

# ***Diversity and Inclusion Education at Hotelschool the Hague***

## ***LYCar Company Project Report***

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# Executive Summary

The following report investigates diversity and inclusion education at Hotelschool the Hague. It was the opinion of the researcher that having diversity consciousness and demonstrating inclusive behaviour is vitally important for hospitality students. Thus, their research began with the goal of improving diversity and inclusion at Hotelschool the Hague, specifically focusing on how to incorporate it into the courses and educational curriculum of the program.

The problem definition chapter discussed the context of the research and the importance of the study, and funneled down the challenge into the main research question:

***What can be incorporated into the curriculum to improve diversity and inclusion education at HTH?***

Following this, a thorough literature review revealed the importance and benefits of increased diversity and inclusion in higher education. Relevant studies on diversity research in higher education were also reviewed, inspiring certain aspects of this project.

This research took a mixed approach when gathering data. In order to give a recommendation for improvement, it was decided that a "current state" and "desired state" be established and compared to one another. To create the current state, a survey was used, revealing insight into the diversity consciousness and inclusive behaviour of students at Hotelschool the Hague. This information helped the researcher paint a picture of the current social climate. For the desired state, an extended literature review, expert interviews, and online interactive webinars were used to construct the ideal situation.

The multifaceted approach resulted in a lot of data, and the extensive results section discussed interesting statistics and findings, including the finding that currently, students' knowledge and skills regarding diversity and inclusion do not improve throughout the time that they are studying at HTH. It was also found that students believe that diversity and inclusion is only incorporated into their courses to a limited extent. Aside from the diagnostic data, findings such as the areas that should be focused on first, and important activities that should be used for interventions were uncovered, which guided the creation of the solutions.

The solutions that were devised from the research include both a short-term solution, and a long-term one. The short-term solution involves adding supplementary materials to the curriculum, focusing on inclusive language use. The long-term solution is more intensive, and concerns revamping curricula of courses and structural change to immerse D&I education into the bachelor program at HTH.

The report then continues to a section on to detail the implementation of the chosen interventions. The process of creating, testing, and improving the inclusive language training is described thoroughly, and the first steps taken for working on concluded recommendations with the Curriculum Development Team have been documented.



An evaluation plan was also created for the solutions to ensure that they are effective, and that they have had the intended effect of increasing students' diversity consciousness and inclusive behaviour. The plan details activities such as a replication of the conducted survey after the interventions as a point of comparison; using short questionnaires after individual activities for immediate feedback, along with other manners of continuous improvement.

The penultimate section expands on the aspect of dissemination of the research project. Here, the ways in which the results and products of this investigation have been shared to relevant stakeholders are discussed. Additionally, plans for further dissemination following the completion of the project and continuation of D&I efforts are explicitly detailed.

An academic reflection on the entire research process is included at the end of this report. Here, the researcher looks back upon the ups and downs of the entire project, and critically discusses the topic, process, methodology, and implications of the research done. Lastly, the researcher calls for further study and presents ideas for follow-up projects that expand and continue the performed investigation.



## Preface / Acknowledgments

Coming from a diverse background, I have been fortunate enough to have had exposure to many different people across the whole diversity spectrum. Naturally, my experience and the fact that I am a part of a minority group myself have led me to be passionate about inclusion. At HTH, the aspect of being an international school is preached often, but at a certain point, I began to question why “international” was focus, when there are so many more characteristics that define an individual than where they come from. I started to ask why we do not call ourselves a “diverse school” instead, to show that we not only have students from different countries, but also varying socioeconomic backgrounds, religions, sexual orientations, among other identities. This led me to think about how diverse and inclusive the HTH community is, and to what extent our students demonstrate diversity consciousness and inclusive behaviour. I decided to focus on the aspect of education, and I came to my final topic of incorporating diversity and inclusion into the courses and curriculum of HTH. I hope that this research acts as a launchpad for institutional change to improve D&I in our organization, and inspires others to examine their own communities, and advocate to improve D&I there as well.

I would sincerely like to thank Anemoon Schepel and Diverse Minds for commissioning this research, Jeannette van Geuns for supporting me as my LYCar coach, my D&I research peer group for their consistent advice and feedback. I would also like to extend my gratitude to all of the respondents for my surveys and interviews, individuals involved in dissemination moments, and co-creation participants for giving me their attention taking time to participate in my project.



# List of Abbreviations

<b>CDO(s)</b>	Chief Diversity Officer(s)
<b>D&amp;I</b>	Diversity and Inclusion
<b>DBR</b>	Design-Based Research
<b>HR</b>	Human Resources
<b>HTH</b>	Hotelschool the Hague
<b>IMP</b>	Improving my Performance (Course)
<b>LYCar</b>	Launching Your Career (Course)
<b>PE</b>	Practical Education (Course)
<b>SCO</b>	Senior Communications Officer
<b>SD</b>	Standard Deviation
<b>TMS</b>	Training Management Skills (Course)



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## Problem Definition

The international resurgence of the Black Lives Matter movement in early 2020 rekindled the attention to diversity and inclusion in many countries, companies, and communities (Peñaloza, 2020). Hotelschool the Hague (HTH), too reacted to this development by beginning to take steps to improve Diversity and Inclusion (D&I) at HTH. Part of these steps involves commissioning research into D&I within the HTH community.

Diversity and Inclusion are undoubtedly vital to HTH. As a hospitality business school, it is preached that one of the main goals of hospitality is to make guests feel welcome. Logically, to be able to deliver true hospitality, hospitality professionals should be welcoming of all people, and be equipped the skills needed to make each and every person feel comfortable, safe, and respected. It therefore paramount that HTH educates students on D&I, and ensures that everyone in the HTH community feels welcome too. Bell et al. (2009) even argue that “given the persistence of discrimination, harassment, inequality, and the importance of diversity concerns worldwide, mandatory diversity education is needed for management students. Without such education, these students stand to enter the workforce ill-equipped for participation in diverse environments”, furthering this argument.

Fuentes et al. (2020) describes classrooms as microcosms of a greater society, and for this reason, systems of discrimination and oppression may be present in classroom settings. It is therefore important that the considerations made for, and approaches towards the pedagogy are attentive to diversity, inclusion, and equity. In short, these efforts need to be evident in the systematic and structural components of the curriculum.

Another reason why HTH should put focus on this topic is because increasing and promoting D&I is incredibly beneficial to students’ mental health and sense of belonging. Moeller et al. (2020) details that “There is a strong positive relation between an individual’s sense of interpersonal belonging and their ratings of happiness and subjective well-being. While a lack of social bonds, or explicit feelings of social exclusion contribute to feelings of anxiety. Other mental health outcomes, including depression, loneliness, and social anxiety are greatly reduced when college students experience a sense of belonging”.

In 2020, Rebecca Vos (HTH alumni) carried out research regarding social inclusion amongst national and international phase-one students at HTH. The study found that HTH students feel moderately socially included, and that there is a significant division between Dutch and International students. To encourage interaction and inclusion between the groups, solutions such as cultural awareness workshops and events were proposed (Vos, 2020). This research from a nationality lens is a great starting point for HTH, and it would be very beneficial for the institution to investigate social inclusion from other dimensions as well (such as gender, sexuality, disability, etc.) in order to facilitate a holistically inclusive environment.

A survey carried out by Diverse Minds (a committee formed with the goal of improving diversity and inclusion at HTH) revealed that there have been many instances where students and faculty have experienced forms of discrimination and prejudice. The evidence of discrimination in the community indicates that HTH could be doing more to increase D&I. In September of 2020, HTH’s President of the Board of Directors, Regine von Stieglitz signed the “Hoger Onderwijs voor en van iedereen” (“Higher Education for and from everyone”) agreement along with a handful of other universities to “commit to a diverse, inclusive, and socially engaged higher education in Amsterdam”





(Hotelschool The Hague, 2020). These efforts are show that improving diversity and inclusion at HTH is very important to the organization, and that they are motivated and driven to do so. One of the commitments was the following (translated from Dutch):

“Knowledge production and sharing: curriculum, teaching method and research. Current teaching materials lack inclusive knowledge, diverse perspectives and informal forms of knowledge production. We want to ensure that a diversity of perspectives leads to a higher quality of education, by teaching students to think and research inclusive, innovative and critical.” (ibid.)

This quote clearly indicates that Diverse Minds identifies the inclusiveness of the HTH curriculum as a point of improvement, and that efforts should be made to change it.

The goal of this research is to diagnose the level of HTH students’ diversity consciousness and inclusive behaviour, and compare the current state with the “goal state” (i.e. what knowledge, skills, and competencies hospitality management students should have regarding D&I). The goal state will be constructed from best practices from other institutions, and academic research on D&I in higher education. Ultimately, recommendations and solutions will be delivered to HTH on what should be done with the curriculum in order to produce diversity competent and inclusive hospitality professionals. The efforts made to educate and train students on diversity and inclusion would have the added bonus of fostering a more inclusive and welcoming social climate within the HTH community, reaping benefits for all of its members.

Thus, the main research question is as follows:

***What can be incorporated into the curriculum to improve diversity and inclusion education at HTH?***

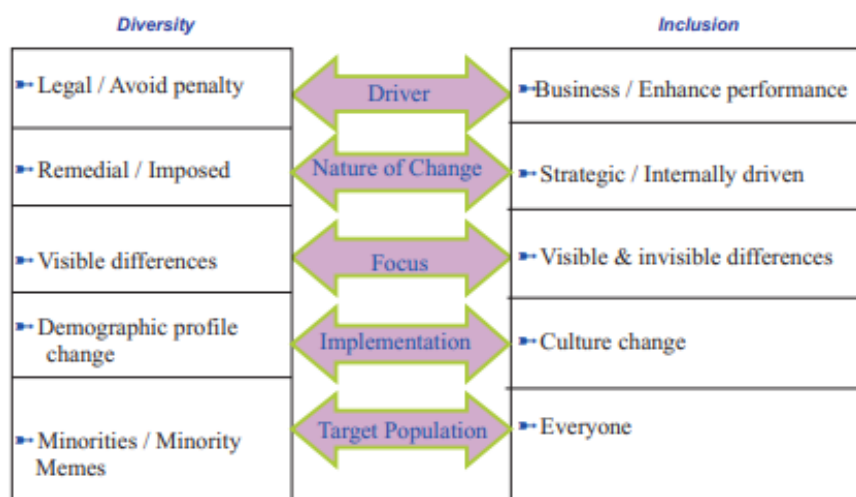
# Analysis and Diagnosis

## Literature Review

### Definition of Terms

Before expanding on literature on the topic, it is vital to define some key terms that will be addressed throughout this report.

First and foremost are the words “diversity” and “inclusion”. Although sometimes used interchangeably and often lumped together, they do not necessarily mean the same thing. According to Puritty et al. (2017) “diversity means variety and range, a significant degree of variation within a particular group or community across a range of characteristics. Diversity involves all aspects of identity and experience, including nationality, ethnicity, language, gender, sexuality, value system, socio-economic context, family structure, age, ability, educational background, and learning styles”. Inclusion is a step higher from diversity, one that is more active and functionally more important. “Inclusion is an organisational effort and practices in which different groups or individuals having different backgrounds are culturally and socially accepted and welcomed, and equally treated” (Global Diversity Practice, 2020). The difference between the two terms is beautifully presented in the following figure.



**Figure 1** – Comparing Diversity and Inclusion (April and Blass, 2020)

### Context

Numerous studies and research into the topic have shown that diversity in higher education has numerous benefits for students, including: increased cultural awareness, satisfaction in life, personal development, intellectual ability, critical thinking skills, civic interest, and social skills; as well as reduced bias, racism, and overall discrimination (Karimi & Matous, 2018). Additionally, increased rates of inclusion has very positive effects on the mental health of students (Moeller et al., 2020). Considering this, it would be wise to allocate effort towards increasing diversity and inclusion in higher education for the wellbeing of students.

