

Diversity Management in Higher Education: Motivations and Implementation

A comparative case study on universities in the United States and the Netherlands

Abstract

This study aims to provide a new perspective on understanding and analysing diversity management in the higher education sector. It highlights the importance of motivation towards diversity management and the interplays between motivations and the actual policies implemented. Through conducting narrative analysis on motivation discourses adopted by universities and comparing it with the implementation level of diversity management, this thesis aims to scrutinize the consistency between the motivation narratives and actual diversity policies, to understand the approaches of selected universities in this study. This research is an ambitious attempt to conduct a comparative case study on two vastly different countries; the United States and the Netherlands.

Keywords: diversity management, narrative, discourse, diversity policies

Name: Gabriela, Tsz-ying LAI(478702)

Msc Public Administration (Governance of Migration and Diversity)

First reader: Mark van Ostaijen Second reader: Zeynep Kasli

26148 words (including references; excluding appendices)

Table of Contents

Chapter 1. Introduction	4
Chapter 2. Theoretical Framework	8
Private vs public	8
Organizational inconsistency	10
2.1 Motivations	12
Motivation Triangle.....	13
2.2 Types of diversity policies	14
Categorization of diversity policies for the higher education context	17
Chapter 3. Research Design	19
3.1 Methodology.....	19
3.2 Data collection	20
3.3 Operationalization	21
Paradigmatic narrative analysis	21
Motivations	22
Diversity Policies Categorization.....	24
Consistency	26
3.4 Case selection	27
Campus diversity statistics of selected universities.....	29
Diversity Index	29
3.5 Terminology	34
3.6 Ethical consideration and reliability.....	35
Chapter 4. Background	36
4.1 Education System.....	36
4.2 Legislations.....	37
4.3 Founding background of diversity office at selected universities	39
Chapter 5. Empirical Findings	41
5.1 Motivations	41
1. Social justice/moral.....	41
2. Legal	43
3. Economic.....	44
5.2 Diversity policies	47

1. Admission.....	47
2. MED.....	50
3. Information analysis.....	63
5.3 Case studies summary table	66
Chapter 6. Analysis.....	68
6.1 Motivations.....	68
Surface level.....	68
Narrative analysis.....	69
6.2 Categories of diversity policies	72
6.3 Consistency and diversity approaches of universities	74
Visual mapping.....	80
6.4 Reviewing expectations	81
Chapter 7. Conclusion.....	84
Chapter 8. Reflection	88
8.1 Scope and Limitation	88
On case selection	88
On Absence of policy documents	90
On Diversity size.....	90
8.2 Reflection	91
Bibliography	92
Appendix	96
Appendix 1- Interview Questionnaire.....	96
Appendix 2- Document analysis reference list	97
Appendix 3- meetings hosted by diversity office of San Jose State University	98
Appendix 4- Statistics on student performance gap of selected universities	100
Appendix 5. Interview Transcripts (The United States)	103
Appendix 5.1	104
Appendix 5.2	125
Appendix 5.3	132
Appendix 5.4	143
Appendix 6 Interview Transcripts (The Netherlands)	154
Appendix 6.1	155

Appendix 6.2	172
Appendix 6.3	191

Chapter 1. Introduction

This research aims to conduct a critical study on diversity policies for under-represented minority students in public universities through the lens of investigating policy motivations, the actual policies implemented, and the consistency between the two. I believe that such an evaluation has high societal and theoretical relevance.

Higher education has an emancipative role for underprivileged groups, in providing knowledge and social mobility. This mission is particularly prominent among public universities considering that they are state-funded, and their tuition fees are usually more affordable than their private counterparts. Yet, very often, underprivileged minorities may encounter more difficulties in higher education than their majority fellow classmates (Severiens & Wolff, 2008). A strong disadvantage can be observed among ethnic minority students. Many researches have shown that ethnic minority students have been underperforming in higher education when compared to the ethnic majority students. There is a tension between the emancipatory mission of higher education institutions and the actual disadvantage found across under-represented minority students. This is where diversity management should step in, by providing help of different forms and allowing under-represented minority students to exploit their full potential, in order to thrive in higher education.

The fact that all students have to go through certain examinations and selection processes to be admitted to universities, and passing these screening systems, to a very large extent, is already a recognition of students' capacity from faculties and universities to which they were admitted. Yet, among these new students enrolling every year, there has been a constant performance gap between the ethnic majority and ethnic minority groups. Drawing on this phenomenon, I would suggest that this performance gap may indicate some structural problems within the institution, which also explains the need to review existing diversity management in universities. It is important for diversity officers to be honest and critical towards the work they have been doing, to ask themselves what the potential problems are which cause the underperformance of these capable minority students and what can be improved regarding diversity management to help them thrive in the higher education setting.

To critically review existing diversity management in higher education, I propose a three-fold structure of analysis; by first looking at the motivation behind diversity management, second regarding the actual policies implemented and third examining the extent to which they are consistent with each other.

Existing literature on diversity management has largely overlooked the importance of motivation. Across the literature referenced in this study, motivations behind diversity management are often under-explained, being introduced as only some background introductory knowledge in studies, or even omitted. In addition, there is a common presumption which assumes diversity management in public organizations is driven by legal motivation while diversity management in private organizations is driven by economic motivation. However, such presumptions overlook the complexity of diversity management. I would argue that motivations or drivers behind diversity management are, indeed, of utter importance and deserve extensive analysis for practical reasons.

Motivations inform universities on how to design and evaluate policies. Clearly defined motivations can mark the beginning of a successful plan for a diversity initiative (Arredondo, 1996). Failure to recognize underlying motivations can result in problems such as designing wrong policies, adopting inappropriate evaluation, failing to achieve desired outcomes, or setting inappropriate goals. I would suggest that higher education institutions are more susceptible to these problems for three reasons: size, bureaucracy and conflict of interests. Size refers to the size of universities, in terms of staff and students. Universities are large organizations with hundreds of employees and students to consider and public organizations tend to be larger than private organizations in size. On top of this, public universities are funded by government and often have more standardized and bureaucratic regulations to follow. In turn, this can impact a conflict of interest between school administrators, faculties, government and students. As a result, it becomes easier for diversity management in public universities to get lost in bureaucracy and divergent interests, overlooking the initial intention and becoming a machine which runs without a spirit, gradually deviating from its original course.

The constant underperformance of minority students is a sign to remind educators of the need to reflect upon their progress so far. It is possible that the diversity management approach

adopted is not fully appropriate or effective. Thus, instead of evaluating the effectiveness of individual diversity policies, there is a need to take a step back, and review the starting point; to identify the motivations of diversity management and to evaluate whether policies adopted resonate with the motivations.

There has been evidence suggesting that there may be a discrepancy between the surface level motivations and the actual policies implemented. Literature in education management have pointed out that organizational hypocrisy may take place in education institutions when there is inconsistency between what is preached and what is done (Kılıçoğlu, 2017). It is conceivable that diversity management can be very susceptible to organizational hypocrisy, when dealing with the interests of different parties in university. Some literature has assessed diversity management in higher education and reflected upon the problem of universities using diversity as a marketing strategy or as impression management. This raises an important concern of the genuine intention of universities which engage in diversity management, and whether diversity policies are really able to help under-represented minority students on campus.

This study aims to fill a gap in the existing literature by highlighting the role of motivation in diversity management in education institutions and critically evaluating the consistency in implementation. This research will investigate diversity management in public universities by conducting a comparative case study of two vastly different countries; the United States and the Netherlands, to provide a bigger picture of possibilities and variations in university diversity management.

The main research question is to evaluate and compare the overall consistency between motivation for diversity management and actual diversity policies implemented for under-represented minority students in universities from the two countries. This inquiry will be unpacked by an in-depth analysis on the two major components in this analysis; motivations and policies. The two domains will each be evaluated against a new framework which I have developed specifically for the analysis of diversity management in education institutions, which is drawn from relevant theories in business management and public administration disciplines. The framework will be further explained in the next chapter.

I believe that critically reviewing the consistency in diversity management can contribute to a starting point for diversity officers to review their existing diversity policies which help under-represented minority student populations on campus, by reflecting upon whether their actual policies are consistent with their initial motivations.

Chapter 2. Theoretical Framework

To examine the consistency between motivation and policies, this research builds upon two potentially conflicting rationales proposed by scholars. The first rationale explores diversity management approaches from the perspective of private-public opposition of organizations. The second approach focuses on the potential inconsistency, i.e. organizational hypocrisy, within an organization.

Private vs public

The first rationale is founded upon diversity management literature which illustrates different motivations for diversity management and their corresponding policies. This rationale is primarily based on two articles written by Sandra Groeneveld, van der Walle and Stijn Verbeek. The first article is on representative bureaucracy by Groeneveld and van der Walle (2010) while the second one is a comparative research case study by Groeneveld and Verbeek on diversity policies in public and private sectors (2012).

Firstly, in the article on representative bureaucracy by Groeneveld and Van der Walle, the authors proposed three dimensions of representative bureaucracy and corresponding measures under each dimension. 'Representative bureaucracy is concerned with the demographic composition of public organizations in order to mediate tensions between democracy and bureaucracy' (Groeneveld & Van de Walle, 2010). In short, representative bureaucracy can be simplified as the presence of diversity in a public organization. Among the three dimensions of representative bureaucracy suggested by Groeneveld and Van der Wall, two resonate with common concepts of diversity management in organizational management discipline, which are the 'equal opportunity' and 'diversity management' dimensions. Characteristics of the two types of representative bureaucracy can be summarized as follows:

The equal opportunity dimension is driven by factors including 'morality, legitimacy, democracy', and to achieve representative bureaucracy of the equal opportunity dimension, measures can be adopted which include intake quotas, equal opportunities policies and target recruitment. While the diversity management dimension is driven by 'performance, effectiveness, and efficiency', measures commonly found include diversity trainings, mentorship and networking programs (Groeneveld & Van de Walle, 2010).

Another article by Groeneveld and Verbeek is a research on the effectiveness of diversity policies in public and private sectors. Although effectiveness of policies is not a main focus of this thesis, some ideas from the article are relevant. The research findings suggest that in regard to policies concerned with increasing the influx of ethnic minorities into the organization, public organizations have a stronger emphasis on ‘hard’ policies such as, equal opportunity policies and affirmative actions. Alternatively, private sectors adopt less formalized ‘managing diversity’ initiatives with a focus on the ‘inner workings of organizations’ (Groeneveld & Verbeek, 2012).

Drawing on the ideas suggested by the two articles, it is possible to identify two types of motivation diversity management and their corresponding diversity policies.

Organization nature and motivations	Corresponding diversity policies
<p>Public organizations: diversity policies are motivated by morality, legality and social justice arguments.</p> <p>- Diversity definition grounded on group-based identity</p> <p>i.e. legitimacy founded upon equality and reflecting ethnic diversity of the population.</p>	<p>Policies that are designed to improve the influx or representation of under-represented minorities in an organization</p> <p>e.g. quotas, target recruitment, affirmative action, equal opportunity policies, etc.</p>
<p>Private organizations: diversity policies are motivated by economic arguments.</p> <p>- Diversity definition grounded on individual identity</p> <p>i.e. conceiving all individual organization members as part of the diversity within the organization and as human resource contributing to improving organization performance and added value to the organization.</p>	<p>Managing diversity policies focused on inner workings of organizations</p> <p>e.g. diversity training, networking programmes, mentoring programmes,</p>

(Groeneveld & Van de Walle, 2010; Groeneveld & Verbeek, 2012)

Expectation 1: Public and private organizations are driven by different motivations and have different diversity policies.

Expectation 2: A consistent approach in diversity management of public universities is expected to be driven by social justice or legal motivations, and show a strong emphasis on policies that improve the influx of under-represented minority students.

The above rationales have illustrated a theoretically ideal situation when the motivation behind diversity management is consistent with the actual implementation of policies. However, another rationale based on literature from education management suggested that inconsistency can take place and lead to organizational hypocrisy (Kılıçoğlu, 2017). This implies that diversity management of education institutions may not be as consistent as what diversity management theories suggest.

Organizational inconsistency

The second rationale is founded upon the concept of organization hypocrisy. Organization hypocrisy is originally associated with political organizations, as suggested by Nils Brunsson who defines it as a ‘fundamental type of behaviour in the political organization: to talk in a way that satisfies one demand, to decide in a way that satisfies another, and to supply products in a way that satisfies a third’ (Brunsson, 1989, p. 27) Developing this idea, Gökhan Kılıçoğlu suggested that education institutions are also susceptible to organization hypocrisy because conflicts of interests and values between different stakeholders are conceivable. Kılıçoğlu defined this situation as “whenever decisions are easily taken and publicly announced, but not acted upon in practice” (Kılıçoğlu, 2017, p. 120). Kılıçoğlu pointed out that there is an emergence of organization hypocrisy among schools caused by the raising emphasis on privatization of schools and neo-liberal policies from government regarding education. He states; “Today, education is based day by day on a market agenda and survival of the fittest” (Kılıçoğlu, 2017, p. 121).

In addition to the discussion on organization hypocrisy by Kılıçoğlu, some other researches have also specifically referred to ethnic diversity itself as a means of organizational impression management or a marketing strategy by education institutions and other organizations. Avery and McKay suggest that the presentation of ethnic diversity, regardless of the actual diversity level within the organization, is often used by organizations to attract under-represented minorities to join the organization (Avery & McKay, 2006). In the particular context of higher education, Nguyen and LeBlanc pointed out that image and reputations are often used as a ‘positioning instrument’ to influence the choices of students in education institutions in the decision to enroll

or whether to continue their study in the same institution (Nguyen & LeBlanc, 2001). There is evidence showing that ethnic diversity is used as an impression management or self-presentation strategy for universities (Boyer, Brunner, Charles, & Coleman, 2006). Boyer and Brunner cited San Diego University as an example of the misrepresentation of ethnic diversity as a marketing tactic. The university was accused of presenting many ethnically diverse images in promotional materials, while it was reported that students were disappointed by the actual level of ethnic diversity after enrollment. These discussions further support the argument that diversity management in universities are vulnerable to inconsistency, particularly when economic incentives or motivations relating to marketization of education and image building of the school are involved.

In short, organizational hypocrisy, i.e. inconsistency, may take place when there is a gap between what is preached and what is practiced. Thus, it is important to identify the surface level motivations and underlying motivations behind diversity management for under-represented minority students and compare it with the actual policies practiced, to evaluate the level of consistency between the two components. In the case of public universities, despite being considered of as public organizations, it is conceivable that they are also susceptible to economic incentives of promoting diversity management and ethnic diversity as a way of impression management or brand-building.

Expectation 3: Diversity management in public universities are more susceptible to inconsistency when specific kinds of economic motivations can be identified.

The above discussion has extensively discussed what a consistent diversity management approach between motivation and actual policy implementation should look like and suggests possible conditions which may lead to inconsistency between the two components in the case of a higher education setting. The following sections in this chapter will be devoted to further enquiry into each of the two domains, i.e. motivations and diversity policies, separately with an aim to fine-tune existing theories on the two components to develop new frameworks particularly for the analysis of motivations and diversity policies in public universities.

2.1 Motivations

Across the literature on diversity management, there is numerous discussion on the motivation behind diversity management, but the focus of these discussions vary with discipline.

Most literature from organizational management and human resource disciplines, support diversity management with economic justifications, using examples such as; a diverse workforce can increase company access to different markets, can increase creativity and can contribute to problem solving the ability of teams (Cox, 1991;Cox & Blake, 1991;Roosevelt, 1992;Marquis, Lim, Scott, Harrell & Kavanagh, 2008). Cox listed six comparative advantages which diversity can bring to an organization, which are: cost, resource, acquisition, marketing, creativity, problem-solving, and organizational flexibility (Cox, 1991). In addition to the business discipline, discussions on diversity management are also found in literature from the educational field. Other than general economic drivers suggested by the authors discussed above, Launcelot I. Brown attempted to provide a ‘corporate view of diversity’ to justify economic motivation with an argument that is absent in business management literatures in general. He pointed out that the trend of valuing diversity in private sectors indirectly encourages diversity management in universities. Considering private enterprises as employers of university graduates, their demand for workers with ability to work in diverse environments, drives universities to allocate attention and resources in providing relevant education experience to their students. (Brown, 2004). However, business management approach alone, is not enough to justify the necessity of having diversity management in universities (Gotsis & Kortezi, 2015).

From business and human resources management literature, George Gotsis and Zoe Kortezi suggested that there are three major motivations of diversity management: economic, moral and legal (Gotsis & Kortezi, 2015). From a moral perspective, diversity is seen as a matter of social justice; from a legal perspective, diversity is seen as a requirement that needed to be fulfilled in compliance with laws; from an economic perspective, diversity is an asset to organizations and brings economic benefits. A similar approach can be found in *Corporate Social Responsibility and Diversity Management* by Hansen and Seisterstad. The authors suggest that there are two ‘lines of argument’ justifying diversity management, the social justice line rests on the ‘principle of equity and an equal society, the utility line (i.e. economic perspective) is based on ideas of business operation and human capital’. In addition to the two arguments, they suggest

a third paradigm for diversity management, termed as ‘discrimination and fairness’, which is a legal paradigm. This paradigm proposed by Hansen and Seisterstad is defined as the ‘effort to comply with legal requirements’.

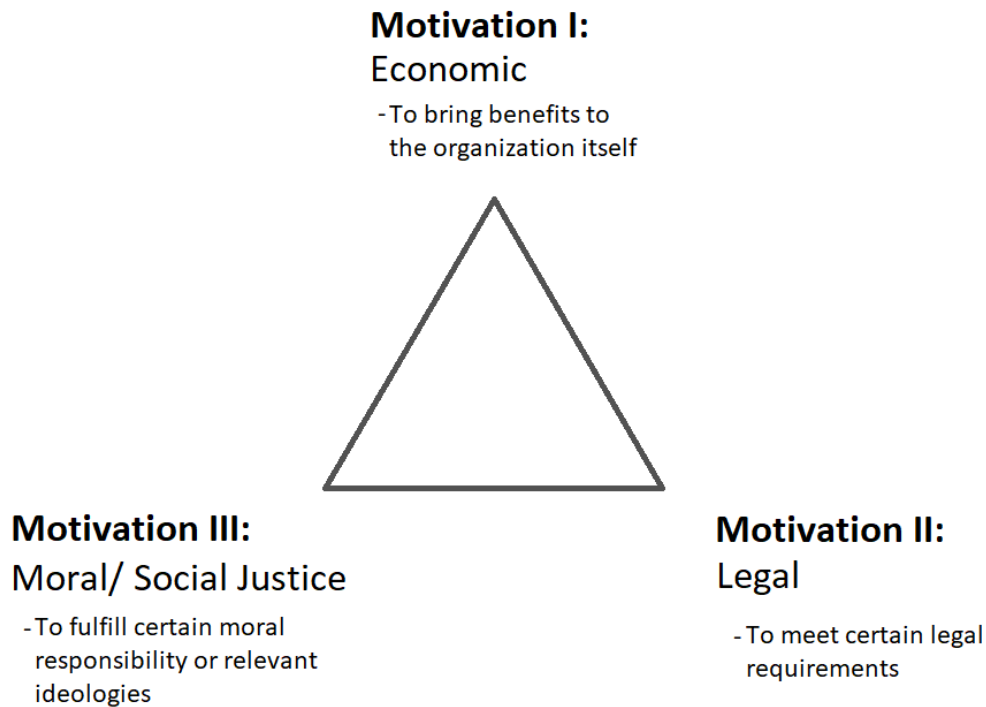
From the Public Administration field, articles contributed by Stijn Verbeek, Sandra Groeneveld and Rinus Penninx, address diversity management mainly from a social justice and legal perspective, with similar explanations (Verbeek, 2009, 2011, 2012; Groeneveld & Verbeek, 2012; Verbeek & Groeneveld, 2012; Verbeek & Penninx, 2009). In the *International Handbook on Diversity Management at Work*, the chapters focus on diversity management in different countries from a legal perspective by tracing the history of diversity related legislations (Klarsfeld, 2010).

Motivation Triangle

Across literatures from different disciplines on diversity management, common discourses on motivation or justification for diversity management can be observed. They are narratives surrounding three central themes, i.e. moral or social justice, economic and legal themes. These three perspectives have summed up all the arguments or justifications for diversity management across literatures referenced in this study. Although not every literature covers all three diversity motivations, they all cover at least one of the three and no other narratives are observed outside these three major justifications from the literature (Archer, 2007; Bleijenbergh, van Engen & Terlouw, 2010; Cox, 1991; Golembiewski, 1995; Gotsis & Kortezi, 2015; Greene & Kirton, 2009; Groeneveld & Verbeek, 2012, 2012; Hansen & Seierstad, 2017; Hay-Thomas, 2004; Lillevik, Combs & Wyrick, 2010; Marquis, Lim, Scott, Harrell & Kavanagh, 2008; Verbeek, 2009, 2011, 2012).

Although in some literature, social justice and legal motivation are treated together as one type of motivation (Hansen & Seierstad, 2017; Groeneveld & Verbeek, 2012), I believe there is a need to separate the two, for the reason that the concept of legality does not equally compare to justice. There is also a big difference between a motivation to meet certain legal requirements, which is very often a passive or reactive response; and a motivation to realize certain social justice ideology, which can be both of proactive and reactive nature.

Thus, in this thesis, the three motivations for diversity management, which are social justice, economic and legal justifications, will be used as the central theme for the narrative analysis.



(Figure 1. Motivation Triangle)

2.2 Types of diversity policies

Another major component in this research in understanding diversity management of public universities is the actual policies implemented. There is extensive literature on diversity policies available, however, not all of it is suitable for this particular analysis through the consistency lens. Drawing upon some types of policies that were mentioned in the previous section on consistency, three existing theories on categories of diversity policies which share similar ideas and resonate with each other are identified as follows.

Sources	Categorization of diversity policies			
Hansen et al., etc	EEP/ EEO	AA	Managing diversity /Diversity Management	
Marquis et al.	Recruitment		Advancement	Retention
Verbeek	Increase influx		Manage existing diversity	
				Analysing representation of existing diversity

The first categorization is primarily based on Critical Studies in *Diversity Management Literature: A Review and Synthesis* by George Gotsis and Zoe Kortezi. In chapter two, three major types of diversity management policies are identified, which are; Equal Employment Opportunities (EEO), Affirmative Action (AA) and Diversity management (MD) (Gotsis & Kortezi, 2015). This categorization is commonly found in literatures on diversity management from both public administration and business management. There are often slight variations in the names of these categories across different literatures, for example, Equal Opportunities (EO) (Hansen & Seierstad, 2017), Employment Equity Policies (EEP) (Verbeek & Penninx, 2009) and Equal Employment Opportunities (EEO) (Mensi-Klarbach & Leixnering, 2017) are essentially referring to the same thing in different countries.

EO refers to a non-discriminatory initiative to ensure equal opportunities are available for everyone regardless of their race, gender, etc. Underlying EO is the idea of opportunities based on sameness, i.e. treating all people in the same way with fair procedures (Hansen & Seierstad, 2017). As opposed to EO, AA is a type of policy based on positive discrimination. It aims at ‘increasing the numerical representation at the workplace of historically underrepresented groups.’ (Gotsis & Kortezi, 2015)

Lastly, MD is defined as ‘voluntary organizational actions designed to generate a process of inclusion of employees from different backgrounds to the formal and informal organizational structures through particular policies, events and initiatives’ (Gotsis & Kortezi, 2015).

This categorization method focuses on the legal dimension of diversity management. Firstly, EO and AA initiatives are often a compulsory legal requirement from governments for companies to follow, therefore, they are mainly driven by legal and social justice motivation.

While MD is not an established legal requirement, it involves voluntary initiatives taken by organizations to promote diversity as an asset, which is deeply embedded in the 'Business Case' narrative, i.e. an economic perspective (Gotsis & Kortezi, 2015).

Besides the compulsory vs voluntary dimension, another important differentiation, between EO, AA and MD, is their 'units' of diversity. EO and AA focus on group differences, such as ethnic groups and adopts a collectivist approach in managing diversity. Meanwhile, MD emphasizes individual differences and attributes, it does not target any specific groups of an organization, but 'potentially all the employees of a given organization' (Gotsis & Kortezi, 2015).

The second categorization offers a perspective from human resources and organizational management, limiting its focus to within an individual organization (Marquis, Lim, Scott, Harrell & Kavanagh, 2008). Authors identify three types of diversity policy as the starting point of diversity management. The three foundational types of initiatives are divided according to three major functions of human resource management, i.e. 'recruiting', 'promotion', and 'retention' (Marquis, Lim, Scott, Harrell & Kavanagh, 2008).

In terms of 'recruitment', policies should aim at attracting applicants from diverse backgrounds. Methods include promoting a diversity-friendly culture to potential applicants, advertising job hire through minority channels and appointing diverse recruiting staff (Marquis, Lim, Scott, Harrell & Kavanagh, 2008). As for diversity initiatives on 'promotion', attention is devoted to ensuring that performance of individuals are fairly assessed and individuals should be given an equal chance in pursuing achievement regardless of their ethnicity, gender, etc. (Marquis, Lim, Scott, Harrell & Kavanagh, 2008) Lastly, the 'retention' category refers to policies that aim to retain employees of diverse backgrounds. Policies of a widely different nature can also be put under this category if they can (directly or indirectly) serve the goal of retaining organization members of minority (Marquis, Lim, Scott, Harrell & Kavanagh, 2008). Examples include: training opportunities for employees, community building activities and financial support for diversity initiatives.

At this point, some common ideas between the first two categorizations can already be observed. Recruitment policies for diversity, according to Marquis et al., covers (but is not limited to) EO and AA; while MD, as proposed in the first categorization covers very similar ideas to

‘retention’ and ‘advancement(/promotion)’ in the sense that these three categories focus on the management of diverse populations that are already existing within an organisation. This observation takes us to the third categorization method.

The third and final categorization method was mentioned in the previous discussion on consistency. Sandra Groeneveld and Stijn Verbeek proposed a categorization of policies based on their goals. Policies are divided into groups. The first group of policies has an aim to ‘improve the influx of ethnic minorities in an organization’, the second group has an aim to ‘improve management of a diverse workforce in organizations’, and the third group is to ‘analyse ethnic minority representation’ (Groeneveld & Verbeek, 2012). Groeneveld and Verbeek listed EO and AA as policies under the first group, because these two measures both share the aim of recruiting/attracting potential employees of diverse backgrounds. As for the second group, the core idea is to improve management of existing diverse populations in an organization, which is very much the same idea proposed by Gotsis and Kortezi in the first categorization method. Yet, for the last category of policies which aims at analysing representation of diversity representation, it should be seen as an additional independent category which does not match with any previous categories. The ‘analyse’ category can be seen as adopting a supporting role for other categories of diversity policies suggested in the first and second categorizations, i.e. data produced from analysis can be used to formulate other diversity initiatives, like EO, retention initiatives, etc.

These three categorizations are very useful in analysing diversity policies in ordinary organizations. However, to analyse diversity policies in education institutions concerning students, adjustment is necessary as the above theories address employment relationships, while the relation between students and universities is very different.

Categorization of diversity policies for the higher education context

Based on the three theories above, a new categorization is designed for this research, which will be adopted as the core structure in later analysis. It is an organization-level focused categorization, with public university as the primary focus level. This categorization aims to extract and combine advantages from previously mentioned theories, and to tailor for the analysis of the higher education sector. For analysis in this research, policies will be grouped into three categories:

- 1) Admission
 - a. Equal opportunity
 - b. Affirmative measures
- 2) Managing Existing Diversity (MED)
 - a. Integration
 - b. Advancement
- 3) Information Analysis

- 1) Admission: diversity policies that concern admission of under-represented minority students, will be grouped into the admission category. This category will be subdivided by equal opportunities and affirmative measures depending on their discriminative nature, i.e. non-discriminatory (equal opportunities) and positive discriminatory (affirmative measures) respectively.
- 2) MED: diversity policies that concern enrolled students will be listed under this category. Subcategories of MED include 'advancement' and 'integration'. Policies concerning the academic achievement and performance of minority students belong to the 'advancement' category, while policies concerning the participation and integration of minority students in non-academic areas belong to the 'integration' category.
- 3) Information analysis: any policies which aim to generate knowledge and facilitate the gathering and exchange of information on existing ethnic diversity of students on campus will be put into this category.

Chapter 3. Research Design

The goal of this research is to understand diversity management for under-represented minorities in public universities by highlighting the important role of motivation behind diversity management and examining the consistency between two major domains; motivation level and the implementation level of diversity policies. This research conducts a comparative case study between two countries, the United States and the Netherlands, with the aim to provide a bigger picture on how diversity management for under-represented minority students may vary on different parts of the world. With the aim of examining the consistency between the two major domains, the main research question of this thesis is:

To what extent are the motivations of diversity management for under-represented minority students consistent with the actual policy implemented within public universities and why?

This inquiry will be further unfolded with the following sub-questions:

- What are the *motivations* of diversity management for under-represented minority students in selected university cases?
- What are the *diversity policies implemented* to address under-represented minority students?
- To what extent do the motivation narratives and the actual policies implemented display a *consistency*?

Based on theories referenced and the expectation proposed in chapter two, it is expected that public universities will be driven by social justice motivations and employ corresponding diversity policies, emphasizing admission for their under-represented minority student population. However, it is also expected that there may be a higher potential of inconsistency when a significant economic incentive related to image building or marketing of the university can be found.

3.1 Methodology

With the above research goal and research question proposed, a qualitative research method is identified to be of best fit to this research. This decision is based on two major considerations. Firstly, the motivations behind diversity management, under most circumstances, is not directly observable. Motivations are constructed by the university and are presented through different

forms of narratives, thus, a qualitative approach consisting of narrative analysis is the most suitable. Secondly, as suggested by expectations, inconsistency may take place, which means the surface level agenda may not be consistent with the underlying agenda, this can be better identified with the help of a qualitative analysis over a quantitative one.

The information this research aims to look for includes official narratives on motivations for diversity policies targeting at under-represented minority students, and numbers and information on the actual relevant policies implemented. The data collection methods are as follows.

3.2 Data collection

Data collection of this research project is a qualitative analysis based on interviews with diversity officers of universities and on official documents available.

Method 1: Explorative interviews

To begin, one explorative interview was conducted with an expert from each country with the aim to prime and sensitize the interviewer on the topic for later interviews. Explorative interviews were done in an unstructured interview format. For the United States, the explorative interview was conducted with Dr. Kathleen Wong(Lau), Chief Diversity Officer of San Jose State University. For the Netherlands, the explorative interview was conducted with Dr. Rick Wolff, an expert whose research interests regard minority student success in higher education. Dr. Rick Wolff is also the author of the diversity monitor reports of Leiden University and Erasmus University Rotterdam.

Method 2: Semi-structured interviews

Next, interviews were conducted with selected universities for the comparative case study. Diversity officers of selected universities were interviewed because they are usually the most knowledgeable personnel who specialize in diversity management at their universities. These interviews were conducted in a semi-structured format, with a questionnaire comprising of mainly open-ended questions and one closed question to end (Appendix 1).

Method 3: Policy document research

As for the analysis of documents, documents from three major sources were used. The three sources are: official websites of selected universities, official documents obtained from selected universities and official documents produced by governmental or academic research institutions. Examples include strategic plans, annual survey reports, mission statements, third-party monitor reports, etc. Data was obtained through official websites, staffs from corresponding departments or interviewees directly (Full list of documents referenced- Appendix 2).

The aim of interviews and document analysis is to find out information on motivations or drivers for diversity management, and actual policies implemented in selected universities, to answer the research question of this thesis. Data obtained was coded or categorized according to tables in the operationalization section.

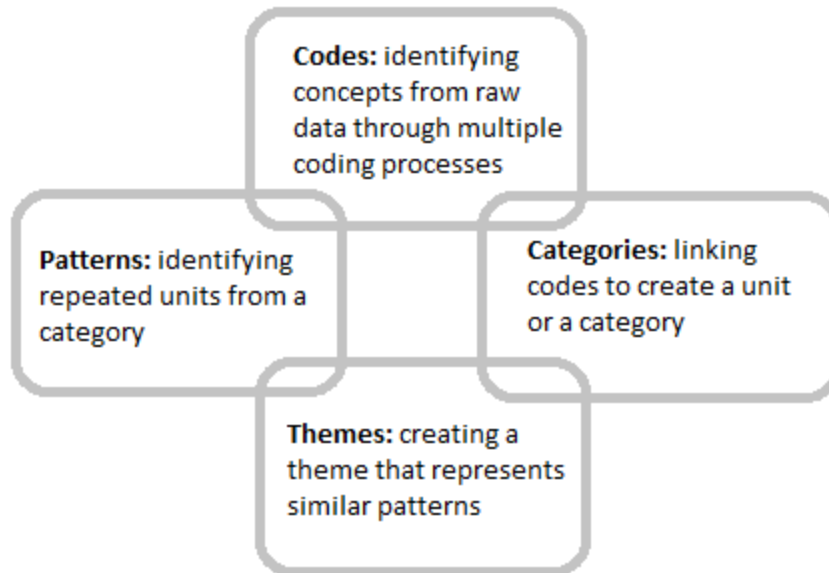
3.3 Operationalization

The two major components in this research: motivations and diversity policies were operationalized in the two following tables for later analysis.

Paradigmatic narrative analysis

When diversity management is practised in an organization, it is usual that only the actual policies are directly observable, while the motivations often remain 'behind' the curtain. Motivations are not tangible and can only be present through mediation and narration, for example, motivation can be found in mission statements or speeches. It is important to be aware of the mediated nature of these motivations and that they are essentially different forms of narratives. Thus, to understand motivations or drivers behind diversity management in organizations, there is a need to look at narratives.

In Narrative Data Analysis and Interpretation, Kim explained four basic elements in the analysis of qualitative data, which are Codes, Categories, Patterns and Themes (Kim, 2016).



(Figure 2. Four elements of a paradigmatic narrative analysis)

According to Kim, the process of going through the four basic elements begins with coding raw data, i.e. ‘find a word or short phrase that can be an attribute for a portion of your data’ (Kim, 2016, p. 188). Then combine related codes to generate a category, followed by patterns identified across categories and lastly, build a theme based on the pattern. With reference to this structure, it is possible to identify the corresponding codes, categories, patterns, and themes of narratives on motivations across literatures, which allow us to operationalise the ideas in a concrete manner. This method recalls the ‘Motivation Triangle of Diversity Management’ concept proposed in chapter 2, which is a theme generated based on the observation and analysis of the three remaining elements. The motivation triangle identified three dominant narrations on motivations which can be expected from cases in real life. The other three elements, pattern, category and codes, will be further addressed in detail in the next section.

Motivations

Based on the four elements suggested by Kim, the ‘motivation triangle’ was derived as a theme. This theme was founded based on the repeated pattern observed where motivations behind diversity management in universities always fall into three patterns: social justice, economic and legal. The three motivations are defined with the understanding of consolidated definitions and

core ideas(categories) across literature. These definitions are identified through a list of common keywords (codes). During interviews, keywords were expected to appear in answers from interviewees and their answers will be matched with the corresponding motivations

Pattern-Motivations	Categories-Central ideas	Codes- Keywords/indicators include, but not limited to...
Economic	<p>-The notion is that diversity can bring benefits in terms of innovation, effectiveness, efficiency, profits etc.</p> <p>-Founded upon rational and utilitarian discourses on maximizing values and profit. Viewing differences or diversity as assets of the organization</p> <p>-Focus on benefits or profit to the organization itself.</p> <p>-Viewing minority members as individuals and human resources of the organizations</p>	<p>Costs, resources, creativity, problem-solving, flexibility, utility, money, funding, strategies, assets, add-value, capital, business, performance, advantage, marketization, impression management, image building, human resources, employment, career</p>
Moral/Social justice	<p>- The notion of diversity are equity, democracy, justice, and inclusiveness.</p> <p>- Founded upon and empathy towards underprivileged groups and a responsibility to compensate or correct their disadvantaged situation.</p>	<p>Equality, discrimination, rights, equal opportunities, right, justice, fairness, democratic, representation, ethical, social responsibility, ethnicity, representation, group identities</p>

	<ul style="list-style-type: none"> -Through fighting against discrimination and promote diversity - Focus on the benefits to serving target, i.e. minority students, or the society as a whole -Viewing minority members as collectives according to their ethnic groups 	
Legal	<ul style="list-style-type: none"> - The notion behind is compliance and punishment, definitive in nature. - Founded upon existing legislation or regulations which defines legality and legitimacy of action. - Do not refer to any mentality of gain or benefit, instead, the focus is only on a literal assessment according to legal statements, i.e. whether the rules are observed or not. -Punitive elements may appear 	Legal, illegal, recognition, qualification, regulation, legitimacy, obligations, government, rules, punishment

Diversity Policies Categorization

The second domain for this analysis is actual diversity policies. An in-depth look at individual initiatives and policies is crucial for verifying the consistency between the vision level and the implementation level.

Keywords were identified to categorize different initiatives under the three main categories, i.e. admission, MED, and analysing diversity, as proposed in previous chapters. It is possible that a single initiative can fit into more than one category.

Category	Explanation	Serving Target	Keywords examples
1) Admission	Policies that aim to increase admission of minority students	Prospective Students	recruitment, admission, etc.
a. Equal opportunities (EO)	Non-discriminatory measures aiming to increase minority student inflow		Non-discriminatory, equal opportunity, equal treatment, etc.
b. Affirmative Measures	Positive-discriminatory measures aiming to increase minority student inflow		affirmative, specific ethnicity, etc.
2) Manage Existing Diversity (MED)	Policies concerning existing student population	Enrolled students	current students, campus diversity, atmosphere, etc.
b. Integration	Policies addresses areas other than academic e.g. education workshops of diversity and inclusion in student housing		student life, activities, student bodies, housing, integration, etc.

a. advancement	Policies that concerns academic performance or other academic activities e.g. complaint mechanism for students regarding suspect discrimination in grading		grades, performance, drop-out, graduation, passing, etc.
3) Analyse diversity	Initiatives with an aim to gather, exchange, and analyse data or information on diversity e.g. diversity survey, reporting system	No direct target	analyse, measures, survey, reports, research, evaluation, etc.

Information on actual diversity policies for under-represented minority students have been obtained from interviews and official policy documents. However, not all related policies will be categorized and presented in the findings. A minimal screening of related diversity policies has been done to filter out policies of which sufficient information or details are not available. Considering this research is a qualitative research, diversity policies are not analysed simply based on their quantity, instead, they are analysed in terms of their relative importance. If a policy is of enough importance, there should be at the least, information explaining what the policy is about. Thus, policies without sufficient description or information are omitted in the findings as it is difficult to categorize them and they may not be of enough significance.

Consistency

To evaluate the consistency between motivation and findings on the two domains this will be compared with the expectations based on ideal consistency, as below. It is expected that universities in this research should conform with the social justice narratives on motivation and show an emphasis on diversity policies regarding admission.

Dominant motivation narratives	Corresponding diversity policies
Social Justice narratives reflected through keywords include equality, social responsibility, ethnicity, etc.	Emphasis on admission policies concerning increasing influx or prospective ethnic minority students
Legal narrative reflected through keywords include regulations and legal restrictions	Emphasis on policies particularly designed to fulfil or respond to the relevant legislation
Economic narratives reflected through keywords like marketization, efficiency, value-adding, etc.	Emphasis on policies regarding internal diversity and the internal working of the organization with focus on individual differences over ethnic groups

3.4 Case selection

Both the Netherlands and the United States are known for their liberal attitude towards racial diversity. In the 1990s, with labour migration taking place, the Netherlands was recognized as an immigration country (Geddes & Scholten, 2016) and it has since then adopted a multicultural approach (Scholten, 2011). Although the situation has changed, later in the 2000s the countries shifted towards a more assimilationist approach (Geddes & Scholten, 2016). The United States has branded the nation as a ‘melting pot’ for decades., There is also criticism of this melting pot as a myth, with arguments suggesting that there has been an underlying responsibility by migrants to assimilate and those who fail to assimilate are often excluded (Thomas, Mack & Montagiani, 2004). The two countries nonetheless have a very ethnically diverse population.

Selection process

For the case of the United States, interviews were conducted in the state of California, due to the practical impossibility to travel across the nation limited by budget and time. The primary reason for choosing California was because of its historical background. During the early founding years of the United States of America, California was originally Mexican territory, until now, it is still of high cultural and geographical proximity to Mexico and Hispanic heritage. In addition,, California also has the longest history of voluntary non-western migration in the nation, which can be traced back to the 19th century (Takaki, 1989). These characteristics of ethnic and cultural

diversity make California an ideal case study of diversity policies. To narrow down the scope, the location of universities is limited to the San Francisco Bay Area with consideration of San Francisco's history which was initially where these non-western migrants settled in the United States (Takaki, 1989). The San Francisco Bay Area is still a highly diverse region in California.

For the case of the Netherlands, since the country is a lot smaller in comparison to the United States and the number of universities in each city or region is very limited, there is no need to limit the research to a single specific region of the country.

Emails were sent out to diversity offices of four public universities in each country, the United States and the Netherlands. The eight universities contacted by email were: San Francisco State University, San Jose State University, University of California, Berkeley, University of California, Davis, Erasmus University Rotterdam, Vrije University Amsterdam, Leiden University, and University of Amsterdam. These universities all satisfy the three criteria listed above. Case choices were decided based on self-selection of universities, i.e. universities which replied and agreed to be interviewed were automatically selected as cases for this research study. Due to a low response rate, snowball sampling was also adopted.

A total of five cases were confirmed, including three universities from the California State University system and two universities from different cities in the Netherlands. Snowball Sampling was used in the cases of the United States because of the low response rate. Out of four universities contacted, only one positive email response was received, from the Chief Diversity Officer at San Jose State University, Dr. Kathleen Wong(Lau). The other two interview cases, San Francisco State University and California State University, East Bay, were contacted with the help of Dr. Kathleen Wong(Lau). For the Netherlands, two positive responses were received from Erasmus University Rotterdam and Leiden University, out of the total four universities contacted.

Selection criteria

In this research, a comparative case study was conducted on diversity policies of universities in the United States and the Netherlands. Universities selected for analysis need to meet the following criteria:

- 1) Publicly funded
- 2) Existence of an independent diversity office
- 3) Heterogeneous student population

Criterion 1 is crucial because this research focuses on public universities, which have a stronger social responsibility in providing education for the public as they are funded by the government. Followed by criterion 2, which implies that the university is aware of this need and has taken efforts in managing campus diversity. Lastly, by criterion 3, 'heterogeneous' refers to having a diverse student population with a relatively higher presentation of under-represented minority students compared to the regional or national context. Criterion 3 implies that there is either a need for proper diversity management, or the ethnic diversity of students is the product of having proper diversity management.

Five cases are selected for this research: California State University, East Bay, San Francisco State University, San Jose State University, Erasmus University Rotterdam, and Leiden University. They are all publicly funded and have an independent diversity office. Furthermore, they all have a heterogeneous student population, which will be illustrated with statistical support in the following section.

Campus diversity statistics of selected universities

The following statistics are collected to support that the selected university cases meet criterion 3. This conclusion is supported based on two statistics: diversity index and the overall ethnic composition of the campuses.

Diversity Index

The diversity index is presented here to give a brief introduction to the diversity situation of university cases in this research. The Herfindahl-Hirschman Index (HHI) is used here to measure and compare diversity between universities. The HHI is a tool often used by business studies disciplines to measure market share and concentration. This index can also be used to measure the 'market share' of different ethnic groups on campus. The diversity index is calculated based on the latest statistics available from universities, i.e. for universities in the United States, the data obtained is from the school year of 2017; for universities in the Netherlands, the index is based on data from 2015.

