, the strategic policy has been consulted. Two important values have come forward where a diversity and inclusion policy perfectly would fit in. The respect and active tolerance value, and the individual development value. Yet, looking on the website of the Hanze, not a single relevant result shows up when searching for the term 'diversity' or 'inclusion'. The only effort that has been identified to contribute to the active tolerance value is the creation of a silence room. Whilst this is a great effort, it is possible to say that Hanze fails to capture the full complexity of diversity and inclusion, and highlighting individual's uniqueness. By looking at the best practices by other universities, it is highly important to employ a committed diversity officer to create and execute an effective diversity policy.

Furthermore, by looking at the staff composition of the SCMI, it is valid to say that it does not resemble the actual population of The Netherlands in terms of race or ethnicity. This is something that the survey respondents also expressed their dissatisfaction about. Students would like to see the staff to be more diverse. This is not the only thing students have expressed their dissatisfaction about. The survey has brought forward that students have felt excluded, and were in the presence of unacceptable discriminatory language and stereotyping. A lack of awareness by the students when it comes to diversity and different identities is also creating a space that students experience as unsafe and uncomfortable. This proves that there is a need for a more inclusive community for students, especially those who are considered a minority group based on their race, ethnicity, sexual orientation, gender identity.

After conducting research one is able to draw several meaningful and important conclusions which the Hanze UAS should take into consideration when talking about the development of the organisation. To begin one can start with the most important result, which can be derived from the conducted research. This conclusion entails the realisation that if the institution will not incorporate structural changes such as designing a diversity policy it might be the case that the competitive advantage will affect the organisation negatively in the future. Looking at aspects such as societal awareness regarding issues such as diversity and inclusion one experiences a shift towards a drastic increase of awareness regarding the aforementioned topics. These societal changes will have a definite effect on the institution if they are not being dealt with in the form of for instance creating a policy. Furthermore, operates the Hanze UAS within the society of Groningen which has faced a demographic change throughout the last years which will in conclusion also have an effect on the institution.

Talking about changes within the society one also needs to take a look at stakeholders such as the European Commission on education and training. After conducting desk research we are able to state clearly that a diverse learning culture is something the commission highly appreciates. However, this

appreciation is linked to several aspects such as a clear declaration of the institution on how cases of discrimination might be handled if they are occurring and how the organisation ensures a diverse learning community for everyone included in the learning process. An example of such a declaration is for instance the Charter of diversity of the European Commission.

In conclusion we would highly recommend the institution to take steps into taking comprehensive measures to becoming a more diverse, inclusive, socially just and accepting learning and working environment for students and staff. This includes:

- Appointing a diversity officer
- Creation and implementation of an effective and elaborate out diversity policy
- Acknowledging and supporting the Student Center for Diversity Awareness and Inclusion fulfill its mission to foster and provide an environment of inclusion and respect at the Hanze UAS.