According to Buitendijk and Curry (2019), in order for university graduates to flourish in the workplace, students need to be taught diversity awareness, and they should be trained on how to be inclusive and non-discriminatory. Although it may seem like a quick fix to simply have a couple of classes, workshops, or trainings to promote diversity and

inclusion, this is not the way that it should be approached. Fuentes et al. (2020) details that only devoting a little bit of attention to these topics, and/or introducing them in a single instance can have the adverse effect of portraying such concepts as unimportant. It is also described that incorporating D&I in a siloed fashion can appear to be tokenistic (ibid.). For these reasons, D&I should be incorporated fully into the curriculum, pedagogy, and culture; evoking institutional change in the organization.

### Relevant Studies

Denson and Chang (2009) classify diversity research done in higher education into three separate categories. These are: Structural Diversity (the demographic representation of students of differing backgrounds on campus), Curricular Diversity (institutionally structured efforts to engage students in diversity), and Interactional Diversity (promoting the frequency and quality of intergroup interaction). Structural Diversity is more of a diagnostic approach, while both Curricular Diversity and Interactional Diversity are active efforts to facilitate inclusion.

A Structural Diversity approach can provide great insight, but does not account for the extracurricular interactions that students have with one another. One study by Karimi and Matous (2018) investigated diversity and inclusion in a university by mapping social networks. The study mapped the interconnectivity of specific student societies and their members, observing the extent to which these groups intermingled and connect with one another. Using such a method to measure interaction with students contributes valuable insight to how diverse student's social groups are. With this information on how students interact with one another, Interactional Diversity efforts can be promoted to diversify student social groups outside of classes as well to drive inclusion.

Coming from a Curricular Diversity standpoint, Fuentes et al. (2020) published a research article titled *Rethinking the Course Syllabus: Considerations for Promoting Equity, Diversity, and Inclusion* detailing numerous points of cogitation for curriculum developers based on theoretical frameworks and best practices in the discipline. Some of these considerations include engaging in reflexivity, adopting a diversity-centred approach, acknowledging intersectionality, and decolonizing the syllabus. GLSEN (2019) details theory involving the concept of having "(the) curriculum as window and mirror". This means that individuals should be able to see themselves and their experiences reflected back at them as a point of affirmation (mirror), and the pedagogy should also share the perspectives and experiences of those who hold different identities (window). This set of considerations and concepts are excellent tools to use to evaluate current syllabi and act to directly inject diversity, inclusion, and equity into the education.

Sub-research questions to be explored within this investigation have been drawn from the literature review; and are listed below.

1. What is the current social climate at HTH? Which forms of discrimination and prejudice are prevalent?
2. What is the current knowledge level of HTH students regarding D&I?
3. What is the current level of HTH students' D&I skills/competencies?
4. What *should* HTH students know in terms of skills, knowledge, competencies, etc.?
5. Is there a difference between different student phases and campuses regarding D&I skills and knowledge?
6. To what extent is D&I already incorporated into HTH courses?
7. What are other universities doing with regard to D&I? what do they teach students?
8. Which courses/classes can be supplemented with D&I materials?
9. With which methods of incorporating D&I into the curriculum will students respond

## Methodology

The methodology of this investigation uses a mixed methods approach. In order to identify a gap, the current level of diversity and inclusion at HTH will be measured (descriptive research). This will be compared to the “desired state” of the competencies that hospitality business professionals should have regarding D&I (exploratory research).

### Current State

#### Method of Data Collection

To collect the descriptive data for the current situation at Hotelschool the Hague, a survey was conducted. A survey was selected as it is the fastest and easiest method to collect a lot of data from the desired population. The survey comprised of 19 questions, of which 10 were multiple choice, 7 were Likert scale questions, and 2 were open answer questions. These revealed insight into the diversity consciousness and inclusive behaviour of student at HTH, which have been used to construct the “current situation”.

#### Population

The population that was measured using this survey were students at Hotelschool the Hague. Students from any year, and either campus were able to respond to the survey. This was done with the intention to cast a net large enough to encompass a data set that is representative of HTH.

#### Sampling Method

A convenience sampling method was used for this survey, attracting 150 respondents. Of these respondents, 68.70% were female (31.30% male), the average age was 21.58 (SD=2.11), 54.70% were from the Amsterdam campus (45.3% from the Hague campus), and 44.00% were from Phase 3 (40.00% Phase 2, 16.00% Phase 1). The survey created was distributed online from 3 – 19 January 2021 (16 days) within the Hotelschool community through social media posts, direct messages, and emails. Halfway through the sampling, it was observed that there were not many responses from students in Phases 1 and 2, therefore the researcher reached out to a handful of teachers to help distribute the survey to their Phase 1 and 2 students.

#### Procedure

To create a valid survey to accurately appraise D&I at HTH, previous research performed at other educational institutions was consulted. Some survey questions from these studies have been used in this investigation (with alterations made to cater to the current context). An overview of the survey questions used, along with where each one is borrowed from may be found in Appendix I.

The resulting data from the survey was processed using IBM SPSS Statistics 26 for descriptive and inferential statistical analyses.



## Ethical Data Management Considerations

All survey responses were anonymized. Respondents were also given options to answer “prefer not to state” for specific questions and were also informed about their freedom to stop the survey at any point in time.

## Limitations

One limitation that is observed with this methodology is the representativeness of the sample. Considering HTH is a school with thousands of students, a sample of a mere 150 individuals may not constitute as truly representative. To make the sample reflective of all students, an attempt was made to equally gather data from both campuses, and across all phases. This was fairly successful in terms of campuses (<5% difference in responses), but was less successful in terms of phases (Phase 1 has disproportionately less responses). Nevertheless, inferential tests performed showed no statistical differences in responses across phases and campuses, so hopefully the effect is not too disastrous.

Another limitation that comes with the use of surveys is the fact that the data is self-reported. In such a case, the respondent’s bias influences the data, and self-serving bias comes into play. This may be the case especially in questions such as one where respondents are asked to rate their own knowledge and skills on a five-point scale. In order to mitigate this, existing survey questions were borrowed from other studies that have been tried and tested.

## Desired State

### Method of Data Collection

Constructing the desired situation (of which D&I competencies that hospitality business students should have) was done through a synthesis of data gathered from the literature review, online interactive webinars, and one-on-one interviews.

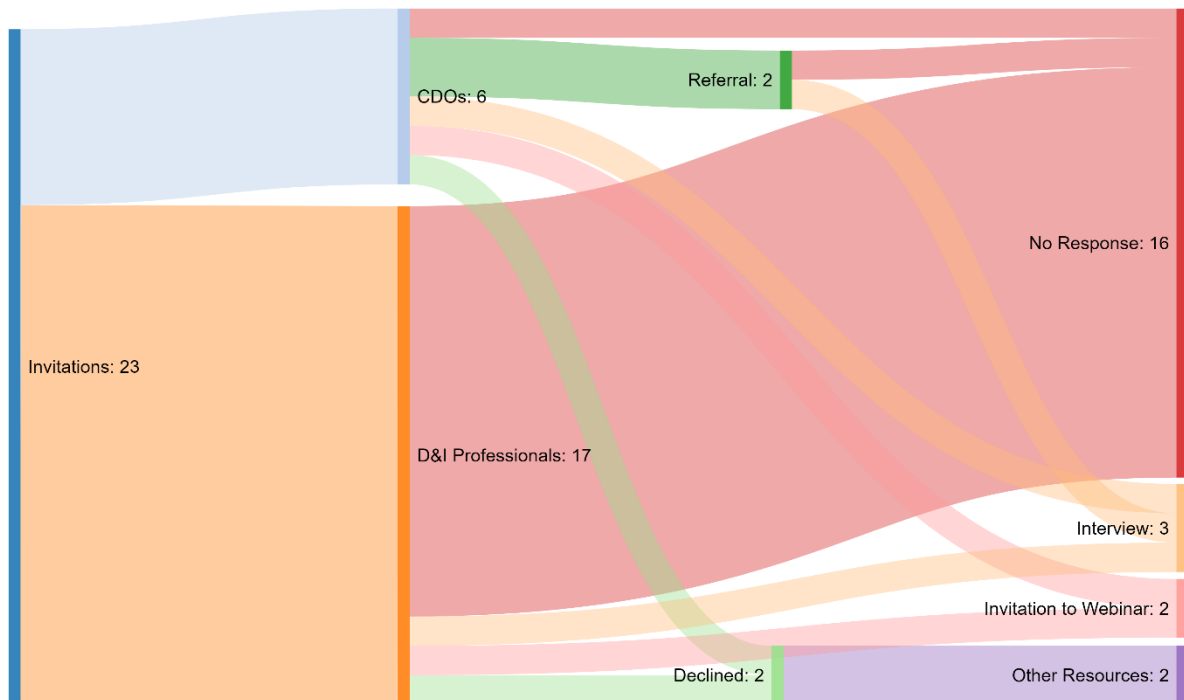
Three semi-structured interviews were conducted to determine necessary competencies, get advice, and gather information on the best D&I practices. Semi-structured interviews were chosen as they allowed for the collection of rich qualitative data that falls under the desired topics, while allowing the interviewee freedom to expand upon ideas and other interesting topics that arise.

### Population (Interviews)

One interview was performed with a Chief Diversity Officer (CDO) from the University of Groningen. Another interview was conducted with the Global Learning and Content Program Manager for Diversity, Inclusion, and Wellbeing at Booking.com. The final interview was done with the Senior Communications Officer (SCO) of the Diversity and Inclusion department of Erasmus University Rotterdam. These three interviewees were selected as their roles are explicitly concerned with the care and management of diversity and inclusion in their organizations. Their specific expertise in D&I and their insight regarding real work practices provide valuable insight for this research.

### Sampling Method (Interviews)

The interviewees have been selected through purposive sampling. This was done as it was imperative that the interviewees be extremely knowledgeable on the topic of D&I. The researcher reached out via e-mail and LinkedIn to request interviews. Out of the total 23 invitations sent, only 3 resulted in interviews. Figure 2 below details the full process of securing these interviews.



**Figure 2** - Visual representation of the sampling process for interviews

### Procedure (Interviews)

The interviews ranged from 30 to 50 minutes and were done online via Microsoft Teams and Zoom video conferencing software. 10 core questions for the interviews were prepared beforehand (see Appendix II.I). The interview questions were created using the research questions, with the goal of helping define the desired state. Specific questions pertinent to the individual interviewee's role and experience were also asked during the interviews.

### Ethical Data Management Considerations (Interviews)

All interviewees signed informed consent forms before the interviews, and their personal details have been anonymised. However, their roles or titles have been kept (with their permission) for credibility purposes as evidence that their opinions are reliable.

### Limitations

Due to time restrictions, criteria for selecting appropriate candidates for the interviews, and response/acceptance rates of interviewees, only three interviews were possible. Consequently, it cannot be said that qualitative data saturation was achieved, even though very similar answers were given by the interviewees. Although there is uncertainty that the data is fully saturated, the data that is available is still very useful and provided a lot of insight for this research.

## Results

### Survey Results

In total, the survey distributed drew 150 responses, with zero invalid or excluded results. For brevity, only the most important survey findings will be discussed in this section. The full descriptive and inferential statistic results may be found in Appendix III and Appendix V, respectively.

Some striking data from the descriptive survey results are as follows. For the question "In your experience how often do students at HTH speak out against discrimination?", the mean score was 2.75 out of 5. This is alarming as it indicates that HTH students do not commonly speak out against discrimination. Another finding from the question "To what extent do you feel are diversity and inclusion incorporated into your courses at HTH?" showed a mean score of 2.74 out of 5, indicating that students do not feel that their courses have enough D&I incorporation. The consensus of students on this question further asserts the purpose of this research.

Question 14 asked respondents to rate their personal knowledge on a series of topics. These topics are shown in Table 1 below. From ranking, it is evident that HTH students know the most about different cultures, sexual orientation, and issues surrounding race and ethnicity. The areas in which they have the least knowledge (comparatively) are different religions, gender identity, and physical conditions and disabilities. These scores are valuable as they indicate critical areas in which students should learn more about. It is to be noted however, that none of the topics had a mean score higher than 4, so it could be argued that they all should be improved.