Table 4.1- Diversity Index of all selected universities

	San Jose State University	San Francisco State University	California State University, East Bay	Erasmus University Rotterdam	Leiden University
Diversity Index*	0.249	0.237	0.226	0.371	0.487

(*Rounded to 3 decimal places)

In principle, the minimum and maximum value generated by this index is 0 and 1 respectively; closer to zero indicates a higher diversity, and vice versa. In the case of a Herfindahl-Hirschman Index of 1, it indicates an absolute domination of one single group. Under the Herfindahl-Hirschman Index calculation, given the same student composition, the more detailed the groups of minority students are divided, the lower diversity will be reflected in the index. Therefore, limiting the same number of categories can, to some extent, provide a more comparable ground. In this case, the categories of students are limited to five, thus, the minimum index value generable will be 0.2, which implies an equal proportion of all five groups of students. Thus, the closer to 0.2 the index is, the more diverse the university is. It is observable that universities in the United States have a very low diversity index value, which indicates a high diversity on campus. Universities in the Netherlands however, shows a higher diversity index value, which show a lower diversity. Yet, there is evidence supporting that these two universities have already out-performed most of the public universities in the Netherlands (see figure 3), later paragraphs will go further into detail.

It is worth noting that the university cases of the two countries categorise students using a different basis: ethnicity vs migration background. Despite the significant difference, for a better comparison, the number of ethnic group categories is limited to five. This is because the number of categories have a direct impact on the calculation of the diversity index. Ethnicity of students from university cases of both countries are divided into five categories: in the United States, according to ethnicity, while in the Netherlands, according to migration background.

The United States:

- i. Asian American and Pacific Islanders
- ii. African American/ Black
- iii. Hispanic/ Latino
- iv. White
- v. Other (e.g. Native American, etc.)

The Netherlands:

- i. Ethnic Dutch
- ii. First generation western migrants
- iii. Second generation western migrants
- iv. First generation non-western migrants
- v. Second generation non-western migrants

Ethnic composition

The following table illustrates the ethnic diversity of students in selected universities in the United States. It is observable that traditionally, under-represented minorities in higher education, i.e. African American and Hispanic students, have a higher overall presentation in these universities compared to their proportion in the corresponding counties which the universities are located. Asians, despite being slightly under-represented in selected universities, still make up a very large proportion of the student population. Thus, it is valid to conclude that these universities satisfy criterion 3.

Table 1 - Overall ethnic composition of enrolled full-time students in selected university cases in comparison to the corresponding county each university is located in, 2017/2018

Ethnic composition	California State University, East Bay	<i>Alameda county</i>	San Francisco State University	<i>San Francisco county</i>	San Jose State University	<i>Santa Clara County</i>
Asian American and Pacific Islander	23%	32.1%	25.4%	36.3%	32.8%	38%
African American/ Black	9.8%	11.3%	5.4%	5.5%	3.2%	2.8%
Hispanic/ Latinos	31.1%	22.5%*	31.2%	15.2%*	25.7%	25.6%*
White	15.6%	31.5%	19.8%	40.5%	17.2%	31.6%
Other	20.5%	6.4%	18.2%	5%	21.1%	5.3%

* According to US Census Bureau, 'Hispanics may be of any race, so also are included in applicable race categories'

(Source: California State University Statistical Reports and US Census Bureau)

The following table illustrates the ethnic composition of students in the two selected universities in the Netherlands.

Table3- Overall composition of students in terms of migration background, 2015

Migration background of students	Erasmus University Rotterdam	Leiden University
Ethnic Dutch	56%	67.8%
First generation western migrants	16.8%	9.8%
Second generation western migrants	4.7%	6.5%
First generation non-western migrants	8.5%	5.7%
Second generation non-western migrants	14%	10.2%

(Sources: Diversity Monitor EUR 2017, Diversity Monitor LU 2017)

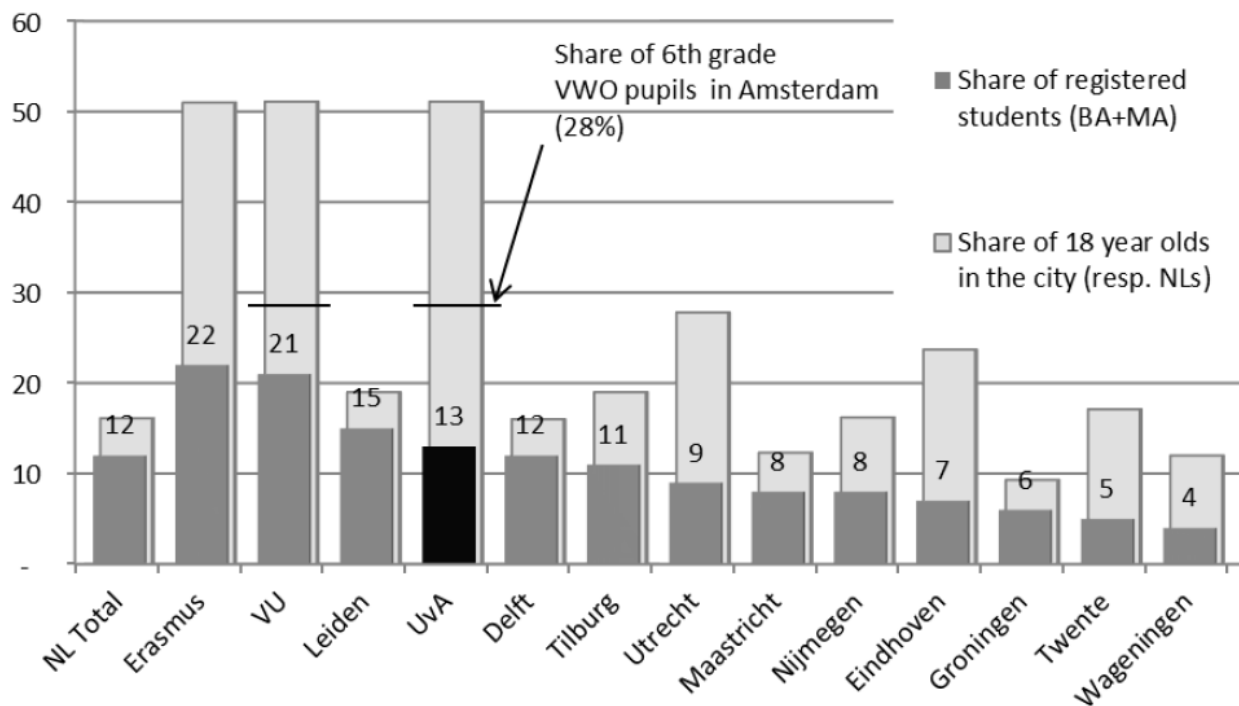
Table 4- Ethnic breakdown of student with non-western migration background, 2016

Ethnic background	Erasmus University Rotterdam	Leiden University
Antilles& Aruba	1.6%	1.4%
Surinam	4.0%	2.6%
Morocco	3.6%	1.7%
Turkey	3.7%	1.7%
Ant., Aruba & Sur.	5.6%	4.0%
Mor. & Tur.	7.2%	3.4%

(Source: Report of the University of Amsterdam Diversity Commission 2016)

Based on the above tables, it is easy to jump to the conclusion that these universities are not particularly diverse, when compared to universities in the United States. However, the two

selected universities. i.e. Erasmus University Rotterdam and Leiden University are in fact among the top-three most diverse universities in the Netherlands with the highest proportion of non-western background students. The figure below is extracted from the *Report of the University of Amsterdam Diversity Commission 2016*. The graph shows that both Erasmus University Rotterdam and Leiden University have out-performed other universities in the Netherlands and are ranked at the first and third places in terms of having the highest number of students with non-western background. Looking at the composition of citizens at the age of eighteen in Rotterdam, over fifty of them are of non-western background, while Erasmus University Rotterdam hosts twenty two percent of non-western background students, which is almost half of the entire non-western population at the age of eighteen. As for Leiden University, the statistics are even more striking. Less than twenty percent of the population at age eighteen are of migration background in Leiden, yet Leiden University houses fifteen percent of them. Thus, it is valid to conclude that the two universities have very diverse student populations in the national context.



Source: 1cHO 2015/2016 (universities); CBS Statline 2014 (cities); OIS 2015/2016 (VWO Amsterdam)

a) Includes VWO students and students with alternative secondary education. International students are excluded.

Note: Leiden is close to the Hague (where 47% of the 18-year olds have a 'non-western' background)

(Figure 3- ‘Share of people with “non-western” background^a’. Adapted from *Report of the University of Amsterdam Diversity Commission 2016*, by UvA diversity commission, 2016, p. 30.)

3.5 Terminology

Before moving on to the findings and analysis chapters, there is a need to clarify potentially confusing terms used in this thesis. To distinguish the categorization of diversity policies in the education sector, from the mainstream categorization which addresses workplace diversity, a few terms used in this thesis are slightly different from mainstream terms.

In this research, the terms ‘diversity policies’ and ‘diversity initiatives’ are used in an interchangeable manner. Very often, ‘policies’ are considered more formal and standardized in nature than ‘initiatives’, but the difference in formality is not a variable to be considered in this research, thus, it is of insignificant importance. Secondly, in many literatures, ‘diversity management’ or ‘Managing diversity’ refers to a specific method in addition to equal opportunity and affirmative action. The term was coined by Roosevelt Thomas in 1990, summarized by Groeneveld and Van de Walle as follows:

Like Human Resource Management approaches, diversity management focuses on the development of the individual, but moves beyond the abstract ideal worker on which HRM theories are often based. At the same time, however, diversity is not only defined in terms of socio-demographic characteristics as is the case in the equal opportunity approaches, but includes all kinds of ways that individuals can differ from one another (Roosevelt Thomas, 1990; Kellough and Naff, 2004). In addition to ascriptive (demographic) characteristics such as gender and race, personality traits and preferences are also adopted in the diversity paradigm. In practice, however, most managing diversity initiatives in organizations explicitly define the organizational workforce along gender and/or ethnic-cultural lines as do many scholars in the field (Groeneveld & Van de Walle, 2010).

In other business studies literatures, ‘diversity management’ or ‘managing diversity’ refer to a specific approach where characteristics include the focus on individual-difference, voluntary actions and market drivers. (Gotsis & Kortezi, 201; Hansen & Seierstad, 2017) However, in this thesis, diversity management will be used as a general term which covers all kinds of efforts in the management of diverse members in an organization; from equal opportunity measures to the specific ‘managing diversity’ measures.

‘Management of existing diversity’ (MED) will be used in this thesis, which covers but does not limit, specific diversity policies or initiatives under the concept of ‘managing diversity’ coined by Roosevelt Thomas.

Additionally, in some literature, the term ‘affirmative action’ refers to specific kinds of diversity policies of positive discrimination, under which preferential treatment is given to minority candidates in order to achieve equal results. Legal or regulatory elements are also embedded in the term ‘affirmative action’ (Groeneveld & Verbeek, 2012; Verbeek, 2011; Lillevik, Combs, & Wyrick, 2010; Golembiewski, 1995; Gotsis & Kortezi, 2015; Hansen & Seierstad, 2017). However, in this thesis, the term ‘affirmative measure’ is used instead to avoid the confusion with ‘affirmative action’ in its narrow sense, i.e. regulatory mechanisms. Affirmative measures in this thesis refers to any admission initiatives or policies which are positively discriminatory in nature, i.e. with specific emphasis on helping disadvantaged minority groups. Affirmative measures in this thesis can be understood as the opposite of ‘equal opportunity’, with the former aiming at helping a specific group to achieve equal result, while the latter strive to provide universal equal treatment regardless of group identities.

3.6 Ethical consideration and reliability

This research aims to present findings from interviews and policy documents with the greatest precision, honesty and impartiality without fabrication. Documents are obtained through official sources to ensure a high credibility. Interviews are conducted with given consent from interviewees. Interviewees were informed of their option to request for this thesis to be confidential before the interview. Their privacy is sufficiently safeguarded, and information is disclosed with their consent. Transcripts are produced true to reality and are published with consent from interviewees. Statistics presented are verifiable with the sources provided in a clear and traceable manner.

Chapter 4. Background

This chapter aims to provide background information and a context for later case studies on selected universities by sketching a general situation of diversity in higher education in the two countries: The United States and the Netherlands.

4.1 Education System

In the United States, students who are commonly around the age of seventeen to eighteen, need to obtain their high school diploma in their 12th grade or the final year of their high school before they can proceed to higher education or post-secondary education. After graduating from high school, there are three different options of post-secondary education. The first is to enrol in university for a four-year undergraduate programme; the second option is to enrol in a community college, which usually provides a two-year programme for further transition into an undergraduate programme offered by universities; the last option is to enrol in vocational training institutions, and the timespan can vary (USNEI, n.d.).

As for the Netherland, the system is relatively more complicated. According to the Education GPS webpage by OECD, at the age of 12, when students finish their elementary school education, they will be divided into three groups to receive different post-elementary education, namely VMBO, HAVO, and VWO. These three categories can be viewed on a spectrum. On the one end, as more practical oriented and with a lower requirement for enrolment scores. On the other end, VWO is a more academic path for students and has the highest requirement of enrolment scores among the three. HAVO is in between the two ends (OECD, n.d.).

VMBO can be directly translated as preparatory middle-level applied education, which can be understood as ‘pre-vocational training education’. It lasts for four years. After VMBO, students can choose to proceed to MBO, ‘middle-level applied education’, i.e. vocational training, or transfer to HAVO. With an MBO diploma, VMBO graduates can pursue further study in HBO (OECD, n.d.).

HAVO literally means ‘higher general continued education’ which lasts for five years. After graduating from HAVO schools, students can proceed further to HBO, ‘higher professional education’, in institutions which are often also known as universities of applied science. Another option is to transfer to VWO (OECD, n.d.).

VWO means ‘preparatory scholarly education’, which can be understood as preparatory courses for university undergraduate programmes. After obtaining a VWO diploma, students can pursue their study in universities for undergraduate programmes, as known as WO. HBO students can also transfer to WO (OECD, n.d.).

In this study, the focus will be on university level education, i.e. WO level in the Netherlands and university education in the United States.

4.2 Legislations

In both countries, there has been general anti-discrimination legislations implemented for decades. In the case of the Netherlands, the first legal document against racial discrimination was the Dutch Criminal Code of 1971, which was inspired by the International Convention on the Elimination of All Forms of Racial Discrimination, enforced by the United Nations in 1969. In 1983, discrimination has been prohibited under Article 1 of the Dutch Constitution, which stated that ‘All person in the Netherlands shall be treated equally in equal circumstances. Discrimination on the grounds off religion, belief, political opinion, race or sex or on any other grounds whatsoever shall not be permitted’ (Bleijenbergh, van Engen & Terlouw, 2010). This article served as the principal for many other anti-discrimination legislations, including the Equal Treatment Act. The Equal Treatment Act, implemented in 1994, is the major legislation on equality under the current Dutch legislation system. However, it only covers equality under two conditions. Firstly, under employment conditions, which include paid labour of different natures and also different stages of the hiring process, to ensure the equal treatment principal is observed. Secondly, it covers the provision and access to public services and professional services, for example, education and medical services. However, currently there is no legislation addressing the education sector.

In the United States, the legislation system is more complicated. There are Federal level laws that govern the nation as a whole. In addition, there are state legislations which are only effective within individual states. As universities in California are studied in this research, state-level legislation will be limited to California. From the 1940s to 1960s, waves of liberal social movements took place, also known as the Civil Rights Movement. Equality, especially racial equality, was one of the major demands across these movements. The Civil Rights Movement has

paved the way for many equal treatment/ opportunity legislations. The Civil Rights Act of 1964 was the first legal instrument against discrimination. Under the act, discrimination is illegal in any manner (Lillevik, Combs& Wyrick; 2010). This piece of legislation covers a broad range of situations with eleven subordinating titles. For example, Title II protected the rights of US citizens in an everyday setting with regard to the consumption of goods and services. It stated that ‘all persons shall be entitled to the full and equal enjoyment of the goods, services, facilities, privileges, advantages, and accommodations of any place of public accommodation, as defined in this section, without discrimination or segregation on the ground of race, color, religion, or national origin.’ Title VII concerns racial equality in an employment setting and renders any discrimination from the employer based on race, gender, religion, sex or national origin as illegal.

The Equal Employment Opportunity Act of 1972 was introduced in response to the poor compliance of the Civil Right Act (Lillevik, Combs& Wyrick; 2010). It granted the Equal Employment Opportunity Commission the power to sue companies in the case of racial discrimination (Lillevik, Combs& Wyrick; 2010)

In 1991, the Civil Rights Act of 1991 was introduced to compliment the earlier Civil Rights Act of 1964. It covers a series of controversial Supreme Court cases of discrimination.

Other than these general federal level legislations, there are legal instruments which specialize in the education sector. Under the Education Amendment of 1972, Title IX prohibits discrimination based on sex under any education programme or activities receiving Federal financial assistance. However, it only covers discrimination on the grounds of sex.

Another piece of legislation concerning discrimination and equal treatment in the education sector, is the California Proposition 209, also known as the California Civil Rights Initiative. This is a state-level ballot proposition that is only enforced within California. It stated that ‘The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.’ In which, the ‘state’ is defined as ‘the state itself, any city, county, city and county, public university system, including the University of California, community college district, school district, special district, or any other political subdivision or governmental instrumentality of or within the state.’ On the one hand, proposition 209 prevents

discrimination by public actors in the case of education, by prohibiting public schools and universities from discriminatory practices. Yet, on the other hand, it also prevents preferential treatment to groups, which in other words, prohibits affirmative actions to under-privileged groups.

4.3 Founding background of diversity office at selected universities

The following information on founding backgrounds of diversity offices is provided by interviewees of selected universities.

For California State University East Bay, according to Dr. Dianne Woods, the former Chief Diversity Officer of California State University, East Bay has always had a very diverse student population. Thus, there has always been a need for efforts in managing diversity on campus. The establishment of a diversity office was initiated and driven by two consecutive presidents of the university, who are very conscious of the importance of diversity.

For San Francisco State University, a key event led to the founding of a diversity office following a hunger strike initiated by students in 2016. It was a ten-day hunger strike and demonstration, in a time when San Francisco State University was facing another budget cut, which severely impacted the College of Ethnic Studies. According to a statement released by Dr. Kenneth Monteiro who is Dean of the College of Ethnic Studies, the College of Ethnic Studies was not able to pay its tenure track faculty members after the budget cut (Monteiro, 2016). Students therefore started a hunger strike and a series of demonstrations on the campus on May 2016. The movement was widely reported in the mass media. In the end, a joint agreement was made between university administrators and students on May 11. The diversity office was set up after the incident, in September 2017. Therefore, the diversity office had operated less than eight months when the interview took place.

For the case of San Jose State University, the diversity office was founded after a hate crime which took place in the campus residential halls. The incident involved a black freshman student who was bullied by his white flatmates from the same dormitory. The incident was put under the spotlight and four students involved were suspended. Later, three students were found guilty of battery, but were not convicted of a hate crime. The diversity office of San Jose State University was founded after the incident took place.

For Erasmus University Rotterdam, according to the project manager of diversity and inclusion Ms. Amela Okanovic, the diversity office was set up in 2014 because there was a growing awareness on diversity management across the higher education sector. It began with the Department of Education and Cultural Environment of the national government. After the department set diversity as an ‘important topic within the universities’, universities started to look into their campus diversity and make diversity policies. The first diversity issue addressed within Erasmus University Rotterdam was gender diversity, i.e. to increase female teaching staff. At that time, Hanneke Takkenberg, who was then a female professor at Erasmus medical school, was appointed as the Chief Diversity Officer. As the diversity management planning progressed, cultural diversity became the next step. The university started to look at the cultural diversity of teaching staffs and students. As a result, the diversity office was set up and expanded in size in 2014. Faculty diversity offices were also set up to handle diversity issues under each faculty. However, in the interview, Ms. Amela Okanovic pointed out that the diversity office is not currently recognized as an independent body. The diversity office is a component under the whole campus diversity project which will end in 2022. Thus, there are still a lot of uncertainties about the next step, for example, whether the diversity office will still exist by 2022 or not.

For Leiden University, the diversity office was founded in 2014. The context was that the university noticed two phenomena on the campus. The first is that there are some groups of students who have continuously underperformed when compared to other groups. For example, students with a migration background and are the first generation at university. The second is that there is not enough female faculty members or academic staff in the university. These female professors were the first groups to press for a diversity officer. So, in response to the two concerns, regarding students and academic diversity, a diversity office was set up.

Chapter 5. Empirical Findings

This chapter presents findings from interviews and policy documents of two separate domains: motivation level and policy implementation level. Findings for motivation level are organized into three motivations: social justice, legal and economic. Findings for policy level are obtained primarily from policy documents with the aid of information provided by interviewees during interviews. Policies are categorized into three groups: admission policies, MED, and policies on information analysis.

5.1 Motivations

1. Social justice/moral

California State University East Bay

In terms of social justice motivation, Dr. Dianne Woods has explained that the California State University, East Bay has always had a very diverse student population. Therefore, it is important to address the relationship between current diversity and the diversity initiatives or policies that the university has put in place. According to a web post entitled ‘*Top National Ranking*’ on the California State University, East Bay website in September 2017:

Cal State East Bay is once more topping national ranking lists for its diverse student population. Not only has U.S. News & World Report ranked the university the most diverse college campus in the West in its new 2018 ratings release, Cal State East Bay also received the highest diversity score of any university in the country. (Cal State East Bay, 2016)

Another moral motivation driving diversity management on campus is the demands from university organizations. Woods stated that since the 1990s, many affinity groups have been set up on campus, for example the Chicano Latino Faculty and Staff Association or the Asian Pacific Islander Faculty and Staff Association. Over many years these groups pushed for the establishment of a diversity office, thus it is not moral for the university to ignore the demand of these affinity groups.

San Francisco State University

According to Dr. Manuel Perez, the social justice motivation behind diversity policies for under-represented minority students is related to the equality of resource allocation and treatment. Resources provided by the university can be scarce, and there are cases in which some communities are unable to achieve their full potential and access ‘their fullest expression and

resources'. These barriers can be created by language barriers, family background or other social economic issues. Perez used undocumented students as an example, explaining that this group of students has continuously been receiving different treatment (Monteiro, 2016). Therefore, from a social justice perspective, diversity policies or initiatives are implemented to address these inequalities.

San Jose State University

Dr. Kathleen Wong(Lau) stated 'it's everybody's job of course on such a diverse campus to make sure that all students do well on campus', this is particularly important for under-represented minority students. As these groups are often observed to be underperforming, the first motivation of the diversity office is to help these groups of students. In addition, she also states that the social justice motivation is often based on two settings. The first setting is a response to an intense and public conflict. When such an incident takes place and the management level was not able to handle the incident properly, diversity management may be adopted as a responsive measure. The second setting reflects a long-time perception of injustice within the university. In this case, usually the social injustice has been building up for a long time and is not handled properly. Therefore, when the dissatisfaction reaches a tipping point or when an incident takes place, the event will spark huge demand for corrective measures or changes to take place, of which diversity policies is one.

Erasmus University Rotterdam

Interviewee Ms. Amela Okanovic justified the claim by stating that it is the university's motto to provide a space for all staff and students in which they can have equal opportunities. In addition to that, it is also important to let staff and students feel comfortable in being and expressing themselves.

Leiden University

According to the policy officer of diversity and inclusivity of Leiden University, Mr Mpanzu Bamenga, the social justice motivation is to ensure students and staff feel safe. This is the basic prerequisite for them to thrive and excel. He suggested that by looking at the performance of students from different backgrounds, a performance gap between groups can be observed. He

considered this as an indicator that students are not feeling comfortable in the environment, and as a result cannot fully exploit their potential. Behind this logic is the idea of equality that every student and staff member, despite their differences in background, should be given the same means to be able to excel. Different diversity initiatives and policies can be a way to help achieve this notion.

2. Legal

California State University. East Bay

Dr. Diana Woods stated that there is no legal requirement for universities to have a diversity office, therefore a legal motivation is as relevant. However, she mentioned that the former university president Mohammad Qayoumi decided that the university should receive WASC accreditation, which included new measures such as introducing different diversity initiatives and forming a diversity office. Even though the WASC accreditation is not strictly legislation with a legal mandate, it is an official academic body responsible for accreditation of education institutions in California. In a general sense, this could be considered a legal motivation.

San Francisco State University

Like the social justice motivation, the legal motivation also envisions the same notion of helping students to achieve ‘their fullest expression and resources’. Dr. Manuel Perez explained that when students of different backgrounds receive different treatment and have different levels of access to resources, the situation becomes a legal issue and a ‘legal constraint’. The unequal treatment conflicts with anti-discrimination legislation of the nation. Therefore, a legal motivation is also important to the diversity office.

San Jose State University

Dr. Kathleen Wong(Lau) suggested that all universities, particularly larger ones, have been or are involved in lawsuits or legal actions regarding discrimination or violation of civil rights at some point. When facing this kind of legal action, diversity initiatives and policies can provide a certain extent of protection for the university. She said that ‘it certainly helps the university if they can show that they have done everything that they could, given their resources, to be a campus that

has tried to take care of and address issues of discrimination proactively.’ Thus, diversity policies or initiatives can serve as support to prove the university has made good efforts to encourage diversity and inclusiveness.

She also suggested that the legal motivation is not strictly limited to formal legislation, but also to the university accreditation system. For example, in California the Western Association of Schools and Colleges (WASC) is a regional accreditation agency responsible for accrediting educational institutions in the region. Diversity plays a significant role in their assessment of the campus, therefore universities in the region are motivated to implement diversity management in order to be accredited.

Erasmus University Rotterdam

Both diversity officers, Ms. Amela Okanovic and Ms. Jessie Renne, trainee of diversity and inclusion, suggested that of all motivations, the legal motivation is the least important for diversity management. There is no legal requirement regarding diversity on campus or admission of students of which the diversity office is aware.

Leiden University

No relevant legal motivation was mentioned by Mr. Mpanzu Bamenga because there is no legislation that he was aware of, except that universities are not allowed to register the ethnicity of students.

3. Economic

California State University, East Bay

Woods did not mention any economic motivations. However, she explained how the expectations of affinity groups and other organizations imply a potential economic motivation. When being asked what the expectations from affinity groups were on having a new inclusion and diversity office, she answered that without a diversity office, different groups have different initiatives on their own, there is no one formal role overseeing the whole process and communication between groups is hindered. In this sense, it can be understood that having a diversity office can improve efficiency of coordinating between existing diverse resources, i.e.

different projects affinity groups are working on. This can be considered as a potential economic motivation.

San Francisco State University

In terms of economic motivation, Perez suggested that the same idea about limited available resources in the university can also be a potential economic motivation from the perspective of the diversity office. This can be explained by the need to allocate resources to the communities who do not have as much access as others, or to put it another way, to allocate existing resources efficiently to the communities that need it the most. Perez suggested that, from the perspective of school administration, economic and legal motivation may be prominent for diversity management in campus. The economic motivations from an administrators' perspective can be further divided into two different types. Firstly:

'I think sometimes economic can be seen as, if you do not institute these kinds of initiatives, the expense of not implementing them is going to be higher than the investment of providing resources and support for the community now. And I know that's a different version of economic model, but I think it's a motivation. It's nonetheless economic in nature...'

In other words, economic motivation in the case of San Francisco State University is related to the avoidance of costs which may be incurred if no diversity initiatives are implemented. The potential costs, however, are mainly non-monetary costs. He used the hunger strike as an example: if the incident was handled differently (i.e. with the administration party unable to respond properly) it would bring a huge cost to the university in terms of its reputation and social capital. In terms of reputation, with San Francisco State University's long history and significant contribution to social justice in the area, the reputation of school would suffer a great damage.

The second type of economic motivation to administrators, according to Perez, is in terms of human capital. It refers to the human assets of the university, including faculty, staff and students. Poor management and failing to take care of diversity in campus may lead to higher rate of drop-outs among staff and students. These individuals may not want to be affiliated or associated with a university with poor reputation in racial tolerance. Thus, diversity management in this case reduces or prevents (potential) loss in human capital incurred from mismanagement.

San Jose State University

For the case of San Jose State University, economic motivation behind diversity initiatives or policies is mainly set around two narratives. The first one is on the benefits diversity brings to an organization. More members from different backgrounds in an organization means there will be higher intellectual diversity. The benefits in an education setting include bringing in more perspectives and enriching the learning experience for students. The second narrative is about employability of students. Implementing initiatives and policies that encourage diversity seeks to prepare students for working in a diverse environment in the future. This narrative was also found in Brown's article. Wong(Lau) emphasized that this applies to students of both ethnic majority and minority groups because both of them need to learn to adapt to a diverse working environment. This is particularly important in the Bay Area, where the ethnic composition of the region itself is very diverse and it is very likely one will work with colleagues from different backgrounds

Erasmus University Rotterdam

For Erasmus University Rotterdam, the economic motivation behind diversity management is threefold. Firstly, diversity initiatives, or diversity management as a whole, can bring benefits to the university because diversity itself can bring innovation, new ideas and perspectives. Jessie Renne stated that companies which are more diverse make more profit and are more innovative, and she thinks that the same logic also applies to schools. In addition, both interviewees emphasized more than one time that they see diversity itself, by definition, as assets and benefits of the university. Another economic motivation is enhancing employability of students. Ms. Amela Okanovic said 'that the university has to deliver students who are ready for this society and for the working field, so that is very important that we prepare our students for the next step. And that's why diversity is important also for economic reasons. ... (to) deliver good employees for the future.' The last narrative is the attraction of enrolling students, particularly international students. Both Renne and Okanovic suggested that another motivation behind encouraging diversity on campus and implementing diversity initiatives is so that students from different countries can 'feel at home' during their study. By shaping a friendly environment and inclusive image, the university can attract more students.

Leiden University

For Leiden University, there are two economic motivations according to Mr Mpanzu Bamenga. Firstly, a similar business case narrative as was described by the diversity officers of Erasmus University Rotterdam, about how diversity brings benefits to an organization in terms of diverse talents and enriching students' learning experience. By encouraging diversity, particularly expanding the diversity definition to an international level, universities can attract the best talents from around the world. This will benefit both the school and students. The interviewee also emphasized the importance of campus diversity in attracting more students and internationalizing the university. Mr. Bamenga used the exact phrase 'feel (at) home' when supporting the positive relation between diversity in campus and attractiveness of the university. He used a scenario to illustrate this point: a Muslim student enrolled in a university and as the school starts, s/he realized that there is no Halal or vegetarian food in the canteen. This student may feel that his/her right is not recognized, and as a result s/he would tell people he knows (e.g. prospective foreign students from his neighbourhood who are interested in enrolling in the university) not to come. This kind of negative reputation will harm the university's ability to attract international students. He explicitly stated that the more students the university attracts, the more funding it will receive.

5.2 Diversity policies

In this chapter, the diversity policies adopted by the selected universities will be presented in categories. Information about diversity policies targeted at under-represented minority students is obtained from interviews and official policy documents. However, not all related policies are presented in this findings section. Considering this research is a qualitative research, diversity policies are not analysed simply based on their quantity but in terms of their relative importance. Therefore, a minimal level of screening is done. Policies without sufficient description or information are omitted. This is because it is difficult to categorize these policies and they may not be of enough significance. The rationale behind this is that an important policy at least contains enough information to explain what it is about.

1. Admission

Diversity policies concerning prospective students of under-represented minority groups are included in this category.

a. Equal opportunities

Regarding equal opportunities (EO), all three universities in the United States have adopted colour-blind EO principles in admission processes because of legal regulation. The California proposition 209 restricted that universities must treat applicants of all different ethnicities and background equally. Thus, all universities in California must provide equal opportunities to all university applicants. On the contrary, the university cases of the Netherlands responded that there are no relevant legislations regarding diversity and equity of university admission. As a result, both universities do not have any EO measures.

b. Affirmative measures

An affirmative measure is a measure that is provided specifically for under-represented minority prospective students. Two major types can be found in the five cases; impaction and admission outreach. Four of the five cases adopted different scales of admission outreach initiatives, while impaction is adopted by all three universities from the United States.

Impaction

Impaction is a California State University system-wide policy, and while it's not compulsory, impaction policy is adopted by two cases, San Francisco State University and San Jose State University. Impaction refers to preferential admission requirement for students from specific counties, usually counties that are geographically proximate to the location of the university. According to the California State University official website, impaction is 'when a program or campus receives more eligible applicants during the initial application filing period than can be accommodated' in this situation, 'campuses also prioritize admission to students from their local communities. This prevents more students from having to go to another California State University campus that's far from where they live, to take the classes they need or to enrol in their preferred major' (Horton, 2017). One may understand that impaction is favourable for underprivileged prospective students as they have a higher chance of entering a university in their neighbourhood, which also implies lower costs of commuting and housing. Among the three California State Universities, California State University, East Bay is the only one that is not impacted. Woods suggested that not impacting can be favourable to campus diversity in the case of California State University, East Bay because students who are not living in the catchment area

of other impacted California State Universities would choose to apply California State University, East Bay. Thus, impactation can still be seen as a deliberate effort to recruit a diverse student population, with or without application.

Admission outreach

Admission outreach is a common affirmative measure that is adopted by all three universities cases in the United States and one university case in the Netherlands.

California State University, East Bay

For California State University, East Bay, in addition to a basic outreach program, there are also Promise Neighborhood Programs, for example, the Oakland Promise Neighborhood commitment and the Hayward Promise Neighborhood. Under the Oakland Promise Neighborhood Commitment, the ‘Oakland will give students a certain amount of money and when they come, we will admit them.’ As for the Hayward Promise Neighborhood, it is a five-million-dollar grant to California State University, East Bay, funding the university to reach out to and recruit from poor communities in Hayward.

San Francisco State University

For San Francisco State University, outreach is done independently by affinity centers on their own, targeting at different affinity groups. According to Perez, full-time outreach specialists are hired under different affinity centers to work with target community and connect with under-represented minority high school students, to provide help and counseling to those prospective students and to prepare them for applying to the university, so as to increase their chance of success in application.

San Jose State University

At San Jose State University, general admission outreach is done by Student Outreach and Recruitment office. The office participates in college fairs and gives presentations, so as to connect with under-represented minority students in high schools. They also offer pre-admission counseling and student-led campus tours to prospective students. There is also specific outreach targeting for specific ethnicities, in this case, Asian American and Pacific Islanders, Latino and

African American communities. Asian American and Pacific Islander (AAPI) Initiatives, Advancing Latino/a Achievement and Success (ALAS) and African American College Readiness Summit aim to encourage and increase applications from ethnic students from under-served communities, to improve their access to higher education. The outreach programs host annual conferences and workshops to facilitate face-to-face communication between prospective students and university staffs.

Erasmus University Rotterdam

As for Erasmus University Rotterdam, based on interview and policy documents, the university does not have any affirmative initiatives or measures regarding admission. Interviewee answered that there is no need for them to have any policies or initiatives to increase enrolment or representation of minority students because their university has always had a diverse student population.

Leiden University

Leiden University, however, has implemented two affirmative initiatives to encourage application from prospective under-represented minority students, both are of outreach nature. The first initiative is Meeting Point, a programme for prospective refugee students. The programme aims to assist and prepare refugee student for their application and transition to the university, and counsellors are hired to provide guidance and advice for prospective refugee students. The second initiative is having trained introduction commission members and specialized student ambassadors on Open Days and during Information Days to reach out to high school students of migration background. These commission members and student ambassadors are trained to communicate with students of under-represented groups and to give clear information about the study, career and employment catering the needs of minority students. The introduction commission also visits schools with a large immigrant population to provide information for prospective students.

2. MED

All five universities have policies and initiatives regarding enrolled student-, and existing campus diversity. This category can be further divided into policies regarding advancement of

under-represented minority students and policies regarding integration of under-represented minority students.

However, before delving into details, it is worth noting that for Erasmus University Rotterdam there are no MED policies targeting specifically or explicitly at students of minority heritage, there are only initiatives related to general diversity of campus. In fact, some of the MED are even remotely diversity-related, e.g. the N=N policy, however, they were still listed clearly in university official diversity documents as diversity policies implemented. Considering the qualitative orientation of this research, these policies are still included in this section and grouped under best fitting categories. They are presented in the findings solely with the aim to provide clues on how the Erasmus University Rotterdam approach diversity management for ethnic minority students and what the ‘diversity policies’ implemented in Erasmus University Rotterdam are like.

a. Advancement

The advancement category covers policies that aim to help under-represented minority students with their academic performance. Based on the five cases, some common initiatives can be identified and grouped into three types: graduation initiatives targeting directly at students, initiative regarding increasing faculty diversity, and diversity training initiatives for teachers.

Graduation and student success initiatives

There are large-scale, major advancement policies implemented by all three cases from the United States, which is called the ‘Graduation Initiative 2025’. It is a California State University-wide initiative, implemented by all member universities in their campus. The initiative aims ‘to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps’ (CSU, n.d.) through six areas of focus including academic preparation, enrollment management, student engagement and well-being, financial aid, data-driven decision making, and administrative barriers.

Although this initiative and some of the graduation initiatives implemented by the United States cases below do not explicitly profile under-represented minority students as their service target. However, considering under-represented minority students, in particular African American and Hispanic students, have been showing the lowest graduation rate throughout the past years,

the initiatives are therefore included as student success initiatives for the under-represented minority.

California State University, East Bay

In terms of helping students to advance in their learning, the California State University, East Bay has a series of specific retention programs for different affinity groups. Examples of these are the Sankofa Scholars Program, which is for African Americans students, Gain Access 'N Academic Success (GANAS) serves Hispanic and Latino students, and Asian Pacific American Student Success (APASS) is for Asian and Pacific Islander students. All these programs provide a wide range of academic support and resources to students of different ethnicity groups, including academic tutoring and advising, mentoring, scholarship and internship opportunities, etc.

San Francisco State University

As for San Francisco State University, it is certain that there are relevant policies or initiatives done by affinity centers independently, but there are no official documents keeping record of those. In terms of general advancement policies done by the university administration and diversity office, there is a wide range of policies in this category. Firstly, there is a Long-Term Enrolment Plan which aims to identify program capacities, bottlenecks and the necessary resources to anticipate and serve student demand. The university also has established the University Academic Center to coordinate tutoring, academic advising and career advising and to host community-building initiatives, such as peer-to-peer faculty mentoring, symposia and conferences, informal socializing, meeting spaces for faculty interest groups and advisories, etc. Universal Design for Learning (UDL) was adopted to address accessibility and equity issues by minimizing educational barriers for under-privileged student groups. A Course Availability Plan was implemented to ensure student access to the curriculum, with the aim of increasing six-year graduation rates by 15 percent by 2025. In addition to this, an Early Alert System was established under the Student Success and Graduation Initiative to identify and support students who need extra help in their studies. Lastly, San Francisco State University also provides overseas opportunities especially for under-represented minority students.

San Jose State University

For the San Jose State University, major policies regarding advancement of under-represented minority students include various student success initiatives and mentorship programs for ethnic minority students. A Student Resource and Success Center was established to provide a wide range of services to students, particularly to under-represented minority students. Services provided by the center include different kinds of academic advising and graduation planning, for example: assistance with graduation application process, provision of information academic probation, disqualification, and reinstatement, etc. Peer tutoring and mentoring service was also provided by the center. There are other support programs for students on probation, career advising, and access to learning campus resources. In addition to the Student Success Center, MentorCommunity@SJSU is also a programme set up to connect faculty and staff mentors with first-generation university students to increase their chance of academic success.

Erasmus University Rotterdam

Regarding the graduation and student success of students with a migration background, Erasmus University Rotterdam has cooperated with Leiden University and Vrije University Amsterdam in 2016 to establish a diversity task force. The major goal of this taskforce is to reduce the dropout rate and improve graduate integration on labour market.

There is one graduation initiative implemented by Erasmus University Rotterdam, but it is with minimal relevance to diversity: ‘Nominaal is Normaal’ (N=N), which is a policy requiring students to obtain all the foundation-year-required credits in the first year of their undergraduate studies to be able to continue the pursuit of their degree. It is said that the aim of the N=N policy is to increase student success and graduation rates. Another advancement initiative is the Pre-Academic Program, which is a preparatory programme for enrolled students, composed of lectures, workshops and assignments aiming to help students prepare for academic success and build social networks before the school begins. Other remotely relevant policies which are identified as diversity policies in official documents include small-group teaching and a career development program which provides career advising and an online career service platform for students.

Leiden University

As for Leiden University, in addition to the diversity task force formed between Vrije University Amsterdam and Erasmus University Rotterdam mentioned above, there is one diversity

policy explicitly targeting at students with a migration background, which is the Pop-corner program. This is, clearly written in the diversity work plan, primarily aimed at helping students with migration background, but it does not strictly exclude students with no migration background from joining. The programme provides tailored advising and support for students, organises annual program or activities to create inter-groups bonding between students, and provide workshops on speaking and writing for participants to enhance their academic skills.

In addition, there are two less direct policies regarding student advancement which also help students of migration background. The first one is a faculty-based mentor/tutor system, which assigns faculty tutors within the faculty to students who need extra help, especially students of migration background, as their mentors. There is also a Management Agreement (De Bestuursafspraken) aiming to combat student dropout in one year after enrolment, which indirectly addresses students of migration background who make up a part of the drop-out numbers.

Faculty diversity

Other than the above explained diversity initiatives that target directly at students, there is also an indirect type of policies which have a significant impact on academic advancement of under-represented minority students. This type of policies aims at increasing the diversity of teaching staff and faculty members. They are included under the advancement category as diversity policies for under-represented minority students because there are plenty of studies that show having under-represented minority faculty members can have a direct positive result on under-represented minority students in their learning and advancement (Collins & Kritsonis, 2006). All three university cases have adopted policies and initiatives to monitor the hiring process to ensure faculties are aware of the need to look for a diverse pool of applicants in their recruitment and searching process.

California State University, East Bay

The university has appointed a Diversity Equity Liaison Officer to ‘monitors faculty hires, establish ‘best practices’ in the search process to increase the probability of attracting, hiring and retaining a more diverse faculty’ (FDEC, 2010). The university has also formed the Faculty

Diversity and Equity Committee (FDEC) to ‘review all available data, policies and procedures regarding faculty diversity and equity.’ FDEC also ‘sponsored the Symposium on Diversity and Inclusive Excellence, organized around the mandates of the University’s Strategic Plan to discuss how each University mandate could be infused with diversity.’ (FDEC, 2010).

San Francisco State University

San Francisco State University has also adopted faculty member review policies to ensure that hiring and retention, tenure and promotion policies are aligned with the wide variety of standards, including equal opportunities for under-represented minority teaching staff. The university has implemented a five-year Faculty and Staff Hiring Plan with an aim to increase the number of faculty and staff members of under-represented minority groups.

San Jose State University

Regarding faculty diversity, San Jose State University has adopted three policies. Firstly, a recruitment protocol is implemented at the university to ensure a diverse applicant pool is considered by faculties during the recruitment process, and to ensure hiring reflects the diversity of the campus and Santa Clara County. Secondly, an independent search committee was formed to review all faculty searches, to ensure diverse applicant pools during the recruitment process and to provide training courses for faculty members in searching and recruitment planning regarding diversity.

Erasmus University Rotterdam

From diversity documents and interview, it was briefly mentioned that staff should reflect the student population in terms of gender and nationality. Each faculty also appointed their diversity officer. There is also an annual report regarding nationality representation in faculties and positions based on targets determined in covenants.

Leiden University

As for Leiden University, documents suggested initiatives aim to ensure the diversity of staff with the principle that at every job opening there should be diversity in the pool of potential candidates. Faculties need to use open procedures for filling vacancies. A search committee was

also set up to recruit excellent candidates with an ‘outside of the classic’ profile and outside the regular channels. The search committee is made up of a diverse group of employees from different faculties and represents diverse backgrounds.

Training for teachers

The last type of policy consists of diversity training for teachers. Teachers are trained in their intercultural competency so that a more inclusive classroom and campus atmosphere can be formed, which indirectly help under-represented minority students with their integration. For the three cases of the United States, training for teachers is not mandatory. There is a collective bargaining agreement within the California State University system in that university cannot mandate any training for teaching staff except those mandated by the federal law. In the Netherlands there is no similar legislation, therefore it is possible for Dutch universities to enforce compulsory diversity training for teaching staff.