**Table 1 – Ranked Knowledge Topics**

<b>Mean Score</b> (Ranked highest to lowest)	<b>Knowledge Topic</b>
3.84	Different Cultures
3.68	Sexual Orientation
3.58	Issues surrounding Race and Ethnicity
3.41	Mental Conditions and Disabilities
3.39	Socioeconomic Disparity
3.19	Different Religions
3.11	Gender Identity
2.97	Physical Conditions and Disabilities

Similarly, question 15 prompted respondents to rate their confidence in a set of skills. These skills are listed in Table 2 below. From the ranking, it is evident that the skills: respectfully interacting with people who are LGBTQIA+, from different cultures, age groups, races and ethnicities, and socioeconomic backgrounds are the highest ranking. These skills in fact, all have a mean score above 4, which is arguably already very good. Two skills however, ranked lower than most other scores, these being: consistently using inclusive language, and asking for and using someone's pronouns. Considering they ranked the lowest, these skills should be focused on primarily.

**Table 2 – Ranked Skill Topics**

<b>Mean Score</b> (Ranked highest to lowest)	<b>Skill Topic</b>
4.39	Respectfully interact with people who are <u>LGBTQIA+</u>
4.38	Respectfully interact with people from different <u>cultures</u>
4.38	Respectfully interact with people from different <u>age groups</u>
4.37	Respectfully interact with people from different <u>racess and ethnicities</u>
4.17	Respectfully interact with people from different <u>socioeconomic backgrounds</u>
3.98	Respectfully interact with people from different <u>religions</u>
3.91	Respectfully interact with people who have a <u>physical condition or disability</u>
3.74	Respectfully interact with people who have a <u>mental condition or disability</u>
3.38	Consistently use inclusive language
3.23	Ask for and use someone's pronouns

Question 16 asked students to indicate their experience with a variety of forms of discrimination and prejudice at HTH. Table 3 shows that the most experienced discrimination / prejudice at HTH are country of origin, culture, sexual orientation, age, and race or ethnicity. This is rather surprising considering that all these topics are the highest ranked knowledge and skills in the previous tables. The lowest ranked forms of discrimination / prejudice are political ideology, religion, and ability or disability. Looking at Figure 3 below, the smallest minority groups at HTH are disability status (2.44%), political ideology (2.44%), and religion (1.46%). These low rates of experienced discrimination/ prejudice are more likely a result of less individuals being from these groups, and not necessarily the diversity consciousness and inclusive behaviour of students. In other words, this data only reflects the figures of all discrimination cases reported in the survey, and since the populations of all the minority groups are not equal, this measure is distorted (as higher populations obviously report more cases). Unfortunately, the incidence rate of discrimination in each group was not measured. Regardless, the lowest ranked discrimination/ prejudice experienced is already at 30%, which is still very high, therefore, attempts should be made to reduce these figures.

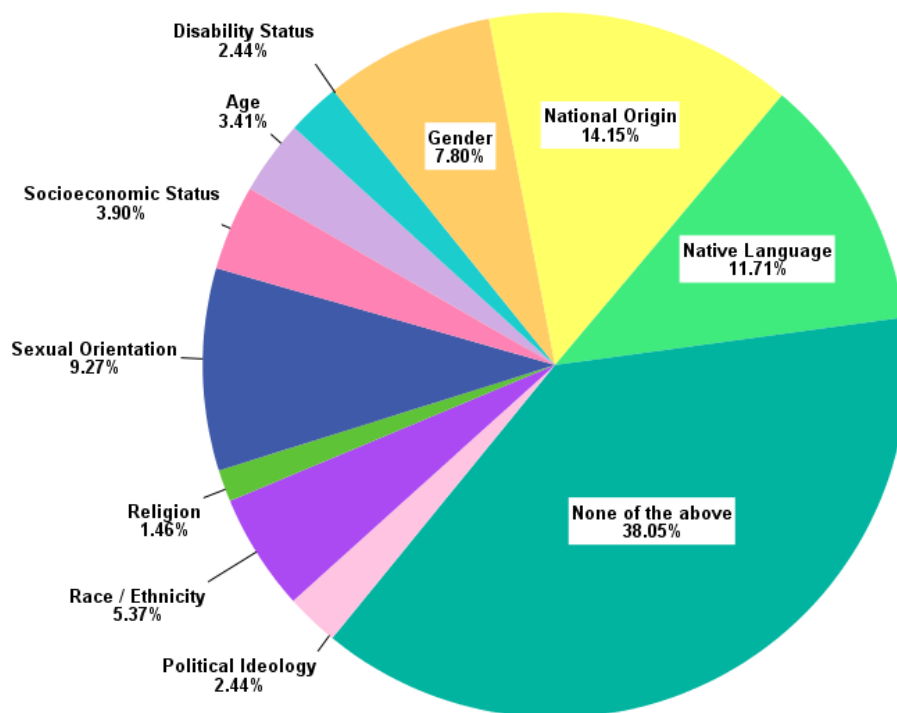
**Table 3 – Ranked Discrimination or Prejudice**

<b>Percentage Score</b> (Ranked highest to lowest)	<b>Experienced Discrimination or Prejudice</b>
60.00 %	Country of Origin
58.00 %	Culture
48.67 %	Sexual Orientation
47.33 %	Age
46.00 %	Race or Ethnicity
42.67 %	Socioeconomic Status
38.67 %	Gender
35.33 %	Political Ideology





31.33 %	Religion
30.67 %	Ability or Disability



**Figure 3 – Demographic Breakdown of Minorities**

Question 18 asked respondents to answer yes or no for a series of activities they would like to see. Table 4 shows that the highest-ranking activities are guest speakers and in-class discussions. This information will guide the best ways to deliver new content on D&I to students at HTH.

**Table 4 – Ranked Activities**

<b>Percentage Score</b> (Ranked highest to lowest)	<b>Desired Activities</b>
83.33 %	Guest speakers
82.67 %	In-class discussions
73.33 %	Communication about school policies and processes
72.67 %	Skill-building workshops / trainings
70.67 %	Open discussions / town halls
64.67 %	Research

## Inferential Statistics

A total of 36 inferential tests were performed on the survey data. From these analyses, some conclusions were able to be drawn. For an overview of the inferential tests see Appendix IV, and see Appendix V for the full inferential statistics.

One set of inferential tests performed were to see if there was a difference between HTH phases, and to what extent students are surrounded by people from different backgrounds in, and outside of class. The Kruskal-Wallis tests showed no difference between the groups.

The difference between HTH phases across the knowledge and skills ratings were also tested. The results showed that there was no statistical difference between the groups in any of these categories. From this information, it can be assumed that throughout their time at HTH students are not improving their diversity consciousness and inclusive behaviour.

Another set of inferential tests looked into differences between demographic factors such as age, gender, sexuality, religion, domestic / international, ethnicity, and minorities / non-minorities regarding experience of how often students speak out against discrimination. There were no statistically significant differences. The same demographics were tested for differences in the extent they believe that diversity and inclusion are incorporated into HTH courses, and there were also no considerable differences. From this information it can be assumed that there is a general consensus across all the compared demographics on these two questions.

## Interview Results

The interviews conducted were incredibly insightful and inspiring for this research (see Appendix VI for documentation). Although the experts consulted each had their unique perspective, their opinions were very harmonious with one another. The table below details the most important takeaways from each interview, with similar concepts highlighted using the same colour.

**Table 5 – Interview Takeaways**

#	Interviewee	Most Important Takeaways
1	Chief Diversity Officer	<ul style="list-style-type: none"> <li>• Trainings on unconscious bias and inclusive leadership were performed in their institution with senior management (mandatory), and was not compulsory for the rest.</li> <li>• Installing an advisory committee</li> <li>• Important competencies / skills / trainings               <ul style="list-style-type: none"> <li>◦ Open mindedness</li> <li>◦ Unconscious bias</li> <li>◦ Active bystander</li> </ul> </li> </ul>
2	Global Learning and Content Program Manager for Diversity, Inclusion, and Wellbeing	<ul style="list-style-type: none"> <li>• Employee/Student Resource Groups</li> <li>• Awards and Recognition (Inclusionist and Playmaker Awards)</li> <li>• Training teachers and lectures is also important</li> <li>• Use tangible example cases (set in HTH) in trainings</li> <li>• Important competencies / skills / trainings               <ul style="list-style-type: none"> <li>◦ Being an Inclusionist, Allyship</li> <li>◦ Unconscious bias</li> <li>◦ Active bystander</li> </ul> </li> </ul>
3	Senior Communications Officer – Diversity and Inclusion Department	<ul style="list-style-type: none"> <li>• Communicating actions and efforts made by the institution</li> <li>• Communicating and reinforcing institution's values</li> <li>• Involving students in the process</li> <li>• Important competencies / skills / trainings               <ul style="list-style-type: none"> <li>◦ Language Use</li> <li>◦ John Rawls Philosophy Thought Experiment</li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>◦ <b>Implicit Bias</b> (understanding, acknowledging, and reflecting on bias)</li> </ul>
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Based on these takeaways, it is evident that topics such as Allyship, Unconscious / Implicit Bias, and Active Bystander are some of the most important basic D&I trainings that should be taught to increase diversity consciousness and inclusive behaviour. The interviews also made it known that institutionalized change and restructuring the curriculum so that it is more diverse and inclusive is the ideal goal. Leaders (such as instructors and teachers) should also be trained to help facilitate inclusive environments in classrooms. Altogether, the insights above will help the researcher suggest credible recommendations for specific steps to take to improve D&I at HTH.

## Webinar Results

The two webinars attended which were ran by DiverseED, and created a virtual space for presentations and conversations on topics surrounding diversity and inclusion in education. During one webinar, Sharon Warrington, CEO of Education Governance Solutions, detailed the value of incorporating practices like reverse mentoring (having students to educate their class and teachers on their lived experiences with inclusion and exclusion). In another webinar, Maureen Chiana, Neuroleadership and Resilience Professional and Emotional Intelligence Trainer, responded to the researcher's submitted question regarding important skills to teach students. She detailed that consciousness of bias, allyship, emotional intelligence, language use, and listening skills were the most important to start with, but institutional change and incorporating diversity and inclusiveness in the curriculum is the end goal.

## Literature Results

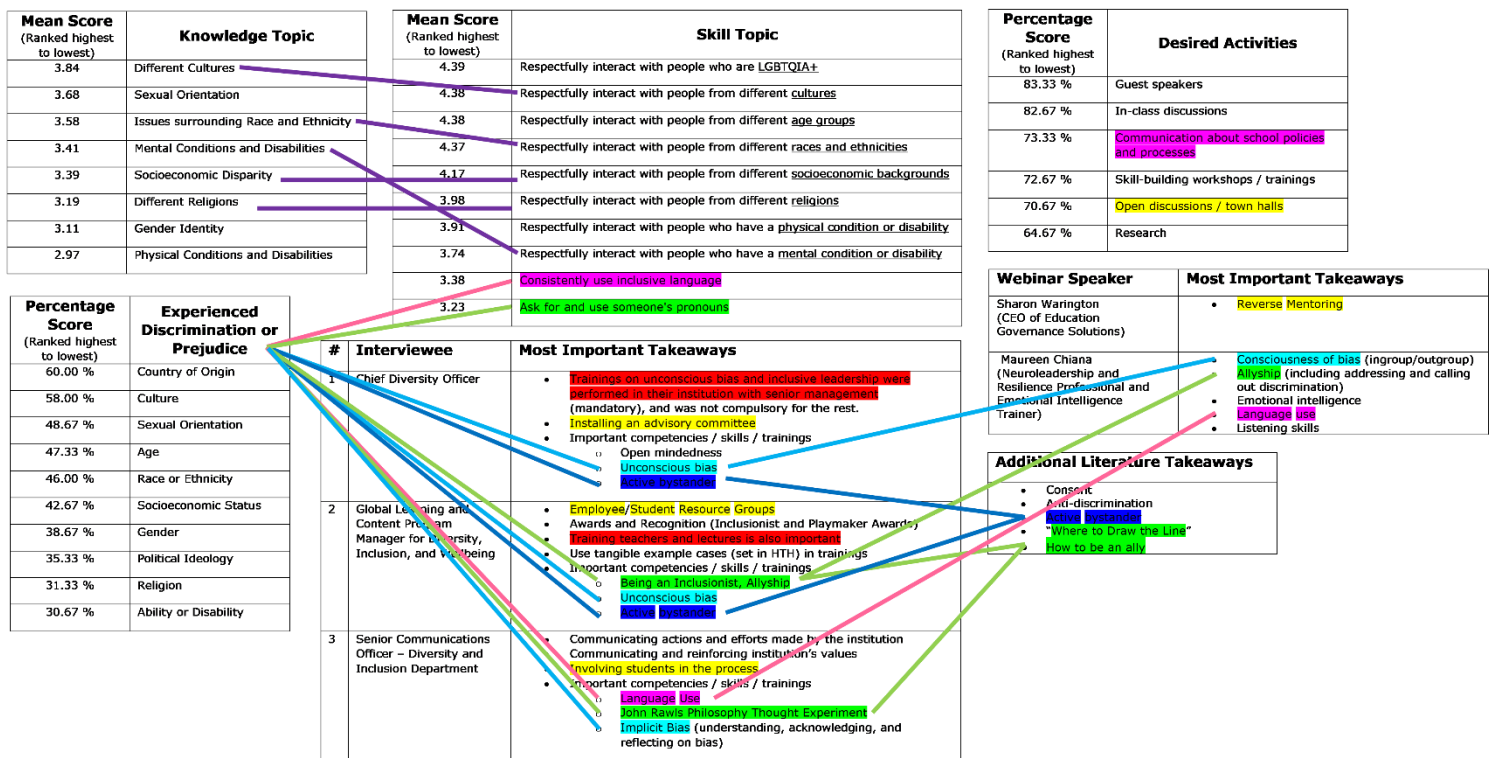
Further investigation on D&I practices in 23 European universities (such as University of Amsterdam, Cambridge, Oxford, and Lund) further confirmed the results of the interviews and webinars. According to the *Equality, Diversity, and Inclusion at Universities* report by Buitendijk and Curry (2019) many notable universities give workshops to their students regarding the following topics: consent, anti-discrimination, active bystander, "Where to Draw the Line", and how to be an ally.



## Synthesis of Collected Data

As discussed in the problem definition and literature review, and further solidified in the results of the webinars and interviews, the ideal goal is to institutionalize change and **improve diversity and inclusiveness in the curriculum**. This will fundamentally change the learning environment, and expose students to the knowledge and skills they need to be inclusive hospitality business professionals.

Apart from this end goal, short-term problem areas have been identified. The figure below displays the previously presented data together in one view. The connections and similarities in the data uncovered has been shown using lines and highlighted text in varying colours.



**Figure 4 – Collected Data Connections**

The lines connecting the tables of Knowledge Topic and Skill Topic show how specific topics are similarly ranked. Ideally, all of the topics should be improved to help foster a more inclusive environment, but realistically the lowest ranked skills and knowledge from these two categories should be addressed first when deciding a priority of topics to address in interventions (these being **inclusive language**, **asking for and using pronouns**, **gender identity**, and **physical conditions or disabilities**). As mentioned previously, the ranking of the highest experienced Discrimination or Prejudice is likely more reflective of the population of minority groups rather than the rate of discrimination per group, so it is difficult to decide a plan of action based on the ranking of this figure. However, the interviewees and webinar speakers preached that **inclusive language use**, **awareness of unconscious/implicit bias**, **allyship**, and **active bystander** are key areas to focus efforts on, and that having these skills have the effect of lowering prejudice and discrimination by increasing diversity consciousness and inclusive



behaviour. Based on this, the conclusion drawn is that the most important points to focus on in the interventions would be: inclusive language use, awareness of unconscious / implicit bias, allyship, active bystander. It would also be beneficial to increase knowledge / skill areas of: asking for and using pronouns, gender identity, and physical conditions or disabilities.



# Solution Design

## Intervention / Solution Action

Due to the limited nature of this research project, there is not enough capacity to address and improve all of the problem areas that have been identified. As a result of this, the researcher and commissioner have decided to focus the following solutions on **Inclusive Language Use** (Short-Term) and making a start to **improve diversity and inclusivity in the curriculum** (Long-Term).

### Short-Term Solution (Inclusive Language Training)

The first solution is a short-term, easily implementable one. A very feasible and quick way to start improving D&I education at HTH is by supplementing the current courses with activities that will teach, train, and expose students to D&I topics. Based on the results gathered, students would like to have activities such as guest speakers, in-class discussions, and skill-building workshops (in that order of preference). In terms of the topics to be covered, insight from interviews, webinars, and additional literature show that inclusive language use, unconscious/implicit bias, active bystander, and allyship are the top contenders for the topics that should be covered. Unfortunately, due to time constraints and the scope of this research project, not all of them can be carried out at this time, so it has been decided that the topic of **inclusive language use** will be the first (of hopefully many) that will be covered with class supplements.

This solution involves the students (receiving and participating), lecturers and instructors (facilitating), and possibly external guests (experts on topics, facilitating). Training Management Skills (TMS) lecturers are likely the most knowledgeable on D&I topics currently based on their existing courses, therefore it would be wise to involve them in the class supplements. Providing these activities on a voluntary basis would also help make the solution socially acceptable for the students. The small scale and low commitment level of this solution also makes it economically appealing.

### Long-Term Solution (Curriculum Development)

The second solution has a longer timeline, and requires more resources and dedication. Rather than simply adding some workshops, trainings, or activities to a normal course, this solution is more about incorporating D&I into the core of the curriculum. This involves working with the Curriculum Development Team; reviewing materials and examples, finding opportunities to open important discussion, and having D&I topics as part of the assignments, projects, and other coursework. Currently HTH is working on their Phase 1 curriculum, so it would be the opportune time to add D&I into the program. Specifically, D&I activities would mesh well with the courses Improving my Performance (IMP), Practical Education (PE), HR and Culture, Ethics, and Leadership. It would also be very beneficial to involve D&I into the new "Check-In Week", and "Community Week" that is being designed for new students, as it would encourage and foster a warm and inclusive environment.



This solution would involve the curriculum development team, as well as the respective lecturers and instructors of the aforementioned courses. Preferably, students and groups such as Diverse Minds are involved in this process as well. This solution is realistic and socially acceptable considering the redesign of the curriculum that is already ongoing.

# Intervention/ Implementation

## Short-Term Solution (Inclusive Language Training)

The topic of inclusive language is very delicate and nuanced. In order to make sure that the developed training materials were as up-to-date and correct as possible, the researcher consulted multiple credible sources on the matter. Materials from sources such as Rider University, Northwestern University, Education Organizations such as GLSEN, IREX, WGBH and The Trevor Project, as well as the 18F Content Guide produced by the United States Government General Services Administration were used as reference. When making the training materials, it was made sure to cover the topics found to be areas of the lowest skills and knowledge from the survey results, as well as the highest experienced discrimination/prejudice categories at HTH.

While working on this, the opportunity arose to take part in the Diversity Day event that was being hosted by HTH on 21 May 2021. The researcher was offered a 10-minute timeslot to give a presentation on inclusive language, so an abridged version of the training that would be used as a final product was created.



The Diversity Day was a wonderful opportunity to trial-run the training. The presentation was well received, and the participants had a wonderful discussion afterwards. Fortunately, the researcher was able to receive feedback (via Mentimeter) from the 24 attendees regarding the training at the end of the event. The full feedback can be found in Appendix VII. The main points I gathered were the following:



- The essential principles made were the most useful portion of the training.
- Interactive additions would be very much appreciated; perhaps an activity where participants could practice real-life situations and interactions.
- Include additional information on the gender and sexuality spectrum as context for some information in the training.

Another opportunity was taken to consult two additional experts for co-creation moments, and to gather input on the materials so far. The researcher met with Daniel Sandoval (LGBTQ+ rights activist) and Victoria Campbell (Community Manager at Zoku, and a published researcher in diversity and inclusion in social spaces), and got some insightful tips, corrections, and pointers on content that should also be included (see Appendix VII.II).

From here, the feedback that had been collected was used to further improve the inclusive language training (Appendix VIII.I). An accompanying worksheet (Appendix





IX.I) was also created for after the presentation, so participants can practice what they have learned by making given sentences more inclusive. These two components make up the inclusive language package as a final deliverable.

For ease of use by anyone, presenter's notes for the slides were also created (Appendix VIII.II) with contextual information, additional examples, and audience interaction prompts. Potential answers to the worksheet questions (Appendix X.II) were prepared as well to review and correct students' responses.

## Long-Term Solution (Curriculum Development)

Given the longitudinal nature of this solution and the time constraints for this project, it was foreseen that it would not be possible to fully execute this plan. Therefore, it was decided that dissemination of my research and recommendations to improve the D&I education at HTH should be done with the Curriculum Development Team to act as the start of this journey to institutionalize the change.

The researcher was put in contact with a member of the Curriculum Development Team, Noor van der Poel and was able to schedule a meeting with her on the 27<sup>th</sup> of May to talk to discuss the progress of the team, as well as recommendation for them. We discussed the current plans for improving the HR, Culture, Leadership, and Ethics courses, as well as the development of the Check-in Week and Community Week for first-year students. She had mentioned that diversity and inclusion is expected to play some role in these projects, but their incorporation as a topic is not explicit. The main recommendations of decolonizing the syllabus, highlighting diversity, and using inclusive language were introduced as well. We discussed these in-depth, and some resources useful for the team's future reference were provided. Another concept brought up was the idea of changing the mindset of HTH being an "International School", to being a "Diverse School". This was quite a lightbulb moment for Noor, saying that she had never thought about how the term international is only addresses a spectrum of race and ethnicity, when we should be striving for diversity across all the dimensions of identity (gender, sexuality, disability, class, race/ethnicity, etc.).

At the end of our critical and inspiring discussion, Noor detailed her main takeaways and commitments moving forwards to:

- Strive for a "Diverse School".
- Highlight the importance of inclusive language and raising awareness of diversity (with the idea of using the training materials I created).
- Implement a D&I question on the course evaluation forms for continuous improvement.
- Frame D&I explicitly as key topics in the projects they have been working on (course improvements, Check-in Week, Community Week, etc.).

At this point in time, the researcher is very happy that the curriculum team is taking this research's recommendations seriously; and that they share the same motivation to improve diversity and inclusion at HTH. There are definitely more steps to follow before the change can be seen in action, but the researcher is thrilled to see that the gears are already turning in the right direction.

# Evaluation and Learning

## Short-Term Solution (Inclusive Language Training)

There are a few manners in which the inclusive language training has been and will be evaluated. First, during the development of the materials, it was evaluated during co-creation sessions by experts in the field: Daniel Sandoval and Victoria Campbell. Their feedback was used to make the final product the best it can be.

Secondly, as the training made is the primary product for this project, the materials have been evaluated by the research commissioner, Diverse Minds, (represented by Anemoon Schepel). The HTH Deliverable Client Evaluation form was used to assess the creations; and the full document can be found in Appendix XI. Overall, the commissioner was very happy with the output. As seen on the form, the training materials were rated as “excellent” in all criteria, and during the evaluation meeting, Anemoon expressed how much she liked what was made, as well as how she personally learned a lot from the training. Furthermore, Anemoon recognised how much added value the products have given to HTH, and mentioned that another category should be incorporated into the evaluation form regarding the added value that the solutions have given to the client company. This indicates that this project has very much exceeded her expectations. She also wrote the following at the end of the form: “Thank you for the research, but most importantly for the implementation material and the co-creation you have done, which is practical and valuable to HTH, but any other company to support their community and develop more empathic people”.

In terms of future evaluations, there are two ways in which the inclusive language package should be evaluated. The first is shorter-term, and would be to give out an evaluation form / survey or using a mentimeter after the trainings. This would be an effective manner to collect feedback, answer questions, and learn what may be currently missing from the material. Performing this evaluation can encourage a cycle of continuous improvement to make and keep the product at an excellent quality. Additionally, as language is incredibly nuanced and changes over time, the content of the materials should be reviewed and updated as time goes on to maintain the idea of teaching the most inclusive way that we should speak and write.