California State University, East Bay

The university provides training to faculty and staff members to increase their sensitivity towards potential micro-aggression and unconscious bias which may take place in classrooms. There is also staff training and professional development for staff on diversity competence in teaching, for example, on how to engage students and make them feel visible in class.

San Francisco State University

A faculty development program was implemented, which aims to provide faculty teaching in diversity, e.g. training workshops of teaching and learning in diverse settings for teaching staff.

San Jose State University,

A Center for Faculty Development was established which provides training for teaching staff in handling diverse classrooms and provides workshops and training materials for faculties to integrate diversity issues into lectures, discussions and class assignments.

Erasmus University Rotterdam

Erasmus University Rotterdam has incorporated diversity into their university teaching qualification (BKO) and senior university teaching qualification (SKO). Diversity is already one

of the components for teaching staff to obtain their qualification. The ‘inclusive classroom’ initiative, i.e. diversity training for teachers, is implemented to increase inter-cultural competency and abilities in handling a diverse classroom. In addition, there is training for all university employees and administrators in implicit bias. By increasing the inter-cultural competency of staff it can also indirectly help the integration of minority students

Leiden University

According to their diversity workplan, the university was researching the incorporation of diversity in BKO and SKO. This policy can indirectly help minority students in their learning by increasing teachers’ intercultural competency in teaching. The diversity office and human resources department also collaborated to provide training for employees and faculty members.

b. Integration

The integration category of diversity policies focus on areas other than academic performance. Policies are included in the integration category if they can directly or indirectly achieve the notion of helping under-represented minority students with integration into the campus life. In this research, policies of this nature are observed to be adopted by the university cases.

Curriculum design

The first type of integration policies are about curriculum design. These policies aim to integrate diversity elements into the university curriculum, to educate all students on diversity ideas and concepts. This can help the integration of under-represented minority students indirectly, by improving students’ attitudes and understandings towards diversity. It is conceivable that under-represented minority students face less difficulties in integration into campus life when everyone is educated with diversity ideas.

California State University, East Bay

The diversity office has been doing curriculum development to incorporate diversity elements into courses. The goal is to promote ‘learning about all aspects of diversity’ through

providing ‘a curriculum that reflects the needs and experiences of community members of different races, ethnicities, cultures, religions, genders, sexual orientations, gender identities, ages and abilities.’ (FDEC, 2010)

San Francisco State University

The university has also allocated funds for the development of multicultural content in courses, by creating new course with multicultural perspectives, merging and revising existing courses to enhance the teaching of multiculturalism across academic disciplines and by providing workshops and training for faculty to develop courses on multicultural perspectives in their curriculum.

San Jose State University

After a review of the curriculum, the university has made diversity a major focus for freshmen students as part of their first-year experience course. In addition to that, San Jose State University has also instituted a Diversity and Ethnic Studies course requirement for all students. Thus, diversity-related courses are made compulsory for all undergraduate students.

Erasmus University Rotterdam,

There are guidelines provided by the diversity office for integrating diversity principles into different parts of education, such as in assignments, cases, and other educational materials. This is to embed diversity and inclusion ideas into the classroom, by for example, using ethnic names in examples or cases during lessons.

Leiden University

A ‘Toolbox’, which are guidelines and resources, are provided to faculties for developing and incorporating diversity elements in education and courses. Additionally, regular curriculum reviews are conducted by the Interfaculty Center for Teacher Training, Education Development and Further Training (ICLON) to identify existing curricula that contribute to diversity education and seek to embed intercultural diversity and other competencies into the curricula of all schools,

especially programmes where interpersonal professional skills are of importance, e.g. Psychology, Educational Sciences and Medicine.

Training for students

The second type of integration policy covers diversity training for students of both majority and under-represented minority groups.

California State University, East Bay

Training is provided to students to increase their sensitivity towards micro-aggressions and unconscious bias so that students can identify and report when they encounter related incidents. The Diversity and Inclusion student center organizes frequent educational workshops for students with themes on environmental racism, cultural appropriation and intersectionality.

San Francisco State University

Many initiatives are implemented by affinity centers independently, however, there are no documents keeping track of those initiatives. In terms of a university-wide initiative, a Student Engagement Task Force was established to engage and empower students, by creating a sense of belonging and boosting students' confidence in their ability to contribute on campus and within their own identified communities.

San Jose State University

The diversity office of San Jose State University has implemented compulsory Diversity training in the freshmen orientation programme. The face-to-face diversity training is conducted by the diversity office and examples of the training activities include: student-leader-led dialogues on diversity and short video skits on diversity issues. The diversity office at San Jose State University also organize regular student leadership retreats with themes on ethnicity, gender and sexual-orientation.

Erasmus University Rotterdam

Erasmus University Rotterdam has included a seminar on diversity as one of the orientation activities for freshmen during the Eureka Week, which is an optional orientation programme for students. Besides that, there is no other training for students on diversity. Interviewees stated that they query whether there is a need for mandatory training for students, because if they are not mandatory they doubt students will participate. Interviewees suggested that they prefer to do diversity management ‘behind the curtain’, instead of directly making students participate in diversity trainings.

Leiden University

Based on interviewa and the Diversity Workplan, there is no diversity training initiative for students. Trainings are mostly designed for staff.

Multicultural centres

The third type of integration policy is the establishment of multi-cultural centers, which promote multiculturalism on campus.

California State University, East Bay

No information on the multi-culture center was provided by the interviewees or from official documents referenced, but interviewees stated that there are plenty of affinity centers serving different ethnic communities. According to the official website of California State University, East Bay, there is a Diversity and Inclusion Student Center, which is dedicated to ‘creating and maintaining an inclusive campus environment that challenges oppression and provides a space for dialogue and engagement.’ (CSUEB, n.d.) They provide a wide range of activities and opportunities on diversity and inclusion, including a leadership development program, community engagement, and other co-curricular programs.

San Francisco State University

The Richard Oakes Multicultural Center was established to showcase multicultural activities across the campus, and to house symposia and workshops on multiculturalism. They

have also established the Interfaith Center to serve students of different religions and facilitate inter-religion dialogues on campus.

San Jose State University

San Jose State University has also established a MOSAIC Cross-Cultural Center, which, according to the official website, aims to ‘provide support services and advocacy for students from historically underrepresented identity groups, along with programming, events, and leadership opportunities for all students, staff and faculty’. The center provides a wide range of services such as: providing a safe space for intercultural dialogues, organizing programs and events that relate to diversity issues, providing leadership training and development for students, a small resource of library books, videos, and magazines on multiculturalism and diversity and providing funding and opportunities for multiculturalism-related research and conferences.

Erasmus University Rotterdam

According to documents, a multi-culture centre, KASEUR, was established. The centre hosts seminars on inclusiveness and diversity during the student orientation week. In addition to KASEUR, a series of departments and organizations to research, draft and implement diversity initiatives were also established, including:

- Foundation for refugee students (UAF)
- Role Models Think Tank
- Diversity Advisory Board
- Diversity Student Board
- Diversity Steering Committee

However, detailed information of the above diversity units are not available.

Leiden University

At Leiden University, to take care of non-academic needs of under-represented student groups, a Quiet Room was opened, which is a space designed for students for different spiritual activities, including praying and practicing of other religious activities. The space is open to all students.

Miscellaneous MED measures

Since the MED category covers any policy that addresses the diversity of the existing enrolled student population, there is a large variety of policies that fit into this category. Other different MED initiatives adopted by individual university cases which do not belong to the above commonly observed measures are summed up in this section.

California State University, East Bay

Different affinity student bodies, the diversity office, and the Diversity and Inclusion center, organize events and activities on diversity for students. These include guest lectures, the Week of Inclusive Excellence, etc.

San Francisco State University

Different affinity centers organize frequent events for the ethnic community student population they serve, including workshops, talks and film screenings. The university has also launched a university-wide communication campaign, via a virtual platform and offline physical forum, for students, employees and alumni that listens to their concerns and commits to addressing these concerns in a timely fashion.

San Jose State University

Besides different diversity events, San Jose State University has implemented a university-wide response protocol for reported incidents on campus. The university has adopted a Santa Clara County Law Enforcement Policy Statement Regarding Hate Crime. Therefore, interventions and investigation will always be carried out by the diversity office when unusual behaviours or incidents, e.g. racial discrimination, are reported. San Jose State University devoted efforts to ensure multiple channels are available for students to report incidents, including a link on the university website connected to the campus police and to the Office of Diversity, a link on the housing website, and a mobile application for smart phones.

There are also integration policies regarding student housing. San Jose State University has implemented several specific policies to ensure under-represented minority students can integrate

and enjoy their residential life. Examples includes regular mandatory check-ins with student residents by residential life staff to ensure staffs are informed of potential discrimination or undesirable behaviours, student housing orientation activities and mandatory programs for student residents specifically on diversity, setting up multicultural-themed dormitories, etc.

Erasmus University Rotterdam

Diversity related events are hosted on campus at least twice a year, one example is the College Café which provides a place for students and staffs to gather and discuss diversity related topics.

Leiden University

Short-term events like Excellence Through Diversity Day and other diversity activities can also be found during student orientation, i.e. the Introduction Week. Furthermore, a unique policy of Leiden University is on the Inclusive Image, which aims to maintain consistent representation of all different groups of students, e.g. ethnic minority students, in all forms of publication by the university. There are also reward initiatives for student-motivated diversity initiatives that create stronger bonding between different groups of students. Lastly, Leiden University has established a confidential complaint and report channel for undesirable bias-based behavior, including discrimination, bullying, etc.

3. Information analysis

Campus diversity survey

There is one common measure which can be found on diversity analysis across all five universities in both countries which is a university-wide diversity climate assessment. All five universities conduct a university-wide diversity assessment or survey on campuses covering students and staffs. California State University, East Bay conducts a bi-annual Campus Climate Survey with the cooperation between university diversity office, Diversity, Equity Liaison Office, Faculty Diversity and Equity Committee, and Institutional Research, Analysis and Decision Support. San Francisco State University hired Sue Rankin & Associates Consulting to conduct the campus climate assessment. For San Jose State University, their Campus Climate Committee

conducts a bi-annual diversity climate survey on campus. Erasmus University Rotterdam conducts a campus diversity and multi-culture survey which are the ‘Cultural Scan’. The Diversity and Inclusion Monitor survey reports are published on campus diversity, which consists of interviews and online surveys with students and employees to research information like staff retention and advancement, and student enrolment and graduation rates. As for Leiden University, a major initiative under this category is the Diversity Monitor Report. Research and surveys are done on an annual-basis on campus diversity and reports the performance of different groups of students. The results are published in the Diversity Monitor Report.

Academic performance tracking system

A macro academic performance tracking system is adopted by all universities under the California State University system, including the three cases from the United States in this research. The California State Universities have built up a database to keep track of big data of student performance in different classes, majors and schools over the years. This tracking system provides diversity officers with macro-level data to effectively formulate and target their diversity policies. For example, a diversity officer will be able to identify potential unconscious bias of certain lecturers when data shows that grades given to a specific ethnic groups of students has been constantly lower than all other ethnic groups over the years.

Miscellaneous information analysis measures

Other than the common diversity survey found across all cases, there are also different information analysis initiatives found among individual cases.

California State University, East Bay

Some of their other information analysis policies include: publishing a bi-annual report to the university community by the Diversity and Equity Liaison Office, conducting annual assessments of university progress on Diversity Learning Outcomes (DLO), conducting annual dialogues on methods to improve DLO throughout the campus and publishing annual reports on diversity learning data.

San Francisco State University,

Important policies under this category include a bias incident report tracking system, and an annual employee and student satisfaction survey on campus of feelings of intellectual safety. This is to find out if people feel encouraged to share diverse, uncommon and controversial ideas. The university-wide survey assesses student perceptions of diversity and multiculturalism in the curriculum.

San Jose State University,

Relevant diversity policies or initiatives include: conducting research and analysis on successful under-represented minority students to help develop support programs for all under-represented minority students, organizing forums to review status of implementation of diversity policies each semester and frequent meetings with different groups and units hosted by the diversity office to facilitate information exchange. (Full list of meeting- Appendix 3)

Erasmus University Rotterdam

some other relevant diversity initiatives or policies implemented by Erasmus University Rotterdam include: a survey on the needs of non-western students of foreign heritage in regard to career services, education and study counselling, a survey on best practices regarding diversity education and student activation, etc.

Leiden University

Other than the campus diversity research, according to the Diversity Workplan, some evaluative initiatives are also done to evaluate the effectiveness of diversity policies, campus diversity, and under-represented student groups. In addition,, Leiden University has also built an international network, LERU, in the field of diversity with other universities to facilitate information exchange, with members including Oxford University, Lund University, University College London.

Lastly, a diversity task force was formed between Erasmus University Rotterdam, Leiden University and Vrije University Amsterdam. Under the taskforce, a shared database is established with figures on the inflow, outflow, and advancement of students with a bi-cultural background among the three-member universities. The task force also conducts scientific research into the labour market integration of bi-cultural students.

5.3 Case studies summary table

Summary table – [the United States](#)

<i>Findings</i>	<i>San Jose State University</i>	<i>San Francisco State University</i>	<i>California State University, East Bay</i>
Founding context of diversity office	Key event: hate violence against an African American student in student housing	Key event: hunger strike initiated by students against budget cuts and reduced funding for the Department of Ethnic Studies	No key events. It was initiated and supported by former and current presidents of the university.
Motivations			
a) Legal	Yes	Yes	Not explicitly specified by interviewee.
b) Moral/ social justice	Yes	Yes	Yes
c) Economic	Yes	Yes	Not explicitly specified by interviewee.
Diversity policies or initiatives			
a) Admission	Yes	Yes	Yes
b) Integration and Advancement	Yes	Yes	Yes
c) Analyse on existing diversity	Yes	Yes	Yes

Summary table – the Netherlands

<i>Findings</i>	<i>Erasmus University Rotterdam</i>	<i>Leiden University</i>
<i>Founding context of diversity office</i>	No key events. Many universities were doing this	No key events. Many universities were doing this
Motivations		
<i>a) Legal</i>	No	No
<i>b) Moral/ social justice</i>	Yes	Yes
<i>c) Economic</i>	Yes	Yes
Diversity policies or initiatives		
<i>a) Admission</i>	No	Yes
<i>b) Integration and Advancement</i>	Yes	Yes
<i>c) Analyse on existing diversity</i>	Yes	Yes

Chapter 6. Analysis

This chapter is devoted to the evaluation of the consistency between the motivation narratives and the actual policies implemented. The evaluation begins with a separate analysis on the motivation narratives and categories of policies implemented. A conclusion on consistency of diversity management in each university case is then drawn, based on results under the two respective domains. In the end, university cases are compared in terms of the degree of (in)consistency they display.

6.1 Motivations

The motivation for diversity management should be further divided into two layers; the surface level narratives and the underlying motivation narratives. Surface-level narratives has a very important role in the analysis of consistency. Considering that organizational consistency is about the relation between what is preached and what is done by an organization, the surface-level narratives adopted by universities is what they preach to other stakeholders and external audiences, while the underlying motivations can, to some degree, provide hints about what policies may be implemented.

Surface level

Before delving deeper into the narrative analysis to identify underlying motivations behind narratives, there is a need to lay out the surface level narratives first. Interviewees were asked a very straight forward question:

Among the three motivations; economic, social justice and legal motivations, which one do you think is the most important behind diversity management in this university?

Based on answers from interviewees, two observations of high importance to the later analysis can be highlighted. Firstly, when being asked the above question, all five interviewees explicitly emphasized that the most important motivation for them is the social justice motivation. Secondly, among the five interviewees, three of them explicitly stated that there may be inconsistency on motivations behind diversity policies in the university, due to the difference in interests of different parties, e.g. school administration, faculties, etc.

Regarding the second observation, the Chief Diversity Officer of San Francisco State University stated that the motivations vary with different interest groups concerned. He suggested that students, administration and the diversity office itself are driven by different motivations. The Chief Diversity Officer of San Jose State University also suggested that different parties have different motivations for working on diversity management on campus. She also suggested that economic motivations are important to many other parties, and that the social justice motivation is ‘certainly on the minds of many people at a university, but maybe not necessarily the central administration.’ For Erasmus University Rotterdam, the Diversity Officer pointed out that some other faculties may have different motivations on why they are doing diversity management, and that there may be economic incentives for faculties to attract more students.

Narrative analysis

A narrative analysis is conducted on answers from interviewees to pick up clues and identify underlying motivations for diversity management in selected universities. The narrative analysis in this section follows the logic of paradigmatic narrative analysis (Kim, 2016) suggested in chapter three: keywords are spotted and coded, then, narratives are identified and summarized according to their core ideas and the combination of codes they refer to. Based on findings laid out in chapter five, answers from interviewees were identified through keywords and similar answer are grouped in to narratives under the ‘categories’ column. A total of 15 different narratives were identified based on answers from interviewees which can be further grouped under the three major motivations, i.e. social justice, economic and legal motivations.

The following table organizes narratives identified based on answers from interviewees. Narratives are listed from N1 to N15 under the category column, while the keywords column lists keywords that were identified from each individual narrative. These narratives are organized according to the corresponding motivation to which they belong.

<p>Motivations</p> <p>(Pattern: repeated ideas observed from categories)</p>	<p>Narratives</p> <p>(Categories: repeated combinations of related codes)</p>	<p>Keywords</p> <p>(Codes: keywords identified)</p>
<p>Social Justice</p>	<p>N1-equal access to resources</p> <p>N2-equal chance to success in school</p> <p>N3- listen to demand from stakeholders</p> <p>N4-corrective measures</p> <p>N5-rights to not be discriminated, rights to feel safe</p>	<p>N1-equality, equal opportunities, rights, fairness, ethnicity</p> <p>N2-equality, equal opportunities, rights, fairness, ethnicity</p> <p>N3-democracy, social responsibility, ethical</p> <p>N4-correcting injustice, justice, ethnicity, ethical,</p> <p>N5-human rights, discrimination, ethnicity</p>
<p>Legal</p>	<p>N6-avoid violation of laws</p> <p>N7-potential protection in case of facing legal action</p> <p>N8-gain accreditation</p>	<p>N6, N7- laws, legislations, penalties</p> <p>N8-accreditation, recognition,</p>
<p>Economic</p>	<p>N9-business case narrative</p> <p>N10-efficiency of allocation of resources</p> <p>N11-increasing employability of students</p>	<p>N9-utility, performance, add-value, advantage, assets, efficiency</p> <p>N10-efficiency, resources, equality</p>

	<p>N12-avoidance of potential cost of not having diversity management</p> <p>N13-attracting talents</p> <p>N14- attracting students, esp. international students</p> <p>N15-reputation</p>	<p>N11-employment, career, human resources</p> <p>N12-cost, money, social capital, human capital, legal action</p> <p>N13-impression management, marketing, image building, strategies</p> <p>N14-funding, money, impression management, marketing, image building, strategies, marketization,</p> <p>N15- reputation, image building</p>
--	--	---

In the above table, the narratives on motivation behind diversity management in universities are laid out. Among narratives of different motivations, it is worth highlighting that a few of them are actually the same narratives but can be interpreted into more than one motivation.

N1 and N10 are indeed the same idea viewed from social justice and economic perspective respectively. Based on the answers of interviewees, resources in university are limited. Sometimes students of minority groups may not have access to the resources they need, thus a purpose of diversity policies is to ensure the resources are made available to those students. N1 has emphasis on ensuring students, particularly under-represented minority students, so they have equal access to available resources. N10 emphasizes that the limited resources available needs to be efficiently allocated to the party which need the resources the most, e.g. underprivileged or under-represented minority students. Both share a strong undertone of equality or social justice, despite the different interpretations.

N6, N7 and N12 are inter-related. There are overlapping ideas between the three narratives. All three of them are based on the idea that having diversity management measures can avoid some potential costs. While N6 and N7 focus on the legal aspect of potential costs, i.e. violation of laws and the risk of facing legal action. N12 has a broader definition where ‘potential cost’ covers different types of costs, including monetary costs which may be incurred with legal actions, and

also other costs like the loss of social capital, such as high turnover or dropout by staff and students. Thus, N12 can also be considered a legal narrative if special costs relating to legal action are identified.

6.2 Categories of diversity policies

Moving onto the second domain, based on data on diversity policies collected and presented in the previous chapters, diversity policies of universities are summarised, grouped and coded into the following list of policies. Considering an extensive discussion on policies is included in previous chapters, this section will not go into detail.

Category	Policies
1) Admission Policies that aim to increase admission of minority students	
a. Equal opportunities (EO) Non-discriminatory measures aiming to increase minority student inflow	P1-equal opportunity
b. Affirmative measures Positive-discriminatory measures aiming to increase minority student inflow	P2-admission outreach P3-impaction
2) Manage Existing Diversity (MED) Policies concerning existing student population	
a. Advancement Policies that concerns academic performance or other academic activities	P4-graduation initiatives P5-academic advising P6-career advising P7-faculty diversity P8-mentorship programme P9-diversity training for teacher

<p>b. Integration</p> <p>Policies addresses non- academic areas</p>	<p>P10-diversity curriculum design</p> <p>P11-diversity training for students</p> <p>P12-intervention</p> <p>P13-incident report system</p> <p>P14-student housing policies</p> <p>P15-multicultural center</p> <p>P16-diversity events</p>
<p>3) Information Analysis</p> <p>Diversity initiatives with an aim to gather, exchange, and analyse data or information on diversity e.g. diversity survey, reporting system</p>	
	<p>P17-university-wide diversity researches or surveys</p> <p>P18-publications</p> <p>P19-diversity networks</p> <p>P20-incident tracking system</p> <p>P21-student performance tracking system</p> <p>P22-internal and external meetings regarding diversity</p>

In chapter two, a direct relation between motivations and policies was pointed out by researchers and scholars. Theories suggested that prominent social justice and legal motivation will result in a stronger emphasis on policies aiming to increase influx and representation of minorities, i.e. admission policies in this case; while prominent economic motivations will result in an emphasis on MED policies. However, one of the MED policies identified in the above table in fact shows a strong influence of legal motivation: P14, diversity policies regarding student housing, were employed only by San Jose State University, after a hate crime had taken place in a dormitory and the case was brought to the court. A strong association between the student housing policies and the legal action the university faced can be identified. Thus, despite the fact that P14 is under the MED category (which is driven primarily by economic motivation as suggested by

theories), the presence of this particular policy also reflects a significant influence of legal motivation.

In addition, it is also worth highlighting that although many common diversity policies are employed among universities, the way they approach diversity can, to a very large extent, reflect their motivation. As suggested by theories in chapter two, one major feature between social-justice-driven and economic-driven policies is how they address diversity, by emphasizing a group-based identity, e.g. ethnic groups, or by emphasizing on overall diversity constituted by individual difference respectively. Thus, given the same policy, for example, P5 academic advising initiatives, if the academic advising service does address under-represented minority students specifically, it reflects a stronger influence from social justice motivation than the one that does not. A deliberate underplay of collective identity can be seen as a strong indicator of influence of economic motivations.

6.3 Consistency and diversity approaches of universities

The table below provides an overview of the narratives and policies identified under each university case in this research.

Universities	Surface level	Narrative analysis	Policies*
California State University, East Bay	Social justice	Social justice: N2, N3, N5 Legal: N8 Economic: N10	Adm: P1, P2, P3 MED: P4-11, P13, P16 Info: P17, P18, P19, P21, P22
San Francisco State University	Social justice	Social justice: N1, N2, N3, N4, N5 Legal: N6 Economic: N12	Adm: P1, P2, P3 MED: P4-11, P13, P15, P16 Info: P17-22
San Jose State University	Social justice	Social justice: N1, N2, N4, N5 Legal: N6, N8 Economic: N9, N11, N12	Adm: P1, P2, P3 MED: P4-16 Info: P17-22

Erasmus University Rotterdam	Social justice	Social justice: N2, N5 Legal: N/A Economic: N9, N11, N13	Adm: N/A MED: P4, P6, P7, P9, P10, P13, P15, P16 Info: P17, P18, P19, P22
Leiden University	Social justice	Social justice: N2, N5 Legal: N/A Economic: N9, N11, N13	Adm: P2 MED: P4, P5, P7, P8, P9, P10, P13, P16 Info: P17, P18, P19, P22
* Admission policies (Adm) MED policies (MED) Information analysis policies (Info)			

Based on the above tables which sort narratives and policies, conclusions on the overall approaches and consistency in diversity management of each case in this research can be drawn. Consistency of university cases is compared with reference to the table below as proposed in Chapter 3, which illustrated consistent situations between different motivations and their corresponding policies.

Dominant motivation narratives	Corresponding diversity policies
Social Justice narratives reflected through keywords include equality, social responsibility, ethnicity, etc.	Emphasis on admission policies concerning increasing influx or prospective ethnic minority students
Legal narrative reflected through keywords include regulations and legal restrictions	Emphasis on policies particularly designed to fulfil or in response to the relevant legislation
Economic narratives reflected through keywords like marketization, efficiency, value-adding, etc.	Emphasis on policies regarding internal diversity and the internal working of the organization with focus on individual differences over ethnic groups

California State University, East Bay has the most social-justice-driven diversity approach among the five cases. A strong consistency is found between the motivation and actual policies implemented. Dr. Dianne Woods stated that diversity management at California State University East Bay is primarily motivated by social justice motivation, 'because we have such a diverse population, we're the most diverse campus in mainland United States, so to not look at it would not be moral'. Her response reflects a natural faith in the morality or social justice embedded in diversity management, as if there is no need for other justification for working on diversity management on campus. Looking at the founding of the diversity office, it was also based on a decision in response to the voices from different departments and units on campus, calling for an establishment of a diversity office. This should be considered as a democratic act of listening and responding to requests from stakeholders. Woods also mentioned the migration background of the university president, a second-generation Japanese American whose parents were sent to the Japanese internment camps during the Second World War. This side note may illustrate a solidarity from the university administrator in supporting diversity management based on social justice motivation. Policy-wise, very strong support for the social justice narrative can be observed in their diversity measures at the admission stage. Although there has never been pressure for California State University East Bay to attract or recruit a diverse student population and Woods had also reiterated that their major focus is on retention of under-represented minority students, the university has still adopted many affirmative measures in admission to ensure under-represented minorities and underprivileged communities have opportunities to access higher education at California State University East Bay. The Promise Neighbourhood Programmes were the only large-scale diversity measures of outreach nature found across all five cases, which has demonstrated the university's dedication in maintaining diversity in admission and their commitment to social justice principles. This fits into the expectations of an ideal case for consistent diversity management in higher education institutions driven by social justice.

San Francisco State University also have a strong emphasis on social justice in diversity management. The founding of a diversity office was a response to a hunger strike after a budget cut was announced by the university. Interviewee Perez stated that there is possible divergence in motivations for diversity management from the different parties' point of view. Economic motivations do play a role in form of resource allocation and social capital. The former argument

is in fact also a moral motivation, for it rests on fundamental ideas of allocating resources to those most in need, i.e. the under-privileged minority and undocumented students. The second economic narrative on preventing the loss of social and human capital in the case of having no diversity management, is more in line with a business case narrative on diversity management in staff retention. In terms of legal motivation, answers from Perez also reflect a direct link to social justice narratives. The argument on legal motivation is to meet the legal requirement of equal treatment, which is also related to the social justice idea of equality. Policy-wise, in terms of admission, in addition to outreach and impact, it was also mentioned explicitly in the strategic plan that one of the goals is 'heavily recruiting underrepresented, transnational and international students as well as staff and faculty of different backgrounds to the classrooms and campus'. A strong presence of ethnic based affinity groups in diversity management can be observed, as most initiatives are implemented by these centres independently for the ethnic groups of students they serve. Thus, economic and legal motivations do play a limited role in diversity management at San Francisco State University, but it is still observable that the overall approach is social-justice oriented. The motivations and actual policies implemented are, at large, very consistent.

Findings on SJSU displays the strongest presence of legal influence among the five cases. However, it does not imply that social justice is not significant. The founding of San Jose State University's diversity office was after a racial violence incident in a dormitory, which was brought to the court. This also explains the legal motivation suggested by interviewee Dr. Kathleen Wong(Lau), regarding legal liability which may incur if diversity policies are not employed. Wong(Lau) also mentioned examples of economic motivation from the perspective of university administrators, however, she reiterated that economic motivation is 'more secondary behind everything else.' Based on her answer, social justice motivation is the most prominent, followed by legal and, at last, economic motivation. Policy-wise, an observation that can be drawn is the strong presence of legal influence, reflected by the plenty diversity initiatives regarding student housing in response to the court case. They have also allocated many resources for ethnic-specific outreach programmes. In terms of overall diversity management, San Jose State University is found to have employed the most comprehensive and the largest number of diversity initiatives. They are also the only case with housing diversity policies implemented, a heavy emphasize on compulsory diversity training for students and a compulsory diversity review for faculty hiring. In

short, San Jose State University displays a strong influence by legal motivation, while the overall approach is still consistent between motivations and policies.

Erasmus University Rotterdam is the only case in this research that displays a remarkably high influence by the economic narrative on diversity management and a very high level of inconsistency. When being asked what the most significant motivation of diversity management on campus is, interviewees suggested that it is the moral motivation. However, closer inspection into the overall narrative adopted shows a strong inclination towards the business case narrative of diversity management. Throughout the interview, interviewees emphasized repeatedly that, from their point of view, diversity is an asset and adds value to the university. One of the interviewees explicitly compared the university with a company, suggesting that a company with higher diversity makes more profit, and the same applies to a university. They have also mentioned that there is financial incentives for faculties to recruit more international students. Interviewees of Erasmus University Rotterdam suggested the largest number of economic justifications among all five cases. Many keywords were found matching the economic motivation narrative with answers from interviewees.

The predominant influence of economic motivation is also reflected in policies adopted on campus. Erasmus University Rotterdam is the only university that does not employ any initiatives or policies under the admission category. Although interviewees explained that the existing student population is already diverse, this reason does not seem to be enough to justify not having any policies in this area, considering the fact that Erasmus University Rotterdam is not the only university with a diverse student population among the five cases. The same kind of narrative of ‘no pressure in recruiting a diverse student population’ was also suggested by California State University, East Bay, but the latter university still devoted the most resources and efforts in the admission stage among the five cases. In addition to the absence of admission policies, there is also an absence of policies specifically or explicitly targeting under-represented minority students or students of a migration background. Referring to statistics on student success and drop-out rates of students with a migration background, an obvious performance gap can still be identified (Appendix 4). Thus, this raises a concern of why no corresponding policies are introduced to help underperforming students of a migration background. The only occasions where migration background is addressed by Erasmus University Rotterdam is when there is a coalition with other

universities involved, e.g. the diversity research task force researching on bi-cultural student performance. Other than this circumstance, there is no policy or initiative specifically addressing ethnic students. It may be observed that this university has heavily underplayed the significance of ethnic-based collective identity and their whole narrative is around how diversity of individual difference can be an asset and add value to the university.

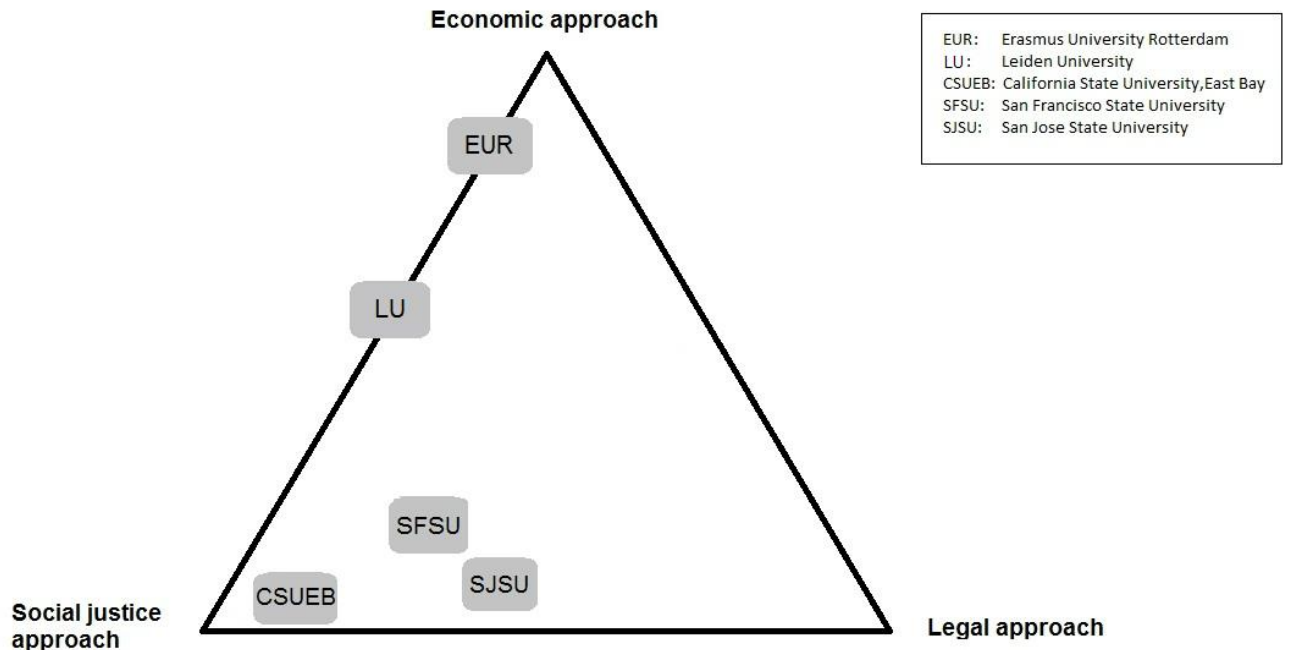
The remarkable inconsistency and inclination towards economic incentive is also reflected by the highly out-put driven approach in diversity management. One good example is the N=N policy, while aims at increasing graduation rate. A clear efficiency-oriented, outcome-driven mentality can be found behind this policy. Under the N=N policy, students are rejected from continuing their second year of study, instead of helping underperforming students. The effect of the N=N policy in improving graduation rates, is quite possibly due to the removal of underperforming students after the first year of study. Finally, the fact that the diversity office is not recognized as an independent body and is still operating on a temporary basis until a further decision is made by 2020, reflects to some extent a relatively weaker commitment from the university on campus diversity management. This can potentially be related to the pessimistic opinion from Dr. Rick Wolff, that diversity management in higher education is an economic decision and will disappear when funding exhausts.

To put all university cases on a spectrum, Leiden University lies between Erasmus University Rotterdam and university cases from the United States. While legal influence is absent for universities in the Netherlands, based on interviews and policies adopted, diversity management from Leiden University displays influence from both economic and social justice motivation. Motivation-wise, interviewees explicitly suggested economic motivation in terms of more funding generated by admitting more international students and the role diversity management plays in attracting these students. He also suggested that Leiden University may have a 'reputation' for being a 'white university' which to some extent increases the difficulty in recruiting students of a diverse background. A strong incentive of marketization and image building is suggested based on this narrative. In terms of social justice motivation, interviewees identified the performance gap between students of a migration background and the native Dutch students. They recognised that every student deserves to excel in university, which is a narrative founded upon an equal results idea under a social justice narrative. Policy-wise, Leiden University

has adopted initiatives on admission categories, reaching out to prospective minority students and refugee students. Although the scale is relatively limited when compared to the three cases in the United States, it nonetheless reflects the presence of a social justice motivation. Regarding MED, Leiden University also initiated a program which specifically designed to help students of a migration background. Thus, it is observable that the university acknowledges and recognizes the importance of the collective identity among students of ethnic minority groups, instead of viewing them as merely different individuals contributing to the campus diversity and bringing benefits. Overall, a mild inconsistency can be observed with Leiden University when compared to Erasmus University Rotterdam.

Visual mapping

The overall approaches adopted by universities can be visualized in the following graph, which maps their inclination towards different approaches concluded upon by their underlying motivation narrative and actual policies implemented.



(Figure 3. Consistency of diversity management approach)

This graph visually reflects that cases of the same country share relatively more similar approaches in diversity management. University cases in the Netherlands show stronger inclinations towards economic approaches, while university cases in the United States lean more towards social justice and legal approaches.

Although every university in this research claimed that they are primarily driven by social justice motivations, in the above process of analyzing approaches of each university, underlying motivations were identified. San Jose State University shows a relatively prominent influence from legal motivations; while San Francisco State University reflected some degree of influence from both economic and legal motivations. Leiden University displays an inclination towards economic approach and Erasmus University Rotterdam shows a very clear divergence from the surface level narrative and a clear inclination towards the economic approach.

6.4 Reviewing expectations

From the discussion of theories in chapter two on motivations and diversity policies for under-represented minority students, three expectations were produced. Based on the findings and analysis, it can be concluded that these expectations, to a large degree, are fully or partially verified. Findings show that universities, under the strong influence of social justice motivation, have stronger emphasis on admission. Inconsistency was also observed by universities with relevant economic incentives suggested in expectations.

Expectation 1: public and private organizations should be driven by different motivations and have different diversity policies.

Organization nature and motivations	Corresponding diversity policies
Public organizations: diversity policies are motivated by morality, legality and social justice argument Diversity definition rested on group based identity i.e. legitimacy founded upon equality and reflecting ethnic diversity of the population	Policies that designed to improve the influx or representation of under-represented minority in an organization e.g. quotas, target recruitment, affirmative action, equal opportunity policies, etc.

<p>Private organizations: diversity policies are motivated by economic argument</p> <p>Diversity definition rested on individual identity</p> <p>i.e. conceiving all individual organization members as part of the diversity within the organization and as human resources contributing to improving organization performance and add value to the organization</p>	<p>Managing diversity policies focused on inner working of organizations</p> <p>e.g. diversity training, networking programs, mentoring programs.</p>
---	---

Expectation 2: A consistent diversity management approach between motivation and policies should match the above table. Therefore, a consistent approach in diversity management of public universities are expected to be driven by social justice or legal motivations and show strong emphasis on policies that improve the influx of under-represented minority students.

Expectation 3: Diversity management in public universities are more susceptible to inconsistency when specific kinds of economic motivations can be identified.

Expectation 1 is partially verified by the findings. On the surface, all public university cases did proclaim that their diversity management are mostly driven by social justice motivations. Thus, on this level, it partially confirms the expectation that public organizations are driven by social justice motivations, or, at least they consciously chose to present themselves in this way. However, the actual underlying motivations vary according to cases, e.g. some of them are more driven by economic motivations. Despite the variation in motivations, differences in diversity policies adopted still reflect a tendency for policies to follow the motivations. For example, universities under stronger influence of social justice motivations do employ more diversity policies at the admission stage to increase the influx of under-represented minority students. For universities under the influence of strong economic motivations, they adopt a business case argument stressing the value-added by diversity to the overall university performance and show a tendency to focus on diversity within existing student populations. Policies are observed to underplay the ethnic group-based identity. Thus, the expectation does hold based on the dimension that different motivations will lead to different corresponding policies as suggested in the table.

With regards to Expectation 2, it is also partially verified with the logic similar to Expectation 1. Expectation 2 laid out two claims: first, the definition of a consistent approach (according to the table), and second, public universities should show a consistent approach driven by social justice motivation. The second claim is refuted because findings indicated that some universities are driven by economic motivations at different degrees. However, the first claim still holds, considering that universities which are more driven by economic motivations under the surface do adopt a stronger emphasis on corresponding policies as suggested by the table.

Lastly, Expectation 3 is verified with convincing support based on findings and analysis. A strong correlation between specific economic incentives, i.e. image building and marketization of education, and inconsistency between motivation and actual policies can be concluded based on the limited number of cases available in this research. Three cases are under the influence of economic motivations, and yet they have different levels of inconsistency. The San Francisco State University case shows the lowest inconsistency among the three cases, despite economic motivations being observed. The two major economic incentives of the effective allocation of resources to the most in need and the avoidance of potential social capital loss to universities with no diversity policies employed, are not related to marketization of education. In fact, San Francisco State University positioned itself as a local university serving the community and does not have as much pressure for marketization or recruitment of international students. This is supported by their low percentage of international students and the Impaction policy they adopted which provides preferential treatment to applicants from its catchment area. On the contrary, Erasmus University Rotterdam, which has the highest percentage of international students and has incentives to recruit more international students, as suggested by interviewees, does show the highest level of inconsistency between proclaimed motivations and actual policies. The findings indicate that while economic incentives do lead to inconsistency, not all economic incentives are 'equal'. When significant incentives are found related to marketization of education or image building, a stronger tendency of inconsistency can be expected.

Chapter 7. Conclusion

This thesis looks at diversity management in higher education, with a particular interest in public universities, as they bear the social responsibility of improving the social mobility of lower social-economic status groups through providing them with affordable higher education. Many scholars have identified a continual performance gap between the majority and under-represented minority students, which may suggest that existing diversity management has failed in its mission to help these minority students succeed in higher education. This thesis demonstrates there is a need for higher education institutions to critically review their existing diversity policies, to look for contributing reasons as to why these policies are failing, and ask themselves what can be done to close the performance gap. However, simply evaluating the effectiveness of individual existing diversity policies misses the point. It is crucial to take a step back and review the motivation for employing diversity management in a university. The motivations behind diversity management are of the same importance as an anchor to a ship. Without honest reflection on the true intention of diversity management, diversity management lacks the solid foundation it needs. This viewpoint is supported by Dr. Rick Wolff who witnessed the ups and downs of diversity management across Dutch universities over the past few decades. I argue that a critical evaluation should always begin with questioning the motivations behind diversity management.

By highlighting the importance of the motivations behind diversity management in higher education institutions, this research also aims to fill a gap in the existing knowledge of diversity management, in which the motivation factor is often overlooked. Current research and discussion often focuses on types and effectiveness of diversity policies, while motivations are often only discussed at a very limited length or are being assumed as a simple, static concept. (Gotsis & Kortezi, 2015; Groeneveld & Verbeek, 2012; Hansen & Seierstad, 2017) However, I would argue that looking at diversity policies alone is insufficient. Therefore, with a focus on motivation, this research is founded on two potentially conflicting rationales drawn from literature on diversity management and education management, presenting both sides of the coin.

The first rationale is based on diversity management literature, which suggests that different motivations for diversity management will result in different diversity policies. This rationale is drawn upon in theories and research by scholars including Sandra Groeneveld, Stijn Verbeek, Steven Van de Walle, and Rinus Penninx. Their research suggests that public

organizations are motivated by social justice and legal motivations while private organizations are motivated by economic motivations. The former tends to adopt more policies regarding increasing representation of minorities groups in the organization, while the latter tends to adopt more policies focusing on existing diversity of individuals within organizations and with an emphasis on the economic benefits brought by diversity, for example, improving performance. This relation illustrated an ideal case of how diversity management would look when motivation and policies are consistent with each other.

The second rationale is found upon the theory of ‘organizational hypocrisy’ coined by Nils Brunsson. This concept refers to a situation in which there is an inconsistency between what is preached by an organization and what is practiced. Gökhan Kılıçoğlu has applied this concept to education management and suggested that education institutions are also susceptible to organizational hypocrisy. I would argue that diversity management is even more vulnerable to this ‘hypocrisy’ because diversity management involves parties with potentially conflicting interests: for example, school administrators, faculties, students and under-represented minority students. Thus, it is conceivable that what is preached by universities regarding diversity management in their campus can be inconsistent with what is implemented.