In a longer timeframe, the survey that was conducted for this research can easily be replicated as a method to track change after the trainings have been done. The survey contained questions that asked respondents to rate their skill and knowledge levels on a variety of D&I topics (which are included in the training) on a 5-point scale. It would be rational to use the collected results from this report as a baseline measurement, and use subsequent data to compare and track any improvements made in these areas. This quantitative measure will make it clear if the training had any effect on the D&I skills and knowledge of students. It would be also interesting to see if there is a change in the experienced prejudice and discrimination statistic from the survey as well, as that would indicate that the training is making the students more aware of diversity and demonstrate inclusive behaviour.



## Long-Term Solution (Curriculum Development)

The goal of this solution is to institutionalize structural change at HTH and improve the diversity and inclusion education that students receive. Quite frankly, the work has only just begun. There is a lot that needs to happen before evaluation can be done, but this is what should be done when that time comes.

The recommendations made to decolonize the syllabus, highlight diversity, and incorporate inclusive language have the intended effect of improving the diversity consciousness and inclusive behaviour of students. In order to tell if the recommendations have been implemented by the curriculum development team, the content of each course should be audited (continuous improvement). It should be made sure that the examples, cases, and authors of materials are diverse and inclusive. Using the metaphor of “the curriculum as a window and a mirror”, it should be kept in mind that individuals should be able to see themselves and their experiences reflected back at them as a point of affirmation, and the pedagogy should share the perspectives and experiences of those who hold different identities. In other words, the content we see in classes should not just be of, or written by rich white men from first world countries. The researcher would suggest that a point where less than 20% of the course materials are diverse and inclusive merits a failure in this regard, a measure of more than 50% would indicate a moderate success, and more than 80% would signal a great success. The audit should also investigate the inclusiveness of the language used in presentations, worksites, criteria, and other course materials, and provide feedback to course core teams and individual lecturers on how they can continuously improve.

The improvement of D&I education at HTH would also be indicated by an increase in the D&I skills and knowledge topics that were measured in the survey done in this research project. A replication of the survey done should be redistributed, and the results should be compared to the initial measure. Specifically, some of the questions to look at would be the skill and knowledge topic ratings, and the rates of experienced discrimination and prejudice. Additionally, the question “To what extent do you feel are diversity and inclusion incorporated into your courses at HTH?” should be asked again to gauge the student’s perspectives on the efforts of the curriculum development to incorporate more diversity and inclusion into the education at HTH.



## Dissemination

For this research, the stakeholders include the D&I at HTH peer group, the research coach, commissioner, HTH itself (students, staff, and administration), the Diverse Minds committee, the interviewees, D&I education professionals, and the researcher's placement company Zoku. Over the course of the project, a handful of dissemination moments occurred, where the project progress, primary research results, and final products were shared. The researcher sincerely thinks that by sharing the research findings, people will see the importance of diversity consciousness and inclusive behaviour, and like the researcher, also advocate for the incorporation of D&I into educational curriculums.

Early on in the project, the researcher was asked to submit a piece for the "LYCar Projects in Spotlight" segment for the HTH LYCar Newsletter, which was published on the 27<sup>th</sup> of January, 2021. In the segment the researcher talked about the research topic, motivation, and research progress at that point. This newsletter is mostly targeted towards current and upcoming LYCar students, so the researcher hopes that it is able to inspire and motivate some of our students to also carry out their research in the topic of D&I.

The second dissemination moment that the researcher took part in for HTH was the Career Fair Dissemination Event on the 18<sup>th</sup> of March, 2021. Here, the researcher was able to share the research progress, including the primary research results and potential solutions to teachers and other students. We hosted a critical discussion and feedback section on the presented works, and got some really insightful advice and direction from the attendees.

Diversity Day was the third knowledge-sharing event that was done. During lunch time on the 21 May 2021 the Connect@HTH group organised an event to share ideas and discuss diversity. The researcher was given the opportunity to give a shortened version of the inclusive language training made in this project to attendees at this event. The 10-minute presentation given was very well-received by the 24 attendees that joined. Both students and lecturers approached the researcher after, and said that they really liked the presentation and the topics covered, and some even asked for the presentation materials to use as reference when they are writing. The attendees also gave feedback and tips on what can be improved in the training, and these were used to develop the final inclusive language package. In this dissemination moment, the researcher was really able to teach every single attendee something they did not know before. To the researcher, this was very fulfilling, and made them incredibly happy that the work that they have done for the project is genuinely having an effect on people, and will slowly help to make a more inclusive space in our school.

The meeting with Noor van der Poel from the curriculum development team was also a very important dissemination outlet for my project. Institutionalizing structural change at HTH is the ultimate goal for the researcher, and the way that change can start is by giving recommendations based on the research to the curriculum development team. The researcher met with Noor van der Poel on 27 May 2021 for 45 minutes. We discussed the current progress made by the team, what was planned for future efforts, and the researcher gave the recommendations for her and her team to consider. We had a wonderful conversation about making HTH a "Diverse School" instead of just an international one, and the researcher truly feels that the things we have talked about were inspiring to her. At the end of our discussion, she committed to making D&I a more



explicit topic in the actions they are planning, training staff and students with inclusive language, and incorporating a question on D&I in the quarterly course evaluations. Her enthusiasm to commit to some of the recommendations and ideas that came up in our conversation really showed that she took this research seriously and recognised its importance.

Apart from the dissemination moments that were already able to happen, another one has been planned for after the submission date of this report. The researcher was given the opportunity to carry out the inclusive language training at their placement company, Zoku. This came about after the researcher discussed this research project with the General Manager and Human Resources Manager. They were really interested in what this research was doing, and asked if the training could be given to all of their as well. The researcher is very happy that they will be able to do this, because one of their motivations for this research was that they think that all hospitality professionals should be fully equipped with the skills and knowledge to respectfully and warmly welcome everyone into our businesses. Making the guests feel at home and part of the community are very important to Zoku, so the researcher hopes that this will further help us to achieve this.

Although there are currently no other dissemination points planned, these will surely not be the last of the efforts to share this research and products on D&I education. This topic has been and will remain to be a passion of the researcher, and they can see themselves using the training created in the succeeding organisations that they become a part of.



# Academic Reflection

## Research Topic

Looking back at the entirety of this project, I really enjoyed carrying out this research. I would actually attribute most of my motivation and excitement during the last few blocks to the topic I covered. Since I had the opportunity to pick (nearly) any topic I liked, I was able to investigate something I was truly passionate about, and this made it far more enticing to work on the project. Considering the popularity of the ideas and movements surrounding D&I in the past few years, I was expecting to have a lot of relevant studies, theory, models, and other literature to refer to and use as a basis for my project, but surprisingly, there isn't very much published content surrounding the implementation and elevation of diversity and inclusion in school curriculums. As a result, I had to be a little creative in how I sought out my secondary research during the project. I also saw this as an opportunity. If this type of study has not been done before, I could very much open the door for many others to improve diversity and inclusion in their own school curricula.

Especially in the diverse society we are living, learning, and working in today, it is essential that individuals are well equipped with D&I skills and knowledge to make our world a better place. I am very much convinced that having these competencies will become the new standard not only in the hospitality industry, but across all disciplines.

## Process

For the most part, the general process went smoothly, and following the steps of the Design-Based Research (DBR) cycle really helped me structure my research. I am very glad, and lucky that I did not encounter any roadblocks throughout my project that I was not able to find a work-around for. The most challenging problems I did encounter included: the scarcity of published research on my topic, difficulty in collecting survey results, organizing interviews, and the processing the large quantity of data I collected. As mentioned previously, I was able to get around the scarcity of research by using sources which exist in similar domains and make educated assumptions based on them. In respect to collecting survey results, I made efforts to reach out to different student groups that I was a part of, as well as request certain teachers to share my survey to their classes to gather as many results as possible. The challenge of organizing interviews was circumvented by casting a large net of requests to D&I professionals, as well as attend webinars and interactive events with experts online. Although the final process of my investigation did not go as initially planned, I can confidently say that I made a valiant effort to perform the next-best thing for my research.

The only other thing that I wish I were able to do in my research project would be to work more closely with the Curriculum Development Team to try and institutionalize change. In the end, as a result of multiple factors, I was only able to have one meeting with a member of the curriculum development team to discuss my findings and recommendations I would have really liked to be able to execute the structural change I was envisioning.

## Methodology

Reflecting on the methodology of my study, there are certain aspects that I would have changed if I were to perform it again. With more time and resources, I would have liked to conduct many more (at least 20) interviews with experts and practitioners of D&I in education. I say this because although I was able to gather the information I needed from just a handful of interviews and webinars, I am unsure about the extent of saturation my data was able to achieve. If I were able to cast a wider net in my interview population, I would be able to conclude my findings with greater certainty, and be 100% confident in all of my proposed solutions and recommendations. Likewise, I would also have liked to have far more respondents to my survey. In my research, I was only able to reach 150 students from both campuses, which is approximately equivalent to 6% of the student body. In an ideal case, having data from over 50% of the population would satisfy data saturation and the validity of the results.

Another point which I would change in the methodology would be the content of the survey I distributed. At the point in which I was doing my data analysis, I realised that there was a lot of information I collected that could be used for demographic and inferential analysis, but not all of them were completely relevant for my scope of study. I have a lot of useful information on the social climate at HTH in general, but my study more focused on the D&I skills and competencies section of my survey. If I would have had the opportunity for more time, resources, and a wider research scope, I'd certainly love to dissect and produce more valuable insights and solutions from the rest of the data I was not able to use to their full potential. As mentioned before, and detailed in the following section, I have a lot of passion and ideas for further research in D&I, and it would make me extremely happy if my research could be the starting point of effective change not only at HTH, but at other institutions and organizations as well.

## Implications for Further Research

This research definitely has the potential for both continuation, and replication in new contexts. The primary data that I have collected is very interesting and has a lot of potential for further D&I projects in HTH, especially surrounding social climate. I would highly recommend that future LYCar students researching D&I look at my survey findings and take my primary data as a starting point to build the context of their research.

Additionally, since my personal LYCar project was limited by time and scope, I would love if another student would pick up the project where I left off, and continue the institutionalization and structural change of the curriculum in a follow-up research; collaborating with the Curriculum Development Team. It would also be interesting and valuable for follow-up researchers to work on the critical points of improvement that I've identified in my study other than inclusive language (e.g. unconscious bias, active bystander, allyship, and low-ranked knowledge and skill topics), and develop trainings and other educational materials and efforts to supplement the HTH curriculum with.

In a long-term and continuous improvement lens, replications of the survey I conducted would be useful to track the change in diversity consciousness and inclusive behaviour of HTH students, and reevaluate priority areas to tackle to reach the point where we can confidently say that HTH students are sufficiently competent in D&I practices.



It would also be beneficial to revisit the content of the inclusive language training I produced every now and then to ensure that it is up-to-date. This is important as language and society are everchanging, and the terms and phrases we use today may not be deemed as the correct form in a few years time.

As I mentioned in the context and motivation for my research, I think that it is vitally important that HTH equips our students (future hospitality professionals) with D&I competencies so that they can enact the full spirit of hospitality; respectfully and warmly welcoming people from all walks of life into our businesses and communities. If HTH choses to use my inclusive language training and recommendations for the curriculum, I think they would be taking incredible steps towards achieving the future they envisioned and agreed to work towards for when they signed the "Hoger Onderwijs voor en van iedereen" ("Higher Education for and from everyone") agreement in September of 2020.





# Appendices

## Appendix I – Survey Referencing

Survey Question #	Source
1, 2, 6, 14, 15, 17, 19	Original. Tailored for this specific research.
3, 5, 6, 7	Bird and Island, 2020
4, 9	Rosenberg, 2017
8, 10	University of Washington, 2017
11, 12, 13, 16, 18	Panorama Education, 2019

The above chart details where specific survey questions were borrowed from in other studies. Questions were replicated to ensure their effectiveness, and as guidance of the best way to ask sensitive questions on this nuanced topic.