This research has investigated diversity management across higher education institutions and examined the interplay between their motivation and actual practice. To provide a more international perspective, this thesis has been a comparative case study between two vastly different countries: the United States and the Netherlands. This research seeks to answer the major question, which is *to evaluate and compare the overall consistency between motivation for diversity management and actual diversity policies implemented for under-represented minority students in universities in the United States and the Netherlands*. To answer this, a threefold structure was adopted. This research examines the motivations behind diversity management of universities and the actual policies they have implemented, followed by reviewing the extent to which these two domains are consistent with each other. For the first domain, motivations for diversity management, a narrative analysis is adopted alongside the development of a new motivation triangle. As for the second domain, the implementation of policies, a new categorization of diversity policies is proposed, specifically tailored to diversity management in an education setting. To obtain information on the two domains, interviews and desk research of

policy documents were adopted. Two explorative interviews were done with experts, Dr. Kathleen Wong(Lau) and Dr. Rick Wolff, from diversity management and education fields. Semi-structured interviews with diversity officers were conducted with five selected universities in the United States and the Netherlands. Policy documents were obtained from official sources or provided by university diversity offices. With the new motivation triangle and categorisation of diversity policies proposed, this research can effectively evaluate the consistency between these two domains. The findings and analysis revealed a tension between different motivations for diversity management and showed that motivations have a significant impact on the implementation of diversity policies.

It was identified that universities in the United States show higher overall consistency, while one university in the Netherlands shows remarkable inconsistency between the surface level motivation narrative and the actual implementation of their policies. Although all universities proclaimed that they are primarily driven by a social justice motivation, the policies they implement show an influence from legal and economic incentives. Legal motivation has a strong presence in diversity management in the United States because there are more legislations developed to address diversity and racial equality that regulate public organizations, including public universities. The situation in the Netherlands is completely the opposite: Universities in the Netherlands are under stronger influence from economic motivations, in particular the economic incentive to recruit more international students.

While influence from different motivations can be identified based on theories and findings, this thesis concludes that there is an important factor which shows a significant relation with the level of consistency in the diversity approaches of universities: the economic incentive of the marketization of education. This refers to the situation in which education is being marketed as a product with a commercial mentality, and such an issue can be identified through examples such as the heavy emphasis on the 'brand' of the institution and internationalizing the campus to attract more foreign students who pay higher tuition. Findings based on a few, detailed cases in this research show that the higher the presence of this particular economic incentive, the higher the tendency for inconsistency between the motivation and implementation of diversity policies.

Across the five cases studied, four of them show differing degrees of inconsistency, ranging from low to very high inconsistency, demonstrating that inconsistency is a common and important issue in diversity management. The fact that diversity management often engages different parties and levels of management across an organization suggests that the issue of inconsistency is an inherent part of diversity management. Public education institutions are particularly vulnerable, considering the divergence of interests between school administrators, faculties, government, and students, and therefore meaning there is a higher tendency for inconsistency. Thus, it is important for public universities to identify and recognize their motivations for diversity management and to ensure that the policies they implement are in line with these motivations.

Future research

This thesis contributes to existing knowledge by critically evaluating diversity management in higher education institutions and highlighting the importance of motivations and consistency in practice. Through the research process of this thesis, two future research directions are suggested. Future research could be conducted to investigate the consistency of university diversity management on a national level. This would be possible through a large-scale research project with a big sample size from across the nation, to produce a solid ground for comparison and conclusion. Another future research direction would be to investigate whether a more centralized education system would lead to higher inconsistency in diversity management among higher education institutions. During the research process of the background of diversity offices of the selected universities, it was observed that the education system appears to be more centralized in the Netherlands than in the United States. This was reflected by the fact that the diversity offices in the Netherlands were founded after the Department of Education and Cultural Environment introduced diversity as a central issue for higher education. Referencing Kılıçoğlu's article, there is a suggestion that centralized control may result in higher inconsistency. The difference in overall consistency level observed between universities in the United States and the Netherlands in this research to some extent confirms this claim. Thus, it is vital to look into whether diversity management in universities would show higher inconsistency with more centralized education system.

Chapter 8. Reflection

8.1 Scope and Limitation

On case selection

It could be argued that the case selection in this research is very limited, and the quantity of cases from two countries is not balanced.

For cases in the United States, only four universities in the San Francisco Bay Area were interviewed: California State University, East Bay, San Francisco State University, San Jose State University, and University of California, Santa Cruz. This results in a very limited picture because different parts of the United States have a very different culture. For instance, Texas is known to be a conservative, right-winged, and ‘white’ state. According to US Census data in 2017, 79.2% of population in Texas is white. Thus, one can guess that the overall culture and diversity climate in Texas is very different from, for example, New York, where the white population is 69.6%. Therefore, this research, with its case study focussing on the San Francisco Bay Area, has an obvious limitation in terms of explaining the wider situation of the whole nation. This limitation had already been taken into consideration in the beginning stage of designing the research. The main reason for limiting the research to California was practical feasibility. The United States is a country that is spread across three time-zones. With time, financial and geographical concern, it is impossible to travel across the whole country and interview universities from each state for this thesis research.

Based on the above consideration, it is necessary to narrow down the scope and decide on a smaller location that is feasible and, at the same time, has high research value. California has been one of the most progressive and ethnically diverse states in the United States, so it was logical to choose California as the state to focus on. However, California state covers a very long coast line and a journey from San Francisco to Los Angeles for example can take more than seven hours. Therefore, there was a need to further narrow down the geographical focus into either the northern or southern part of California. Both Los Angeles in Southern California, and San Francisco in Northern California are among the most important cities of the state and have a very ethnically-diverse population. Considering that San Francisco is slightly more diverse than Los Angeles (their HHI are 0.308 and 0.330 respectively) and that San Francisco has a longer history of voluntary

international migration, particularly from non-western countries, the focus of this research is on the San Francisco Bay Area.

Although four universities were interviewed, the University of California, Santa Cruz (UCSC) is not included in the analysis of this research. This is because UCSC does not belong to the California State University (CSU) system like the other three universities. Instead, UCSC is under the University of California (UC) System. Therefore, the CSU universities share more similarities (for example in administrative structure). This provides a more comparable ground for analysis. On the other hand, having only the UCSC case from the UC system is not enough to explain and analyse the UC system. With regards to these problems, UCSC was excluded from the analysis of this research.

As for the Netherlands, the selection of cases for analysis was different from what was initially planned. In the original research design, criteria for selecting universities in the Netherlands were: a public university, located in a diverse region and the existence of diversity office. Therefore, the initial case selections were: Erasmus University Rotterdam, University of Amsterdam (UvA), and Vrije University Amsterdam, because they are located in the most diverse cities of the country, Rotterdam and Amsterdam. However, during the research, both universities from Amsterdam were not available for interviews. The diversity offices of Leiden University and Erasmus University were the only universities that agreed to be interviewed, due to time limitations. As Leiden University is located in Leiden, which is not a city with diverse ethnic population, the case selection criterion on 'location in a diverse region' was removed to accommodate the case of Leiden University.

Due to the unsuccessful attempt to interview UvA and Vrije University Amsterdam, there are only two case studies for the Netherlands in this research. To overcome this limitation, an interview was conducted with Dr. Rick Wolff, an expert with a research interest in the success of students with migration backgrounds in higher education in the Netherlands. This interview was very useful as Wolff provided a lot of insight based on years of study on this topic.

On Absence of policy documents

Before the research, I expected that diversity offices would have documents keeping track of their diversity initiatives or policies, either planned or implemented. Yet, after interviews and desk research, I realised that my expectations were mistaken. Out of the three US cases included, only the diversity office at San Jose State University had documents keeping track of their diversity initiatives or policies. The diversity office of San Francisco State University was established for less than ten months when the interview took place. In addition, the diversity office was founded upon several previously independent affinity student centers. Therefore, there was not any systematic record of initiatives taking place in the past, as initiatives were implemented by affinity centers on their own. California State University, East Bay do not have documents keeping track of all initiatives. According to the interviewee, Dr. Dianne Woods, the diversity office did try to keep record of diversity policies and initiatives in the past, but it did not work very well. Thus, they are not doing this anymore.

On the other hand, for universities in the Netherlands, documents on diversity initiatives are very limited. However, the reasons behind this are different from the United States examples. Firstly, this kind of document does not cover all policies implemented. These documents are considered internal documents and are not available to the public. Given the limited quantity of documents available, they are either partially or completely in Dutch, which requires translation. The translation work was done with Google Translate, which does pose an obvious hindrance on achieving an accurate analysis. Thus, it is more difficult to obtain accurate information on diversity initiatives in the Netherlands.

On Diversity size

In the United States, there is a direct discourse on ethnicity and this terminology is well-accepted. However, in the Netherlands ethnicity is a sensitive issue which diversity management finds ways to work around to avoid addressing ethnicity directly. Due to the controversial nature of ethnicity in the Netherlands, a more protective and closed mentality is observed among the two Dutch universities. This claim is made based on the limited information diversity offices disclose to public, for example the ethnic composition of student population is not openly available.

The diversity sizes between two countries studied are not directly comparable. This is primarily because universities from the two countries use different bases for categorizing students

and measuring diversity. In the Netherlands, it is legally prohibited for universities to register the ethnicity of students, therefore, students are often classified according to their migration background. The information on migration background is kept confidential and cannot be accessed by the public. On the contrary, there is no legal limitation in the United States for keeping record of students' ethnicity, while universities often do not keep track of their migration background. These differences render a direct comparison on diversity size between the cases from the two countries impossible.

8.2 Reflection

Despite the above challenges, this research nevertheless contributes to existing scholarship by highlighting the importance of evaluating motivation narratives and their interplay with the implementation of diversity policies. Additionally, this study has also provided a general applicable framework on diversity management in education by consolidating existing fragmented theories on diversity management from across disciplines. The framework comprises of a motivation triangle and a categorization of diversity policies which are tailored for campus diversity management.

Bibliography

- Agars & Kottke. (2004). Models and practice of diversity management: A historical review and presentation of a new integration theory. In M. & Stockdale (Ed.), *The psychology and management of workplace diversity* (pp. 55-77). Oxford: Blackwell Publishing Ltd.
- Archer, L. (2007). Diversity, equality and higher education: a critical reflection on the ab/uses of equity discourse within widening participation. *Teaching in Higher Education*, 12(5-6), 635-653. doi:10.1080/13562510701595325
- Arredondo, P. (1996). *Successful Diversity Management Initiatives: A Blueprint for planning and Implementation*. London: Sage Publications Ltd. doi:10.4135/9781452204642
- ASPIRE. (n.d.). *ASPIRE Programs and Services*. Retrieved July 17, 2018, from Asian American and Pacific Islander Retention and Education: <https://aspire.sfsu.edu/content/aspire-programs-services>
- Avery, D. R., & McKay, P. F. (2006). Target practice: an organizational management approach to attracting minority and female job applicants. *Personnel Psychology*, 59, 157-187.
- Bamenga, M. (2018, 6 14). (L. TY, Interviewer)
- Bleijenbergh, van Engen & Terlouw. (2010). Laws, policies and practices of diversity management in the Netherlands . In Klarsfeld (Ed.), *International Handbok on Diversity Management at Work* (pp. pp. 180-197). Cheltenham: Edward Elgar Publishing.
- Boyer, L., Brunner, B., Charles, T., & Coleman, P. (2006). Managing impression in a virtual environment: is ethnic diversity a self-presentation strategy for colleges and universities? *Journal of Computer-Mediated Communication*, 12, 136-154.
- Brown, L. (2004). Diversity: the challenge for higher education. *Race Ethnicity and Education*, pp. 21-34.
- Brunsson, N. (1989). *The organization of hypocrisy: talk, decisions and actions in organizations*. New York: John Wiley & Sons.
- BUC. (n.d.). *Black Unity Center*. Retrieved from Equity & Community Inclusion: <https://equity.sfsu.edu/buc>
- Burns, R., & Yu, L.-S. (Directors). (2017). *The Chinese Exclusion Act* [Motion Picture].
- Cal State East Bay. (2016, 6 29). *Top National Ranking:U.S. News & World Report scores Cal State East Bay most diverse university in the country*. Retrieved from East Bay Today: <https://www.ebtoday.com/stories/top-national-ranking>
- Chrobot-Mason, D., & Ruderman, M. N. (2004). Leadership in a diverse workplace. In M. S. Stockdale, & F. J. Crosby (Eds.), *The Psychology and Management of Workplace Diversity* (pp. 100-121). Oxford: Blackwell Publishing Ltd.
- Collins, C. J., & Kritsonis, W. A. (2006). National viewpoint: the importance of hiring a diverse faculty. *National Journal for Publishing and Mentoring Doctoral Student Research*, 3, 1-7.

- CSU. (n.d.). *Graduation Initiative 2025*. Retrieved from The California State University:
<https://www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025>
- CSUEB. (n.d.). *Diversity and Inclusion Student Center*. Retrieved from Cal State East Bay:
<http://www.csueastbay.edu/diversity-inclusion/>
- FDEC. (2010). *Executive Summary of Diversity Plan, California State University, East Bay*. Hayward: California State University, East Bay. Retrieved from
<https://www.csueastbay.edu/about/mission-and-strategic-planning/diversity-plan.html>
- Friedensen, R. E., McCrae, B. P., & Kjmball, E. (2017). Using qualitative research to document variation in student experience. *New Directions for Institutional Research*, 53-63. doi:10.1002/ir.20220
- Geddes & Scholten. (2016). *The Politics of Migration and Immigration in Europe*. London: SAGE.
- Golembiewski, R. (1995). *Managing Diversity in Organizations*. Tuscaloosa: The University of Alabama Press.
- Gotsis & Kortezi. (2015). *Critical Studies in Diversity Management Literature: A review and synthesis*. Dordrecht: Springer.
- Groeneveld & Verbeek. (2012). Diversity policies in public and private sector organizations: an empirical comparison of incidence and effectiveness. *Review of Public Personnel Administration*, pp. 353-381.
- Groeneveld, S., & Van de Walle, S. (2010). A Contingency Approach to Representative Bureaucracy: Power, equal opportunities and diversity. *International Review of Administrative Science*, 76(2), 239-258. doi:10.1177/0020852309365670
- Hansen & Seierstad. (2017). How to manage workforce diversity: from affirmative action/equal opportunity to DM and inclusion. In K. & Hansen (Ed.), *Corporate Social Responsibility and Diversity Management: Theoretical Approaches and Best Practices* (pp. 11-21). Switzerland: Springer. doi:10.1007/978-3-319-43564-0
- Hays-Thomas, R. (2004). Why now? The contemporary focus on managing diversity. In M. & Stockdale (Ed.), *The Psychology and Management of Workplace Diversity* (pp. 3-30). Oxford: Blackwell Publishing Ltd.
- Hillman, N., & Cook, M. C. (2016). *Boys to Men: The underachievement of young men in higher education-and how to start tackling it*. Oxford: Higher Education Policy Institute.
- Horton. (2017, 6 2). *What is Impaction?* Retrieved from The California State University:
<https://www2.calstate.edu/csu-system/news/Pages/What-is-%E2%80%98Impaction%E2%80%99.aspx>
- Kılıçoğlu, G. (2017). Consistency or discrepancy? Rethinking schools from organizational hypocrisy to integrity. *Management in Education*, 118-124.
- Kim, J. H. (2016). *Understanding Narrative Inquiry*. Thousand Oaks: Sage Publication.

- Klarsfeld (Ed.). (2010). *International Handbook on Diversity Management at Work: Country perspectives on diversity and equal treatment*. Cheltenham: Edward Elgar Publishing Ltd.
- Kolster, R., & Kaiser, F. (2015). *Study Success in Higher Education: Male versus female students*. Enschede: Center for Higher Education Policy Studies.
- Lillevik, W., Combs, G. M., & Wyrick, C. (2010). Managing diversity in the USA: the evolution of inclusion in the workplace. In A. Klarsfeld (Ed.), *International Handbook on Diversity Management at Work: Country Perspective on Diversity and Equal Treatment* (pp. 304-334). Cheltenham: Edward Elgar Publishing Ltd.
- Magazine, E. (2016, February 25). *N=N heeft zo zijn effect*. Retrieved from Erasmus Magazine: <https://www.erasmusmagazine.nl/2016/02/25/nn-heeft-zo-zijn-effect/>
- Marquis, Lim, Scott, Harrell & Kavanagh. (2008). *Managing Diversity in Corporate America: An exploratory Analysis*. Santa Monica: RAND Corporation.
- Matthias, O. (2003). Intercultural learning and diversity in higher education. *Journal of Studies in International Education*, 7(1), 12-26. doi:10.1177/0128315302250177
- Mensi-Klarbach & Leixnering. (2017). Uncovering the myth of the rational good: diversity management and corporate social responsibility in Austria. In K. & Hansen (Ed.), *Corporate Social Responsibility and Diversity Management: Theoretical Approaches and Best Practices* (pp. 93-106). Switzerland: Springer. doi:10.1007/978-3-319-43564-0
- Monteiro, K. (2016). *What we still know: Dean's Statement on SF States' Fiscal and Intellectual Health*. San Francisco : College of Ethnic Studies, San Francisco State University .
- Nguyen, N., & LeBlanc, G. (2001). Image and reputation of higher education institutions in students' retention decision. *International Journal of Education Management*, 15(6), 303-311.
- OECD. (n.d.). *Netherlands*. Retrieved from OECD Education GPS: <http://gpseducation.oecd.org/CountryProfile?primaryCountry=NLD>
- Powell. (1993). Promoting equal opportunity and valuing cultural diversity. In G. N. Powell, *Women and Men in Management* (pp. 225-252). Thousand Oaks: SAGE.
- Scholten. (2011). *Framing Immigrant Integration: Dutch Research Policy Dialogues in Comparative Perspective*. Amsterdam: Amsterdam University Press.
- Severiens, S., & Wolff, R. (2008). Study success of student from ethnic-minority backgrounds: An overview of explanations for differences in study careers. In M. Tight, K. H. Mok, J. Huisman, & C. Morpew (Eds.), *International Handbook of Higher Education*. New York: Routledge.
- Smaling, E. (2018, May 3). *Nieuw KASEUR-bestuur begint met schone lei*. Retrieved from Erasmus Magazine: <https://www.erasmusmagazine.nl/2018/05/03/nieuw-kaseur-bestuur-begint-met-schone-lei/>

- Soctt, P. (2015). Markets and managerialism: enhancing diversity or promoting conformity? In R. M. Pritchard, M. Klumpp, & U. Teichler (Eds.), *Diversity and Excellence in Higher Education* (pp. 3-18). Rotterdam: Sense Publishers.
- Takaki, R. (1989). *Strangers from a Different Shore: A History of Asian American*. New York: Penguin Books.
- Thomas, Mack & Montagliani. (2004). The arguments against diversity: Are they valid? In M. & Stockdale (Ed.), *The Psychology and Management of Workplace Diversity* (pp. 31-52). Oxford: Blackwell Publishing Ltd.
- USNEI. (n.d.). *Structure of U.S. Education*. Retrieved from U.S. Department of Education: <https://www2.ed.gov/about/offices/list/ous/international/usnei/us/edlite-structure-us.html>
- Verbeek & Penninx. (2009). Employment equity policies in work organisations. In K. R. Kraal (Ed.), *Equal Opportunities and Ethnic Inequality in European Labour Markets: discrimination, gender and policies of diversity* (pp. 69-93). Amsterdam: Amsterdam University Press.
- Verbeek, S. (2011). Employment equity policy frames in the literature: 'good practice' versus 'bad ideaa'. *The International Journal of Human Resources Management*, 22(9), 1942-1962. doi:10.1080/09585192.2011.573972
- Verbeek, S., & Groeneveld, S. (2012). Do "hard diversity policies increase ethnic minority representation? An assessment of their (in)effectiveness using administrative data. *Personnel Review*, 41(5), 647-664. doi:10.1108/00483481211249157

Appendix

Appendix 1- Interview Questionnaire

Draft Interview questionnaire

On background and motivation

Q1: When was the Diversity and Inclusion Office established?

Q2: What were the reasons or drivers for the establishment of the D&I office?

Q3: What are the economic/moral/legal motivation for diversity management in the university?

Q4: Which type(s) of motivation would you identify as the most significant one driving diversity management in university?

Q5: how would you expect these different types of motivation would impact on the ethnic diversity size of student in campus?

On Overall approach to diversity management

Q6: how would you define the ideal diverse campus?

Q7: Which of these statements do you think is the closest to the vision of the D&I office?

- a. The goal of diversity management in this campus is to make sure students assimilate to the existing mainstream culture in campus successfully.
- b. The goal of diversity management in this campus is to build a shared identity upon the diverse foundation of campus, which is an identity every student can embrace regardless of their ethnicity.
- c. The goal of diversity management in this campus is to allow students to hold on to their own ethnic and cultural identities, even it means that the cohesion and inter-group communication in campus may be compromised.
- d. The goal of diversity management in this campus is to encourage communication and understanding between different ethnic groups, so as to create a strong cohesion between students of different ethnicity in the campus.

Q8: how would you expect these different approaches to managing diversity in campus would impact on the ethnic diversity size of student?

On individual initiative level and category of diversity initiatives

Q9: can you highlight initiatives/policies which you think is(are) essential/fundamental in achieving ideal diversity, regarding

- a. admission/ recruitment of students
- b. advancement or integration of students
- c. Analysing and understanding of diversity in campus

On output, i.e. diversity size:

Q10: An (over/under)-representation of (a specific ethnic group) can be observed from the enrollment number, what do you think contribute to such a situation and to what extent existing diversity management measures play a role or exert impact on it, either positive or negative.

Q: To what extent do you think diversity management can impact directly/ indirectly on diversity size of students?

Appendix 2- Document analysis reference list

The following official documents were referenced in this study (with abbreviation assigned to each document):

- Executive Summary California State University, East Bay Diversity Plan
- San Francisco State University Self-Study for WASC Reaccreditation: Section D and Chapter 11
- Report of the WASC Visiting Team Educational Effectiveness Review to San Francisco State University 2013
- San Francisco State University Strategic Plan 2015
- Report of the WSCUC Team Special Visit to San Jose State University 2017
- Report of the WSCUC Visit Team Accreditation Review to San Jose State University 2015
- San Jose State University Special Visit Report 2017
- Toward a More Welcoming Community: San Jose State University Action Plan
- San Jose State University Diversity Action Plan Progress Report, Spring 2017
- San Jose State University Responses to CSU Task Force on the Advancement of Ethnic Studies Recommendations
- Recommendation for SJSU's Special Task Force on Racial Discrimination, 2014
- Werkplan Diversiteit en Inclusiviteit 2014-2016, Leiden University
- Project Initiation Document (PID) Programme: Diversity 2015-2017, Erasmus University Rotterdam
- Advies Continuering Programma Diversiteit & Inclusiviteit

Appendix 3- meetings hosted by diversity office of San Jose State University

Diversity presentations, trainings, and meetings led by Chief Diversity Officer Dr. Kathleen Wong(Lau), AY 2016-17

Date	Audience		
08/15/16	Intergroup/Intercultural Facilitation Training	Resident Advisors	10/26/16 Faculty Diversity Task Force Meeting
08/30/16	Black Student Union (BSU) Welcome		10/27/16 Presumed Incompetent Event
09/06/16	APIA Faculty and Staff Association		10/28/16 Japanese American Museum
09/07/16	Community Policing Solutions Forum		10/31/16 Faculty Diversity Professional Development Group
09/08/16	APIFSA Meeting		11/02/16 UNIV 101 - New Tenure Track Faculty onboard training
09/09/16	Water Polo team		11/02/16 Cafe con Leche Event
09/14/16	Policing Working Group		11/07/16 4th Annual Soul Food Thanksgiving
09/14/16	BSU		11/08/16 Hold dorm area office hours- Election Dialogue
09/29/16	Campus Conversations: 9/29 10-12 in Compean Diaz Student Union Ballroom		11/09/16 Faculty Diversity Committee
09/30/16	Title IX Coordinators & Law Enforcement Symposium		11/09/16 Faculty Diversity Training Meeting
09/30/16	Hearing Officer Training		11/09/16 Chelby Gill Diversity Advocate Intern Workshop
10/01/16	Student Leadership Conference		11/09/16 Election Dialogue Program
10/03/16	Faculty Diversity Professional Development Group		11/10/16 Hold for Black Student Issues Dialogue
10/04/16	Reporting Procedures for Crimes in Housing		11/14/16 College of Ed - Staff Training
10/05/16	Training - Residence Life Coordinators		11/15/16 Faculty Diversity Development
10/10/16	Training - Residence Life Coordinators		11/16/16 Post Election Brainstorm Meeting
10/10/16	Israel & Palestinian Human Rights- Dumasani Washington		11/16/16 African American Student Issues Dialogue
10/11/16	Faculty Diversity Professional Development Group		11/16/16 issues facing our immigrant students
10/14/16	College of Education Mandatory Title IX Executive Order Training		11/17/16 Meet with Muslim Student Association
10/14/16	Shabbat Dinner at Hillel		11/18/16 Faculty Processing & Support
10/15/16	Engineering Diversity Conference		11/21/16 Conversation on Campus Climate
10/18/16	Community Policing Group Meeting		11/21/16 Spartan Stance Meeting
10/18/16	VSO		11/21/16 Diversity Presentation at Frosh Orientation
10/19/16	Black Faculty, Walt Jacobs and Andy Feinstein		11/21/16 Jewish Faculty and Staff Association
10/20/16	Indigenous People's Day		11/22/16 Title IX mini retreat
10/21/16	Student Affairs Leadership Meeting		11/29/16 Standing Rock Benefit Concert
10/21/16	Faculty Diversity Professional Development Group		11/30/16 Faculty Diversity Task Force
10/21/16	Faculty Diversity Professional Development Group		11/30/16 Faculty Diversity Development
10/21/16	Faculty Diversity Professional Development Group		11/30/16 Faculty Processing & Support
10/21/16	Faculty Diversity Professional Development Group		12/01/16 Faculty Diversity Institute
10/21/16	Faculty Diversity Professional Development Group		12/08/16 APIFSA Meeting
10/21/16	Faculty Diversity Professional Development Group		12/13/16 Affirmative Action Plan Overview
10/21/16	Faculty Diversity Professional Development Group		12/16/16 Leadership Retreat Training
10/21/16	Faculty Diversity Professional Development Group		01/19/17 Post-inauguration discussion Training

01/20/17	Chairs Retreat-College of Engineering-Anti-Bias	04/19/17	MPP Training Coming in April: Unconscious Bias
01/23/17	Concerted Activities Committee Meeting	04/25/17	Meet with Frosh Orientation Class
01/25/17	New faculty orientation	04/26/17	Faculty Diversity Task Force
01/26/17	New Lecturers Orientation	05/01/17	IRC 101 - Conversations about Concerns
01/26/17	Post-Inauguration Event	05/02/17	Faculty Diversity Search Committee
01/27/17	Academic Senate Retreat	05/03/17	IRC 101 Fac Div Dvlp Group
02/01/17	Faculty Diversity Task Force	05/04/17	Faculty Diversity Search Committee
02/01/17	Conversations about Concerns	05/05/17	Faculty Diversity Search Committee
02/01/17	UndocuSpartan and Allies Spring Welcome	05/05/17	White Allies Group
02/02/17	Conversations about Concerns	05/09/17	Faculty Diversity Search Committee
02/03/17	ADL Training	05/10/17	SAHE Forum
02/07/17	Staff Support Group	05/11/17	Faculty Diversity Search Committee
02/09/17	Mosaic Fellows Meeting	05/12/17	Faculty Diversity Search Committee
02/09/17	APIFSA Meeting	05/16/17	Faculty Diversity Search Committee
02/20/17	Faculty Diversity Task Force Meeting	05/16/17	IRC 101 - Conversations about Concerns
02/23/17	IRC 101 - Conversations about Concerns	05/17/17	Faculty Diversity Summer Searches-Inclusive Practices & Protocols Wkshp
02/27/17	DACA Support Group Meetings	05/19/17	Faculty Diversity Search Committee
03/01/17	Faculty Diversity Task Force	05/24/17	Faculty Diversity Task Force
03/02/17	Meeting - Faculty Div. Search Link/Webpage	06/06/17	Faculty Diversity Search Training
03/02/17	Wellness Directors Meeting	07/07/17	Frosh Orientation
03/03/17	API Leadership Retreat	07/11/17	Frosh Orientation
03/07/17	DARE Presentation	07/13/17	Frosh Orientation
03/07/17	Staff Support Group Meetings	07/15/17	Frosh Orientation
03/10/17	White Allies Group	07/21/17	Frosh Orientation
03/11/17	Women in Engineering Conference-Keynote	07/24/17	Frosh Orientation
03/22/17	Faculty Diversity Task Force	07/26/17	Frosh Orientation
03/22/17	IRC 101 Fac Div Dvlp Group	07/28/17	Frosh Orientation
03/23/17	Faculty Diversity Search Training	08/01/17	Frosh Orientation
03/24/17	Diversity Hiring Planning Meeting	08/03/17	Frosh Orientation
03/27/17	Student Life Retreat Training	08/05/17	Frosh Orientation
04/05/17	Faculty Diversity Task Force	08/07/17	Frosh Orientation
04/05/17	Staff Support Group Meeting	08/09/17	Frosh Orientation
04/05/17	Campus Climate Conversation	08/11/17	Frosh Orientation
04/06/17	IRC 101 Fac Div Dvlp Group	08/16/17	Frosh Orientation
04/06/17	IRC 101 - Conversations about Concerns	08/29/17	Faculty Diversity Search Practices & Protocols Workshop
04/07/17	Faculty Diversity Workshop	09/06/17	Faculty Diversity Search Practices & Protocols Workshop
04/11/17	Faculty Search Diversity Workshop	09/08/17	Faculty Diversity Search Practices & Protocols Workshop
04/12/17	Faculty Diversity Task Force/	09/11/17	Faculty Diversity Search Practices & Protocols Workshop
04/18/17	Faculty Search Diversity Workshop	09/14/17	Faculty Diversity Search Practices & Protocols Workshop
04/18/17	Meet with Frosh Orientation Class		

Appendix 4- Statistics on student performance gap of selected universities

The United States

1) First time freshmen obtaining degree in 4 years, by cohort

Students obtaining degree in 4 years	San Jose State University(cohort not specified)	San Francisco State University (2009)	California State University, East Bay (2009)
Asian American and Pacific Islander	No Data*	12.7%	16.85%
African American/ Black	5.6%	11.1%	5.3%
Hispanic/ Latinos	4.5%	15.4%	11.9%
White	No Data*	23.4%	14.3%
Other	No Data*	16.7%	9%

*No data: SJSU only provide graduation rate with benchmark of 6-year and 8-year on their retention and graduation page. In the University Snapshot document, only numbers on Black and Hispanic students graduation rate were found, graduation rate of other ethnic groups is absent)

(Source: official website of San Jose State University

<http://www.iea.sjsu.edu/Students/RetnGrad/default.cfm?version=graphic>,

San Francisco State University

https://air.sfsu.edu/ir/graduation_rates,

and California State University, East Bay

<http://www.csueastbay.edu/ir/students/retention-graduation-rates-2.html>)

2) First time freshmen obtaining degree in 6 years, by cohort

Students obtaining degree in 6 years	San Jose State University (2009)	San Francisco State University (2007)	California State University, East Bay (2009)
Asian American and Pacific Islander	44.9%	44.3%	51.35%
African American/ Black	34.2%	42.3%	27.8%
Hispanic/ Latinos	37.2%	44.5%	42.2%
White	53.9%	44.2%	46%
Other	50.4%	52.2%	44.3%

(Source: official website of San Jose State University

<http://www.iea.sjsu.edu/Students/RetnGrad/default.cfm?version=graphic>,

San Francisco State University

https://air.sfsu.edu/ir/graduation_rates,

and California State University, East Bay

<http://www.csueastbay.edu/ir/students/retention-graduation-rates-2.html>)

3) Drop-out rate in one year after enrolment, cohort

Drop-out rate	San Jose State University (2014)	San Francisco State University (2014)	California State University, East Bay
Asian American and Pacific Islander	21.5%	14%	No data
African American/ Black	20%	19.6%	No data
Hispanic/ Latinos	19%	19.7%	No data
White	15%	19.2%	No data
Other	17.5%	10.1%	No data

*no data were found on the exact drop-out rate

(Source: official website of San Jose State University

<http://www.iea.sjsu.edu/Students/RetnGrad/default.cfm?version=graphic>,

San Francisco State University

https://air.sfsu.edu/ir/graduation_rates,)

The Netherlands

1) Students obtaining degree in 4 years, cohort 2011/2012

Migration background of students	Erasmus University Rotterdam	Leiden University
Ethnic Dutch	52%	54%
First generation western migrants	48%	50%
Second generation western migrants	44%	50.3%
First generation non-western migrants	42.5%	33%
Second generation non-western migrants	47%	42%

(Source: University Diversity Monitor Report 2017 of Erasmus University Rotterdam and Leiden University)

2) Students obtaining degree in 6 years, cohort 2009/2010

Migration background of students	Erasmus University Rotterdam	Leiden University
Ethnic Dutch	53%	60%
First generation western migrants	58.5%	46.4%
Second generation western migrants	50%	53%
First generation non-western migrants	41.5%	29.7%
Second generation non-western migrants	38%	49%

(Source: University Diversity Monitor Report 2017 of Erasmus University Rotterdam and Leiden University)

3) Drop-out rate 2 years after enrolment, cohort 2012/2013

Migration background of students	Erasmus University Rotterdam	Leiden University
Ethnic Dutch	25%	21%
First generation western migrants	30%	25%
Second generation western migrants	32%	23%
First generation non-western migrants	36.5%	37.5%
Second generation non-western migrants	31%	27%

(Source: University Diversity Monitor Report 2017 of Erasmus University Rotterdam and Leiden University)

Appendix 5. Interview Transcripts (The United States)

-5.1 Explorative interview with Dr. Kathleen Wong(Lau)

-5.2 Interview with San Jose State University

-5.3 Interview with San Francisco State University

-5.4 Interview California State University East Bay

Appendix 5.1

Explorative interview with Dr. Kathleen Wong(Lau) , 16 May 2018 14:00 (GMT-7)

Gabriela (G:) and Dr. Kathleen Wong(Lau) (K:)

G: Okay, some questions, maybe we can start with some overall general questions first. Um, I'd like to ask about the, about the general function of diversity office because there are a lot of student support group. Oh wait, I forgot to tell you more about my master thesis. So my thesis focus more on diversity policies that addresses students. So I'd just like to ask in terms of support for student or diversity policy for students, what roles do you think diversity office plays here? Because there are a lot of other student support group that over all kinds of support for students too.

K: So I would say so indeed there are many offices and there is a student success center on this campus, just like many campuses have, that focus particularly for underrepresented minority students. Um, and it's everybody's job of course on such a diverse campus to make sure that all students do well on campus. Um, I think the purpose of my office is to try to act upon, and consult with, and encourage, and build support and structure for faculty, staff and students to work, to make a climate and an environment where people can thrive. Particularly people that are underrepresented, particularly students. So that means that even though there is a student success center, so for example, I worked with helping them evaluate the taskforces that form the success centers, um, I've consulted with on a regular basis by the different directors and other folks like the Mosaic Center, which is a multicultural center.

K: I sit down with the director and I provide professional consultation and advice or, or they give me a heads up on what might be going on. Um, certainly when issues impact our campus, whether it's legal, political... So we had, um, oh my gosh, it's been forever. But since the election of this president, we've had numerous times where there've been changes in the DACA program. Right? So, um, and as well as, you know, banning of refugee travel or you know, all kinds of things. Ban categories of countries or home origin. And all of those things, policy wise and technically also affect or impact, our campus, but they also psychologically impact, right? Our campus as well. So part

of my job is to work with all of the groups on campus to provide some sort of coordinated response interpretation, gather people together or work alongside people that have been charged with working on it and then to convey some of that information to other parts of the university.

K: So it could be faculty, it could be the staff, um, you know, it could be that they, you know, the president needs to issue a statement about values and safety, right. And resources. Um, and so, so, so it's kind of a, it's an interesting job, right? One of the things that this office does for example, is last summer, this summer we'll be doing facilitating face to face diversity training, um, for all 9,000 and something new students that come on board, right? So we have a very large campus. So we get about anywhere from 9,000 to 10,000 new students every year. And then about nine to 10,000 graduate and leave. So those new students, so freshmen and transfer in, um, graduate students, they receive a, a curriculum during summer orientation. So they come for a whole day and then we get an hour. We were working with them for an hour. So to provide some baseline training, um, and to encourage students to engage when they get here. Not to, not to disengage or not to... to engage with people who are different, engage with ideas that are different, get into productive arguments, you know, if they, if they feel like it, but also not to just sorta say hey, just because you're a different or I don't like what you're saying, I'm going to disengage. So we're trying very hard to set up a, I think an ethos of engagement for students as a skill building sort of thing.

G: So would you say that the diversity office, they are more engaged in some softer side of the policy instead of, instead of the hardest parts in, for example, like punitive policies in case of discrimination.

K: Yeah. So, so that's uh, that's a touchy, not touchy. That's a, that's a complicated question. So, so the policies and laws are set, so, so we have, so we're a public university so our governance is very complicated. Um, so there are federal policies against discrimination which we have to enforce and which my office is, will intake situations and then do an assessment and then hand it off to the right parties. Right. So that an investigation can be done or those kinds of things. Most of the things that come into my office just from initial assessment, do not seem like they would meet for level of an investigation. However, that means then that... it doesn't mean that something doesn't need to be done. And that's where it gets a little bit. That's where my office comes in. Right. So that's a huge role. I would say it takes up probably 30 percent of my week probably is meeting with people.

K: So, so this week especially close to finals, I have students coming in complaining about faculty who mistreat them. I have, you know, I've had faculty coming in complaining about other faculty that are mistreating them and in some of those cases where again, where warrants a level investigation, then I do an intake of information and then I call up the proper office where the investigation has to

happen, right. And then I give them some details and the contact information and they follow through. But a majority of the cases are not something that agrees. Yes, because it's not, it's not persistent or there's no evidence that it's persistent or that it's not severe enough. So no one is grabbing, somebody, threatening to kill somebody, you know? Um, Title IX also reports to me, so it's not, it's not sexual assault, it's not sexual battery, but it could be something that, and it's probably, it may not even be something that's clear harassment.

K: So for example, there might be a class where a professor says something like, um, you know, oh, I think that, uh, you know, immigrants come to this country and um, I feel like they can't do as well because they just have too many challenges. Right? So it's Kinda, it's a, it's a horrible thing to say. We can all say unprofessional, right, not inclusive, all those sort of things, but it's not, they're not calling someone a racial slur, they're not directly threatening a student. And let's say it's a one off. So the student, you know, comes in and I say, have you heard other things the professor said? No, there's, you know, there's never been anything. I tried to talk to the professor, she got defensive, she got really upset, started crying, and then I felt bad and I stopped. Right. But nonetheless, the student feels really awkward.

K: They don't feel like they want to stay in the class, they don't know what to do. Right. And all the classes are crowded or maybe their best friends are in the class, they didn't want to move. Right. So, so in that case, it probably won't meet the level of an investigation. Right? It's not clear discrimination. It would. And even the union might come in and say, hey, that's not. You can't do a discipline on this because it's a one-off. Very mild, you know, it's bad, but it's mild, right? So in that case I do inform and I checked the record and make sure there's no ongoing investigation and there hasn't been other things in the past where this faculty has been implicated in something else, right. So none of those things are true. Then I have to work with... what I do is I try to work with the Dean and work with the administrator who supervises that person to say I'd like to sit down with this person and have a conversation, is not a discipline so it's not going to go in their file, but I'd like to have a conversation, that chair can be there.

K: So we try to work something out, right? So that I can have a conversation. And so I do sit and coach and try to counsel people who, who may not know that the behavior is bad or sometimes they do know it's bad. Right. So, um, but, but they've been caught and now we work with them. You know, I try to work with the student, just say I can't, because this involves personnel, I can't really tell

you what's going on, but if you have another issue, please you know, here's my number, here's my cell number, just call me back. Right? If something happens. And so though. So, so the hardest things to deal with are the ones that are not clearly violations and that's why those are so time consuming, right? There are other sorts of things, right? Hate posters go up on campus, right? Students get very upset.

K: A hate poster goes up in the dorms or someone has a confederate flag in their dorm room, right? That's visible from the hallway. Right? So housing, I've trained housing on how to deal with those issues just to get them, get people settled and determine at what point is it that something you absolutely have to report to the police and let them make the determination whether it was a hate crime or not. So you don't make the determination. You let the police do it. Usually the police will come back and say, that was not a hate incident. It was the free speech or whatever it was. Right? And then we have to then go into the dorms and then I work with staff and then we have a meeting and then we talked to people about community standards and the impact and so, so, so all this other stuff is we're trying to, uh, to respond but also educate people so that they know what's going on.

K: So we had a swastika incident, I think about a couple months after I got here when we did these large... you know, presses everywhere. It got out to the public and the other reporters everywhere and stuff. But when it, when, um, that evening when we had a large, um, dialogue in the dorms and one of the buildings that, that had occurred in, I would say 75 percent of the students had... it was kind of surprising, did not know, believed it to be a racist symbol and did not know that it was a symbol that, um, that was antisemitic, that Jewish students felt threatened. Right. And part of it, because it's a dorm with a lot of students of color, who, you know, it's not. If this happened in a predominantly white institution, likely it was a white Christian and the Jews would feel Jewish students would feel threatened, but it's a lot more complicated in a multicultural environment.

K: And so the point is to get in there, give people information and then teach them how to talk about these things, right? So that people don't feel fearful and that they can work things out. And I think that the students really enjoyed, um, I would say enjoyed talking. It was very emotional for some students because their parents were calling saying, I don't feel safe with you there because their parents knew what the swastika meant more than even the younger kids did. So their parents are like in their forties and fifties. They know what it meant. So, so for these students, they were able to then, um, I had a student who said, you know, my dad's on the phone right now and he's very worried and so now I can talk to him and, you know, that sort of thing.

K: So that's a long example. But um, so, so we do a lot of interventions, but we also try to do through the training, very proactive sorts of things. So during the hour-long summer orientation we have, um, so I worked with a film studio here on campus and we devise 16 very short skits. They're like, some of them are like 40 seconds long, right? Just very quick interactions. Um, and off-screen, you hear the actors say what they actually think. So I might have a... so one of the ones the students really like talking about is... one is... let's say I'm not Asian and they ask you 'where you're from?' and you say, 'oh, I'm from Minnesota.' Let's say you go to University of Minnesota, right? 'Where are you really from?' And then we have this polite and you kind of say, 'oh, well I'm really from, you know, I'm actually really, really am studying at University of Minnesota'. And I said, 'I want to know where you were from before that?' And then you say, 'well, I was from California' let's say, or something. And it's like, oh no, no, no, but I still don't believe you. So, so the actors will be like, you know, like in my head, the person playing my head and my thoughts will say, 'oh, well this is kind of weird, but you know, she seems like a nice person, right?' So, I walk away thinking this is great. And your thought bubble is, 'oh my God, I'm so tired of this. Why are people always asking me, why don't they believe me when I say I'm from a certain place?'

K: And so then there's no... so then that scene closes and then the next one happens, the next one happens, right? And so the summer orientation leaders are trained to facilitate dialogue. So, in groups of 10 to 12, the students dialogue about all of these skits, right? So, so the diversity training is teaching students to engage and to ask questions and to, and to feel comfortable stepping up to the plate, but also in, in empathizing with how hard it is for people, um, who've never had an experience that's different than their own. They'll say sometimes horribly racist things are sometimes really sexist things, right? And that they still need to learn. But it's not always your job to teach them and so we're trying to teach everyone so that they can have the way that you know, to talk about it. So it was based on inter-group dialogue theory.

G: So two follow up questions. The first one is that, um, you mentioned that the intervention and arbitrary to a kind of thing takes up about 30 percent of your working time.

K: Probably 25 to 30 percent probably.

G: Would you mind to rank, um, tasks that take up your time from the most, like the first, the first few tasks that you think ticket most of your time?

K: I would say, um, I would say, yeah, intaking and doing interventions, probably 25 percent of my time, Title IX, um, investigations and managing, managing people so that they don't interfere and you know, just, I mean, just that kind of stuff. Right. And then, uh, I also oversee, I do proofreading of the reports and all that other stuff, so that probably takes up 30 percent of my time. Title IX actually takes up a surprising amount of my time. And then, um, probably curriculum, writing for training, doing training, designing programs, the proactive things. Probably another 30 percent probably.

K: And then the remaining is... I would say community building. So it's meeting and greeting people, showing up events as requested being, you know, being advisory on a committee, a lot of committee meetings, right. Where people want to make sure that they're doing the right thing. Um, so I serve on a lot of committees. Yeah. I would say that's the remainder of the time. Yeah.

G: So would you, would you consider that um, designing curriculum or training, like what you just said, the diversity training for freshman, would you considered that to be the most important task for diversity office?

K: No, I think you have to do... you have to do all of those things. I don't think so. So people have to. So if you don't, let me backtrack. So when you're a chief diversity officer, ideally you should be able to, um, you've got to be able to assess what's going on currently and you certainly... we have a campus climate survey, right? And those findings, which we, those are a little bit older, a couple of years old but um, in order to be a good chief diversity officer when you're designing curriculum or training on staff or, or advising on policies, right? Or making it advisory to governance groups. So whether it's the academic Senate or the president or our cabinet. So policy does happen at the campus level. Um, you're not... your advice is not tailored or informed, if you don't know what's going on on your campus. So the process of having people complain and come into my office to seek help gives me an idea of what is not working well out there. Right? And then when I meet with groups and I go to events or I serve on advisory committees and stuff all over campus, I get a sense of the good things that are going well and things that are working as well. Right? So I think you sort of need to do both.

K: Otherwise, I think the interventions that you're doing might not be well informed. Right? Because they have to be specific. You have to start to understand nationally what's going on, you have to know what the national standards are and what could be done that you, if you had all the resources in the world, right. So you can shoot for that, make an aim for that. But at the same time you

need to know what's unique and specific to the campus as well as the different units on campus. Right. We've got a few colleges where they're continually problems, you know, and, and part of it is, there are some faculty that probably shouldn't be there anymore, you know. Um, but there

G: Is it okay to mention why... like to mention it in more detail, what kind of...

K: Well, okay. So, there are, there are on any campus, there are faculty who are very good at what they do in terms of research, and probably pretty okay on teaching, you know. So, and they're, but they're horrible as colleagues, right? So, they might mistreat other colleagues, they might be very exclusionary. Um, uh, they also may not be as inviting to their students, you know, they're, they're teaching might be a little bit, um, maybe more authoritarian, right? So, they're not, they're not...

K: They may not be helpful in terms of the ways in which our campus in the CSU system is trying to move, in terms of having high engagement in classes, in terms of, you know, using all of the available data to make sure that you are attuning to mid semester. Who are your students that are failing or your students that are borderline and ask those students to come back in. So our faculty have most recently all of the, a lot of tools available to them, right? That these, these software tools that have been designed by the whole system. Right. So, so I, so you can go into your class and, or into your major and click and sort of say from year to year you can see students that drop out, students that get... students that have been getting As and suddenly get Ds. You can see sort of the bottleneck classes or sort of the um, the failure, high failure classes. What we call the high DFW classes.

K: And if you're one of those people and you know, you need to sort of look and say, hey, why is that happening in my class? Right. And by and large, there are some great faculty who do that, who are shocked. I just had a faculty member this semester come in and say I pride myself on teaching while I had gotten really good teaching evaluations, but I actually looked really closely at my teaching evaluations and went through that software and realized that, the average GPA for my male students and female students was remarkably different. I had no idea. And so, she went through and looked through, you know, she did an analysis. Now she is someone who is already a good teacher, but she's somebody who took the time to realize I might be doing something... And so she was asking for advice.

K: She, she brought us some assignments where she, this semester. So she realized that last semester, so this semester she brought in assignments and asked me about 'why is it that all my

female students got worse grade than male students on this assignment. I'm wondering if it's somehow gendered?'

K: So, there are faculty who are like that and then there are faculty who are like, you know, I'm just going to teach things the way that I've always taught because you know, I'm tenured, this is the way to go. Now there aren't a lot of faculties like that, but there are enough and they have senior level positions that they can influence the climate and how some other people are working, right. So, when I say that, you know, it's not like there's a whole load of horrible people out there, but on any campus there are pockets of excellence and there are pockets of inclusive excellence and pockets where it's not... there's been a high turnover in leadership or you know, those kind of things.

G: Can I know the name of the software thing?

K: Um, what is it called? Hang on. Yeah. We're getting to the point where I think, you know, the universities are becoming more serious I think in really trying to use data. I don't remember what it's called. It's, it's got a catchy cute name.

G: And the purchase of that software. Is it initiated by the diversity office?

K: No, no, no. It's something that comes from the system it's from where we're a 23-campus system.

G: So it's the CSU system.

K: Yeah, I know the guy who manages it. I'll have to get you that name later. So there are faculty that resist change, I would say, as well as there are some staff members staff that resist change as well.

G: And just now you mentioned the climate report. I was reading through one of them and something that caught my attention is that... I was reading through the qualitative summary part. So there were, there were some respondents who are saying that um, the diversity climate in this university was not very good, but it's getting better now. So in terms of... like what do you think causes the change? And the thing that make them feel at the diversity climate is not very good. Is it because of that incident in 2013?

K: I think it's because of the incident, but more so it's because of the, the poor response from the administration to the incident. Right. So that administration is gone now, right? Um, so since

we, since the new president, so I came on a month after she did, so she, she's a, she interviewed me and hired me. She was part of the hiring process. So, um, when we first got here I would say we had our first incident like really early on. I think within like two weeks after I got here and she was down in Long Beach for a new president's meeting, which was a very important one. It's the first time she's going to actually work with the chancellor. It was the 23-campus system, so she was down there. And um, and I remember since we're all kind of new and the cabinet was smaller. I was trying to think. Yeah, there were less people. So there was a leadership team was smaller because she hadn't filled some of these positions yet and what I recall is, is having to text her down there and I said, listen, I think, I think I should work with the media person.

K: I don't have a protocol with this, but I think we need to be as transparent as possible right off the bat and just, you know, it's probably going to get out there in terms of social media at some point. But also one of the criticisms of the previous administration is that the administration was not responsive and so we don't know all the details yet, but we need to make some sort of statement. Um, I think within an hour after I texted her, she was writing 'keep me posted.' Um, we started getting, the media office actually was, came down to knock on my door as I was trying to call them because I don't even know who to call. So I was calling and they said we've gotten a couple calls from the local newspaper, right. And then one from a TV station and we need to know what to say and what to do.

K: So, um, so I wrote up a statement really quick, ran it by the president. I asked her to check her email and stuff and I said that, you know, I think it's gonna get bigger really soon, um, you know, with your permission I'm going to work with the, with the press because I think that we need to do it to calm students down and at some point they're gonna tell their parents. It was the swastikas event actually. They're gonna tell their parents. Right. And were already have media stations and Pat, the person that was here said she's already getting more texts from other reporters that she knows. So we set a plan into motion. We got university of police in here, we've got our language all sorted out about whether it met the level of a hate crime and you know, all this other stuff and how, what happened and you know, the RA, we backed up the RAs right away.

K: And you know, and there was a lot of information we tried to put together and then I spent probably the next hour, just next two hours just talking to media while I'm, I texted and worked with people from housing to set up some dialogues in the dorms. Right. So, so we responded within, I would say six hours total. We already had a program in place that night. Right. That's really different

than before. So part of it is I, I feel like on diversity issues, especially ones that threatens safety, psychological safety, physical safety and stuff, if we have the responsibility to be as transparent as possible and to double check to make sure that we are following the right protocols to make sure everybody is safe, including our staff and our employees as well, you know, um, and then to get information out there because parents are entrusting us with the safety of their children.

K: Right. And if parents don't feel comfortable with how we're dealing with these issues, why, why should they have with their students live on campus. Right. So these two incidents actually occurred on the same day. There were two swastikas that showed up in two different locations from totally different reasons. It just happened to be on the same day, which is horrible. But um, it was in the dorms, right? So people, you know, it's the first few weeks of school and you know, 70 percent are freshmen, parents are, you know.... It's hitting the news. People are going to be really freaked out. My president flew up, right away. She cancelled her meeting and told the chancellor 'I got to get back on my campus.' So, then she handled the press the following day, right? With the police chief and stuff. So I think those are the kinds of things that you need to do to make people feel safer and feel like we're ready to roll up our sleeves and get involved.

K: Even if it means we get bad press, we don't... it's not that we don't care if we get bad press, it's going to happen anyways. You might as well get out there, you know, because I think what happens is people, if they don't have information, they fill in the worst themselves. You know, I always say we can't prevent these things from happening, more things are going to happen. They always will. You see stuff on youtube or on facebook and stuff all the time about, you know, a racist person says something, right? Someone might come on our campus and tell, you know, say 'all Asians should go home' or whatever. We can't... we're a open campus, we can't control these things, but what we can control is how we respond to them. Right? So that people have confidence that we're doing our best. And so I think that's what is the difference, in my mind, between a safe campus and one that isn't.

K: So we, we can't, we don't have a fortress mentality. We're not locking down our borders around our campus, but we're providing people with information. Do we get it right all the time? No. Did we respond as quickly as we can? Sometimes we can't. Sometimes there's an ongoing investigation or they're trying to, you know, they're still accessing cameras to see what happened and so sometimes we just don't have the information, you know, so, so it's, it's very frustrating sometimes because people are calling and you're like, 'okay, we're trying to assess what's going on' and, but we always answer the

phone, we always talk to them. We always... that's sort of the... I think that's been the policy in this new cabinet. From what I've heard from faculty and students who've been here a while, they said that they really like getting those announcements. They liked the fact that we tell them what we know, even if the information is not complete, you know, because that was very different from the past. You have to build trust. Right. I think that's the most important thing. Yeah. Long answer, sorry, but what I do think it affects the climate.

G: So would you say that the safety and trust is the most important factor in terms of creating a diverse climate or there are other factors that you think are more important than this?

K: I think, I think that that's important, but you also need, um, access to decision making points, right? So fortunately for me, the academic senate, short semester after I got here, passed a policy that, that appointed the CDO onto the executive committee of the academic Senate. So all the policies that get made about... campus policies about employees, you know, about curriculum, about... all kinds of things go through that committee. And so I get to sit on that and I also give an update every, every time we meet, which is twice a month, um, about what's going on and what we should be concerned about, you know, or what's going on and the 23-campus system and stuff like that. So, they and I get emails all the time from their subcommittees, 'we're thinking of writing a policy for this. Could you give us some advice or some research on what might be important?'

K: Right. So, one thing right now they're working on is a big issue. They're working on that... I got called into a committee to, not to testify, but to give information and to testify I guess, um, was on, what is the research being done on bullying? So, when we're talking about campus climate, it's usually about diversity issues, but then there's this other layer. It's hard. It's hard to talk about campus climate without talking about also bullying also affects the climate, but sometimes bullying has nothing to do with diversity or it doesn't have to do with the classification and protected people. Right? But then how do you separate those things out? And then we have policies about discrimination. We have federal policies against discrimination, but we don't have federal and state policies against bullying. It usually falls under this, this sort of loose thing called professional behavior.

K: So, the perception is um, faculty and staff feel like there's not enough power behind these professional standards or professional behaviour violations. That they need a separate policy of bullying. Then how does that work with racial discrimination, you know, any discrimination based on the class and so, so they just want to ask my opinion. And then 'are we going to include bullying on the

survey?' For climate and, and what's interesting is in a lot of the handwritten notes I read, when I met with people from the campus climate survey that developed the one before I came, they said a lot of people said, 'what about bullying?' 'What about bullying?' 'Who, who's going to ask me about bullying?' So, I think it is a, you know, it's a concern.

K: So, so what's nice is so the senate could forget about diversity and just write something about bullying, but they're actually asking like 'how does this work together?' and 'is it the same thing?' or 'should it be treated in a different disciplinary manner?' All those kinds of things. And so, if there wasn't a CDO, they'd be less likely I think, to, to ask for that help to sort of say how is this working or what should we think about or what should we not do?

G: Would you say that the diversity office actually plays a crucial role in terms of shaping the diversity climate in school?

K: I think so. But ideally it should be a lot of people also taking responsibility, which there are, but I think in terms of having the concentrated expertise and having been charged with doing that and nothing else I think, yes, I think so.

G: And to what extent do you think that the diversity climate has a positive or negative impact on the diversity population or diversity sizes of student in the campus as a whole? Like in terms of, for example, in terms of admission retention, advancement... do you think diversity climate plays a role here?

K: I think it can, you know, I think that perceptions of safety and belonging are very crucial, particularly for those groups that are severely under represented. So, I would say for African American students, only at three percent right now. It's three percent in the county as well. So, Santa Clara county has only three percent, right? So, if we moved further north towards Hayward or Oakland, just a little bit further up north. There's way more African Americans and in those cities, right? But San Jose in this area, it's much smaller. However, it doesn't matter that it's that it's representative, it's still a very small group. And so, it's easy for an African American student in any major to be only the one or two students within a class. Because there're so many sections, there are so many majors, right? So, in the cases where students are, um, a fewer number like native Americans as well, I think that climate plays a huge factor, I think in the decision to apply and come here. You know, I think so. Yeah. And they hear about it from their friends or from alumni or other people. Right. So, I mean, it doesn't mean that all students

consider it, but I think it does, it does really have an impact. Um, I would say it has an impact for, on this campus in particular, for those students who are first generation students, whose parents did not attend college, um, and also for those students who are, um, who are poor and working class, who don't have the economic means or the resource means to protect themselves from exclusion or decisions that are not made in their favor.

K: So, which is why I always try to tell faculty and staff and other people is that, you know, you're working with many students who are living on the edge financially or they're responsible for other people at home as well, not just for themselves. And so, when one thing goes wrong or they're taking a full load and they're working 30 hours a week and all these other things, you know, one act of exclusion can really impact and have a domino effect for that student. So that's why it's so important. I think that the climate has an impact, although students may not consciously think about it that way. But if you have a faculty member or staff member who's not conscious about how they're treating students differently, they're going to have an impact on different classes of students without really thinking about it.

G: Other than the climate, do you think any specific policy or initiative that, um, that is initiated by the diversity office have a strong impact on the diversity size of student here of students?

K: Well, there's one, um, I wouldn't, I don't know if it's an official policy... So I'm going to get into the details about an official policy or an enacted policy. Right. So some things are not real policy. So for example, um, before two summers ago there was no required diversity training for summer orientation. Right. So students could go through their entire education here and never have to go through any sort of training or curriculum about diversity in general. Right. Well, not in general, but you know, skills learning how to engage when people are different, etc. The president wanted to have that happen. And Then the ABP who was in charge of... the person that ran several orientation, mandated it right. And said that all summer orientations, we'll have this. Now, it's not an official policy because we don't really write a lot of policies about those sorts of things, but, but it is kind of as a de facto policy.

K: So, it's hard for me to sort of say... another thing that we do is, um, you know, so the search committee, so we did 60 something faculty searches, um, hires last year, the previous year I think we did about 58. Right. So that's a lot of new faculty. That's a huge, that's more than a lot of universities hire. We're in a growth mode, right, we've covered a big campus. And prior to my arrival, um, there was no, because it's really hard. There was no follow-up to see whether people had followed their diversity

recruitment plan for recruiting a diverse pool. So, we have proposition 209, which means that we can't target faculty to hire and encourage them more just because they're People of colour. We have to treat everyone the same, right? So, we see what we can go to, we can go to like associations, like for black engineers and stuff like that. So, we can devise a plan so that we can recruit more diversely and we have to be really careful because we want, again, we want to treat all people equally, right? We can't do affirmative action here in the same at outreach. In the past, um, people would do their recruitment and then the pool would just be approved, right? Automatically.

K: Two years ago we started saying that the pool would come through me first I have to approve the pool, right? So I have to look and then I have to sort of, I look at what universities they're from, I compare it to the diversity action plan. I called them up and I asked them, you know, 'I noticed that your pool looks like it has hardly any women. And when I look at the national statistics for this discipline, it looks like there should be more women. I want to sit down and talk to you about what you did in your diversity action plan.' As soon as word got out that I was going to do that. Then, suddenly everybody, I heard, I don't understand, was really careful about what they did because they want to be able to sit down with me and have good answers. Right. So they, they weren't lying, but they, I think it inadvertently changed practice. so it's a very simple policy. But because of it and people didn't want to have their searches shut down. They were...

K: I think it changed behaviour. So that they were doing their due diligence to make sure that they do reach out to these universities. They have a letter or they have a record of it and stuff. So that when I sat with them they would go do it. and I would help them out. You know, I mean, I would help them construct emails to people that didn't know and you know, and all that stuff. So was I was helping them as well and I had a faculty member. So why it's important to have resources. I was able to pay, buy out a course for our faculty members, a very experienced faculty member, a Latino faculty member, so that she also sat with me and assisted in, trained a lot of these search committees and stuff to work on their recruitment plans and stuff. So yeah. So, it's not just me doing it. I also need to have really good partners so that they also become leaders on these issues on campus.

So we've had three faculty in residence since I've been here. They're called faculty and residents but they don't live here. So they basically pay there. we paid their college money to replace them with a lecturer to teach their class and... So Instead of that class time they do work for us. Yeah.

G: I think this is a very amazing initiative... a policy that I have heard. And is it something that is only limited to SJSU?

K: I think people probably do some variation of it, but it is very specific to SJSU. I think that like, I think Cal State East Bay does something similar, San Diego State does, but the reason why when you asked does impact students, it impacts students to have more diverse faculty. Right? There're research shows that students only need to... Um, so if you have a department where there are several faculty of colour, even if that student of colour never has a chance to take a class directly from those people, just knowing that the department has diverse faculty is enough to make that student feel like they belong in that major. And of course, if they have that faculty that's even better. Right. So there are these sort of secondary effects in terms of climate, right? That are really important.

G; Thank you very much.

K: I'm sorry, go a long time. I used to teach also the graduate seminar over at university of Oklahoma, my previous institution. I teach the graduate seminar on diversity and leadership. So that's why I can go on and on.

G: You have talked about a lot of thing that I didn't even think about. Thank you so much for these. Let me see, so would you consider that diversity officers at a public university is very different from working in private university?

K: Yeah, I haven't worked in a private one. I've consulted at some prep and one. So I've had some universities call me for advice on something that's happened at the university and stuff. So I'd say the difference I think is in the difference is governance structure. So the ability to move quickly, um, private universities, is much easier for them to move more quickly, you know, they can have a more authoritarian decision making process. I don't think that's necessarily a good thing. Being at a public university forces you to always consult and check in with other leaders on campus because you're here to serve. I get paid by public funds. As a public university, we have to work with, we have to serve all people. So, um, even if a student who is very anti-diversity or has been horrible to other students, I still have to serve that person. I still have to take care of that person because that's my job, right? I'm a public servant. So I think that, a private places, they also tend, not always, they also, unless they're HBCUs, historically black colleges and universities, they also tend to be more more, um, what would I say?

G: Exclusive or selective?

K: Yeah, exclusive and more class based, you know, so elitism, so, so they may try to enact diversity things, but in their lack of understanding of intersectionality of race and class with issues of privilege, I think it makes it easy for them to have a blind spot, right. And not serve the students that they should be serving. You know? And I think that there was a lot... It seems to me there's a lot more euphemisms among the faculty and staff about, about diversity, right? They like to talk about intellectual diversity, they like to talk about... they're more comfortable talking about gender issues than about race issues. So they're able to do, you know, that they intellectually can do it, but they just can't. To me the, there's something about the culture, I think of a lot of private institutions that the elitism is, I think it makes it hard for them to transfer that learning to other groups.

G: Would you say that there's less... the demand for diversity management in private university is not as strong as the one in public university?

K: I would say, I think they're under less pressure, right? They tend to not be as diverse first of all. Secondarily, I think in the current context, they're generally not the targets of hate groups and other groups. So public universities seemed to always be under a lot of... We get stuff all the time that comes in, you know, so I think that more stuff happens on the campuses. We seem to be more of a nexus of it, right, of free speech and all that sort of stuff. Yeah. And some religious order, religious universities, you know, believe that they have a right to discriminate based on, you know, what their beliefs are and religion.

K: Yeah. Yeah. So that's some of the difference. But there's some great private institutions too. It really depends on their leadership. So I think the, the cult of personality has a bigger influence I think in private places.

G: As you have said that you think that diverse diversity climate and policies in diversity, climate in general do have a very strong impact on students. Do you think is more... Is there any statistic that can back up that

K: I don't... you know. I think that um, Sylvia Hurtado has done some good stuff from UCLA looking at policies and climate, um, demographic, structural diversity and those issues. I think it's really hard to tease out. There's a center at university of Michigan... there are so many different diversity resource centers, I'm trying to think of which one it is. There's one that I mentioned taking a workshop...

Let me see what if I can figuring it out. You know what. If you send me an email, I'll follow up and get that into you. And then what else was I gonna get for you, the name of the software for class management. Okay. So send me an email. I'll get on it and send it to you. Yeah.

G: And also in terms of measuring the diversity of campus, what kind of indicators do you use? Is it, is it on quantitative size more about ethnicity, statistical number and then on the quantitative side, is it more about the climate report thing?

K: Yeah. So that's, that's what was done in the past. I think that what we're looking at for the new ones. So my office didn't do a new one, we planned it to launch it in the fall, might actually end up being in the spring. But um, so, in addition to some of the measures about whether you feel comfortable on campus and do you feel safe and all those sorts of things. I'm really interested also in some of the attitudinal measures, right? So, um, for example, out of a lot of the prejudice reduction literature in social psychology right there, some of these measures that we used an intergroup dialogue research, so I was part of this national intergroup dialogue research team. So one of the measures that I've used in a lot of my training, the pre-survey is, the question is, um, when I hear a person complained about being discriminated against, I understand why they might think and feel the way they do.

K: And then after, so what you're getting at is, do you understand the power differences and do you actually think about why people might feel like they're complaining or they feel hurt or whatever it is. The other question is when I, um, when I hear that people share that they have regrets about having discriminated against somebody or excluded somebody I now understand how they might think and feel. Right? So you're looking at attitudinal. Do I have understanding for the fact that when we get to a campus like this, a lot of people have very little experience, so they might say something exclusionary, but because we're in a society where sometimes we don't talk about these things, that person just goes on and never learns that they've done something wrong. And so when you see different groups having different scores on this, you can make some sort of assessments about what might need to be done or things that are not happening on campus. So I think that I'd like to advance some of our climate surveys to really address some of these, these sort of psychological issues. So how are people approaching issues of conflict, how they think about them, what is their comfort level? And then hopefully we can get a post graduation. I'd love to do like a pre... like a freshman survey and then at graduation survey and see what the difference is.

K: Now, a lot of the literature shows that in certain majors people actually decrease in their score of worldliness, understanding the world as well as openness to others. Two of them are, one of them is finance unfortunately. And then the other one is I think mechanical engineering where you actually see regression from freshman year to junior year. Most majors, particularly the humanities and social sciences and the biomedical engineering, I think in some of the biological sciences, they actually get the scores really improved. So, so I think that it's important to break down data for each college, each unit, so they can understand what's going on when their units to. Maybe there's something in their curriculum. It could be a national curriculum issue, like with finance, it must be a national thing that's pretty consistent across the country. Right. So, I don't know if that answers your question or not, so yeah. But, quantitative items can get at qualitative understanding. So, that's the point I was trying to make. So it's not just about how many students and where people are, it's also about attitudes or perceptions. Yeah.

G: So it's going to be implemented by spring this year,

K: Yes, this coming year, so a year from now. Yeah.

G: Have you already come up with the draft of that survey?

K: We did, but I don't like it. It's very close to the one from the one before. I think it's not... so we kind of had focus groups and have people look at from all over campus. We held these big sessions, we've had them and stuff and we had them look at last time survey and gave us feedback on each of the items. Some of the items, people really liked. So we're holding on to keep. So we have some baseline items, but I think there were less of these social psychological ones, which I think we need to put in more and then we need to consult more. So we were looking at surveys other CSUs have done and then some of that have been done at University of Michigan. We haven't made a decision yet on a different survey items.

G: Do you think you can send me a copy of the survey when you have finished?

K: Sure. Sure.

G: And in terms of, I still got some very kind of irrelevant questions, that I think I need to ask first. In terms of sources of funding, do diversity office get funding from CSU or from SJSU?

K: My funding comes from SJSU, I would say. Yeah. But again, I get \$30,000 from the CSU system for faculty diversity initiatives. Um, and we landed a grant on faculty diversity initiatives, but I think there are 10 of them for the 23-campus system. So we applied and we got one of them. But that's like a one-time fund and that was the between three offices. So that's university personnel, the provost office, my office. But, but most of the funding comes directly from the president's budget. So yeah. Which I'm very grateful.

K: I'm actually lucky. I think I have other colleagues who have as much smaller or, or it's a very minimal rate from the state university system. So it's different on every campus. There's no standard practice. I think they're wanting to make a standard practice and the other actually gathering all of the CDOs. I don't remember how many of us there are. 13 maybe out of the 23-campus system, but they're gathering us in June, down in long beach. So we're gonna spend a couple of days.

G: And also is there any, um, well I have looked through the website of diversity office and is it that all the initiatives and actions that have been taken by diversity officer in the past year covered in the action plan or there are some other place that I can have a look.

K: Yeah, it's really, it's really out of date. So, whatever is on the website is really hasn't covered all the things that we've done. Yeah.

G: So is there any possible way that I can get access to...

K: I think I can get you a copy of the WASC report. So when I first got here, we were not on probation but we were under review by the WASC accreditation...

G: Can you spell that?

K: W-A-S-C, western area... I can't remember what it's called. They accredit all the universities in the western region. So it's pretty important to stay accredited. So, um, but when I got here, we were a year into a two-year turnaround plan. We were asked by WASC and they said that they had a bad review on diversity on climate, on not having protocols, on, I mean, just everything you can think of.

K: That was bad. It's pretty awful report. And then I was hired a year after that report, after that visit and they had said in two years we're coming back for a campus visit. Right. So I had a year to turn things around. So, the question is you're asking for are all the things I had to think about, like what

are, what are we going to do? The first time when I got here was just me and I had to hire like an administrative assistant. I mean I spent the first part just trying to get things in order, but so because of that, in preparation for that visit we have to assess all the things that we have been doing. So we've got it all in a document so I can, I can send you a copy of the last response and that will list all of the things that we did.

G: Yeah, that'd be great. And yeah, pretty much what I have to ask at this point because I wanted to wait until I have that report. I'll just read through it and see what sort of activities were done and stuff. Then I can ask some more in-depth question.

K: Yeah. I'm not sure if it captures everything... I'm trying to think when was the last visit. Had been one calendar year since I was there. I think it captured, maybe it did capture some orientation. No we turn in the report in April of last year, so it might be missing this summer orientation training, but I think it had everything else.

G: Oh, just one more question. When was the diversity office of SJSU established?

K: My first day. July 25th when I started.

G: So is it something in response to that incident?

K: Yes, it absolutely is. So it was formed because of a task force. It was a city... it was a San Jose city and San Jose State task force meeting. It was community people, so it wasn't the city of San Jose's government, but it was chaired by Judge Cordell, retired African American woman judge. And it had community folks and campus folks. They put together a task force. They did an assessment, they put together a report and one of the things on there... they demanded a lot of things. Some things we can't deliver. So for example, in the 23-campus system, um, the collective bargaining agreement, so it's a union campus, we're all union, right? So the collective bargaining agreement for a faculty states that we cannot mandate training for faculty. The only mandated training is the federally mandated one for Title IX. That's the only thing they have to do. We can't require them to have diversity training, we can't require them to do anything in terms of training. So that's, that's, that's really a problem. But one of the demands was that we must train all the faculty. So the best that I can do is to, is to work with chairs and work with deans to get me into those departments to do it. But it's not, it's not systematic and we can't overcome the collective bargaining agreement. so yeah, that's unfortunately written in stone in terms of the union. Yeah. Yeah.

G: I got it, thank you so much for your time. I just wonder if there's any other university which you can recommend me to conduct interview with their diversity offices, universities around here? I mean the CSUs, there are so many...

K: There's so many, so there was somebody, um... Manuel... he's interim, but I think, you know, I think he is, he serves the same role that I do. So there's San Francisco State has somebody... um, UC Santa Cruz has a person. Uh, there was a private university, a jesuit one, University of San Francisco. Mary Wardell is there. I don't know if you're interested in private ones too?

G: I think my major focus will be on public universities.

K: Okay. So, CSU East Bay is one. She's retiring. I don't know what her last day is, but Dianne Woods over at CSU East bay is a good person. She's been there awhile so she's very experienced. So Dianne Woods. And then Manuel... what is Manuel's... He just sent me an email. Why do I have an email from him? That's right. Um, I'll just look them up. Yeah. Manuel Alejandro Perez. Manuel just started, I think, last fall. And then UC Santa Cruz... her name... I am really tired, I can't Remember anything. We meet, we have these northern California diversity officer meetings. Yeah, we're part of NADOAG. Oh yeah, do you know there's there's a national chief diversity officers association, NADOAG? N-A-D-O-A-G. That would have been a good conference for you to go to. It only happens once a year. Um, so most of the chief diversity officers in the country to try to go to it every year. Yeah. And I think last time they were like 500 people, which is a lot of people. So let me see. I'm gonna do a search on my email and see if I can bring up that list.

G: Thank you so much.

K: Yeah, yeah. I'm just trying to remember how I might access it...The northern California one? Oh, here we go. Linda Scholz. That's it, it's Scholz, S-C-H-O-L-Z. And her full name is Theresa Maria. What I'll do is I will do an email introduction. Is that okay?

Appendix 5.2

Interview with San Jose State University, 23 May 2018 10:00 (GMT-7)

Gabriela (G:) and Dr. Kathleen Wong(Lau) (K:)

K: That's the end of the year or the end of the budget cycle. So there's a lot of money transfers that have to happen between departments and somehow one of our students go through to go to another department. Or were you there? Faculty worked for us for all semester, but somehow the funds haven't been transferred in, so I've got to make sure that gets done. All right. Okay. Thank you so much. Yep.

G: So I got some I got four question, which is, which are quite general questions and the first question is regarding the motivation of diversity management in universities. There are a lot of literature that talks about... that they have listed three motivations for implementing diversity initiative issues, initiative measures which include economic motivation, moral motivation in legal motivation for economic motivation. Well, should I explain my understanding on them? So for economic motivation is more... It's mostly about improving efficiency of an organization and then for moral motivation, it's more about social justice thing. And then for legal is because of legal obligations. So in terms of higher education in university, what do you think are the economical, moral and legal motivations and which one do you think is the major driver for all these diversity efforts in universities?

K: Well, that's a complicated question because different people, different parties have different motivations, right? When they all make up a university. So I would say the economic motivation is often expressed as we are preparing our students to operate in a diverse society, right? So society is more diverse. We live in a global context, the world is complicated, so therefore we need to prepare our students to operate in that complex and very diverse world.

K: Sometimes if, you know, people are a little more thoughtful, um, they might also believe that the diversity that people bring to the table for intellectual diversity of perspective, diversity is also really important. Right? So there's two parts. One is we need to prepare all of our students and so at a predominantly white institution that might be mostly the white students, right? To work in a more diverse world because they haven't had a diverse experience. But then also another economic

imperative would be for those students who are not the dominant group, um, would contribute to the intellectual and idea diversity, um, of their classrooms, of their classmates' learning experience, that sort of thing,

G: Do you think, because, well, do you think ranking of university maybe an economic consideration for diversity efforts because according to both QS and THE ranking, um, diversity of student or diversity in the whole office actually takes up from 7.5 percent to 10 percent in terms of ranking university

K: Sure, Sure. I think it is on the minds of universities, but I would say even in spite of that, I think it is not a primary or as primary as it should be. I think it's probably more of secondary behind everything else that's, that's where my experience of talking to people. Um, I think the social justice imperative is, is certainly on the minds of many people at a university, maybe not necessarily the central administration. So it certainly is on the minds, often of students or faculty who are in invested and trying to make the university more inclusive. It could be in a response to an incident of, um, sort of a very intense and very public conflict, where the university didn't do what it should've done or it's the reflection of long time perceptions of injustice at that university. So then there's one incident becomes the last thing that makes everyone say, you know, 'we've been talking about this forever and now finally, there's something that shows how bad it is here.'

K: So it's usually not one incident. It's been building up and nobody has responded to, um, accusations or demands that the university be more socially just so, so I think that less so but, it kind of depends on the university and the leadership. There are more and more administrations that do see the social justice imperative. Right? Um, but I think that's not something that is as common as it could or should be. Yeah. Yeah.

G: As for Legal motivation. Is there any legal requirement for...

K: Certainly... You know, although this is not, I would say it's not in the, it's not publicly stated. I would say any university, any large university in particular, is involved in lawsuits or legal action at any point regarding either Title IX or some sort of civil rights violation in some sort of discrimination. Right? And it certainly helps that university if they can show that they have done everything, that they could given their resources, to be a campus that has tried to take care of and address issues of

discrimination proactively. So from that standpoint, I think that more and more universities are seeing the value of doing that. So for example, you know, if we're doing all this great work, we know that we can't control everyone, right? There are going to be instances where someone misbehaves or someone is discriminatory. We can't control all of our faculty, staff and students or people from outside. And so, but if we have a good record and we've been doing this work. It does provide us a degree of not total protection but some, you know, some, some protection.

K: So some of it is, is legal, preventative, and then some of it is because people have been sued or maybe their regional accreditation has determined that they have a problem at a climate that um, people don't have faith in the administration on issues of discrimination or something. So, the regional accreditation agencies, like we're part of WASC, that's western region one. Diversity is a significant portion of their evaluation of the campus. Right. And so that's not legal, but it's policy, it's accreditation driven. So I sort of lumped that in with the rest of it.

G: So as for SJSU, which one do you think you is the most important motivation. I mean if you think that there's a difference in their importance.

K: So yeah, I think I would say it's social justice and equity is first. That's the basis for the founding of this office, but I still think it's on a lot of people's minds. And then, um, the economic case, I guess, because we live in the bay area because we have a very diverse campus because hi-tech is here, so that's something that people readily say. And the legal one is a little bit less, you know, I think. But, um, we certainly work very hard to make sure that we're doing everything legally, that we're not ignoring cases of discrimination and stuff like that. But I would say it's not the primary motivation... as much.

G: Okay. Thank you very much. And do you think that there are other motivation that is outside of these three that is significant in terms of why there are so many efforts allocated in managing diversity in campus?

K: I guess the only thing I can think of actually falls under those categories and I think there's a sense of um, I would say there's a sense of the time, you know, uh, 'the timing is right.' I think, you know, I feel like, and I don't know how to explain that, it's just that I think that there's more visibility about diversity issues. There's a lot more of the public talking about it. There's been a lot more conflicts

out there. So I think the current event, urgency of diversity issues, I think also is a motivator. So people don't want to be that campus, right? That ends up having an issue and doesn't know how to deal with it. So that's not necessarily lawsuits, it's more like reputation and that there's a normalizing that people should have a chief diversity officer. So that's what I'm trying to say. The context, right. There's a normalizing. Everyone else has one, we'd better get one because these, these things, this tweet could go, could happen on our campus, right. So I don't know which one that would fall under. I think it was like a separate maybe. Yeah

G: And then the second one, I'm going to show you a powerpoint slide. So this is, this is how I have categorized diversity initiatives, which is applicable to SJSU too. And um, which one do you think is the most significant in influencing the diversity size of campus, if you think that their impact can be separated.

K: So I would say this one, we're actually prohibited from doing legally because the proposition 209.

G: Oh, you mean the...

K: Admission part. We can't admit anybody based on race or ethnicity, right? We can certainly target certain high school so we can do selective promotion. We can do that. Right. And we do do that. So, um, so the question is, which one is more important,

G: Yes, which one do you think has a more direct impact on diversity size? Well, but this is based on the assumption that one of them have more impact, if you don't think that...

K: I don't think you can do one without the other. I think all three of these are tied together, right? And any, any good chief diversity officer needs to understand who does what role and we're cross responsibilities and informing each other and collaboration needs to happen. So, you know, so if we don't train people and we don't talk about climate in classroom or teaching methodology and stuff like that, we're the... we get all the students here and they're not happy or they drop out or they decide, you know, 'I'm not going to be in this major because I've had two classes where there's bad faculty' and it has nothing that there could be bad faculty in other units, but they decided to change their major and extends their time to graduation.

K: I mean, all these kinds of things are sort of affecting each other I think. And then, uh, not understanding data, um, I think not using data in a productive way would also hurt, you know. So I think, to me, optimizing all three of these on a campus is one of the challenges. Because they're often the responsibilities fall in different offices. And like the data analytics thing really should be happening at all units, but it's not, because it's hard to do. So we're actually on our campus where we're trying to figure out how to change that.

G: So what kind of change are you expecting, when you are saying that your university is trying to change it?

K: We're trying to focus on... so we're, we're going to be hiring a trainer to help us do more training, so I'm not the only one doing it. Um, and I would say the data one, we're going to sit down and I'll talk about how do we form a larger data initiative rather than having this one data office under the provost. We really need to have a large data center that that's higher up towards the either, you know, we're not quite sure, somehow it has a better relationship with everybody on the cabinet so that we can all, we all have our own staff member though that works on issues and turns around stuff fast. Right? And that we come together on a regular basis to talk about, oh, I think this is happening. This might inform your area. That sort of thing, the admission one would actually be affected by that data.

K: Right. So, so it's kind of hard to sort of say, you know, and we're actually changing also our admission and recruitment and enrollment services. We're actually combining or, or forming an enrollment initiative that involves um, the provost office, Student Affairs, President's office, possibly my office. So I think we're actually right now on this campus, we're trying to reorganize things so that there's more integration. So I think we're, we're actually changing all of these. But that's because we're all new here, right? We all, we've all been here less than two years, so yeah.

G: So about what you have said just now, about changing recruitment, can you go to into details about what kind of change?

K: Well, we need to use more micro level data, you know, for example, we really need to look at, you know, um what are the different, what is the demographics of someone, of all the people being, for example, being admitted into bio-engineering. What's their time to graduation? How do they change majors out. And that means that, if we want a certain, if we want to assemble a certain type of,

of bioengineering folks to go work out in this area, what do we need to input at the bottom? We're not as careful, I think. And I think even like deans and other people don't really know the data. We now have the data where we can track and see people have changed their major in their Sophomore year. Where did they exit to? Are they exiting to another type of engineering? Are they going over to biology or they just leaving sciences altogether.

And particularly for our URM students or our a women students. Where are they? So, that level of analysis is a lot of work when we have, like, 100 and something majors. So, when I talk about enrollment, those are all sort of enrollment questions. So, um, and in the past we haven't done that. I think because we're a very popular campus and we have no shortage of students applying, we haven't necessarily had to think at that level. But I think if we want to really think about how we're putting together our freshman class or our transfer class, we need to ask those questions. Are there community colleges that we're not pulling from that we should be? So, that sort of stuff where we need to sit down as a cabinet.... So the president keeps saying we need to sit down as a cabinet, all of us involved, to figure out what does that look like?

K: Or if we have a students coming from a geographic region further out, then that has implications for housing for example. Right. And so a lot of times Enrollment is sitting on its own, just kind of doing stuff and letting us know what the admissions, is rather than all of us sort of try to drive and figure out what we do. Right. Yeah, it becomes a lot more time consuming and a lot more complicated, but I think that it will help our university.

G: And then there's the last question, which is... so I have drafted four statements, and which one do you think is the closest to the mission or the approach that this diversity office have in terms of managing diversity of this campus? It can be more than one, but...

K: I would say... I think it's a balance between B and C, I think. Yeah. It's a balance between those two. You know? Um, we want students to be able to interact with each other. Let me read that again. Oh Hm... maybe it's C and D.

K: yeah, I think it's... so, we want students to have agency to decide to segregate if they choose, if they feel safer, this is what they want to do. Or maybe, you know, so for example, our native American students, um, they may come from an urban area... maybe they did not grow up on a nation

on tribal nation land, right? Um, but they have somewhat strong cultural ties to maybe their mother or father's tribe, but they grew up being an extreme minority. Um, and then they come to a place like San Jose State and they meet other native folks from other tribes, as well as they meet some people who are just like them, who kind of knows stuff about their background. They may choose to spend their entire four years here getting involved in learning, reclaiming their own language, learning more about their tribe, just developing a Pan-native American identity as a native American, not just as their tribes.

K: They may spend their four years doing that and that's great, right? They might not feel like they have a desire to interact with other people or other groups. That's perfectly fine. At the same time, we want people to be able to understand that there's value in interacting with people that are different than you. Um, and, and that there's value in respecting other people wanting to hold onto their experiences and their perspectives. If they do that, that shouldn't be a threat to you, right? Um, and that we should engage because when you go out in the world, you will be engaging, right? So I always tell students, when you graduate, you don't get to choose. You don't get to interview and select and hire the people that you get to work with. Someone else did that. You get hired into a team, you get what you get, right?

K: And so there are going to be times when you're hired in, when people may not like you, because even group may be discriminatory towards you, may have unconscious bias, may or may favor your group over other people? So you have to negotiate all that when you get out into the world. And so part of being at the university is learning how to negotiate through the challenges, the difficulties, the great positive things that can happen. So, I think it's a little of both, so yeah.

G: Thank you so much for your time. These are basically questions that I need to ask. Okay. Okay. Much for you.

K: I hope it's been helpful.

G: Yeah, it is very helpful. Thank you so much.

K: You are welcome. I appreciate it. I'm glad that I can help.

G: And you have provided me with a lot of information that I wasn't even expecting, so thank you so much.

K: Oh, you're welcome. Yeah, yeah. It'll be interesting. I'd love to read your thesis when it's done and see comparisons to other, to other CDOs and stuff.

Appendix 5.3

Interview with San Francisco State University, 23 May 2018, 14:00 (GMT-7)

Gabriela (G:) and Dr. Manuel Alejandro Perez (M:)

G: So maybe I can introduce you what I am doin right now.

M: Yes, that'll be great

G: I'm currently doing my master degree in governance of migration and diversity in the Netherlands and I am from Erasmus University in Rotterdam. My master thesis is on diversity management in higher education, particularly in public universities in both the US and the Netherlands. So, I'm coming here today to interview you and hopefully to find out more about diversity management in terms of policies or some initiatives, here in the US.

M: Absolutely, that sounds very good.

G: Thank you very much. There are a few very basic questions which I'd like to ask first. The first thing is that when is the diversity and inclusion office of SFSU established? because I cannot find this information.

M: Yes, we have a website that would be very helpful.

G: Is it this one?

M: Yes, so you can look at equity and community inclusion inaugural team. These were the first folks that were hired. It was myself and two other folks. And in there has information about when it launched. But the division itself launched in August of 2017. And I came on board in September.

G: So that's pretty recent.

M: Yes, less than a year. And the important part to realise is that San Francisco State history is that, we have had a decades and decades of experience with having student-led groups, student-mobilized groups. Our big history with activism and mobilization on campus. And so a lot of the initiatives that now currently are through the division, which we have different identity-based centres.

G: yes, like all these Asian and Pacific Islanders...

M: The Black Unity centre, DREAM resource centre, office of diversity and student equity. Yes, So those are the ones we have currently. And we also have an organizational chart that will show how we are also in the next year expanding to include our Pride resources centre, which is for our LGBTQ students. And then we have an interfaith space, that is going to be a space in which individuals from the campus community from different faiths, spiritualities and kind of creeds, can come together into programme together, we find spaces in which to discuss their faith. And then the final one is Latinx student services. So we are new to the institution, but historically all of those have been student-led and student engaged. This is the first time that the university is putting forward and institutionalised funding source and programming structure and operational budgets.

G: What do you think is the reason for this establishment of this official office?