## Appendix II – Survey Questions

# Diversity Consciousness and Inclusive Behaviour

Hello! My name is Marcel Pesch, and I have been commissioned by Diverse Minds to conduct research on Diversity and Inclusion in Hotelschool the Hague on as a part of my LYCar project. I am specifically focusing on diversity consciousness and inclusive behaviour and incorporating them in education.

For this reason, please note that this survey is for **current students at Hotelschool the Hague only**.

I would like to ensure you that your response to this survey is completely anonymous, your participation is voluntary, and you are free to withdraw at any point in time.

For any questions relating to the of topic Diversity & Inclusion at Hotelschool the Hague, please feel free to contact [inclusion@hotelschool.nl](mailto:inclusion@hotelschool.nl)

\* Required

1. Which phase of Hotelschool the Hague are you in? \*

*Mark only one oval.*

- ☐ Phase 1
- ☐ Phase 2 (including practical placement)
- ☐ Phase 3 (including LYCar)

2. Which campus are you from? \*

*Mark only one oval.*

- ☐ Amsterdam
- ☐ The Hague

3. How old are you? \*

---



4. Which gender do you most identify with? \*

*Mark only one oval.*

- ☐ Female
- ☐ Male
- ☐ Gender Non-Conforming
- ☐ Prefer not to say
- ☐ Other: \_\_\_\_\_

5. Would you describe yourself as transgender? \*

*Mark only one oval.*

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

6. How would you describe your sexuality? \*

*Mark only one oval.*

- ☐ Heterosexual
- ☐ Homosexual
- ☐ Pansexual
- ☐ Bisexual
- ☐ Asexual
- ☐ Queer
- ☐ Prefer not to say
- ☐ Other: \_\_\_\_\_



7. Please indicate the religion that you most identify with. \*

*Mark only one oval.*

- ☐ Buddhism
- ☐ Hindu
- ☐ Islamic
- ☐ Sikhism
- ☐ Jewish
- ☐ Catholic
- ☐ Christian
- ☐ Protestant
- ☐ Mormon
- ☐ Spiritualism
- ☐ Non-religious
- ☐ Prefer not to say
- ☐ Other: \_\_\_\_\_

8. Are you a domestic (Dutch) or international student? \*

*Mark only one oval.*

- ☐ Domestic
- ☐ International

9. I identify my ethnicity as: (please select all that apply) \*

*Check all that apply.*

- ☐ Asian
- ☐ Black / African
- ☐ Caribbean
- ☐ Caucasian / White
- ☐ Hispanic / Latinx
- ☐ Middle Eastern
- ☐ Prefer not to say

Other: ☐ \_\_\_\_\_



10. Do you consider yourself a minority? (you may select more than one) \*

*Check all that apply.*

- ☐ Age
- ☐ Disability Status
- ☐ Gender
- ☐ National Origin
- ☐ Native Language
- ☐ Political Ideology
- ☐ Race / Ethnicity
- ☐ Religion
- ☐ Sexual Orientation
- ☐ Socioeconomic Status
- ☐ None of the above

Other: ☐ \_\_\_\_\_

11. How often are you surrounded with students from different backgrounds (race, ethnicity, culture, gender, sexuality, ability) **in class**? \*

*Mark only one oval.*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

12. How often are you surrounded with students from different backgrounds (race, ethnicity, culture, gender, sexuality, ability) **outside of class**? \*

*Mark only one oval.*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always



13. In your experience how often do students at HTH speak out **against** discrimination (racism, sexism, homophobia, transphobia, xenophobia)? \*

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

14. How knowledgeable do you feel on the following subjects? (please rate yourself from 1-5) \*

Mark only one oval per row.

	1 (No Knowledge)	2	3	4	5 (Very Knowledgeable)
Different Cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different Religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic Disparity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Issues Surrounding Race and Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender Identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Conditions and Disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental Conditions and Disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



15. How confident do you feel in your ability to: (please rate yourself from 1-5) \*

Mark only one oval per row.

	1 (Zero confidence)	2	3	4	5 (Extremely confident)
Respectfully interact with people from different <b>cultures</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respectfully interact with people from different <b>races and ethnicities</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respectfully interact with people from different <b>religions</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respectfully interact with people from different <b>socioeconomic backgrounds</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respectfully interact with people from different <b>age groups</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respectfully interact with people who have a <b>physical condition or disability</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respectfully interact with people who have a <b>mental condition or disability</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respectfully interact with people who are <b>LGBTQIA+</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask for and use someone's pronouns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistently use inclusive language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



16. Please indicate your experience of prejudice or discrimination at Hotelschool the Hague from another member of the community regarding the following topics: \*

Mark only one oval per row.

	Personally Experienced	Observed	Both	Neither
Ability or Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Country of Origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political Ideology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race or Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic Status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. To what extent do you feel are diversity and inclusion incorporated into your courses at Hotelschool the Hague? \*

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always





18. Do you feel that Hotelschool the Hague should pursue more of the following activities to address race, equity, differences and inclusion? \*

*Mark only one oval per row.*

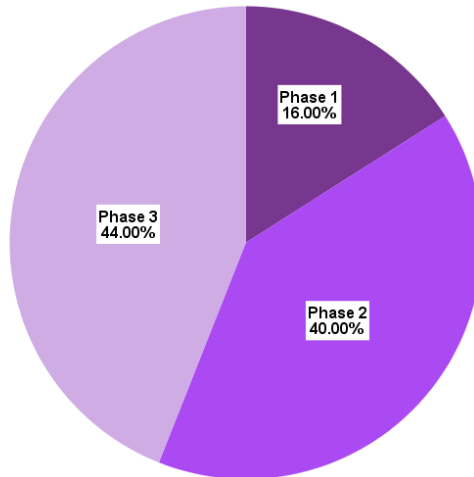
	Yes	No
Skill-building workshops / training	<input type="radio"/>	<input type="radio"/>
In-class discussions	<input type="radio"/>	<input type="radio"/>
Guest speakers	<input type="radio"/>	<input type="radio"/>
Open discussions / town halls	<input type="radio"/>	<input type="radio"/>
Communication about school policies and processes	<input type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input type="radio"/>

19. Are there any other activities not mentioned in the previous question that you would like to see?

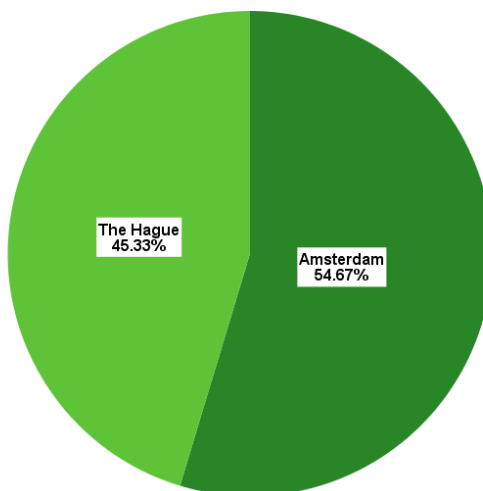
\_\_\_\_\_

## Appendix III – Descriptive Statistics

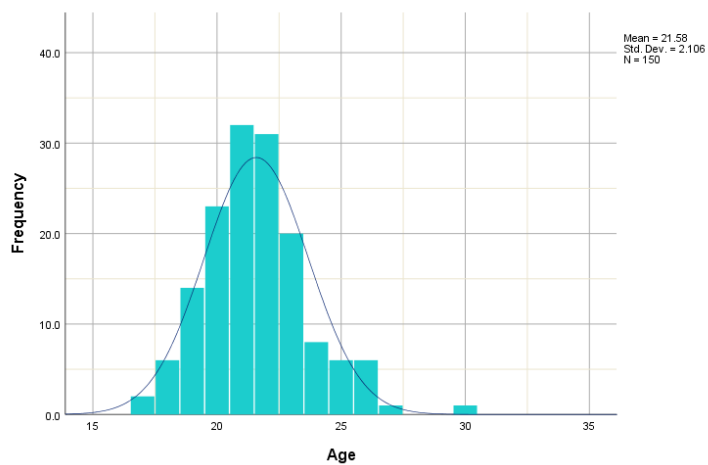
1. Which phase of Hotelschool the Hague are you in?



2. Which campus are you from?

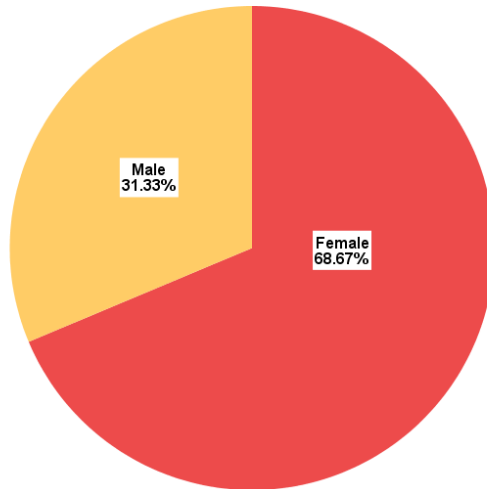


3. How old are you?

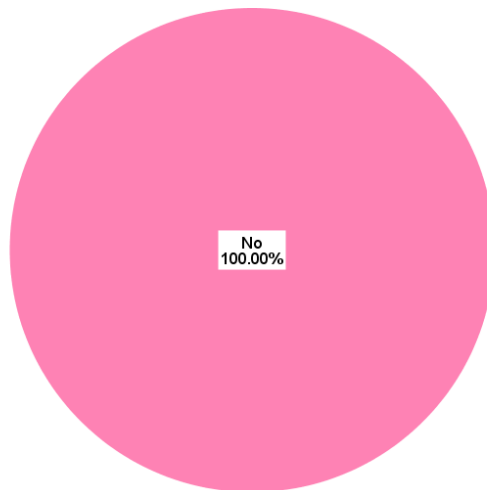




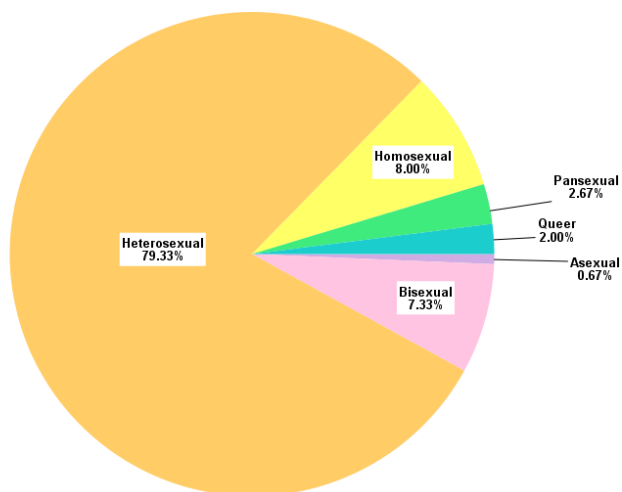
4. Which gender do you most identify with?



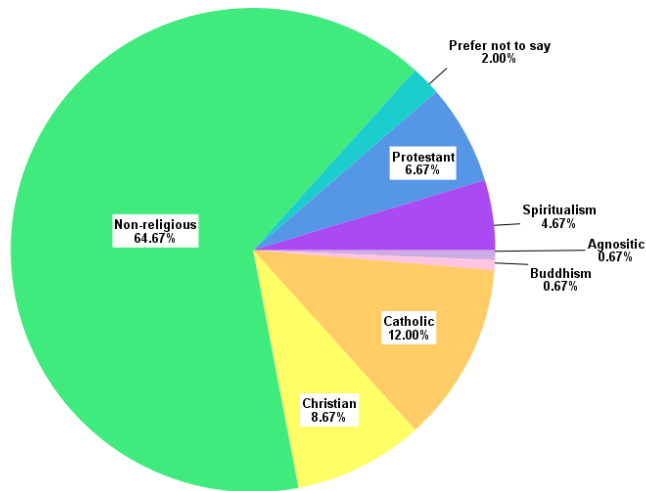
5. Would you describe yourself as transgender?