M: There are a few things, I would say that Student Affairs has been working towards getting something like this off the ground for several years now. But then I think there were several key current events in the campus climate that really kind of catapulted the timeline of when that can happen. So, in 2016, you can probably find a lot on line about the hunger strike that we had on campus. And that was led by our students, primarily but not exclusively, from the college of ethnic studies. We are in the United States, we have the only college of ethnic studies in the nation, which is a big deal. We have a lot of history with our student-led organization that is called the Third World Liberation Front. And they were the group that really, in the sixties, spearheaded a first set of protest which landed with the College of Ethnic Studies.

M: And the recently in 2016, because of different matters related to representation in the faculty funding and budgetary support for more faculty lines, more courses, and more support for students of colour on the campus. Primarily because of budgetary challenge, the students protested, and it result in a muti-day hunger strike, which combined with a variety of different students demands and some of those were, like the creation of the Black Unity Centre, the funding support for College of Ethnic Studies by ways of some of their partners and programmes. So I think it's also the landscape and the time now, I think, in the United states, we're going through some very difficult time with our leadership, with our ideologies of philosophies as a nation. I think that's also catapulted our opportunities to... We cannot be a higher education institution in the United States, we shouldn't be anyway, and not have spaces like this for our students. It's been well received by the community, but I'd say that it's not without its challenges, which maybe you'll ask about it a little bit. but that's a little bit about the history and origin.

G: Since you have mentioned about all these student motivated initiatives, so what is the role of this office when there are already so many student things going on.

M: It's a great question. a lot of it is... So our role is to investigate, interrogate, and kind of expand upon the story of San Francisco State in social justice, in equity, in inclusion, in liberation. We got the question from the campus community as well. "You're new, so, what are you doing? We do that already" And it is important what we say is that, we're not here to re-create the wheel, we're not here

to tell you what you're doing is wrong, we're going to do it the right way now. Because that would be invoking power in a really problematic structure. What we are doing is hoping to clarify, provide more resources that university should be doing this for students. Students shouldn't have to... Students advocating is power, but students shouldn't have to advocate out of necessity, out of a direing need because it's a matter of livelihood or co-existence. So what the university, I think, is doing, in making steps in the right direction, is saying "we need to put an investment in these efforts, so that students don't have to go on a hunger strike to get these kind of things."

M: So another primary role of this office is to assess campus climate from the entire campus, which is why I am the chief diversity officer and I work with the team, I work with the division because it's important that we look at student affairs, we look at academic affairs, we look at our hiring practices, we look at programme and training, professional development. I think because one of the other critical thing is that our department, thus our division, is to align. So, if this initiative is going in this direction and this plan is going in this direction and then this project is going in this direction and they all are gearing towards the same thing, how do we get them to talk to one another, how do we get them to align? They don't have to be the same. We don't have to cancel some out, but how do we strategically align all of our diversity and equity initiatives, that's what this office does as well.

G: So, what kind of... As you have said, it's more about coordinating and resources thing. So, other than doing research on campus climate and coordinating and providing resources for students, does this office actually implement any specific initiatives?

M: Yes. So our structure is a little different. In most chief diversity officers cabinets or divisions, they report directly to the president, and there are more of an advisory capacity. Wo do that as well, but we are house in student affairs. We're not connected directly, I have a dotted line to the president. So, what is different about our structure is that, we have those 6 identity centre spaces and they all report within this EDP* office. And so, through those centre, we're able to do programmes, workshops, professional development, lecture series, colloquium, symposium institutes, all these different things, and we theme them. So like the Black Unity Centre, their focus is on Afrocentric perspective, our Asian American and Pacific Islander Student Services, their focus is on, they have a connection with the Academic Affairs, so they have a course, and hey offer a lot more academic support and integration for the success of our students. So we're able to put on a lot of these initiatives and align hem with like, our graduation initiative, align them with different strategic planning, documents and goals. So a lot of what our office has done is by virtue of our six different centres and spaces that we have on campus. This office helps to coordinate those. A perfect example would be, when the DREAM resource centre offer interns* to our undocumented students looking for partnerships and collaboration for one of their programmes for a week, they'll turn to their other members in the division and say, "how can we collaborate on this, in a way also help each other out in terms of strategizing resources, coming up with a new partners that have not been worked with before.

G: So would you consider that this office is a very highly decentralized office which all these centres they have a very high autonomy in designing their own initiatives?

M: Yes, for the most part because we're new though. I think that there is a leaning into more centralization just so that we all are aware of where we're going. We're barely learning to crawl, I think, as a division, we're very new, we haven't even hit the 10-month mark. So, there's a lot of consensus building, there's a lot of "let's check in" before we make any steps to move forward. And a lot of that is not so much to restrict or to centralize, but rather to make sure that we're all moving similarly, at least in these first few years. In my vision, I don't anticipate that as something that should always be, I do think that in this first two to three years, we do need to understand you know the land that we're on, the nuances of the relationships. We have some central directors and centre leaders who think that maybe that model, we can be more autonomous, which I agree. I mean we come from a history of resistance, but I think what we're trying to do is also say that we're a family within that resistance, and we're trying to help each other out together. So that there's no one person going way far out there and everyone else is sitting back here kind of waiting for the next steps.

G: And I'd like to ask, for all these centres are they actually student motivated or they are actually set up by the diversity office? Are they official subsidiaries that are run by formal staffs?

M: Oh yes, now I understand your question. Yes. The reason I paused is because, the first question would have been No, the second question is Yes. That's because of the structure. All of those centres have formal, full-time staff persons in them, they also have student staff in them. And the reason I hesitated is because each one of those started with a work group of faculty staff, students and administrators, that at the very least one semester, but usually by the year when reading to put together the centre. What should this look like, what should the staff be, what should the budget be, and then it launched. But all of those have full time staff in those programmes.

G: I'd like to know whether there's any place or any ways that I can have access to all the initiatives that have been done in the past months?

M: So what you can do is, if you click on any one of those, they should have information about their programmes. So if you scroll down, like this is the Black Unity Centre, they have their Twitter page, they've posted every single one of their programme there, so you can scroll there or go on to their Twitter page and find out. And then as you go through each one, they'll have something similar. They also have their contact information on there, if you have questions about anything, the other thing that I can also do, so they have their facebook, they have their social media, they also have their contact information, if that is helpful to you, but you'd like more information, let me know and I can put you in touch with them via email. The one thing that I will say though, is that right now, tomorrow is graduation, how long are you here visiting for?

G: Well I'm leaving next Tuesday.

M: I think I can send an email to them to have them connect with you, but tomorrow most of them will be gone for graduation, Friday, some of them will be here, most of them will be back in the space and Monday is a holiday here. So I don't think anyone will be here at work. But I can put you in touch with them, a lot of the information is online through their social media pages or their websites. I can also still email them if that's something that, if you look at it tonight and you're...

G: Yea sure, I was just wondering if there's something like a central action plan that kind of plan the whole thing in the whole campus, that's what I was...

M: Oh I see. There's nothing yet. I think that's something we aspire to do. We want to do that in two ways, we want to have a strategic plan for diversity and social justice, but we also want to have a bias incident report kind of tracking system. What those two things will tell us is what is happening on the campus to be proactive, but also what is happening on the campus that is impacting our community. And it might not necessarily rise to the level of discrimination, harassment or hate speech, but maybe it's this moment of bias that continuously happen in pattern that we can then track. That's the other level that we're hoping to explore a little further.

G: I see. So, here is something I have come up with, categorizing diversity initiatives, to what extent do you think this is applicable to this university. I have categorise diversity initiatives into three categories, the first one is initiatives that concern admission, which are initiatives that aims to increase the enrolment of under-represented minority students. So any policies that address this fall into this category. And then the second one concerns more about students who have already enrolled, which concerns their advancement and integration, for example, educational workshops. The third one doesn't address students directly, it's more about what you said, like doing research on diversity climate, campus climate. To what extent do you think this fit into this university?

M: So, my answer is in form of a question, have you heard of the graduation initiative 2025?

G: Not yet.

M: Ok, so, the entire CSU system, all 23 campuses, we all have this plan, this initiative, that all of us apply for funds for. It is a very specific initiative, it's called the Graduation Initiative 2025. So if you went to google, CSU graduation initiative, it'll come up. There's six or seven areas that we always have to address, including engagement and wellbeing of students, removing administrative barriers, data-informed decisions. There is a bunch of them. So what I'd say is that, our division addresses each of those three areas in the model you're talking about, through things like the graduation initiative. So in that much we're really looking at data practices, we're reviewing data relative to who's showing up at our doorstep, who are our first time students, who are our transfer students, how many of them are from historically under-represented communities. And then we also look at are they staying with us, are they transitioning from one semester to the next successfully, are they moving through or are they getting stuck. If they are getting stuck, are they getting stuck in a pattern? like everyone who enter this discipline get stuck, or everyone who take this class at this time gets stuck. And we're also looking at graduation initiatives, so like to what degree are we actually moving students through to graduate. I'll tell you that in a four-year model, in 2017, we only graduated, as an example, 11 black students. That's... if I can count that many, the numbers are dismal. And so, our division is actively working towards those efforts. There is a lot of data that's missing though, for example, so, we don't have any data in a cohesive and holistic way about our LGBTQ populations because it's considered a protected identity that we do not ask for, unless it's in an optional circumstance. So, what we're doing also that, out of this division, is we're hosting our campus climate assessment and that is with the help of Sue Rankin &

Associates Consulting. They're an amazing group, they worked with many many higher education institutions in reviewing campus climate with a social justice lense. Through them, we're going to do this assessment and survey, both qualitative and quantitative, that goes through the entire campus and asks everyone what they believe our climate is like now. That would be in form of those three models you have referenced to earlier, in terms of how do we impact outreach, how do we impact retention of our students, and how do we use data to make our practices stronger.

G: And to what extent do you think, what the diversity office is doing or the whole diversity, diversity management thing actually has impact on the ethnic diversity of students in campus.

M: That's what we hope to see soon. We don't have. The data were so new. We don't even have the data to show how our practices can have high impact on our students yet. Our goal is that it will. But I can tell you right now that we're so new, we are still exploring and asking questions, like how come we don't have LGBTQ data? How come we don't connect with our Palestinian community? Like how come it's hard? How do we bring in this? So we're still asking lots of questions. I think there's areas that we are hitting the ground running. Like our programs for our black community are, are a lot. They're frequent and they're pretty strong. They tend to be attended by the same people over and over again. Um, and so we're still asking questions like, why is that? How is that happening? I mean, it's good that we have them coming, but how do we keep new voices coming? Um, so we're still very much in the assessment phase. I tell you, we started in September, so we're very new, but um, I think our eye is towards getting stronger and expanding on our services.

G: And is there any official reports that have been published on the website or by the office and

M: Not officially yet, the Black Unity Centre put out a report, but it's not on there because it was just, it was the centre putting out a report, but it hasn't been formally vetted yet. Um, and so it's not on the website. But depending on when your report or your full thesis is done, are you hoping to graduate?

G: Um by the first of July?

M: This July. Oh Wow. That's fast. Congratulations. So that's good. The reason why I asked is because in October we're gonna launch our whole survey, so everything will be online. We'll have promotional documents, we'll have letters. Um, so unfortunately we don't have any reports right now. Um, we will, very soon.

G: Maybe I can ask you two more questions?

M: Sure.

G: And the first one is for the motivation, which you have kind of mentioned about the establishment of this university. There was this a key events that happen. So would you consider, I mean, in terms of motivation for diversity management. There are a lot of studies on this and they have

pretty much sum up three motivations which are economic, moral and legal motivation for, for like for allocating resources, devoting efforts in doing all these things. So in terms of higher education in US in general or just SFSU, which of these motivation, economical, social justice or moral and legal motivation, is the most important or significant for this whole diversity management thing.

M: I guess I will ask for whom? Because I think it depends on who you're asking on what they would respond. So if you're asking members of our own division, what we think motivates our division, um, I would say it would be a social justice and moral, but also legal. I think there are ways in which our undocumented students continuously are, they receive different treatment, differential treatment, or they don't have access to their fullest expression and resources. Um, which becomes a legal issue and a legal constraint. Um, I would say it's also potentially economic, in the sense that a lot of our resources that our communities are needing, they're very scarce and they're very difficult to come by or difficult to understand. So whether you speak a different language, whether your home life did not expose you to these resources, whether the resources were not accessible to you. Um, I think to a certain degree, economics plays a factor in the need for it. Um, but I would say it really depends on who you ask. If you ask a senior leader here on campus from the Cabinet Office, I think they could tell you, um, social justice, moral. But I would say that maybe the deeper, I think the impression and the perception could be that it's more an economic and legal.

G: Okay. So in terms of economical, do you think they have a different interpretation?

M: Yes, I do. Um, I think sometimes economic can be seen as, if you do not institute these kinds of initiatives, the expense of not implementing them is going to be higher than the investment of providing resources and support for the community now. And I know that's a different version of economic model, but I think it's a motivation. It's nonetheless economic in nature, but that might not necessarily be with the same intention.

G: So in terms of the possibility that it could incur higher expenses if there's no diversity management. What you think are the cases of those events that may incur higher costs without diversity management?

M: Oh, like examples. Yeah. So I think on our campus, I think the expense is not a monetary one. I think the model is an economic one, but the expense is going to be, in like capital, in cultural capital, in social capital. So for example, let's take the hunger strike from a 2016, if the campus did not engage in a dialogue with those students and hearing their demands, the expense and the outcome, and consequence of not doing that would have been far worse than even just literally finding the money to pay for more budget or more classes. Um, because that news was national news. It was... everyone was watching. Um, and I think if the narrative and story turned out to be San Francisco State, and I know this sounds awful, but like let's say as an example, San Francisco State allows a student to get very lethally sick because of the hunger strike, because they wouldn't give them money that would follow the institution for years and years and years and years. I think it would result in less students coming to school here. I think many individuals, uh, you know, from our faculty and staff, frankly, would have seen that and say, I don't want to be a part of this and left. That to me is an expense that I think some of our leaders see it that way first, rather than seeing this is the right thing to do, we should be doing right by

our students. I think everybody is motivated by that, but I think the flavour and the intensity of that motivation is very different.

G: And as for the economic motivation from diversity officer's perspective, you were saying that, in terms of economic motivation, it is about providing resources to underprivileged who doesn't have access to all those things. So, I's just like to ask something that's a little bit relevant to this one. In terms of admission, I know that, um, in the US, it's illegal to admit students based on their ethnicity, but is there any affirmative measures or policies that allow certain underprivileged class or specific ethnicity group to get into university?

M: Yeas. So I'll give you a very concrete example. We just hired a full time staff person to work in the Black Unity Centre and he is our outreach specialist and so what that means is that, while we can't say I need more black students, so I'm going to bring you in, you and you, you all are black. What we can do is hire a staff person that is trained in, is culturally competent, understands the nuances of the community, has experienced working with the community and can use those experiences to connect more specifically and directly with those students and say, 'I understand you, this is what I can provide to you. Let me give you these resources that I know both from the research but also from my lived experience are going to be helpful to you, so that you can then apply on your own and I will help you. I'll watch it as it goes through. I will make sure you get transitioned successfully.' So we're not saying 'admit these three students because they're black, but we're saying 'we're going to give you all the resources you need to succeed in getting into the institution.'

G: But for this one that you have mentioned. It doesn't apply to the Asian American one, right? Because, uh, for Asian American population, there's actually an over-representation.

M: Here, Right, right, right, right. Um, it's still a framework we will use, but yes, in terms of numbers. So like our black population is at about five percent. It's very low, our Latinx population is about 42 to 46 percent depending on... right now we're in between our years, um, and our AAPI students, our population is very high. Um, so I think though there, in begs the question, I think the difference in one is the numbers and the equity gap. How are we serving the numbers of students that we have in our numbers, numbers of students really low. But the other thing is that, in spite of having high numbers of students of colour, do they still, are they succeeding? Are they being, are they staying, are they graduating? And you'll find that that's where we have a difference. That's where it shouldn't be... like our rate of enrolment should match proportionately, in a perfect world, the rate of graduation, and it does not. They're getting stuck here in different ways. And I think that's what this division is trying to do, is explore where are they getting stuck, how do we intervene with resources so that they can then find their own fluid way of moving through the remainder of their time to graduation.

G: So, um, can I say that even though Asian American, they have an over-representation in this campus, although they are the majority in this campus, still they are of equal importance when compared to other very minority population like black or native American. So, so that, um, I mean are they of equal importance when considering affirmative action or relevant initiatives addressing minority student ethnic student.

M: Yes. Relative to the legal sanctions of like affirmative action and how you actually allow and admit students in. Yes. I would say our framework, is one of equity though, relative to how we serve the students.

G: So students of all ethnicities are equal. Do you mean like, when you were talking about equity of servings students, do you mean that student of all ethnicities are equal despite they may be the majority here, they receive an equal amount of resources or...

M: I actually mean the opposite. I mean, um, so, legally, all of our students must be seen the same in terms of being admitted to the institution because of things like affirmative action, um, when students arrive here, we distribute resources and support and intervention to all students, to the students that have been historically marginalized, targeted or, by virtue of our data, are demonstrating that they are not succeeding and not moving through. We need to provide them with additional resources or interventions that are culturally informed, community engaged and, and come from within the community basically, um, to help them succeed the most of it the system and that is what we feel is an equitable approach, an equity framework to how we support the students.

G: Okay. Thank you. And I got one last question. So I drafted these four statements and I wonder if you can pick one or two which you think is the closest to the mission, or the general approach, the macro direction of this, of the diversity climate or diversity management in this campus.

M: Okay. Um...

G: Or if you think that none of these fit, you can also talk about,

M: Yea, um...

M: It's a mix of C and D, it's what I think it is. That's where I, I kept reading that over and I'm like, I like this part of this and I like this part of this. So what I would say for us is true, is that the goal of diversity management in this campus is to allow students to hold onto and celebrate their own ethnic and cultural identities.

G: How about this part like, to build a common identity which all students can share. Do you think that is relevant

M: As an, as an outcome?

G: Yeah.

M: No I don't. because and then tried to find like, what is that identity? Is it being a gator? Because our mascot is the gators, alligators and I kind of think... I don't think it would work for that. I think on this campus we have such a strong history of resistance. I don't think the goal would be for everybody to have a shared identity, but it wouldn't be to, to acknowledge that you have your identity and they intersect with different communities. I do as well. I may not share the same identities, but I

understand where you come from and I honour and respect your dignity as in your humanity as a member of those communities. Um, so that's why I think it's the beginning of this one. 'Hold onto and celebrate their own ethnic and cultural identities.' Um, but I don't think that it necessarily means... I think that... that it would... that even and... that means that cohesion and integral communication in campus will be stronger as a result of it. Yeah. Um, I think that's our goal is to say we have this notion framework of being colour-blind in this institution. I mean, uh, in, in higher ed and in the United States.

M: And I would say the opposite is what we strive for is said, I need to see, you are clearly not a white American. Uh, I am clearly not a white American, but, um, my ethnicity as a first generation and Spanish speaking Mexican immigrant and from a migrant family can be honoured and valued as part of the experience living in the United States. And my celebrating and understanding my value doesn't mean that I can't have a strong sense of community on campus. I think the fact that we can acknowledge that about one another makes us stronger together because I could understand you, see you, and know that you are not just like everybody else, nor am I, but I think that makes us stronger as a community.

G: Well, these are actually. So these are statements that are central to some idea of integration models in sociology in understanding migrant society in the majority, into the mainstream society. So this was actually in one of a study on multiculturalism. Some scholars actually said that by letting them hold onto their own identity, it would actually reduce the social cohesion in the community.

M: Yes. So that also comes from Tinto's framework, Vincent Tinto's framework for social integration. Um, and there are lots of newer theories and frameworks that talk about it from an intercultural and across cultural model and framework that really discusses how, acknowledging our community at the intersections of identity mix for a stronger experience and a more engaging experience. Um, but there are absolutely others who think differently. They think like number, this third option, Vincent Tinto is one of them as well, so.

G: Okay. Yeah. And as for D, because you have just explained on the C one, you haven't explained on D, which you think are also... um, to what extent do you think this is applicable?

M: encourage communication, understanding between different ethnic groups to create a strong cohesion? Yeah, I think that's true. I don't, I think it's the only reason why I didn't pick D either is because it's not, it's like it's all true, but it's not all of the truth, if that makes sense. I would say that the goal of diversity management in this campus is to encourage communication and understanding between different ethnic and racial groups, so as to create strong cohesion between students of different ethnicity and the campus, but also to instill a sense of pride in oneself and the value of our own identities as part of a community.

G: Thank you very much that's all for today.

M: So you have a very quick timeline.

G: Yeah, I understand that you're very busy and I don't want to waste your time. So I just

M: Oh no, no, no, no, no, I, I appreciate it. I think. I think this is fascinating. I'm glad that we had an opportunity to connect.

G: Thank you so much for sparing time for this.

M: Yeah, yeah, yeah, absolutely. Absolutely. If I can be of any other help or in your writing, you come up with more questions or whatnot. I mean you can always call me or we can do a facetime or video conversation, I know how it goes. So don't worry about it. I'll give you my card so that you have more information too.

G: So I would just try to contact with the specific centres if I need any information from them.

M: Sure. That sounds good. Yeah. And if you get stuck let me know because I can email them to let them know. Let me get you my card.

Appendix 5.4

Interview with California State University, East Bay, 24 May 2018, 10:00 (GMT-7)

Gabriela (G:) and Dr. Dianne Woods (D:)

G: So I have a series of questions I'd like to ask you. Looking at the website is it that the diversity office of Cal State East Bay was established in 2008?

D:No, we had we had a series of workshop and developed a diversity plan around that time. The diversity office was established in 2013

G: What do you think was behind the decision for establishing this office? Is there any particular thing that happen or is it just about, it's time to do this?

D:No, no my mind my president is very thoughtful about how he does. So we have a new president Our president prior, Mo. Qayoumi, really wanted to WASC, which is the accreditation agency, said 'you have lots of diversity but what are you doing with it? So we want when we come back next time we want to see how you're focused in your programs and your initiatives.' Well then, we have a new president who had a series of listening sessions and in the listening sessions, he ask staff and faculty ' what's important here' and students. And they said a series of things, you know. They said sustainability, critical thinking, being really grounded in our discipline and the disciplinary work we do, research and scholarship, and diversity, um, diversity and inclusion, those you know. We have eight strategic commitments and because we have such a diverse student population, the commitment to work to be effective in and supporting the first in population just bubbled up to the top. So that was one and then the faculty and I was chair the academic senate then, we had a series of meetings looking in institutional learning objectives and what we wanted to do and if we... part of what came out of that was we wanted to look at sustainability and we wanted to look at diversity and inclusion and that should be a part of what the university does, or professors do in their classroom.

D: And since there was consensus and a strong focus on diversity, the president decided to hire someone who could create an office that focused on that. Around the same time about a year later, we also created an office that focused on sustainability. So it's really following our commitments in our institution of learning objectives.

G: So how long did the progress to take starting from the beginning, when the president has this thought to established an office and until the office is officially established?

D: I don't know how long he was thinking of it, he had been in office for a year, year-and-a-half. So, from the time we talked about it, four months.

G: What do you think are the major motivation or major drive for the establishment of diversity office, in terms of economic, moral, and legal motivation? Which one do you think is the most prominent? Because based on what you said is more about moral or social justice

D: I think it's a social justice aspect. There's no legal requirement to have a diversity office. Although the Chancellor's office now is looking and valuing it. I think there's a... because we have such a diverse population, we're the most diverse campus in the mainland United States, that not look at it would not be moral, you know. It would be we have to understand our students or work with them. So there was a, there were there groups called the affinity group. They have been around since the early at the 1990s 1980s. So there's the Asian Pacific Islander, African-American Faculty and Staff, Chicano Latino Faculty and Staff Association, so CLSFA, APIFSA and AAFSA, have been in existence for 30 to 40 years. There's been a faculty in Diversity and Equity Committee, that is on the faculty governance side, that has been in existence now for maybe 20 years. All of those groups were pushing for a diversity office and a diversity officer.

D: So there was a push from the affinity groups, from these folks saying 'how can we move forward and do the work if we don't have an office and helps us do that?' So there was pressure there. There was a president who comes in, who's Japanese-American, you know, whose parents had been in the internment camp, who understand social justice and racial, ethnic issues. So there was connection there, where you have someone at this point who understands, and who came up through EOP programs and kind of doing work with students and groups that support that. So it was just the time. We finally got the two together and we were able to launch the office and then I was in the administration, happen to have the knowledge and background to be able to do it.

G: So provided that there were already a lot of existing organizations or groups that concern diversity and sustainability in the campus, what were their expectation for a new inclusion and diversity office?

D: That, so... You know anything about quilting, you know, patchwork quilts? So quilt's kind of like this. So if you have a quilt like that and all of these pieces are flump about, right? They're really nothing but pieces of fabric. If you have someone who's the master quilter, who puts it all together and, and gets a focus, then what you do is then you have something that's substantive. We had a process where many people are doing many things, but there was no kind of formal way of looking at what we were doing and having, coming up with a metrics. There was no formal way, was no overview of the process. So there'd be one group over here saying 'we're doing this and blah blah blah...' and another group over here saying 'but we're doing it also.' We'd have fights in the senate over folks who would say 'well, we don't think that people who are in ethnic studies should be the one to allowed to just teach the ethnic studies courses, we're experts also.' you know. So this was pulling together the process.

D: So and being able to have someone who connected with the president through to the affinity groups, so that there was communication but what was going on, there was a sense of what this look like and what was missing, so then we could fill in the missing parts. So, overview and I think also someone had enough authority to bring about change if necessary.

G: So, the function of this office is more about coordinating and

D: Well we did programming so, I'd say it's curriculum, climate, and communication in some ways. So, so wait, wait, it's curriculum, climate, and communication. But looking at the campus climate, what's going on and helping people, kind of get a sense of baton and building the campus climate. So that our students, when they come, they see that there're someone for them. So we work with first-generation students, we have special things for lower socioeconomic status students, we have different opportunities and programs for different ethnic groups. But we try to be as broad as possible, to creating a climate that's respectful and that welcomes all of the different students that we have. Being able to help people understand our staff and faculty, how they can communicate, how they can be effective in working with our students.

D: So, training in microaggressions and unconscious bias, but also training on professional development. What would happen if you included the black physicist in your class just put that things up, what would that change for students? So making people aware that if students feel invisible or not part of the curriculum any way, that they're not engaged. So how to engage different students. So working with curriculum, working with faculty searches, where we're primarily white and Asian. Not API, not PI but Chinese, Korean and white faculty. Mostly white when I came,

D: So, changing that work, so that the search committees start to look at... to do searches differently. talking to them about where you can go to find qualified faculty. They were like "but they're just not there". That is not true. They are, have you gone to the HBCUs, if you are going to the Hispanic serving institutions. You know, just going to one conference and saying anyone who's anyone is at that conference, where is there a bunch of people you should be. So we're changing the search processes. So this office partners, and I think that's more important than anything else. This office partners with this, the person sitting in the seat, partners with all of the VPs of the different divisions to look at the work that they're doing. So we really partner very strongly with the Provost and the associate Provost to look at the search process and to work with the search committees. Well sometimes they appreciate and sometimes they don't want to change the model. So we work with the curriculum, we work on looking

at the climate, we work on the metrics. Our students are diverse, we are blessed because it's not anything that we did purposely, although I think we're purposeful, but we're in the middle of the Bay Area. You know, huge black population, great Latino, LatinX population, Asian Pacific Island population you know, it's amazing. So we're that University, we need to hold on to those students and treat them well. So the our office is about, in all areas, even in terms of like, sometimes, sitting talking to president and saying we've got to change this, developing new programs, new initiatives that supports our students who are here.

G: So base on you past years of experience working here and do you think, were you able observe some direct impacts on the ethnic diversity size after the implementation of certain specific diversity initiatives or policies

D: That wouldn't be a question for us. We have a diverse population so I was never about increasing the diversity of the population because we're great.

G: But how about graduation rate?

D: That's where we're looking. So we, we looked at, not recruitment per se, but we looked at retention, you know, and um, the entire focus of the CSU system, but certainly our system right now has been on looking at African American males, you know, and Latin next meals, uh, and trying to improve the graduation rate for them as well as for African American females. And we have implemented, we've established several programs that are looking at that, the standard programs or eop programs. Right. And actually we found here athletics, you know, it's high touch programs, we've realized are the ones where people feel that they have a place to go and they have family.

D: So we've established, and this is not on me, but I've been part of it, we've established the GANAS program, which is a program that works with Latin x students in the cohort model that creates a family and then this connects them and also has upper division classes that they can take. So they're not competing for classes that have, it has a LatinX folks focused who've done the thing. Same thing for African American students. We've done the same thing for Asian Pacific islander students. So we have put in some programs that are specific retention programs. Um, So Sankofa, which is the

African American one, GANAS which was the LatinX one, and APASS, which is the Asian Pacific island one. So we have those programs established. Uh, we also have tried to work with first generation students. Um, but that's EOP. EOP program does first gen in this incredibly successful. So yeah, we have really play around with all the different types of mentor programs and things that we can do to help with retention.

G: Okay.

D: We just sent a group of people to either Long Beach or San... or Dominguez Hills to um, because they had an African American male conference that was CSU wide.

G: And so have the office being keeping track of the feedback from students on all these programs?

D: The um, these programs are specifically, while I'm on the board or I'm an advisory person, and most of them so, yeah, but they are under student affairs or under... I mean, they're program programs so they have to do assessment and um, I'm on the board for Sankofa. I was board for GANAS so I get, I get feedback on what's going on and when their troubles or issues.

G: So besides retention and admission, what kind of initiatives on analyzing or researching survey on existing diversity in the campus? I mean um, how much resources or efforts. So if I have to categorize different diversity initiatives. So we have this 'admission' are policies or initiative that concern admission, which you said

D: Not... well, not admission. Although we do outreach, like, we did outreach to the posh schools in the suburbs, so we changed our outreach and we are very specific. like we have a Oakland Promise Neighbourhoods Commitment that Oakland will give students a certain amount of money and when they come and we will admit them. So we're working with the different cities in the area to bring in their students. We're doing Hayward Promise Neighbourhoods, which is huge. It's a \$5,000,000 grant, I think it's \$5 million a year, that we have, that reaches out to the poor communities in Hayward. We've seen this market uptake and increase in the students that we've worked with because we work with teachers and the reg departments and the families and you know, as well as the students to bring them in. So that's happening. Um, so we are that, but we're really, we're really focusing on retention. The

provost is really, really looking at who's failing, you know, students who are, who were the folks are giving these absent, you know, have all these withdrawals, what's going on in those classes and trying to modify the classes so that they're more effective. We've done stuff on curriculum development, you know, and we've done stuff on. We've really worked on um, what's the other program? The diversity, the, faculty searches.

G: I'd like to know if there's any document on the website which I can have access to all the initiatives that have been going on in this campus throughout the years?

D: No, we don't, we don't, we haven't put together a document that well. We did things manually but they're kind of internal documents like this document that shows what we did, I think, three years ago. And then we're now working on a document that is um... We have one from the last year. We're now working... they keep telling me I lose stuff in there...

D: I found it. This is what we're preparing for this year.

G: Great. Thank you so much. And is it possible for me to keep a copy?

D: We haven't finished. I mean we're in the process of doing it. It's going to be really good. Uh, well this.... No, uh, but we may have it electronically. We may have, so I'll try to get electronic copies of these too. So I mean we're, trying to capture. I think we tried the first and second year to do something but that didn't work out that well. So yeah...

G: How about the... do you have any document that keep record of new policies that for the WASC accreditation?

D: It's online. So our WASC report is online

G: I see, thank you so much. And I got something to ask, which is something I observed from the student ethnicity in this university. So it seems that the Asian population in this university is relatively low in comparing to the Asian population of this county. What do you think the reason for this?

D: It has over the five years is varied between 22 to 24 percent of the student population, especially if you look at the graduate programs, where you have a significant jump in the... Let me see. So my answer to that would be folks go to San Francisco State and folks go to San Jose State. We are um, because it depends on the majors, too, that people pursue. Um, if you look at our API population in sciences and you look at our API population in business, what you'll find is very high number, a high percentage point. So we also have people who cluster in those, uh, but I think folks go to UC Berkeley, San Jose and San Francisco, San Francisco state has traditionally been a place where you have a very high. So I think that that would be why too.

G: I see. So how would you define the ideal diversity on this campus?

D: The goal would be to set up, um, methods for retention for all of our diverse student populations, recognizing that there are different ways to teach and to engage with students, to demonstrate respect, um, that allows them to feel welcome and comfortable and therefore be open to learning, you know? Um, and so that means that you get the right people in the classroom. And right doesn't mean white or black or Asian, just those people who can look at the students and see, I know what's something that you might need which may be slightly different. So that you have people who recognize that there are people who are auditory learners and there are people who are visual learners and they're people who are learned through group interaction and process. And that understand the primary culture should come through and, and make that their business.

G: So I have drafted four statements which are based on some integration models suggested by scholars. I'd like to know... so these are statements that kind of summarize general approaches towards integration. And I would like to know to what extent do you think any of these...

D: Not A. Yeah.

G: So they're actually four very different approaches.

D: Yeah.

G: So maybe they can pick the one that you think is the closest to the approach or vision of this office. And to what extent do you think they are really applicable?

D: D.

G: Would you mind to explain, Um, why do you think D is the most applicable and what are the, what are the initiatives or things...

D: This is not an integration model. This is a model that says every different ethnic group, SES, they all have value and that we have much to learn across the differences. So learning across differences is strengthens us. You know, it's like once again, going back to the quilt, you know, if I, uh, if I say all of this actually has to look like this, then my goal is to take every individual piece of this and to make it look like this whole cloak. What I've done is I've disappeared the differences which obliterates kind of the value that the individuals have or individual cultures have. So our students become stronger and better because they understand differences and in that, when you go into teams, when you thinking about the globalization of the marketplace, if you think about being effective in communication, you can only do that, really, if you're able to deal with differences. If you only deal with similarity, if that's the only thing, I consider that and I think we here on the campus consider that to be pretty fragile kind of situation. So working with differences, working across differences of identifying the strengths and challenges and then moving forward is what I think we need to be about.

G: Does that mean to you that um, cultural identity or some collective identity is not as important when it come.

D: Well culture identity is extraordinarily.

G: Oh, I mean, can I say that, um, with the way that you have summed up, uh. Because you pick this one, um, so, the first priority is to facilitate communication. While the formation of a cultural... while the preservation of cultural identity or collective identity is not the foremost function. I mean, it doesn't mean that there isn't, maybe it's not the function of this office, is it? Am I having a correct understanding?

D: No. See, what I see this is saying is that 'to encourage communication and understanding between different groups'. So that's primary, uh, as well as sort of creating strong cohesion. So it's not just that people get their identities and they go home with that because that's not sufficient. It's necessary, but it's not sufficient. What's necessary is that people are grounded and

encouraged around their identity and I actually helped white students deconstruct things and say, 'well, no, you came from somewhere. You have an identity before you were white. There was something else that you were before you came to the country. Let's find out what that is. Let's celebrate that.' Because when people are grounded in their identity, then they are firm about that, firm about the positives and they can communicate that and talk about that, help other people understand that, and then move forward in their learning. So cultural identity is extremely important and communication across the differences is also extremely important. I don't know if that answers any questions.

G: So what I understand is that based on this identity, you think, there's this need, which is also the primary function for this office is to take another step further, which is to, um, other than embracing their own identity, but also to encourage interaction and communication so that they can feel comfortable interacting with other people.

D: So let me show you something. This is the program is the diversity development program series. So this is a series. It lasts years. We made it our job to educate people about culture... So we bring in different folks.... And as issues arise, we try to make sure that we address that. Unfortunately it's a little piecemeal, but uh, but this is, these are the programs we're doing it. Then I can ask her to send as many posters.

G: Okay, thanks. I think I have pretty much all the questions.

D: Okay, cool.

G: Thank you so much for your time.

D: I hope it was helpful.

G: Yeah, it is. It's actually very interesting because I think the situation in this university is very different from San Jose and San Francisco State. Uh, in San Jose state and in San Francisco State, um, I think it's pretty much the opposite. Particularly for San Jose State, they do want to increase more black population.

D: Well, we have 10 percent, we've had 10 percent constantly across, once it was about 11, but across the five year period of time. So we've been constant in terms of the number of black

students and our LatinX students skyrocketed to 32 percent of the freshman class or something like that. And we haven't impacted our programs. In San Jose State, it's impacted. And that impactation in some ways limits the types of students that you get. And San Francisco state has also impacted. So when you do that, that shifts things. And also, they are anchor, they're preferred institutions, we're rising and we've done some other things, but we get working class students, we get students who are aspirational, they came here so they can move from working class to the middle class. Those are our folks, you know, and it's really exciting. But you're right, they're very different. Plus we're are huge, you know, we have 16,000 students. We've increased from 10,000 ten years ago to 16,000 now. So, you know, we've grown, we're a middle size institution and they're large institution. So...

G: Would you mind to explain a bit more into detail about how universities have impacted their recruitment?

D: So with impactation, what happens is like, for the CSU in general, you know, the GPA is like a two point, oh, or two point five or something like that. If you hit that, you get admitted. There's no question. If you impact, what you do is, say, okay, the top three tiers of this are our folks who live in for San Jose, Santa Clara County, Santa Clara County, and whatever other counties, three other counties around them, they can come in with a two point five. Well, but you know, there's not a whole lot of black folks or anyone who lives around in the area, but everyone here has to come in at three point. Oh, so you differentiate. You can increase or decrease the requirements for that group, while this group stays constant.

G: But isn't it illegal to discriminate...

D: No, you can say 'we're a regional institution', 'our catchment area, our counties'. So we're moving towards impactation. But what we did, we had three, two counties. We increased our counties to seven counties... So, what happens is, inadvertently more and more CSUs are becoming impacted, so students were looking for places that weren't impacted, so we're not impacted until we got a flow of students out of Los Angeles, out of southern California. So, you know, when you impact, you change the type of student that comes in. So, yeah we're very different.

Appendix 6 Interview Transcripts (The Netherlands)

-6.1 Explorative interview with Dr. Rick Wolff

-6.2 Interview with Erasmus University Rotterdam

-6.3 Interview with Leiden University

Appendix 6.1

Explorative interview with Dr. Rick Wolff, 13th June 2018, 13:00 (GMT+2)

G: Thank you so much. I'll just put this on recording. So I got, actually I got a lot of questions to ask you. Let me open the document... so maybe we can begin with some very general one. So you had done a lot of research on diversity in education and particularly in higher education and do based on your perception, based on your experience, do you think, um, how important do you think, um, diversity management in higher education is, in terms of, um, in terms of the whole diversity management thing, like we have diversity management in on a city level, or on a national level, or in a business setting. So do you, do you think in terms of education setting, how important do you think it is?

R: Yeah. Okay. Especially in higher education. Well first a small introduction from myself, when you talk about diversity is very broad subject, but my main focus is on study success of students from an ethnic minority background.

G: Oh yeah. Should I, should I, should I introduce you about my thesis or?

R: I already read something that was very nice of you to send it to me. The outline and the paper you sent to me. So I have an idea what is it about, um, well, diversity management first I think you have to, um, yeah, determined. What exactly do you mean by diversity management and um, well from my perspective, I think it's a, as you asked me, is it an important thing to have the management in education in general and also specifically for higher education. What I can only talk about that because it is my expertise.

R: Um, and when you talk about diversity management as think one of the main things of diversity is, well, to have a level playing field for students. So everybody has an equal chance to be successful no matter from what group you are. That's an important thing. I think it's also important to, uh, to educate a students, and to lets students develop themselves to prepare themselves for the multicultural society they will be working in or the international society. So that's another aspect of it. And also think that the university itself, when you look at stuff, um, should be representation of the group of students you are, you are serving. So it can be an international group of students that can be a locally diverse group of students.

R: maybe it's a symbolic thing, uh, but, uh, in my opinion, I think when you have for diverse group of lecturers, uh, you have also the opportunity to broaden the scope as a lecturer or as a team of lecturers as staff. Um, so I think there are three main goals: study success, preparing students and to have a good representation. Um, I think it's important for diversity. Now when it comes to management, you can have all these ideas, but to what extent are your ideals a put into practice are applied on the, uh, yeah, in, in an integrated practice as university. Uh, I think it's a very important thing but also very difficult thing to do, uh, because it's us. Yeah. A reform of the university itself in a way... a way we teach and a way perhaps we do research and also in the way we look at the world around us and our perspectives on the world.

R: And when you talk about a reform, people have to be open to that and, uh, they have to be a preceptive to do something about it. Um, and when you talk about people doing things, you know, you didn't, you, you touches the subject of the culture of the university. Um, in my opinion, it's important to have some kind of structure. Like the diversity office we have, you know, and we also have diversity offices in the different faculties, different departments. That's very important. But, uh, uh, I think you can have a very, uh, a very, uh, a good of thought or, or, uh, uh, uh, uh, yeah,

very, uh, a structure that has been thought through very well, but it's still people's work and people have to do it. And you can have a very, you can have a very involved, uh, uh, diversity officer. But when, for example, teachers don't have this mindset, to know that diversity is important, then it's very hard work to convince them that, that you have to pay attention to it. So, um, I think it's important thing, uh, and I think we still have to do a lot of work on that and well, my, my main focus is to study success of students and we see that there is this performance gap between the majority and minority students and some in some years the gap is smaller than in other years, but it's a structural thing and we see that now for almost 15 years or 20 years even

G: Actually talking about the gap between students of non-western migrant background and local Dutch students. I actually got something to ask. So I see all these graphs that compared between native Dutch student and... So, uh, so I see that there is only comparison between ethnic Dutch and second generation non-western migrant. Is it that only these charts are included in this summary or, I mean, is there more comprehensive comparison in the full report?

R: Yeah, there, there is, there is, and we only put it here because of the overview. You're already seeing this graph, you know, you have a lot of, a lot of bars, so many sub subgroups. Then it becomes a,

G: is it possible for me to get the full report? I mean, I can try to google translate it.

R: I can send you.

G: And also there's one very interesting thing to me, which I'd like to ask that. Why is it that uh, Indonesia and Japan are considered 'western'

R: This is an historical thing. Uh, when we, uh, when we started to collect the data on, on a country of birth, there is our definition of who is ethnic minority. So the definition is when at least one of your parents is born outside the Netherlands than you are a of a foreign background. Uh, and then we have the western, uh, and uh, and then uh, in a, in a non western.

G: But why is it that the 'western' actually include Japan?

R: They had, they had to do with, uh, um, the, uh, four Japan. It was considered as a western country because it is a rich country. Uh, so in that sense, it's similar.

G: But despite that the culture is actually very very different.

R: Yeah, yeah, yeah. But it was considered as a rich country. So in, in, uh, in that sense it was compared with Western country, uh, uh, when it comes down to Indonesia, yeah, exactly, Indonesia was former colony. Um, so a lot of people who migrated after independence of Indonesia to the Netherlands, they are considered as Dutch. So when you have a country of birth Indonesia, then it's a, it's very hard to determine are you here we are Indonesian or are you Dutch-Indonesian. So there is the reason why we excluded those two countries, but have to say it was, this was a definition. It's now a few decades old, uh, now, now I think that, uh, the people who came from the colony, like my parents from the colony, uh, they are very old now. So, uh, the group of young people, they are mainly born in the Netherlands and they also have a parents born in the Netherlands. Uh, so, uh, when you country of birth is Indonesia now, than the chances will be very high that it is a, people was born in the Republic of Indonesia and not in the colony. Um, so, but that is the reason why we make this distinction. Um, yeah. So, yeah.

G: So, um, do you think you can maybe briefly introduced the development of this or the phenomenon of this diversity management across different higher education institutes? Because as I was looking through website of different university, they all have this faculty diversity officer or chief diversity officer. and all these things. When did it begin? What was happening? What was the context at the time?

R: Well, I think that, um, diversity is in itself is, well, quite old. Um, diversity also had to do with emancipation and empowerment of groups and we already had it in the seventies of the last century and then it was about, well, emancipation of the, the, uh, the, the labor class. Um, and at the same time, or even after that, it was a about emancipation of women. Uh, it's an aspect of, of diversity, uh, and uh, well lately, uh, the folks has been also on a minority of ethnic groups or ethnic minority groups and uh, so it has been there for a long time I think. Um, but I see that the attention for ethnic minority groups, it was a, well, there was quite, quite a lot of attention. Uh, well, uh, in the nighties, 2000s, but then there came the be shifts of political climate in the Netherlands.

G: Are you referring to the refugee crisis?

R: Uh, no, no, I'm referring to, uh, to the rise of, uh, uh, well, um, populist parties and, and, and anti-Islam movement in the Netherlands. And it was about 2003, 2005 a rise of Geert Wilders and there were two people politically murdered who are more populist side. And at that time there was a shift. So there was, there was a, there was a tension for diversity... ethnic diversity in higher education after that, it went away. An illustration for that was that the Ministry of Education, uh, they, uh, they reserved an amount of money for higher education institutions to, uh, to, to, to enhance the student success of minority students. Uh, when were the elections? I think it's, I think it was 2006 to 2007 or something... While this populist, party of Geert Wilders became very, uh, big, uh, and all the money that for the institutions was withdrawn.

R: So from that time on, the idea was a, well in Dutch higher education. We don't pay any attention anymore to ethnic minority groups. So we will not develop and implement diversity policy, but we will develop a general policy for target groups and ethnic minorities can be one of those groups. But now we, uh, do it generally for all students. Well, but I think it's some years ago, um, the higher

education institutions realize that policy wasn't working because the gaps stay there and we didn't see any, uh, any closing of the gap and, uh, the institutions themselves, they started to, to install diversity officers and to pay more attention to diversity and the background of students. And I think you see the other way around now. First, um, what I, what I think what is happening is that the ministry is also focusing on diversity and while maybe it goes hand in hand, also the Ministry of Education. So there, there was this still this gap and you know, we need equal, equal chance. Equal opportunities are, uh, uh, are morally a good thing. And you also have to offer all students the same chance of success. So diversity he became a, well, uh, uh, yeah, uh, a hot topic again.

R: So there was attention for diversity, uh, in the nineties and shortly after that. And in the middle of the nighties it, it, it, uh, it went away because of the shift in political climate. But now diversity is coming back as a topic in higher education.

So can I say that the current phenomenon which I can see, like every diversity has their diversity office, is it because of the Ministry of Education?

R: No, I think it's something, I think it's something institutions see for themselves, but also, uh, um, maybe it's an interaction between institutions and the ministry. For as far as I can see now I'm a, well, it developed quite in the same way. It's not like the ministry saying this is an important thing and I have a bag of money and uh, you can get your money out of it and do something on diversity.

R: I think it is a bit, you know, that institution saw that, we have to do something about it. And the ministry picked it up and they reserve some money for it. And now there's the opportunity to yeah to install diversity officers. And uh, and how about the Ministry, of courses, they give some implementation money. But after that university has to be self-supporting. Um, but yeah, universities do that, at least the Erasmus University has one chief diversity officer and diversity office. And different faculties have their own diversity officers.

G: So it is something like a trend in the recent few years.

R: Yeah, yeah, yeah. I think so. And maybe the last three or four years.

G: You have mentioned about the previous, previous approach of handling diversity as different target groups. So I was wondering if that was the reason why when we talk about diversity in university, we talk about the migration background instead of their ethnicity.

R: Yeah. And I think, well, in my opinion, you know, and uh, when you label a group in an ethnic way, at a certain point the label becomes negative. Uh, so, um, we have this, I don't know if you've heard the word 'Allochtoon'

G: Yeah it's like, like a second generation non-western migrants...

R: Yeah, well, in fact 'allochtoon' means a background from somewhere else, so it can be Western or non-Western, but these word has been so, uh, incorporate. And yet, and yet it has become a

negative word. So when you say today, uh, 'are you allochtoon?', then there is a chance that people will feel offended by it. While when it was introduced, the term allochtoon, I think it was already in 89 or something. It didn't have this political, it wasn't. So, uh, It didn't have this negative connotation. Um, but over the years it has become like that. And that's, I think that's one of the reasons why now nowadays we skipped word allochtoon, and we use with or without migrant background, which is a more neutral thing, but before we had the term ethnic minorities, you know, that also became a negative. So I think, uh, when, when, when a term has been used a long time, then it becomes a...

R: yeah, it, it, it, it will be. We will have a negative term because allochtoon, you know, was connotated yeah, yeah, yeah.

G: Yeah, some of my classmates, they are allochtoon and they were telling, they were telling me about their experience and everythig, discrimination they have faced.

R: Yeah, yeah, yeah. Because when people see you as allochtoon, then they will behave in a certain way. So there's a chance that you will be excluded from all kinds of things because it is associated with low income, uh, criminal behavior and a yeah, or in the case of Muslim students, with fundamentalism or religious fundamentalism. And um, so that's the way I think, how it works when you use a certain term for certain groups

G: But I'd like to ask about the category. Like there's this category called the ethnic Dutch. So does it cover at third generation of.

R: No, that's. Well, it's almost a joke. Uh, ethnic Dutch are, uh, our native Dutch and a or the ethic majority.

G: So, I mean, if someone is like the third-generation Moroccan migrant, their great, great grandfather. Are they considered native Ducth?

R: Uh, when you look at the, uh, the public administration, um, uh, and you see, for example, that somebody born in the Netherlands, in both parents, born in the Netherlands, then you're Dutch. Okay. But it can be, of course now we have the third generation that the grandparents were born in. Uh, and that's, that's a, that's a, uh, that's a public discussion. How far do we have to trace a country of birth or the family to, to label a person. And it also has a lot of associations with, with, with the second world world... would use, people are identified, were identified by the term native Dutch, uh, uh, the ethnic Dutch.

R: I think it's a very interesting concept because when you look in terms of majority minority, the majority calls the minorities, ethnic minorities, but they are not aware that they themselves are also an ethnic group. It's a majority. So ethnic is something of the 'other', you know, and it's not something of us. So when you say ethnic Dutch. What you in fact say, okay, people who are from Dutch heritage, they're also an ethnic group. No, they also have some kind of Dutch culture. So, I think it's very interesting and also funny in a way, uh, because you make people aware of people who belong to majority group, you make them aware that they themselves also are an ethnic group.

G: Yeah. But this is just some kind of personal opinion that I kind of have when I was looking at this categorization. So when we compare it between like ethnic Dutch and migrants of different background or of different generation, I actually think that it is possible to have a shortcoming which actually masks the level of seriousness of discrimination because when ethnic Dutch has a... I mean it actually covers like non white people.

R: No, no, Ethnic Dutch is white.

G: Wait, but you were saying that as long as their parents are born in...

R: You are referring only to people from Morocco and background, but ethnic Dutch people or people who are born in the Netherlands and the parents also born in. The majority of them they are white, so ethnic Dutch you can consider them as ethnic majority or native Dutch. Okay. Yeah. So, uh, there's this clear distinction between ethnic majority of the native Dutch and ethnic minorities who are people from, well, for example, Morocco, Turkey or Suriname or certain parts of Asia. So, um, I think that has to be clear when you talk about... when you read ethnic Dutch, those are the Dutch.

G: Okay. So, but, but then where do the third generation fit into?

R: Yeah, the third generation. Well, this, this also has to do with the public administration and where... you are registered with the public registration. Third generation, cannot be identified...

G: They are ethnic Dutch?

R: Yeah. Uh, but they are. But the white Dutch are also ethnic Dutch. Yeah. So, uh, um, when your parents are born outside the Netherlands, then you are a migrant background. Yeah. But when we... there's not... the registration of the grandparents. So what you see now is that the group of ethnic Dutch, I think that in 10, 20 years' time it's more of a mix, you know, of white, with no migrant background and people with migrant background, but they are the third generation. But the way how we define this category now, you said the third generation is considered a Dutch.

G: Yeah, yeah. Then, I mean like for example, if I look at the graduation rate, so when we classify, when we classify them in terms of their migration background and not looking at the ethnicity, it could be that, I mean there could be a gap between ethnic white, Dutch, an ethnic, not white Dutch, but they are considered the same. And then when we compare that same number with people with migrant background, of course, the number's going to be closer because somehow for ethnic Dutch... I... my assumption is that 'white Dutch' do better than 'non-white Dutch. Yeah. So it's actually to some extent masking the gap or narrowing the gap between white people and 'non-white people' because... How should I put it...

R: Well, the figures you have there, you can consider what is called a and what do we call it here? Ethnic, Dutch, Dutch. Those are ... By large extent, they are white. So they are the uh, the white Dutch or the Dutch with no migrant background. And uh, so this is, this is the, the is quite clear and you're talking about a third generation. The third generation hasn't to enter to higher education yet.

G: Oh really?

R: No, no. That, maybe that will, that, that will happen. Of course in the coming years, but the third generation, especially from the group, Moroccan and Turkish, they haven't, they haven't entered higher education yet. So this is a quite a clear distinction.

G: Okay. Okay. I got it then. Thank you very much. I'd like to know if there's any legislation that regulate or encourage or monitor diversity in higher education?

R: There's no legislation and so what we have in this report, it is not done because we have to do it by law, but like we, because we, uh, we want to monitor this gap. It is done by institutions themselves, but also by, uh, by government, but it's not a legislation saying that we have to, uh, uh, you have to register this or we have to look at a different graduation rates. Uh, uh, in fact, I think even has become more difficult to do this because these are, uh, yeah, privacy, private data.

G: I would like to ask about this too because when I asked for relevant information from university, they were telling me that it's a privacy matter. But at the same time is, I'm not asking for information of specific student. I'm just asking for like a very brief overview, an aggregate number. Yeah. So why is it a privacy matter?

R: Yeah, well, it's uh, um, well, the first thing is that universities do all that for themselves. They have to uh, they must be willing to share their information, uh, some universities are quite open in it, other not. It can also be the case that universities don't even know their own numbers so they can't give it to you. Other institutions, they have the, uh, they, they are monitoring it, uh, and some of them will share it, others won't share it. Uh, and on an aggregate level, uh, I think there are a, you can get information, but the institution institutions must be willing to do that. But when you talk about privacy matters, um, it's, uh, when figures are traceable, then it becomes very, very tacky. So when you, for example, have a course program and there are two students from Turkey background and then you immediately know who those students are. No, this is very private personal information.

R: Uh, but when there's a group of hundred, it's a much bigger. So it's easier to get that information in there. Also, you were talking about legislation, there are also all kinds of restrictions and like legislation, uh, yeah, to protect the personal data of, of people. Um, and when you say, okay, I know on an aggregate level, uh, can I get that information? You can have it to a certain extent, uh, under the conditions which I mentioned, you know, about being willing to share it or not. Some information you can get from the Internet. When you look at the universities of applied sciences, you can go on the Internet to the Association of Universities of Applied Science or something like that. And you can get, uh, information and data from all the programs, uh, from all the institutions in the Netherlands, but the research universities, like the Erasmus University, uh, we don't have a uh, uh, such a national platform where you can look into this information.

G: But how about that 1 figure HO...1cHO....?

R: Yeah, yeah. Okay. Well that is a national database and uh, um, that is a very, very, very large database. And there we have a, uh, information, uh, for each student for each year a student is registered in a Dutch higher education and it goes back to the eighties or something. So it's a millions and millions of records. But in that is individual information, uh, and that is a national database. Uh, the universities, they, well, they have the registration data of their students. Uh, they send it to 1cHO, 'DUO' what it's called, which is, uh, an agency of the ministry, uh, and they send that information for a. well, I think one thing is because of study finance. So when students are registered here at the university, it's official, you know, and then students can get study finance, um, and what DUO is doing is that...they're, they, um, they get all this data from the universities and uh, and they enrich the database with all kinds of information from the public administration, public administration system of the municipalities, for example, or Erasmus registers their students, they give the information to do DUO, DUO enriches that a part of the database and then they return it to the universities back.

R: So that's why we know if students, uh, what the ethnic background of students is, if a students are male or female, you know, things like things like that. Uh, and it's 1cHO, 'one number higher education', it's called. and uh, so and then the universities are the owner of their, part of that 'one number higher education' database. And uh, and we also need the information for all kinds of policy things, but there are also very, a lot of restrictions for, for which purposes you use this database. For a long time and this information wasn't used, all this information, but, um, I think, well in the growing attention for diversity, now this database becomes interesting of course, because now you can see how many male and female, uh, enrolled, you know, what is there a study success, do they drop out? Uh, to what extent do these groups drop out? So it's, uh, yeah, it, it, it, eh, it's used more and more

G: About the dropout rate and everything. Can I find it in the full document of the, um, of, of the Leiden Erasmus and VU document?

R: Yes, Um, but I have to say, and I think it's also in the report, uh, there are, there are also some, uh, this is based on the 1cHO

R: Uh, but it's not completely the same with information universities themselves use. And, well, one clear example is in 1cHO. Students are, uh, are distinguished by study sector for example, law health. And when you look at law, when you look at the course program for criminology, here at Erasmus University, criminology is part of law school, from the school of law. Uh, but in 1cHO, the course from Criminology... Criminology a is the sector of social sciences. So that is one difference. So it's not one on one, but we use this database because all the universities have the same database, you know, but of course filled with another population. But the format of the database is, is uh, is the same. So that's why we use, uh, it. Uh, so this was the best way to compare.

G: And moving on to some other questions I'd like to ask. So is there a lot of diversity initiatives carried out by different university regarding their diverse student population? To what extent do you think these initiative are effective in terms of impacting on the diversity size in campus? In which, diversity size? Here I refer to more than just an overall ethnic composition of students, but also about, for example, in terms of university graduate, like how... what is the diversity size he among university

graduate or what is... What are the composition of students who dropped out, like how many percentage of them is ethnic Dutch, how many percent of them are of migration background. So in terms of all these things, to what extent do you think diversity initiative or diversity management actually have an impact?

R: Okay. Yeah. Well, uh, well we know what those figures are and we know what the graduation figures are. And um, as I told you, we, we see, uh, there's a gap. Sometimes it's big or sometimes smaller, but the gap still is there and the same you can say the same about girls and boys, uh, or by pre-university track. Yeah. Um, I honestly don't know what the impact is of diversity policies in first place. Uh, the first... to, to look for an impact, then you have to look over a number of years and even in Erasmus University, our policies is well a few years now. It's not, so it's not so long. I think it's two or three years or something and we are still in the phase of formulate an action plan. And um, so I don't, uh, I cannot answered that question is if it does have an impact.a

R: What I do like to see is when you implement policy plans, you have to, uh, you have to be aware that you have to monitor it. So when you have a policy or an action plan or a, then you have to formulate some goals and you have to think about how can I monitor this? So how can I see what the impact is of what are you doing?

R: it's not a, I'm not a very satisfying answer, but that's just the way it is. And we have some ideas. I think I gave you my dissertation. There are some ideas how you can, uh, have some impact, but in my dissertation it was more general things we are doing, not very specific, diversity things, uh, but we have some ideas how you can, uh, improved diversity of ... to have some interventions to close the gap. But you also must have interventions to, uh, um, yeah, to reach out and to get to, to have more students from non-traditional groups into your, your university, uh, but are also interventions, uh, concerning staff. So 'how can we have more women in our staff?' or 'how can we have more of a people from ethnic minority groups in our staff?'

R: So there are different levels you can, uh, you can look at, but I'm not, uh, well, and I don't know if it has any impact, but again, my idea of my idea is that it also has to do with culture. So it also is very important. Um, uh, uh, the people are committed to it. That is, that is I think as a very important and main task. The people be open, people are aware of, uh, the, uh, for example, for teachers, teachers are aware of their behavior and the impact on it, on performance of students. So when you behave a certain way, well, for example, when you, when you're teaching and uh, you only talked to the, uh, to, to, to the white students in your class, then the non-white students feel excluded. it's only an example and well sometimes teachers aren't even aware of that. So I think the one thing you said is teachers have to be aware of their behavior and it has an impact on a performance of students. Um, and then it doesn't matter how your structure is. I think it's just this awareness how you can work, yeah. It is very exciting because there are several plans we plan to do, uh, what will be the impact of it? Yeah.

G: But, um, and then, uh, we can see that there's a difference in terms of the ethnic composition of students in different... across different university, for example, um, VU and Erasmus they have a higher number of...

R: Yeah.

G: So, I mean, is it only because of the geographical location or is it because of, for example, Erasmus is not a 'fixed number'... I mean for Erasmus University it doesn't have a fixed number thing regarding the admission. So what, what do you think are actually the reason that make create such different?

R: Well it's just an interesting question and rightly so. You said it also has to do with admission and regulations. Um, uh, it also has to do with, with the kind of course programs you offer. Uh, well, there is this idea that ethnic minority students, they feel very attracted to a business course programs or law programs or... anyway, course programs that have very clear cut profession perspective. So when you do law and you know, you will be a lawyer, you know, or uh, uh, or juridical employee, but it's very clear what you will do and it gets some kind of status. So when you study, uh, do business administration or something, well, you're going to business and company and get lots of money and, um, and when a university offer that kind of course programs, it's more attractive for ethnic minority students.

R: So that's, that's gonna be one, one reason, another thing. And it's very interesting between University of Amsterdam in the Vrije University of Amsterdam. Uh, well, uh, I myself am from Amsterdam, Amsterdam and uh, I know that within uh, well, the youth population of Amsterdam, there is this image, you know, about Vrije University. It's more, uh, especially among youth from migrant background, that the free university is a better university to go to. And then the University of Amsterdam is, it's more a free minded, very... well in the Vrije University of Amsterdam. Uh, it's more strict, it's more like school is very... more structured. Uh, and um, once you have this, uh, this mobility, you know, certain groups favor some kind of higher institution and all the rest will follow. Um, so there are all kinds of mechanisms working why one university is more diverse in its student population than another, uh, so I told it has to do with course programs and also has to do with images the university has, it also has to do with location in the country. For example, University of Utrecht is quite low. The number of students with, uh, with migrant background, uh, but then not so centered as the other universities for example. But it, it, it has to do with, with a lot of factors I think.

G: Okay. I'd like to ask, in this, um, actually, you were talking about that, um, 'migration background is actually the most, uh, indicate the strongest relation to student success.' Right?

R: Uh-huh. well, to a certain extent. As I told you, you know, we see different, different levels at different course programs. Then there is this, there is this performance gap between ethnic minority students in ethnic majority students, but you see the same when you compare a female with male, in most cases female students are doing better. Um, uh, I think the message of this report is that when you want to do something, uh, uh, on diversity, on diversity management, uh, then you should not look at the institutional level of universities. It's far more important to look at the meso level, of the faculty or the Department or the or the study programs themselves because we see those differences that in one faculty, uh, students from the same group are performing very different than, compared to uh, the same group of students in another faculty.

R: And we see differences. For example, when you look at law studies, we see differences between those three universities we compare. So there is something happening within those faculties, within those study programs, uh, that lets students performance in a certain way. So it's almost like when you started here at the Erasmus University, then you will get another level of student success when you go to the Vrije University of Amsterdam. And why is that? Is that because you are different? And I'm not sure. I think you will behave here, same... or perhaps you will be the same Gabriela here as in Amsterdam, but maybe the learning environment here is different from that in Amsterdam, maybe in Amsterdam or maybe here, teachers are more inviting, you know, and really try to involve you in study, but in another university maybe it's not like that. Um, so it also depends...

R: The way you are successful, it depends, I think, on the context you are studying, that can be an individual thing. Uh, but when you look at groups, we see also difference between groups. So it's, it's in certain cases, in certain contexts, it's not only incidental what is happening, but it's a structural thing.

G: So as you mentioned, like there are different approaches between different universities. So is it possible for you to kind of sum up or maybe give you impression of at least, maybe VU and Erasmus in terms of their different approaches?

R: Um, well that's, that's, that's difficult to say because I don't know the specific situation, what is happening in different course programs. Um, but what I do know, there are a, a more generally speaking, there are differences. Some course programs are more traditional in a way, you know, you have this, uh, this, this is lectures with a few hundred students and that is the amazing, learning... uh method issues... there also other course programs that are more small scale, so students were more in small groups.

R: Um, that can be a reason why there is this difference that the way the course programs are designed the way it is. Uh, the design of the curriculum can make, can make a difference, but it's one part is the structure, what I was talking about now, it's also something about how is that executed by the, by the, by the staff. Um, so you can have same curriculum, but you can have different stuff. And then also you can also come with different outcomes. Uh, so again, there are all kinds of factors, but having said this, uh, what I think is very, uh, what can be a good way to, uh, yeah, to let all students perform well, is to facilitate their social capital a because then it's something we, uh, yeah, we know out of research. Also the students who are academically and socially more integrated in the learning environment, which means that they have, when you have a good interaction with your teachers and you are, uh, engaged in your study, then you are academically well integrated.

R: Um, when, socially when you are socially also good contact within your course program, mainly with your peers, with your fellow students. They are socially more integrated into your course program. Uh, now, uh, it came out of research, the more integrated you are and the more social capital you have, which means that you have contacts with others that are useful for you. It's not only socializing, but it's also a content based. And so like we have uh, let's say we are friends, uh, that, uh, being friends alone is not enough to be successful in higher education. It becomes social capital when you tell me, uh, you will have this test next week and I know what is important. Let's say that you are a

third year now, and I'm in my first year, and you give me some useful tips, then it becomes social capital. Now when you have social capital, then the chances to be successful are higher and, but when you are quite lonely in your studies and you don't have any friends here in the end, you have only a few contacts or interacting with your, uh, with your teachers, then the chance of success become less.

R: And it's not like students with a network and with social capital, uh, have different experiences than students who are more isolated because we all have good teachers, bad teachers, you know, sometimes problems with low motivation or. But the students with a network, they have some people surrounding them. For example, when your motivation is going down, then they will help you through and they say, 'okay, let's go, keep on studying. You know, and only now it's difficult, but next month it will be better.' Uh, and when you don't have those friends, and then you're all alone, you're not motivated and well, you have to be very, must have had a very strong personality to help yourself with this. So I think the main thing, social capital I think that is very important for students to be successful.

R: Now, what is the case? Students who know more or less what the rules are in higher education. I'll think they... maybe they know how to play the game and they know how to mobilize social network and to be social, a social capital. But there are also students who don't know how....who don't know... maybe from your own experience?

G: Yeah I do think it actually... Well it happened that at first in the beginning when I come to this university, when I enrolled in this program, I do not know anyone who is also from Hong Kong. So I was feeling kind of, I think I was feeling alone and I was feeling that I cannot get... I don't know what it's coming. I don't know whether I'm doing up to standards.

R: Yeah, exactly.

G: So it wasn't too.... I happened to get into touch with a few PhD students here, who are also from Hong Kong. They were giving me a lot of encouragement, and they're like 'it should be fine. I mean, what you're doing now, it seems fine. You don't have to worry too much.' So I think, yeah, what you said is like something from my personal experience is really important.

R: Yep. Yeah. Okay. And then is what you... Well, it's a very nice example what you were saying now, because this is what happening. First, you don't know anybody, you didn't know to meet up to standards, you know, and you aren't just doing something and hoping that it wouldn't be right. But to a certain point, you make friends or you meet people, you know, and they help you through and help you. And then at that moment you have gained social capital. Um, and that is something, uh, I have seen in my research, uh, that those non-migrant students, they don't have... not often have this social capital, you know, while students who come from the Netherlands and who also have parents who already studied, you know, they are better prepared for higher education than the other group. Um, and another thing is that, what I told you, you know, I gave you the example of teachers will only will interact with students who are like them. Uh, that is also something that is a factor. So it works... it's interaction. And uh, when you read my summary of my, uh, dissertation, you'll read this, uh, on this thing....

R: So this is a story about study success and social capital, now you can't say, well, this is something that students have or not, you know, you, you have the ability or skills, social skills to build up your social network and to get social capital. But what I've seen is that, um, in those course programs where the, the, the gap was small between ethnic majority and minority students,

G: You mean number, right, or the performance?

R: The performance, the performance, those were all course programs where certain amount of students were of ethnic background. So yeah, the gap of performance was a small. Those were the course programs where course programs themselves or the institution themselves, facilitate social capital, uh, and uh, examples, uh, was when you work in the project, in the first year, you working projects, uh, then the teacher says, okay, the group is a Gabriela and uh. So, uh, you are forced to get into a group and, and you're not making groups by, by yourself and your own group.

R: And the advantage of that is that you are also forced to, to, to build up your social network because you're forced to work together with students, uh, you, you haven't thought before to work with. So you, you learn, you get to, uh, get to learn new students. And uh, so that's one example of it. So in my opinion, that there is a community building, a network building, a building of social capital, those are important factors that can, uh, that can make policy or diversity policy successful.

G: And like a training for teacher is it something

R: That's also...well that, that that's part of this whole thing when you talk about community building, then teachers must know how to build a community, you know, so they have to be, uh, they have to be trained, I think to, uh, to serve a diverse group of students.

R: And um, uh, they have to be trained well, what we talked about before, to be aware of their behavior and the impact on their own students. Well, maybe you have also experienced that one teacher does this very well and another teacher doesn't, doesn't do that at all. And uh, so teacher training is certainly a part of it. And uh, um, it's all, again, contributing to this, to this learning community, and to this, community where both students together, but also students together with teachers, belong to the same community. And, uh, learning from each other

G: After hearing this, I'd like to know, do universities here have any deliberate effort in recruiting more diverse student or they just, they don't really, they don't really pay attention to.

R: Well, uh, well, uh, they, uh, they do the best internationally. So international students are very interesting, but it also, um, there's also a backlash now.

G: Yeah I read about, there was this, uh, article about student association from Leiden University. They were, against, they were hoping that the university can take less international students.

R: Uh, um, yeah. One of the thing is that teaching in Dutch is becoming... uh, is decreasing, decreasing. And Yeah, I've heard also some very strange situations, you know, that you have a classroom

full of Dutch students and they all speak English and you have a teacher cannot speak English properly, so there, so everybody's Dutch and they speak English.

G: That thing happened in Hong Kong too, but we are fine with it.

R: Well, here it's, why do we do that? You know, and uh, and well, for example, law is, it's, well, it's, it's, it's Dutch law, uh, and it's, uh, so it's a Dutch course program and uh, um, yeah, it can be strange thing, you know, that the performance or course study is hindered because he has to speak the language and that is what is happening too. But um, yeah, so I think, uh, um, universities have been very active in attracting more international students.

G: What do you think is the motivation behind that?

R: Uh, I think there are two things. Internationalization is one thing, and to get perspectives from all different parts of the world. Um, but I'm not sure if there is... well, another reason is money, of course. International students, they have to pay the full fee and uh, so it brings in money and it's, well, it's, it's very, uh... education is business. Yeah. Yeah. And it's very, uh, we call it the, it's very flat. You know, it's, I mean, it's very blunt, because of money and then because some of some ethical or moral thing or a social, a social goal, um, but as I think the intention is... there is also an intention to have an exchange of ideas, but then you have to have teachers who are well-equipped. Yeah. To support these students have to get the most out of... If that is the case,

G: If we are not looking at just internationalization, if we are looking at diversity in the whole campus. Like what do you think are the economic, moral or social justice, and legal motivation for them to encourage more diversity in that?

R: Oh yeah. It makes a difficult question, for some of it is more social. For others it's more, uh, it's more economical or moral and uh, diversity tends to be, uh, some, uh, social justice theme. Uh, but yeah, people who think it's a, it's socially right to have more diversity. They try to convince other people with the economic argument, you know, so okay. When we, uh, when we have more diverse population and we, we think of diversity as an enrichment, you know, and it, it's also good for our creativity, for our ideas and it's also something we need in the future. We have to, we have to educate people from minority background, uh, because we need them in the future, you know, there's a lot of... there will be a lot of old retired people in the Netherlands and we have to have the right workforce, you know, the workforce of the future, for a large part, they are come from ethnic minority communities. So it's, it's, I think it's a mix of arguments and uh, well people in favor of diversity. They are, yeah. They are using different arguments to convince other people, 'you know, that it's the right thing to do.'

G: Is it possible for you to, based on your experience or your perception, do you think economic, moral or legal, if any, which of them do you think is the strongest, strongest motivation behind?

R: Oh, for myself?

G: Yeah. From your perspective or from based on your...

R: Well, from my perspective, from my perspective, I think it's, it's, um, uh, we are... Well, you asked me why is diversity, why do you... why is diversity the important in your opinion? Uh, for me diversity is important to, um, well to let talent, individual talents flourish.

G: So it's more like economic and moral?

R: No, it's, I think it's, I think it's more a moral thing, you know? Uh, I think that everybody has his own talents and you have to give people, you have to give people the opportunity to make use of it and to develop themselves in their talents. So when I have, when I have two students in front of me and one looks a lot like me, then it's very easy to help the students. Um, but I think it's morally unjust if we're only looking at that student. If there is another student that is different. It made me... takes more time for me to help coach that student. Not only because the student maybe doesn't understand me, but also because I don't understand the student. So I have to invest more in that student. But in the end, uh, I think it's, what is the most important thing is that I coach the individual student and let students develop him or herself. That is my main, uh, my main reason to think diversity is important. And uh, you know, if the, if a student earns a lot of money later, well that's fine.

R: And if he or she is happy with it, well it's okay. You know, when another student likes to help other people and I can help that student with his personal growth, then, then it's... well then I'm satisfied too. And uh, but uh, at the same time, um, that doesn't mean that I think, uh, it, you don't have to put any effort in it as a student. I also think, well, you have to meet some certain standards. And, uh, I will try to help you in this way or maybe the other way, but at a certain point it has to be clear, okay, you're up to the task or not, but for the right reasons. And the reasons are, that you have done everything to... as a students to excel, and I as a staff or teacher has done the same to contribute to that and that's the most important. And then it doesn't matter, you know, where you come from or... But it's also very, it's maybe also in a very idealistic thing. Um, but for me that's the main reason, just to help individual students and to make them, make them satisfied with themselves.

R: And well, idealistically speaking, well, I think that people who are satisfied with themselves, you know, they are, uh, uh... While they were proud of the things they are doing, I think that will contribute to a better world. So it's not that, well, it's more moral and ethical I think than it's economical. But again, you know, when a student earns a lot of money and if he was happy and he also, um, like a responsible citizen. I think that is one of the important things why I think diversity is so important that we let students to be responsible citizens, citizens, because they are the leaders of the future. And so moral maybe even social.

G: Do you think that, um.... Do you think your vision is applicable to the general situation of the whole nation? Like, do you think that most universities that do so much initiative on doing, on helping the students, they more or less have the same goal as what you have said?

R: Um, I'm not sure. I'm not sure about that. I hope so. But, well, you also have, you know, personal interests of people and, and um, uh... Yeah, sometimes I'm a bit cynical about this. I think,

okay, there is attention for diversity because there is money now and, but when the money is... I've experienced that a few years ago, you know, and uh, it was not on this university, but uh, on another higher education institution. There was attention for diversity. But then the government money stops and uh, immediately there was no attention anymore. I'm a bit cynical about it. So, um, yeah, uh, I think that people follow the money in this. But then again, you know, I think there are a lot of people who are, uh, yeah, who really, uh, committed to this goal. But there is a difference between, you know, what's on paper and what would be applied in practice.

G: Yeah. I actually think is kind of interesting when compared to the case in the United State, when I was interviewing universities that they, other than economic or moral, they were also saying that, to some extent, legal respect is one is also one of their concern, in terms of diversity management and all these initiatives.

R: So yes. Oh, you mean you have the legislation and uh, what do you mean by the legal?

G: So they were... legally, um, by implementing more diversity initiative, it can reduce the risk for them to be sued, sued by student or sued by...

R: Oh yeah. That's, I think it's a typical American thing. Yeah. Well, it's, it's, it's uh, uh, no, not legislating, not legal in the sense that you are protecting yourself.

G: Well, legally, of course, also, in a sense you are teaching students to protect their rights, but also provide certain level of protection for the university themselves because that we have already offer all this kind of initiative. So we have been trying our best in preventing any racial hate crimes. So that's why in case any of these things happened, uh, all these initiative can at least, to some extent protect the university from being...

R: Oh, yes, yeah, yeah. Um, okay. I think I understand it. Well.

G: So it's not the case here?

R: No, I don't think it's the case and uh, and I hope it's not because then you think doing things, again, to protect yourself and if a student is complaining then you can say all we do this and this and this. I think it has to be more intrinsic than doing it extrinsic, but I think, yeah, the legal thing is no, I think it's more an issue in the United States than it is here.

G: Yeah. So, um, one last question. So there are a lot of legislation like anti-discrimination law in workplace, like equal opportunity, equal employment opportunity or equal treatment thing. So none of them is relevant or applicable to education sector?

R: Um, no. Well, no, no, it's no. I'm saying no because of the qualification... When you, when you have a qualification to enter higher education, uh, for example, the pre-university track, uh, then you've admission. Okay. Um, but uh, that's the general rule. But we also have a, a thing we called, decentralized selection. So to a certain extent a course programs can select our students.

G: Yes. So, but how... is there any... I mean like... is it, is it possible that some faculty, they may prefer to enroll students of... who have a more western sounding name that kind of thing?

R: Um, no, I don't have proof of that. Okay. But it will be interesting to do research on that

G: Logically. Is it possible? Or...

R: Well in that sense, anything is possible.

G: Because I don't know. I'm not sure about... because when I was asking these at the diverse office they were telling me that because everyone is registered through that studylink thing. So it's like they all have equal chance of getting into any program.

R: But you can imagine. Yeah. you know, when you have to write, for example. Uh, uh, uh, when you have to do some tests or you have to write a motivation letter or. Well, uh, those are all elements of the selection procedure and uh, well I can imagine when your Dutch isn't that. Well, you're writing Dutch then and then your a letter will be, uh, will be seen of less quality than somebody who can write Dutch well. And it can...that can be related to your ethnic background. So that's one thing, but I'm not, I'm not sure that would be a very interesting case. What also have been on the labor market of course, uh, you know, with applications that everything is the same with only the name difference and it will be a very interesting experiment. Uh, but I, I do have the idea that when the selection is a, uh, uh, when you have a strong selection or severe selection, um, the students from... the future students from groups who aren't secure that they are good enough and than they will, uh, they will back off of trying to get in.

R: Well, for example, it's also, um, when there is ... we had this teacher training program for, uh, for primary education. Well and certain moment the quality wasn't very well of those teacher training programs. So it was a, a math test and the language at test to get in and a lot of students from migrant background and didn't made the test or thought 'Oh no, It's too difficult for me, so I won't even apply for that.' As a consequence, there used to be very diverse course programs. Um, but now there are... the students are mainly white, white girls and um, so in, in this sense, uh, when you make use of selection, it also selects certain groups out and certain groups will get in. And I'm not sure, uh, if, uh, if the one who assesses, uh, people who assessed the selection, uh, if there are any discriminatory practices there, uh, I wouldn't be surprised if there is some, because it's everywhere. Um, but, but I do know that some students think, you know, 'it's too difficult to get in for me, so I won't even try. '

G: Do you, is it possible for you to name some example of some typically difficult to get in programs?

R: Um, well I think that's a medicine, medicine school, but it's a general thing because it's very high standard and so it, it's, it's, it's, well both for ethnic minority and, I think, majority students difficult to get in. And I can understand it, you know, it has to do with a life and death. So you really have to be very, uh, strict on that.

G: Does medicine schools these days have more obvious or much larger gap between majority and minority student enrollment?

R: Uh, I'm not sure. I'm not sure, a colleague of mine, Karen Stegers. She knows more about that. She works in Medicine School and uh, I will write down her name. Maybe you can contact her because she knows more.

Appendix 6.2

Interview with Erasmus University Rotterdam, 13th June 2018, 10:00 (GMT+2)

Gabriela Lai (G:) Amela Okanovic (A:) Jessie Renne (J:)

G: so I have something to... let me open the document.

Do you want to introduce

G: my thesis?

No, that we... We introduce ourselves before we start?

G: Sure, sure.

Do you know our functions and projects that we were doing?

G: That is actually one of my questions

You can introduce your thesis if you want, in short. And then uh, the questions will come and we will tell something about ourselves. So we will do it in your order today.

G: Yes. So currently my thesis is on how diversity policies may have an impact on diversity size in university and in terms of diversity size, I think it should be something more than just an overall and the composition of students, but also looking at diversity to size at different stages like diversity size of university graduate who managed to obtain a degree in six years or four years, or like the composition of students who are dropping out of university. So what are the, what are the... what are some of the things that we can observe in these numbers? And to try to see if I can develop... try to see

if we can generate something more quantitative phase on these numbers and I primarily focus on ethnic diversity, which instead of gender or disability

A: So, only looking at students.

G: Yeah. Because of limited time and it will be...

A: really complex. Yeah

G: So I'll be looking at, I think, diversity of students. So that would be...

A: Very interesting.

G: So should I begin with my questions?

A: Yes of course.

G: So based on your understanding, do you think you can describe how the um, diversity management thing has become popular in higher education in The Netherlands? Because I can see that a lot of university, they have different diversity officers. They have program diversity offices and everything. So when did this whole phenomenon come up?

A: So should I do this question?

J: Yeah

A: You can say when you want to.

J: Okay,

A: I think about four years ago, diversity became popular theme in a society and more and more companies and schools had this topic as a important theme within the organizations. And I think it started with the politics and, how do you say, the [dutch]

J: the Department of concern? I think it's still called....

A: Yeah, the department of Education and Cultural Environment, I think, you call it. So, um, they also set up this theme as an important topic within the universities. So that's how it started, that the universities had to look at their diversity and also make a policy on this. Uh, so what first was important was gender diversity. So how can we get more female on top? Uh, so that was the first thing, and female staff members also. And uh, but the diversity within the student was already here because, again, this is a really multicultural city. So the students we had already here, but the staff members, that was uh, an issue at that moment. So first HR, uh, was human resources, was only considered with gender diversity and that was also a topic that was only there.

A: Uh, and then, uh, diversity became bigger and more and more topics came up and were seen as an issue within the university that we need to address. But when the whole project started, we had defined that the diversity is not an issue, it's not a problem, it's a something that leads to new initiatives. So we looked at diversity as an opportunity to come with more. Um, how do you say that? The benefits of differences, that's what we call it. So not the problems, not looking at it from a problem perspective, but as something that is important to the university, valuable for the university because we have a diverse student population. So the student population, um, the... how we said was that, the professors we have need to be similar to the student population. So when you look to cultural diversity, uh, but that's not still the case, but we are working hard on it. So I think it started, to go back to your question, uh, with the society and the politics and the Department of Education, uh, who find this an important topic.

G: So as you have mentioned about the Department of Education, is there any legal obligation or regulation regarding diversity thing?

A: I don't think so, yeah.

G: So basically there's anti-discrimination in workplace, but there isn't any regarding education?

J: I think it's different for... if you work here, because the, the thing that happens often in companies is that, you... people tend to hire people that look like them. So if I am a white woman, a Dutch white woman, I tend to hire... it's subconscious, uh, be more eager to hire someone that's alike, uh, which students, it's different I believe because they just register via studielink and in the Netherlands we have a very open system for getting into university. Everyone can enroll with the right diploma. So you will not be scouted on. So I think that's why we have such a diverse population as well because it's just you register your if you're a great, you're in.

A: And also when you look at this city, it's a multicultural city and this is the only university we have here. So it's logical that all students will come here with a different background. Like your question was different I think? It was about the policy?

G: Yeah I was wondering if there's any legal aspect that regulate um, or encourage diversity in higher education?

A: No, I don't know this, because no, we don't have a document that we need to fulfill or something. Uh, I don't think that department gave us that. I think it was set up as an important topic, just like sustainability is also one of the topics we have in our strategic...

J: There's no quota like this much student should be.

A: No, it's only a regarded as an important topic and it's up to us and our university and the faculties to see what is the situation here on D&I and how can we improve this and to make our own

policy on that. So we are free to do that. Only on gender. On the gender side of D&I, we do have some quota

J: for students as well?

A: No, not for the students, but the gender side is the female. Uh, uh, how do you say? Female professors? Yes. For more female professors. There is a quota we have, but not for students.

G: I see. So can I ask, when was this diversity and inclusion office established?

A: Uh, now, three and a half years ago. Almost four years ago. And that started with a project initiation document that I sent you. Yes. So that was really the start of our, um, policy, not the office, but the policy and the upcoming years we created the office and we focus on more topics than only the gender diversity.

G: So is it that... So as you mentioned, the... the project document came up four years ago and then one year later the office was established?

A: Uh, no it was.... So, um, how did it go? So we had first the PID, the project initiation document and the board has to.. had to um,

J: approve.

Yes, I had the word [dutch] in my head... to approve this document and then when it was approved we were able to, uh, establish a diversity and inclusion office. So it followed, uh, immediately after the PID. But we aren't, um, until today we are not officially an diversity and inclusion office. It is never, um, how do you say that?

J: Acknowledged as a separate?

A: Yeah, acknowledge as a separate entity here at university. So we call ourselves, the diversity and inclusion office and is okay. Everybody approved it, but it's not officially approved and it's also for set up for the program until 2022. So we have a budget for that time and how a project is a only till 2022 and then we have to decide how we will go forward. So then the diversity office will be, or a part of other organizations within the university or we will, um, the board has to decide if we will move on and uh, before what diversity and inclusion office. So that's the question still, but for now we will call ourselves the diversity and inclusion office and there is no rejection or how do you say....

J: not much resistance

Not much resistance for this, so. We also had officially our opening. So it is okay for now until 2022. Then, we will decide how to go further.

G: I was looking at this diagram, is it a diagram kind of indicate the structure of this university.

A: Uh, this is when you see, this is what I was talking about earlier, that the office is now at academic affairs. Um, and the question after 2022 will be, um, if they still will be here or does the office move for a part at the HR, for part at the faculties? So that's the question, how the structure will be after that, but this is now how we are working. So we have the faculty diversity officers at each faculty and we have strong, uh, they say that, we work together with all the these departments. So that's how we are working now. And uh, the executive board decides. So that's the executive board.

G: And this one?

A: That's the uh, university council.

G: And this one?

A: [dutch] how do you say that? that's not important for us, but uh, uh, executive board, um, is managed by, uh [dutch]... I should look this up.

J: There's an official list with how to translate.

A: That's not important for the D&I office because the executive board decides about our plans and they are in our steering committee, but um, the executive board has also a above them an organization that is primarily based on the executive board. So they, uh, they have to approve the plans the executive board has for the whole university, so that's something separate from our D&I policy, but it's more to show that the executive board also has someone above them who, or some organization above them.

G: What was the reason or the major drive for the establishment of this initiative or this temporary office? Is it just, is it just about the response to the theme that was set by the Department of Education or.

A: No, it was also, um, so it started with a female professors there. We saw that there were not many female professors and we needed to do something about this. Uh, so that's how it started, but when we focus, when we started to focus on diversity because it wasn't hot topic within the society, we saw that there needed more to be done at the university. So we have to look at our education. Is it inclusive for all students? We have uh, we need to look at our students because it's a multi-cultural university. So, do all students feel inclusive here? Um, do they have equal opportunities as, as the Dutch students for example?

A: Uh, and also when you look at our professors, do they know how to teach in an inter-cultural classroom? So, uh, when we started to focus on diversity, we saw more topics that were important for this policy and um, also, when we had the PID and within the university there were already different initiatives going on, we didn't know about. So when they heard about that, there will

be a diversity policy. People connected us and told us, Oh, we have this initiative for students, we have this initiative, for professors, we are doing uh, we have diverse research teams. So also research became a important part of the diversity policy. And so um, going on a, the years we saw that different initiatives came by and also different topics popped up that were important also for diversity and inclusion. And also what Jessie is working on, so students with an impairment, functional impairment and also employees with the functional impairment.