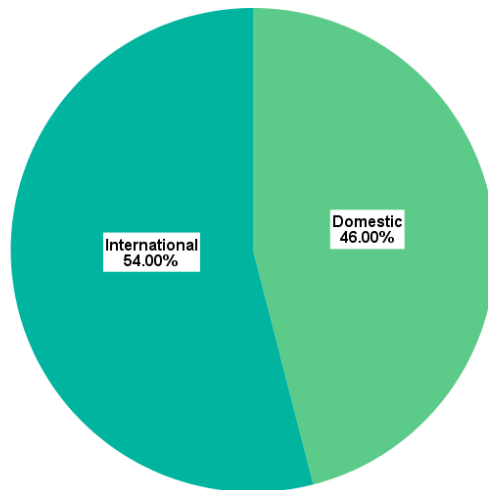
6. How would you describe your sexuality?



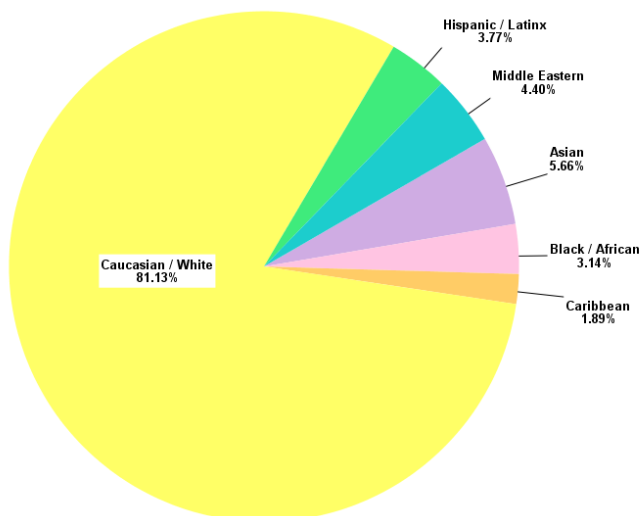
7. Please indicate the religion that you most identify with.



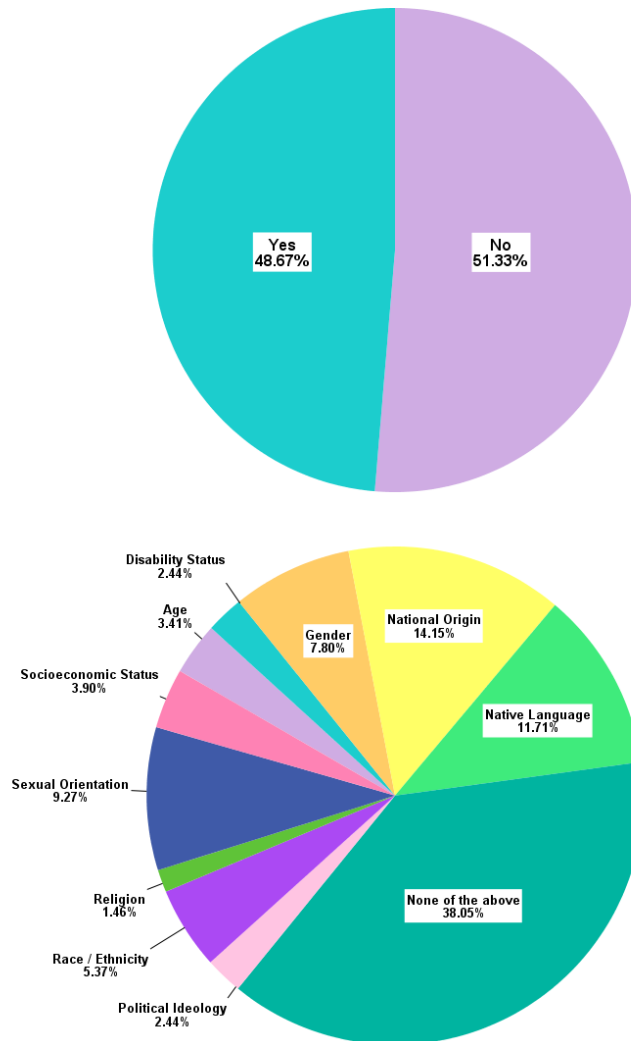
8. Are you a domestic (Dutch) or international student?



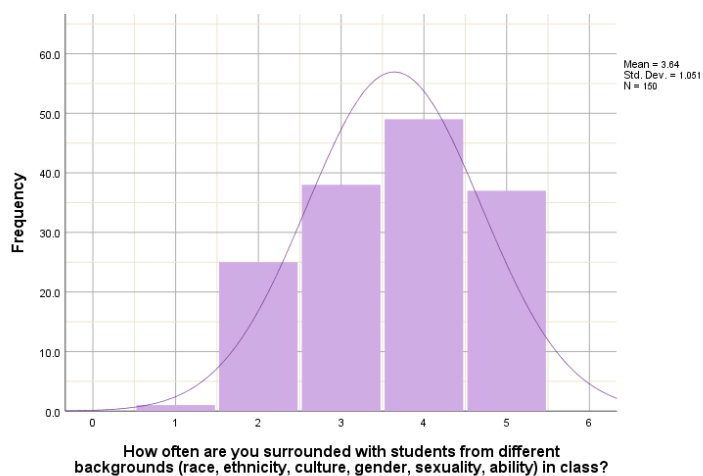
9. I identify my ethnicity as:



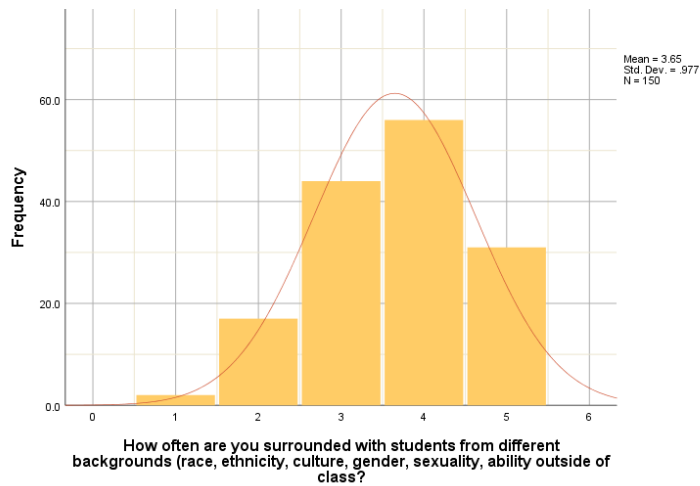
### 10. Do you consider yourself a minority?



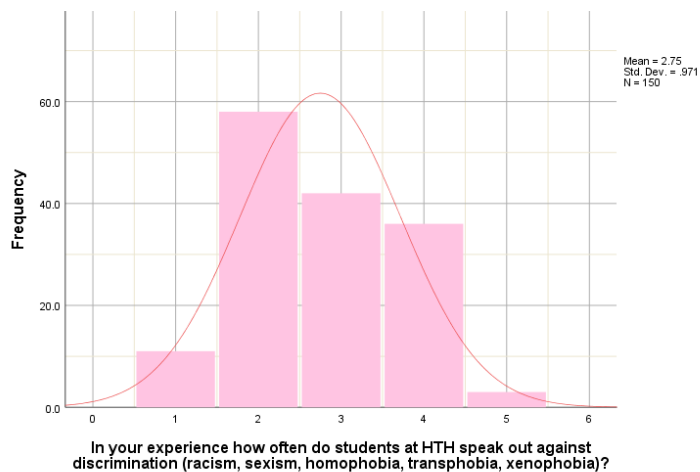
### 11. How often are you surrounded with students from different backgrounds (race, ethnicity, culture, gender, sexuality, ability) in class?



12. How often are you surrounded with students from different backgrounds (race, ethnicity, culture, gender, sexuality, ability) outside of class?

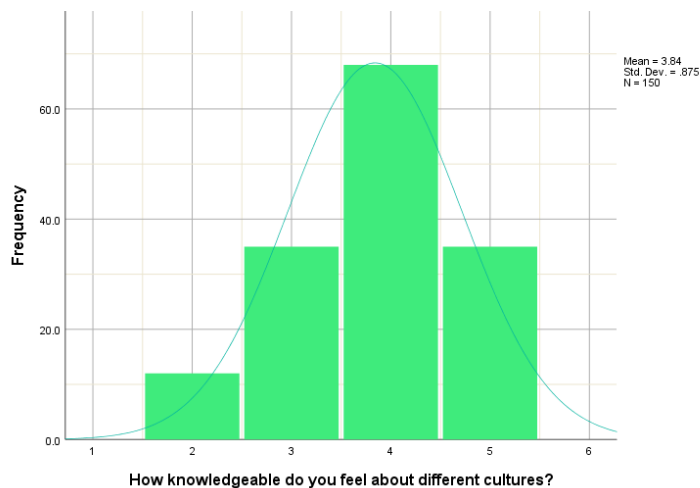


13. In your experience how often do students at HTH speak out against discrimination (racism, sexism, homophobia, transphobia, xenophobia)?



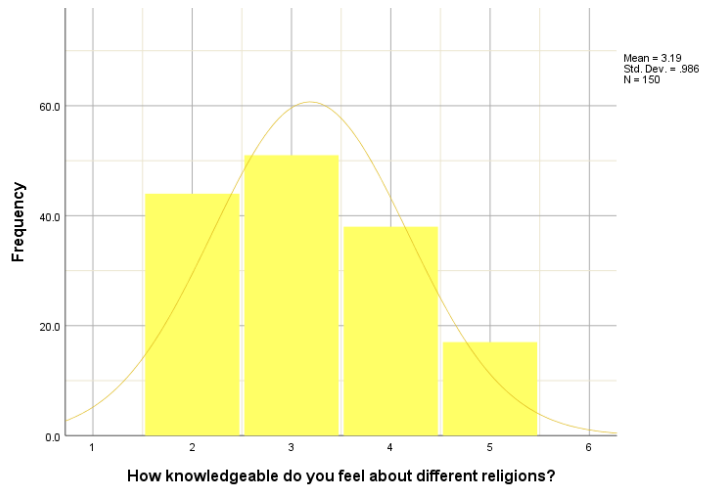
14. How knowledgeable do you feel on the following subjects?