A: This is also a hot topic that was, I think brought up last year. So it's still a topic that needs to, uh, uh, there needs to be more policy on that. So, uh, we saw that the last few years, um, different topics for diversity came up and that's how we focused on different pillars of diversity, so not only because it was a setup by the department, but, uh, also because we are more and more get to know the organization and what the needs are from different departments, needs from our students, needs from our employees, from the professors. So basically it was that we looked at the needs and then we looked at what initiatives did we already have within the university. Can we spread those initiatives or do we need to have new initiatives? And so we looked at our situation within the university because it's different from other universities in the Netherlands.

G: So what were you referring to when you talk about, 'we' do all this kind of thing. Are you referring to a specific task force? Before the establishment of this office?

A: No, we started with a chief diversity officer, so, uh, to get this topic, uh, to make this topic important within the university, it was very important to have a chief diversity officer and that's something that already... in other countries was already set up, but not here in the Netherlands. Only I think two universities were having a chief diversity officer before. I don't know which university started, but I can look that up for you. That's no problem. And then we followed their example and also had a chief diversity officer appointed and it started with the director because he find it very important to have more female professors. And he contacted Hanneke Takkenberg, our chief diversity officer because they already worked together at Erasmus MC Medical Center, um, and Hanukkah was already working on getting more, a female professor.

A: So it was a logical step to say... to ask Hanneke for this position. So, and also you need to have someone that is a, uh, in a high position for the chief diversity officer. So, so she has more power within the university and that's how it started. So the appointment of the chief diversity officer and Daisy Boogaard was already working for HR on the policy for gender, uh, so they asked her to make a diversity plan with different pillars, with more than only a gender topics and that's how they started to work together. And then a year later I came also to the office to help with different projects because we started with one project and now we have nine different projects. It's now a program of nine different projects. So, um, after a few years we more and more officers came working here for D&I and we now also have officer at HR working there with only gender issues and we have someone in communications working also for D&I. So in different university levels we have some.

G: So there are literatures that summed up three major motivation for diversity management in universities and they are motivation, moral or social justice and legal motivation. So what do you think are the possible economic, moral and legal motivation behind the diversity

management in Erasmus University? Which aspect do you think that would... uh, whether it is economical or moral or legal, which one do you think is the most significant one?

A: I think the moral one because we want to have an inclusive university, so that's also our motto or our message we want to spread, so that all students or staff members feel at home here and can be themselves, have equal opportunities. So that's the moral part. I think that it's the most important when we look at the other ones. Okay. Maybe some faculties have another view on this, why they are working on D&I, but when we look at our office and the central place we have at the university, it's moral, it's more to get everyone united and make them be themselves.

G: Can you explain a little bit about maybe some specific faculty that may have a different interpretation.

A: Mm. Yeah. That's different because each faculty faces um, other difficulties. So maybe the economic faculty is more about economic perspective and to have more diversity for other reasons than we have. I don't know that, but maybe I can imagine they have other profits from working with D&I.

G: So, as for, from a perspective of this office, what do you think are the potential economic or legal motivation, if there's any?

A: Um, so when you look at the economic,

J: I think we've always take in account the idea that diversity is added value. So the starting point is the moral points. It's like we live in a diverse society, but we want to be a diverse and inclusive university. Um, but also on top of that. You have that, uh, if you have a diverse population, you can see, you can see that if you have a diff, a diverse personal, like many people will working, that you see that today are more innovative, the companies that are more diverse make more profit. So there are also many economical reasons why a university should be investing in this. Uh, legal, I think we might be, in my perspective, might be the least important because, especially for students, we don't have legal requirements that says like you have to have this percentage of students that's not Dutch. I don't think there is such a thing.

A: No, I can come up with examples of other motivations, but I do know that the university has to deliver students who are ready for this society and for the working field, so that is very important that we prepare our students for the next step. And that's why diversity is important also for economic reasons. So did you, uh, deliver good employees for the future?

J: I think it also adds to the attractivity of the university, if, you know, like Erasmus University is diverse and it includes all kinds of groups. I can imagine that students will be more prone to study here.

Also from other countries. So that they also feel like there was a place for me at this university. Yeah, that's a good one Jessie. If you look at, uh, our networks we have, so that we have networks for all

kinds of students and with different backgrounds and also associations where students can feel at home, uh, also from different backgrounds. So that's also an important part to attract students.

G: So about the network that you have mentioned, is that part of the initiative or part of the plan, that um, the diversity office should allocate resources into attracting more students from a different background to come here or?

A: It's not part of the plan. It's more like that... we look at um, we have already diverse students here, but what do we have for those students? Do we have networks for them? Do we have a place where they can come together? Do we have associations, uh, they feel similar to or they feel welcome to go to uh, that's more how we look at it. So do we have the facilities at our universities for all students and that can be a network or association, but also when we look at our events, do we organize events for different students and not only events that will attract the Dutch students. That is something that we are working on. So not to attract more different students, uh, as a primary reason, but uh, the students we already have here, how to make them welcome here and feel at home.

G: So, um, maybe I can try to sum up what you have said. So in terms of the priority, admission or recruitment of students is not your first priority, rather it's more about advancement or integration or retention of students?

A: Yeah, I think uh, the first one you said is important for the faculty's not for our, at this, not for us in a central position because the faculties of course do have an economic motivation to attract the students,

J: Yes. But we are looking, okay, the students are now at our university, how can we help them, how can we coach them, how can we prepare them for the next step, how can we help them through those years that they are studying here and make this a nice place for them to be.

G: So Can you highlight one or two or any specific initiatives or policies which you think are particularly effective in terms of retention or integration or advancement of enrolled students. Students who have already been...

A: Who are already here. Okay. So we have, at uh, faculty of law. We have an initiative, the pre-academic program and also the other program.

J: Inclusive classroom?

A: No, not inclusive classroom. But um, there was also an initiative.... So I will start first with the pre-academic program, that's a program that, is for one week before you start to study here and you get tools, how to study at a university, how to present yourself, how to network, because they are all important things you need to learn when you're studying here. So you prepare, you are preparing yourself for everything that comes when you go and study here. And that's a very good week for first generation students. Uh, and you see that students who have joined this program, they, they really.... Uh, it's really easier for them to study here, than students who didn't join this program. So it is effective

in the way students study, uh, also, um, after this program that lasts a week, you have also a network with all these students who have participated in this program.

A: And this network is for all the years that you are studying here. So you can share their your, um, your ideas or if there are some coaching, uh, opportunities, uh, during your study, you can join. Uh, everything is discussed in this network. So also when you're writing your thesis, you can ask their questions, 'Do you know some people we can interview?' and uh, students are helping each other with this community and also the step after your study when you go in the working field. This is also a way to help each other into maybe uh, to.... How do you say that, to write a resume and that kind of stuff like that to prepare for the working field. Uh, so that is a great initiative to prepare students for studying here. And then we have also an initiative and I can't come up with a name of this initiative, uh, but it's an initiative that is also, um, established by the school of law and because they're, we see a very diverse population of students and these students also face many problems when they have finished their study and when they have to go and find a job.

A: So this step is very hard for them. And um, we see that we don't have numbers or information on where students, um, go to work after their study. So this is really a big problem. And what this faculty has done is established a program for them to be coached during their study and also to do different activities, to have... how do you say [dutch]

J: internships,

A: internships, yeah, internships they can follow. And so they are coached from the start till the end, uh, and also for that step into getting a job. And this is a really good program also for students in preparing them for the next step. So we have... you have a program for, uh, coming here and studying here and a program for the next step in your career. And um, we are also working together with the school of law to see if other faculties can also, uh, introduced this program for students if the need is there because some faculty say, uh, we don't have problems with, uh, uh, students who have difficulties with studying here or the next step of finding a job that is also possible. Maybe these faculties have other, uh, uh, struggles with other types of diversity. Uh, but for now, this is the great example we have from the school of law and also the pre-academic program is already expand to the Erasmus MC and I think Erasmus University college is also working with this program, in preparing students for the first studying here. So you see that, um, uh, for example, these best practice, uh, we tried to also get in other faculties and to make it a broader program for more students who need this

G: So as far as I saw.... as far as I understand is focusing more on after graduation for ensure them that they are capable of finding a job. So this, um, so how, how about managing diversity in terms of their academic or in terms of their daily lives in the campus? Do you think there's any difficulty in handling such a diverse population in this university or it's actually furry, furry friendly university and there isn't that much...

A: Sure. So when we look at the education part of our university, we have an inter-cultural to classroom, uh, training for professors. How to, uh... So how to manage this classroom with different cultural backgrounds. So professors get some tools, how they can motivate their students,

J: but also how to do, like the goals you set your course that they are also diverse and that you're the examples you use or your class or not only Dutch, something like that.

A: So that you not only have Dutch names in your, um, how do you say that in your... in the questions you asked, but also Mohammed or um, so that there is also for other students with other, different, with a different cultural background so that they also find themselves attracted to that

J: and to the question. Also I remember, like for International Masters for, example, you see sometimes teachers using Dutch tables with numbers and for instance, [dutch]. And I was sitting next to a French, she was like, 'what is this about? I have no clue.' And she, she was so stressed she missed like 10 minutes of the class and I was whispering, explaining the Dutch elementary school system to her. So those are things that if you teach...

A: You have to be aware... Teachers have to be aware of this. That not all students know what this means and how can you, um,

J: take into account the different students, how you can include all your student because that's not always the case.

J: at a degree, you also see sometimes... I worked as a junior lecturer at the department of public administration and there was a tutor. He was amazing. He always got like greater than eight by his students, his Dutch students. Uh, then, well next year they needed him on the international section. So he teach again still equally as smart everything. And his grade dropped to a five. He couldn't deal with the international intercultural. So for pure Dutch students, sure. And it was not a diverse group. Sure. That was perfect. We put him on an international group then he faces some challenges. For example, in some cultures it's very good to be quiet and modest. And a Dutch teacher, I think that person is lazy. She didn't say anything, she is not saying anything. Why is she not taking initiative? So that is a challenge for the teachers.

A: So the teacher also has to ask questions and give everyone the same opportunities to express themselves. So that's something we are also focusing on to make studying here easier for the different student population.

G: So as for the case of the professor, which you have mentioned, did he... did the office or the school arranged any training?

J: No, and he was a junior lecturer, so a tutor. I know the Law Faculty, they're performing well. They have this training. They have had the training 'inclusive classroom' for tutors, exactly aims at this. So how do you deal with students that might be a bit different from yourself?

A: We are still working on making this structural to a training for all tutors, but that's something that needs to be, um, approved by the executive board and all the faculties to have this training because uh, some deans can say it's not important for our team... Just what I said earlier. And we will give this training as a possible opportunity for all faculties, but the faculties have to decide if it's

important for them and for what studies they will use this training. So that's how we work on it. We cannot say to all faculty to have to do this training, that's not possible for us. So we, we do, uh, inform everyone about it and now we are working with the Faculty of Law to see the school of law... to see if they can establish this training in all their... how do you say it... in all their... for all the teachers they have and also in [dutch] something and difficult to explain.

J: It's like a basic qualification that you need to get, as to be a professor and in that, they now incorporated diversity as a part that you need to... you don't get your registration if you don't.... Uh, I don't know exactly how it works, but it's like a basic qualification you need to obtain to teach and diversity is now part of that.

G: Is it limited to Erasmus or is it applied to all university in this country?

No, no, no, no. It's only limited for us

J: the [dutch]? the basic... I just... I couldn't know that for sure. I think that basic qualification...

The basic qualification for teachers is at all universities. Yes. Because teachers also have to quantify each year and that is something that's, I think general.

J: Yeah, I believe that's similar.

A: But this part of D&I, I don't think each university has this as an important topic for this [dutch], so this is something that's new also for us and we try to each year to say this is an important topic you need to discuss with your teachers for the qualification

G: How about for student. Do they receive any compulsive training or?

A: No? No, not that I'm aware of. No, no.

J: Some studies as a course, but the. Yeah, that depends really on which study you do a course related to diversity, but that's a choice and it's not incorporated as well.

A: It's a possibility but not something that we have developed for students, but I also don't think there is a need for that. But that's something I didn't hear already from students that there is a need for this. And if we notice that there is a need, then we will look up, are there already initiatives like this or not within the faculties and how can we set up something like this for students?

G: So when you, when you say you didn't notice any need on this, do you mean that there isn't any particularly obvious racial discrimination?

A: That's a hard topic because if there is discrimination and I think there is uh, we are not aware of it. So the students do not come to the diversity and inclusion office to share their experiences on this. Um, we do have study advisors, deans for students. And how do you say the [dutch]?

J: the confident personal, confidential,

G: confidential advisor.

A: Yes. So students can go there. Um, but they also don't have numbers,

J: but it's also a difficult one if you brainstorm on how to do that, how would you prepare students to deal with diversity? I can imagine that if you are very biased towards one group and you get like a workshop or anything, I, I'm curious what their results would be of the workshop. If people would be, maybe some would have an Aha moment?

A: Yeah. But also do you think that students from the Dutch background will come to this workshop? I don't think so.

Yeah. I think that's you have to make it [dutch],

J: mandatory

A: mandatory for students to come to these workshops, students you want to reach and our students that have an implicit bias and 'I'm not so open for different' students

J: but that I believe that a lot we can do it from behind the curtains. So if we make sure that the classes are diverse, we make sure the teacher know how. And the teacher has a big, big influence in the dynamics of a group. So if the teacher can influence people to all participate. That is the power at this point that we have. But, I agree with Amela. We don't exactly know what's happening and a lot by maybe very subtle or behind people's back. So yeah, we don't, we don't have numbers on that.

A: It is important and how we try to address is, is we had I think two months ago a college cafe, we call it.

G: It's the uh, diverse team with ECHO, is it?

A: Yeah. That was the event we organized for the Day Against Racism and Discrimination. And so that's how we try to discuss this topic and a lot of students and employees and also discussed their issues there, told their personal story and that was very nice to see because you see there is a need for discussing this topic, but students don't know where to go. And the College Cafe is a perfect way of organizing this and giving us a kind of platform for students and employees. So that's how we try to address this. But still we don't have numbers or know, uh, if this is really an issue here.

G: About the college cafe, is it going, do you see is going to be held on a regular basis

A: Yes, four times a year. And we also, we have a diversity advisory board with different students in it. And then we ask also the students come up with important teams you want to discuss for this College Cafe. And I think we will also, uh, in the future send an email to all students and staff to take with us on how we can make and how we can on different topics for the college cafe. So we know what the needs are from our students and employees, so that's not that we only set the topics we think are important, but to hear from our university what they, what their needs are.

J: I think that's very important. The way doing our agenda, to hear from people what is actually happening at the campus. What we did now was focused on the international days. You had the International Day Against Racism and discrimination, the International Day Against Homophobia. So this was how we did the first college cafe. But, uh, now we want more input from, from, from within the organization to hear what they want to discuss.

G: So besides the college cafe, what are some of the other initiatives that the diversity office have taken in terms of analyzing or collecting information or surveying or researching the existing diversity in this campus?

A: This is a part that still needs, needs to be established and we want to do a monitor within the university an D&I Monitor. And that's what, uh, I think it's also in the, uh, in the, uh, in the PID, but, um, it's, uh, contains that we will monitor what, what our employees and students think about diversity and inclusion. So there will be held interviews with students and employees and also there will be a survey online and then we come only to what the culture is, when it comes to diversity and inclusion. Because we still haven't done it yet. And then that will be the first time we, uh, we have researched this and then after a few years we will do this again and then we will see, uh, what affect the initiatives we have set up, what ffect they have within those years. So we will see what the culture now is on D&I and after a few years, what the culture then will be, and then we can see what the effects were of the, all these initiatives.

G: So among all these different initiatives that we talked about, um, like on providing training for teacher in terms of preparing them to handle an international student or in terms of hiring more ethnic or gender diverse student or professor or preparing students for a job application and even analyzing, monitoring the campus diversity. So among all these things that we have talked about, which one do you think is the most significant or important to the diversity in this campus? If you think that there's any one of them that are particularly important or do you think they are?

A: I think it's important that our staff and students are aware that diversity is really important and has its benefits and also for themselves but also for the organization and for making everyone feel at home. Um, so I think that's the most important thing we try to achieve here. And so I don't think one of the initiative is more important than the other because all the initiative leads to, to getting an inclusive campus.

J: Yeah. I think if you take them separate, they are great initiatives, which if you add them, that's wonderful. if you can have events, you have training for teachers, staff and students together.

A: You want to bring teachers and students together, you want to bring teachers and staff members together in discussing this topic and in working together on D&I. So that's the most important thing we want to achieve, which you said integration, working all together and learning to know each other and wanting to know people from different backgrounds so that we all feel like this is a diverse university where you can be yourself. You don't have to be ashamed if you from another background, not a color or a, and you can go to your teacher, talk with your teacher and your teacher has interest in your background and ask you a question about it. And there is no, um, you don't feel like there are obstacles or you don't get equal opportunities here. That that would be the best situation when we look at the future. But we are still working hard on creating this.

G: And I have prepared four statements which I hope you can

A: Oh yea, I already looked at it

G: So, which one do you think is the most applicable to the mission or the overall direction of diversity officers in this university?

A: I think the last one is the most important. Everything you hear, the four statements are very good. You have appointed a but I think the last one has all the other components also in them because everything is important. Would you say here, but it's not only important that you can keep your own cultural identity, but it's important that you share your cultural identity with others. And I think that indeed. The last statement

A: I think because this one is like regardless of your, oh, that you're not Dutch, you're still welcome and this is like we're together in here. We have different groups and we have cohesion understanding for each other. And also would you see the cohesion between students and different... It's not only about ethnicity because you have also students with the functional impairments we have to look at. But yeah your the focus for your thesis is on ethnicity. So for your thesis, we'd say D.

G: but how about but what is the reason for not choosing a or b?

J: I'm not a fan of assimilation because I don't feel like students have to leave behind themselves to study and the second one is the regardless of their ethnicity, because a shared identity as we're students, of sure that's good. Like we're people, that's fine, but regardless of identity, it's, that has a negative connotation. Like if you would take your ethnicity, you wouldn't fit into shared identity and the pretty thing is if you can take your ethnicity and still feel like I'm a member of the community.

A: as a benefit.

J: Yeah exactly. Like it's appreciated that I don't have to leave it at my home. No.

G: Okay. Thank you very much.

A: The focus has not to be on the differences we have on the negative feeling point. You have to see like, okay, this is a university with so many different people I can learn from. I can work together, I can profit from. Yeah. So you have to see the positive side of it and not say, okay, I go to this university because they will accept me. Uh, uh, regardless of my different background, so that's not, yeah, that's a negative for yourself, because it's not a, you don't have a disease because you have a different background.

A: It doesn't have, it doesn't have to be a topic here, the you have a different background or a functional impairment or you are the same as all people here and you come here to study, to be yourself, to um, to grow, to learn things, to work together with people and it doesn't have to be focused on yourself

J: and if you let everyone take their 'self' with them, like the diversity of their background, they have such pool of talent and perspective,

A: Yeah it's about talents, not about who you are as a person, I think. But you have to feel welcome here.

G: And I still got one or two more follow up questions. The first one is, um, so I read through some statistics and I noticed that unit Erasmus actually has the highest percentage of non-western background student and also highest percentage of non Dutch student. So what do you think is the reason, is it just because of the location or what? Because there are other university, for example, in Amsterdam, they also have a very diverse population. So why is...

A: That's a good question. I think what I already said that uh, the city is very multicultural and Amsterdam is also multicultural, but um, I think the rate here in Rotterdam is higher. I don't know for sure

J: I think Rotterdam is more diverse than Amsterdam.

A: And also cities around Rotterdam, um, are also more diverse, I think, than cities around Amsterdam. And I think that the, uh, the cities that are beneath Rotterdam. Also. Students think, okay, it's a, it's easier for me to study at Erasmus University.

J: And it's a really good university, like the economic faculty, the business faculties, they're well renowned faculties.

A: Also for internationals. And yeah, so that's why the population is so diverse in the end

J: Because we have these areas and we have the quality here to provide them with a good education. So I can imagine what. Yeah, I could go to Amsterdam, but Rotterdam still cheaper, that matters for every student. And the quality is really good. So if you're in the area, I can imagine you're staying here.

G: So as you have suggested that the education quality, here's is very.... they have a very good reputation, but uh, on the other hand, in some other countries it is also observable that some more elitist university or university that is of better reputation, in some cases they actually have a lower diversity in terms of their student population.

J: Well the thing is we don't really have elite universities in the Netherlands. In the UK, you have the system, like, you know, if you're going to be the leader of the country, you go to that. But in the Netherlands is a not an elite university. Every can enroll in Erasmus University. Of course, some studies have selection, but everyone can come in. Uh, so I don't think it's an elite university, but the quality standards are good at Erasmus University for certain studies like economics and law also.

A: And if you look at a faculty of law, we didn't have, how do you say, restrictions for students to come in for the Faculty of Law, everyone is, how do you say the... Jessie, when you have to apply, like [dutch]

J: Oh yeah. The system of, like you apply, but they can either let you in or not let you in.

A: Yeah. [dutch], selection

G: Is it the fix number thing?

A: Yea, and our School of Law doesn't have that. I don't know if they started already with this, but because I hear there were some plans. Because we have so many students coming here from different cities because there are no restrictions here and you don't have to fix number. So students, uh, that's why also the Faculty of Law has different challenges to face because there are so many students and they see that there are problems in coaching these students and helping them into finding a job. Because okay, if you have so many students, that's good. but how do they finish their study? That's also important. You have to go to them, you have to help them to finish their study. So, um, I know that uh, the Faculty of law is considering to also having a fixed numbers because a lot of the students are coming now here with different backgrounds with no restrictions. They all come in for this study and you see the one or two years they are not...

J: I think it's a general trend of Erasmus university is growing students wise with international students. So it's a growing university. So at some point it needs to be restricted.

A: Yeah, that's true. That's true. So now we are looking, there're so many students, how can we manage this good and still deliver good education for everyone and still go to them well enough to finish their study because you don't want student leaving after a year or two because they can't finishing there studies. So that's really important. So with growth comes also eh, new challenge, new challenges.

A: So what do you think is the difference impacting student diversity because of that number fixing thing? I mean, um, so the fact is that, although Erasmus University is not 'fixed', but they

still select their students to be admitted. So like how is I assume like it's not like everyone who applied get to be in here?

J: Yes. Some studies if there is indeed too much demand, they will have to be like okay we can't handle this, we don't have that much professors so we have to select. So yeah. Then you will have the selection procedure often based on grades and motivation

A: Because you have also students who come here and and have different expectations of studying at the university and it's easy for them to enroll in this, in the studies here, but then you see that the difficulties come afterwards that they are not well prepared on studying here. And that is also an issue we are facing because we want to keep the students here. So that's why some studies have looked at the numbers of students who are dropping out and then they had to take measurements to, um, to select students or to look at the grades because this is something they think maybe, would be a good indication of their capability.

J: Well it's also a bit of protecting the students. I know for example, they don't always do that even for numbers. You have to give your grades, you have to put your motivation and you have to give like the courses you did. I ended up studying with five people. There could be many more if they subscribed, but they've rejected some people. Like we are afraid that if you joined this program, you will not...

A: Also to protect, which is to protect the students because they... they don't always know what they are getting themselves into and you want to have motivated students here who will finish their study, not students that come here and think 'okay, I have to study, I have to study something. So, uh, let's do law.' And then after he year you see that the student dropped out.

G: So, um, I'd just like to clarify because I'm not very sure about my understanding of the number of fixing things correctly. So what I understand is that number fixing system is like they have a, um, a constant number or constant place for students who enroll each year.

A: It's for instance, I would say we can have 800 people studying law here.

A: Also based on not only protecting students and preparing them, but also on the job market afterwards. Because I know I studied criminology and at one point there were so many alumni with criminology and we didn't, I couldn't find a job because there were so many people had studied criminology and the organizations that they didn't need, uh... Also, uh, it was very hard to find a job. And then, um, I know that the faculty decided to have smaller groups so the chance to find the job will be bigger afterwards. This is also something they're looking at. How is it in the society and how is the job market?

A: So I'd like to ask, does it mean that, even as you have said for Erasmus University, it is moving more towards the direction of having more a selection or screening of students in terms of application. Does it mean that even with all those screening thing, as long as there isn't a fixed quota, fixed number of place for students, it is still not considered a 'number-fixing' university?

J: You mean like for every study?

G: Yeah.

A: Each faculty has different ways of approaching this. I think,

J: yeah, I think it's really like the things we mentioned, can we handle the capacity? Is there enough place on the labor market? I think that's what they based their decision. So, I think for instance, sociology, you don't have to fear that there will be a fixed number there ever, but a day some studies will have to do it. yeah. But that's also the responsibility as a university, if we have thousands of criminologists every year, but we have 100 jobs. Is it responsible to give them the education if they know maybe you have to switch to a different study, but I don't think that Erasmus will.... Well I can't predict the future...

A: But we don't have a policy on this. So each faculty is doing this, uh, considering these things, what Jessie just mentioned. And looking how everything, how all aspects are working. So, um, we don't know each policy of every university on this one, for each study and I think it's different looking at each faculty, but maybe you can, um, how can you find it out? Yeah, you can try asking a few faculties about this.

G: Okay. Thank you very much for your time today.

A: Do you have all the answers you want to?

G: I'd just like to ask one more thing. Is there any way I can have access to the drop out rate or graduation rate?

A: I will contact you with Rick Wolf. Do you already know?

G: Yeah, I actually,

J: I sent you the article.

G: Actually, I have scheduled an interview with him later, like a half an hour later

A: Then you can ask him, because he knows a lot about these numbers and also he is doing research on this and he can also tell you more about uh different factors on drop out. Why students drop out at different studies and why there is a difference in the study.

J: Yea he is very into that topic.

A: He knows everything about it. Som that's great that you have an appointment with him, he can help you.

G: Just one more final confirmation. So although these on this document I can see that there are a lot of initiatives or things that you are planning to do. So does these document already cover all the things that are already happening or or planning or in the process of planning initiatives or a program or.

A: So this is the starting document and now we are uh, we have already established many of those objectives but what I can say is that many of those initiatives take years. So it's not like you have an initiative and it's set up for next year and we do this in a year and that's it. It's over then. No, it's something that you really work years on because this culture is also very hard. This university culture. So we have, we do need a lot of years to, to set up all these initiatives and to keep them going and to enroll this in all the faculties and the different layers of our organization. So we are working hard on it and some initiatives are already started but the initiative like the D&I monitor I mentioned, this is something we have to do this year or next year. So based on how all the other initiatives will be going and if we we will, we will have a change of staff, we will have a new chief diversity officer, a new program manager. So it's based on that, how we will develop the other initiatives

A: But so far at least at this moment or the initiatives that is that has been happening or going on, it's going to happen in this university. Are they included in the two... are they all covered in the document that you have sent me or there or is there any other document which...

A: I think you have the basic information you need for your thesis and that's the initiatives that are focused on three pillars we have. So I will also send you the infographic and there you see also the nine different projects. So indeed, these are the initiatives that we are, the projects that we are doing right now and what you don't see there is uh, for example, when you look at students, you don't see that we have a college cafe, but it is a. I'm making everybody feel at home. So this project has also a new other initiatives.

G: So is there any document that has been keeping track of all this initiative and is possible for me to, to see them to receive that?

A: Um, I don't think so because these are the documents that we can share for now with you, but I can ask if, if there is a document we can share with this information but or yeah, maybe we can send the table with uh, with the initiatives. That's something we can do. But then you have to consider that so many initiatives are being planned for the future and some initiatives are going on now. So when we send the table, it's not that all the initiatives have already started or are finished. So that's something we're still working on. Okay. So I will look up if we have a table to share with you, with all the initiatives.

G: Yes. Thank you so much.

Appendix 6.3

Interview with Leiden University, 14th June 2018, 15:15 (GMT+2)

Gabriela Lai (G:) Mr. Mpanzu Bamenga (M:)

G: I'm currently working on my thesis on diversity management in universities and I'm doing a comparative case studies between university in the US and universities here in the Netherlands. I'm hoping to use the case of Leiden and compared to both universities here and university in the US, to see what are different approaches, how does... uh, how do the diversity policies impact have an impact on the actual diversity size and universities. And because I've read it, I've read that Leiden University is the first new first to, to have, um, the diversity office. And I also learnt about the safe space thing, the meeting point thing. I think it's really interesting to look at this case. So, um, should I begin asking you a question or.

M: Okay.

G: Would you mind to tell me when the diversity office was established?

M: Yeah, I think it was a 2014.

G: What do you think was the major reason or major drive behind the establishment of this diversity office?

M: Um, I think that it, you know, um, basically if we look in our education, we see that a there're two types of people are not really scoring better. So let's say we have the, the white Dutch students and we have students who have migrant background and you have students uh, first generation student. So it means that they are the first of their family who are studying at university. So, and then if you look at that list, you'll see that uh, people would have migrant background, first generation students are doing worse, are doing less good at school, than the other students. So, you know, when you see that as an education system, as a university, uh, you tend to do something against it and you try to do something for them. And this is mainly one of the reasons why, uh, you know, we thought about, hey, let's... let's do something.

M: And the other one was that if you look at the professor level, you don't see many female women. Um, so there was a reason for that. So, um, uh, so, you know, those, those things were like in the beginning. Um, I, I believe there are still reasons why to say, okay, we should have a diversity policy because Leiden was, you know, like every year they were on the top. If, for instance, if we talk about, uh, the, the percentage of female, uh woman professors, why? Yeah, they started as one of the first they started with having a diversity officer, diversity policy and, and, uh, you know, working on that. Yeah.

G: So is, is it that the... the whole diversity management thing actually begins with, um, with actions from female teaching, is this where everything begin? Like they want to have... have more gender balanced academic staff?

M: No. you know you are at university? So what you want is that everyone at the university functions... uh excellent. If you want the students... you want them to, to, you know, to be excellent. You want the teachers to be excellent. You want people to feel home, to feel safe. And when they feel home, they feel safe, they will do better basically. So, um, that's, that's the starting point, you know, there's a goal, the goal is to, to excel and then the reason, I mean, then you ask yourself how can we do it? And then you figure out that not everyone feels home, you can see it, you know, or you can feel it. You could see it in how people are scoring and you know, all kind of way you can. And then you, you know, you say to yourself, okay, we have a goal. And that's like, this is, this has to be an excellent university. And excellent university means great education. It means excellent students. It means excellent teachers. But the conditions before, um, we can reach that level is for us to be inclusive because when we are inclusive then um, you know, basically that. And uh, yeah.

G: And about the goal of having a diverse and inclusive campus, has that, has that goal always been here? Or is it somehow begin with a certain mission or certain annual plan of the university ?

M: Um, I mean the plans is something that can help, right? The plan means that you systematically, you're going to work on, on that topic, but I believe that um, if your university is inclusive, diversity will follow, you know, if, if, if everybody feels home at university, at the university, you know, did the university will be diverse by itself. So, yeah,

G: So based on what I hear right now, I, my understanding is that diversity management in this, in the first two, it's mainly driven by social justice or moral motivation in terms of achieving equality for different students. But how about.... Based on the that I read, authors also suggests that there may be economic or legal motivation behind diversity management. So for the case of Leiden University, what do you think, if there are any, what do you think are the potential economic or legal motivation?

M: Um, I mean, you know, if, if you think about economically, I think that, you know, the better you do, you know, the more people you attract. So if, if you compare yourself with other university and this university is doing better, they will attract more students. So, uh, and we want to be as well international, you know, we want to attract people from different countries as well. So if you want to be international, that means that you have to also be inclusive because you have to deal with different cultures. We have students from countries such as Indonesia and most of them are Muslim, so when they come here they have to, you know, they have to adapt and, and, but they also have to have the feeling that they feel home. And um, but for instance, let's say they come here in this canteen and um, you know, they, they are used to eating either fish or either halal, but there is nothing in the kitchen which is fish or halal. Uh, and everything is just pork. Well that's not really inclusive you and, and, and they will call back home and say, please don't come this way because these people... I can't even eat, you know, I have to go to the supermarket to eat. Because in the canteen, you know, they, they haven't

even thought about Muslims, there is no halal food and there's no fish, there's no vegetarian, nothing, and they only have pork here,

M: You know, so that's, you know, that's something you should think about and, and yeah, I mean the better your score as a university to more students you get and the more students you get to the more funding and you know, it's all, it's all connected to each other.

G: But regarding internationalization, does it help universities to get more funding? Do you mean post grad... post-graduate level or undergraduate?

M: No, I think that international is very important because the world is... We live in a globalized world, so it means that if you only focus on the Netherlands, you are not focusing on the bigger picture. And also the, you're not getting the knowledge from the most excellent people. I mean if you want to get the knowledge of the most excellent people, you have to make your, your pool bigger, right? Yeah. You have to search to the whole world. So that's basically what the university's doing, searching in the whole world for great professors and also for, for you know, uh, enabling students to, to come to this university and I think it's very enriching for the students to have this exchange of experiences.

G: And do you think there's any legal concern behind diversity management here?

M: Legal concern? Um, let me see what legal concern can be. I mean, you know, we cannot register. What is the ethnicity of a person or what is, you know, there are some things we cannot register. So that's the legal boundary.

G: Okay. And Yeah, thank you very much. And do you think you can sum up the role of diversity office? Because as far as I understand there are also other, because there are also faculty diversity officers. So what is the role of the central one when you compare it?

M: Yeah. So the central one gets this... I call that um, you know... order basically, gets this order from the vice director. So that's the second most important personal to the university. So, so basically the vice director gives us the order to implement the diversity policy, so that's the central level. So what we do is we, uh, we have a overview of the whole university and then we try to, to, to, you know, make sure that at the faculty level that um, every faculty is working on diversity and is working on several objectives.

M: Yeah. So that's, that's basically what we do, we do it in several ways. We want to make sure that there is an inclusive environment. Um, you know, think about gender, gender neutral toilets, restrooms, um, think about, you know, the room, which is... I don't know if they call it the quiet rooms, but it's like a room where people can just be quiet or pray or, yeah, but it's not only for praying, it's also for spiritual or you know, something like that. Um, yeah. So, so that's something we do. We do something for students, um, we make sure that they have this, um, that they get help from other students. We call that a, the 'popcorner'. So that's something that we do, um, we coordinate as well the diversity within the university and how that people, uh, you know, that there are enough female

professors but the hiring, you know, base basically the, the, the hiring process that, that it doesn't discriminate, you know, because the hiring process is quite, sometimes it's not, it's, you know, it's discriminating. So, um, so that's something we do to make sure that there's enough people with ethnic background or women coming inside of the university. We're building networks, networks, several networks, LGBT, women network, uh, you know, network with people, uh, with internationals, people with migraine background. Uh, there's several networks that we are working on. Giving trainings, doing research, you know, we are monitoring, evaluating the seat. So that's, that's, that's things we do.

G: So based on your experience or your understanding, is there any specific policy which you think have the most significant impact on the ethnic diversity size in campus?

M: You have to ask the question again.

G: So based on your experience or your understanding, is there any specific policy or specific... well, specific initiative, or policy, or a type of policy, which you think actually has the most significant impact or most observable impact in the diversity size of campus?

M: Uh, what has the, uh, the greatest impact on diversity on campus? Yeah.

G: Particularly ethnic, ethnic diversity.

M: um, I think that people, people needs role models, you know, people need role models. That's something that I hear often. Um, you know, role models can, can... That's why it's so important to have more people who have ethnic background within the university because role models can really mean a lot for the people. You know, they need this uh... Yeah.

G: So what kind of policies have been done regarding that, like having a role model, is, is there something like a mentorship thing?

M: There is, and that's the popcorner, which I was talking about, this mentorship thing. Um, so that's how we work with students. Um, we, we, we let role models teach them basically, but you know, it's just kind of a mentorship thing. And, uh, besides that, we also, of course, we have role models, um, we have role models that we want to get within the university, you know, so we want to hire them as many as possible, of people with ethnic background, besides woman.

M: Because um, one of the people told me, for instance, that was a person with LGBT backgrounds and the person never came out. The person waited till after the education was finished and then came out and told everyone that she was LGBT The person said that, it would've helped if, if there was somehow more role models, if somehow there were teachers who were having an LGBT backgrounds. And that would have helped her to come out and to be herself much sooner.

G: So in terms of... so I understand that there are different diversity initiative of policies that has been going on in the campus. So I, I personally, I have classified them into three categories. The first category is to, is regarding admission or recruitment of student. The second category is regarding

student who has already enrolled, like in existing students, in terms of their advancement in integration. And the last one is, um, initiatives that specialize in analyzing, understanding and surveying the whole diversity environment in the campus. Do you think these three categories are enough to cover the diversity initiative introduced by the diversity office? Is there any diversity initiative that you can highlight now under these three categories?

M: Okay. And the first one was admission or recruitment of students. We have the meeting points and this is a place where refugees get prepared basically for their period here to university. And you know, we, we try to support them in that period. So they, they.... already tried to support them before they enter the university.

G: How about students of migration background, is there anything that.

M: Yeah, yeah. We also have that, you know, we try to monitor what the, what is the background of the person so that if there's anything we can do before the person even entered the university that we can help the person out or make it easier for the person, when he or she will enter. And we also have this, you know, um, training for introduction commission and there was an introduction commission that, you know, make sure that people knew students get a good introduction. Well they also.... right now they are getting training on diversity and so that they can be, you know, diversity-minded.

G: And how about regarding the advancement and integration of students. So besides that popcorner, is there other thing would like to highlight, in terms of addressing advancement or integration of ethnic... students from migration background.

M: I mean, the, the quiet, you know, the quiet rooms which I talked about. I mean that's, that's also something which is very nice. The networks that... There are students networks from people from, uh, people of color, colored people. There is also a network of people from the African background Afro background. So this is also something that we do.

G: in terms in terms of analyzing surveying the diversity environment on campus. What has the diversity office done, in terms of analyzing or surveying or exchanging information about diversity climate in this campus?

M: Oh, we do a lot of research, but we also organize meetings, diversity meetings, and during this diversity meetings, we... you know... we do that as well.

G: And so I can see that there's been a lot of things done by... here has been a lot of diversity initiatives. Well unfortunately when we look at the diversity, ethnic diversity of LU. When you compare that to, for example, VU and Erasmus University Amsterdam, the diversity size is actually slightly lower than those universities. There's a higher percentage of ethnic Dutch students. So what do you think are some of the other reason that caused this result? Because there has already been a lot of efforts advocating and encouraging a diversity climate on campus. So, what do you think is the reason for this? Is it just because of the location?

M: I'm not sure. I'm not sure. I'm not sure, but maybe I don't understand the question. Yeah.

G: Okay. So here is a graph which we can have a look. Um, so when you look at this, we can see the Leiden University has the highest percentage of ethnic Dutch students. While for VU and Erasmus, they have a slightly lower percentage of the ethnic Dutch and they have a higher... I would say that they have a more diverse campus.

M: Erasmus? Or Leiden University

G: Erasmus

M: OK, Erasmus has a diverse campus.

G: But, I mean there are a lot of thing that has been done by Leiden University, like the meeting point. The meeting point is like a really interesting idea. So I was wondering, I was wondering why, if you can explain, what are the possible explanations for this result? Like why, why is the Leiden University less diverse?

M: Okay. Well it start with the city. Rotterdam is a more diverse city. Amsterdam is a more diverse city. I mean Amsterdam is like 50 percent or something like that even more, coming from elsewhere. Um, Amsterdam is like one hundred and eighteen nationalities. So the city is already more diverse, so that's just geographically. I think that's one of the reasons. And the other one could be. Um... I'm not sure. I'm not sure. I'm not sure. I think that's, that's one of the reasons.

G: So you think that the location is actually the biggest reason for this?

M: Well, yeah, that's one of the reason, I mean, if you go to another university, University of Groningen, you won't see this much of diversity, like, like Rotterdam or Amsterdam. I mean that... Or if you go to Wageningen, it's the same.

G: Well I think that Wageningen University actually has fairly high percentage of international students.

M: Well International. Yeah, of course. Yeah. But that's maybe because of the things that they do over there. It's like the, the lessons they give attracts more international.

G: So you mentioned about the courses that they provide me attract more students. Do you think this would be the reason for Leiden University to have less students of migrant background?

M: Um, not really, that's not really the reason I think. But I do believe that sometimes people might think that um, that university is white. People could think that because there was this idea about, so that's, that's, that's something that you might say that there is this bias that, you know, if you look at a broad, people always think about those certain students, like white students. So because of

that, some students might feel afraid like, 'oh this is a white university.' But actually if you look at how many different nationalities, we have quite some different nationalities here. Uh, so, so the reality is different from the perspective people have got.

G: Is there any concentration that has the highest students from migration background?

M: I'm not sure about that. I'm not sure about that actually. I can tell you that of course I have an idea, but I can't tell you.

G: So, after we have talked about all these other factors that play a role in the diversity size of the campus, to what extent do you think diversity management can actually have impact on diversity size of students, either directly or indirectly?

M: Can you repeat that please?

G: Yes, we have talked about the diversity of size of Leiden is, when compared to the most diverse universities, is slightly less diverse. So we have talked about other potential factors that may have an effect on effect on this. So to what extent do you think the diversity management, all these initiatives that different faculty diversity offices and the central diversity office that has been doing. To what extent do you think these initiatives can have an impact on diversity on this campus, either direct impact or indirect impact?

M: Yeah, I think that it can have impact. It can have definitely impact. At the end. It's all about implementation of certain things, implementation of this, implementation of that, implementation of popcorner, implementation of, you know, certain things. Make sure that there is gender neutral toilets, you know, these are just things that you do, and then, you know it, it builds up conditions for people to be themselves basically.

G: I have, one powerpoint slide for you to have a look. So I have drafted four statements about different approaches of diversity management and I wonder if you can pick one which you think is closest to the mission or the direction of diversity office in Leiden University.

M: There's not really one statement that, that fits it. You know, there's not really one statement that fits it because we don't want people to assimilate. That's not true.

G: How about B, why do you think it's not fitting?

M: Of course, you know, we want people to share, to share identity, but people don't need to have a shared identity. I mean, it's not necessarily. People can be themselves. The third one is that I don't... 'even it means that the cohesion and integrate communication campus maybe compromise.' It's not a goal to, to, to make sure that the cohesion being compromised, you know? I mean we believe that we can do both. We believe we can be diverse and, and still hold onto that cohesion. So, C is not it as well. And D... D might be it, but uh... bt it's not a goal, but you know, it's just a, this is more of a value that...

M: You know this is more valued or something that we think is important. You know, a strong cohesion is important. It's important that students of different ethnicity meet and it's about understanding between the different, you know, understanding is something else than people have to assimilate. So it's more about understanding each other and you know, of course we like to encourage that, so. If I have to choose, I'd say D.

G: But one of the things that you think is not... because in the beginning you said none of these were applicants. So what is the problem with the statement in D that you think is not...

M: Uh, because it's, it's, it's, it's broad. Well it's almost like you cannot be against it. I mean, how can you be against that? I mean they don't say anything wrong.

G: And I got one more thing to ask. Is there any way I can have access to all the diversity initiative that has been planned or implemented by the diversity office or implemented in campus?

M: Well, yeah. I was thinking while we were talking to, to see if maybe there was any document that I can send you, but I have to think about it, so I'm not sure if there is, but I'll have to think about it. And if I feel... I see it or anything I will send it to you. Um, but I'm not sure yet. Just for instance, we have, this one, this is a review, because we are doing a review and evaluation, so a lot of information is written. It's in Dutch and I'm not sure if this is public, you know, so I have to find something that, that, that I know for sure it's public. So yeah,

G: Thank you very much.

M: No, thank you. It was quite a in a hurry on everything. Yeah. Because I had to choose, uh, to, to, to, to, to try to help you anyway.

G: Thank you so much. I need to understand you have busy schedules,

M: Yea, especially today, so busy and so that's why, uh, yeah thank you very much.