14a. Different Cultures

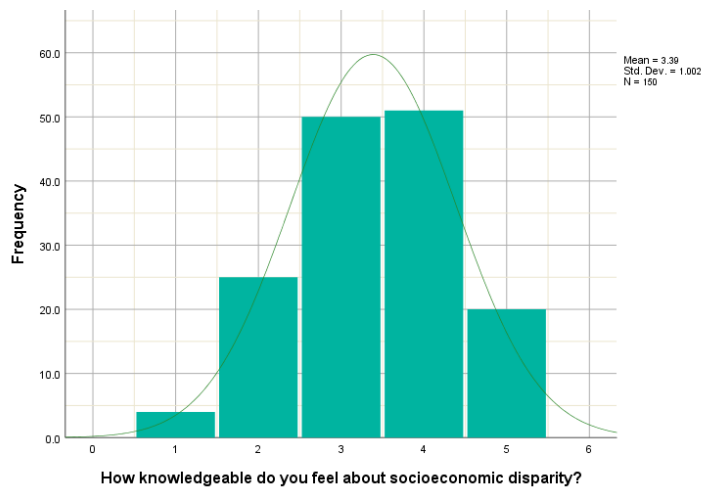




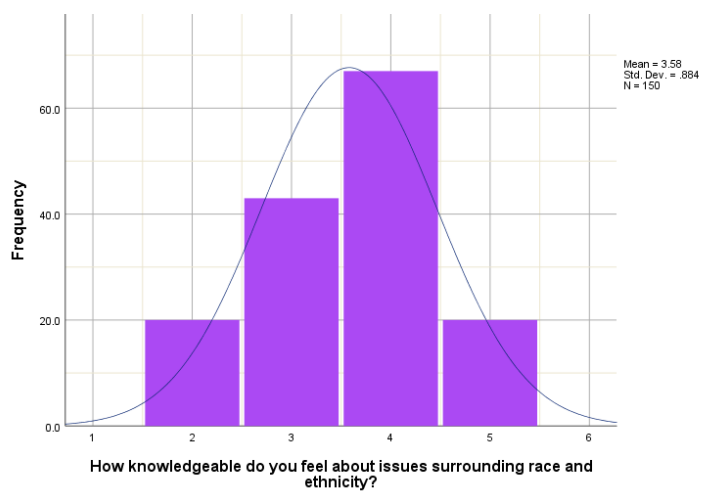
#### 14b. Different Religions



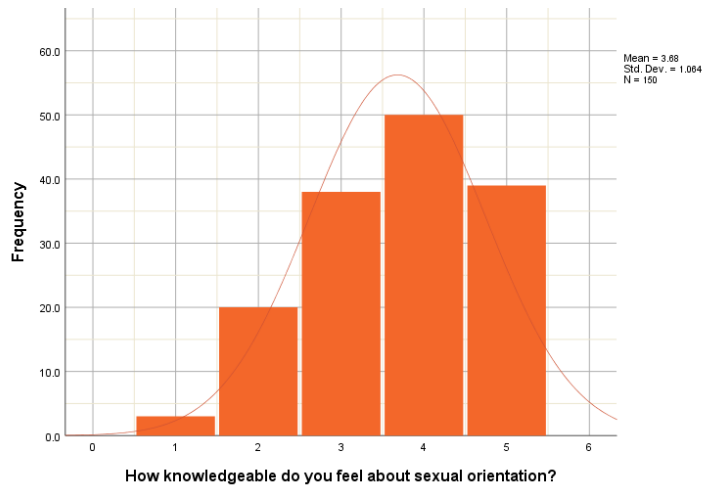
#### 14c. Socioeconomic Disparity



#### 14d. Issues Surrounding Race and Ethnicity



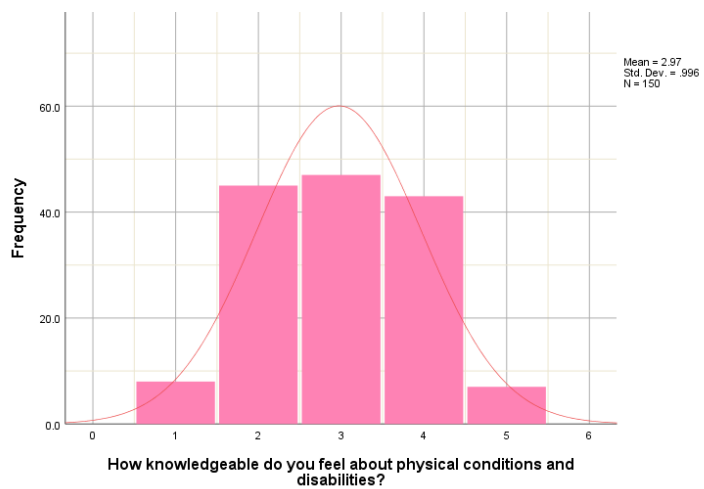
#### 14e. Sexual Orientation



#### 14f. Gender Identity

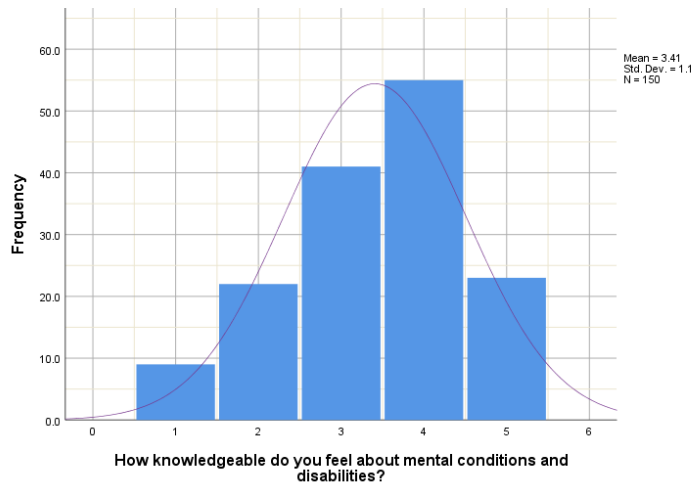


#### 14g. Physical Conditions and Disabilities



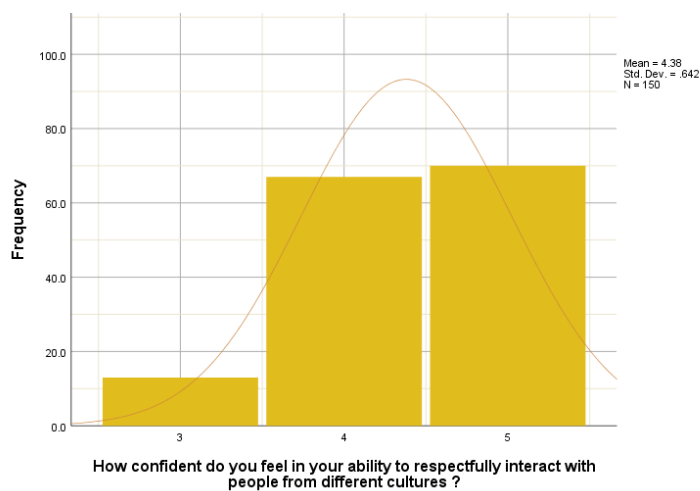


#### 14h. Mental Conditions and Disabilities

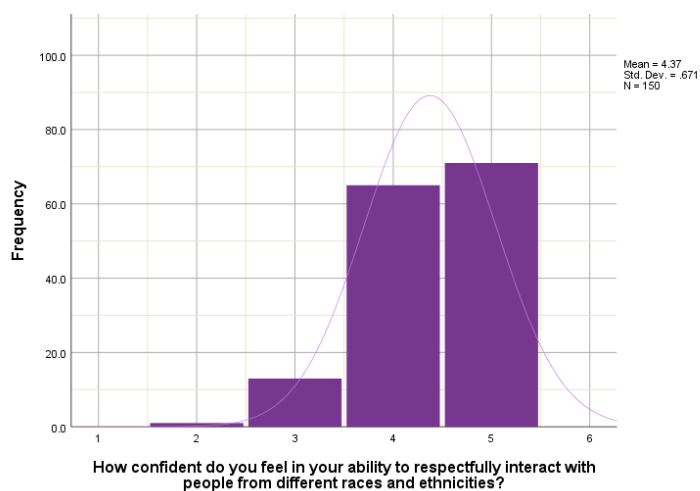


#### 15. How confident do you feel in your ability to:

##### 15a. Respectfully interact with people from different cultures



##### 15b. Respectfully interact with people from different races and ethnicities



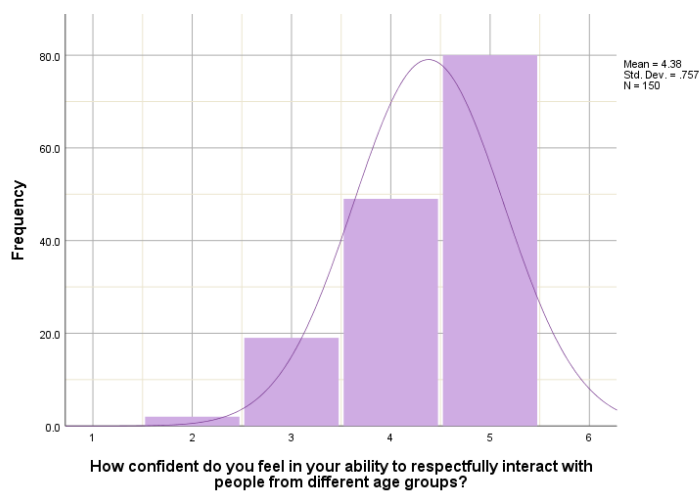
### 15c. Respectfully interact with people from different religions



### 15d. Respectfully interact with people from different socioeconomic backgrounds



### 15e. Respectfully interact with people from different age groups



### 15f. Respectfully interact with people who have a physical condition or disability



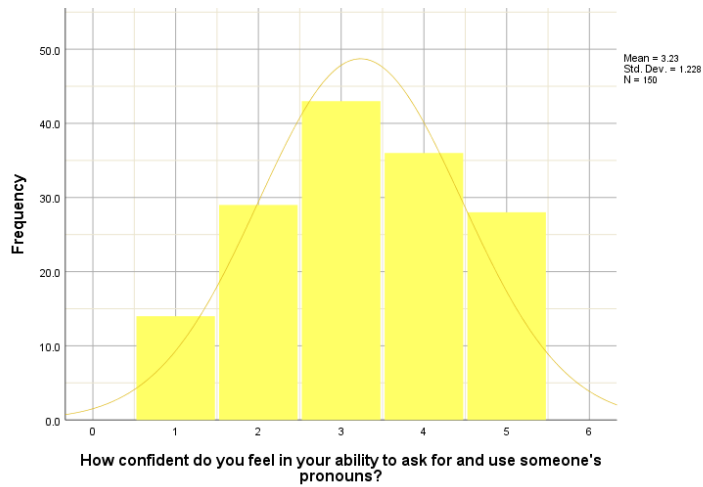
### 15g. Respectfully interact with people who have a mental condition or disability



### 15h. Respectfully interact with people who are LGBTQIA+



## 15i. Ask for and use someone's pronouns

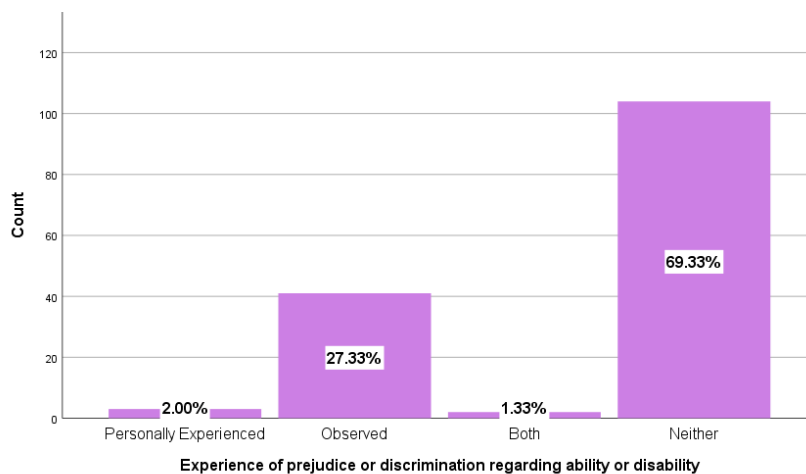


## 15j. Consistently use inclusive language



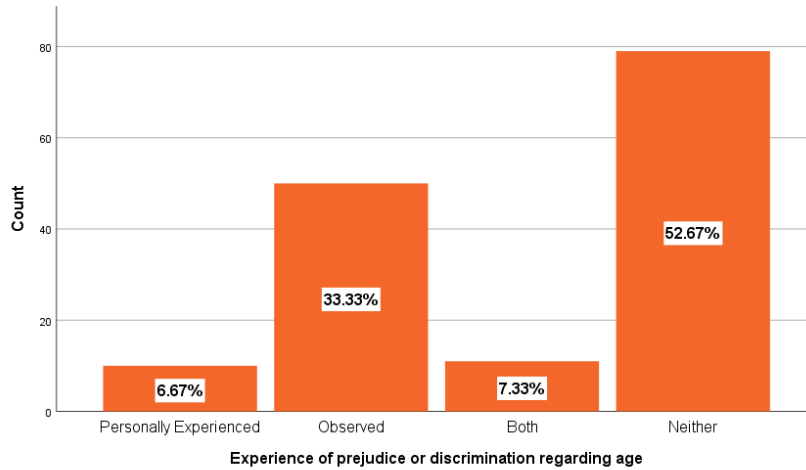
16. Please indicate your experience of prejudice or discrimination at Hotelschool the Hague from another member of the community regarding the following topics:

## 16a. Ability or Disability

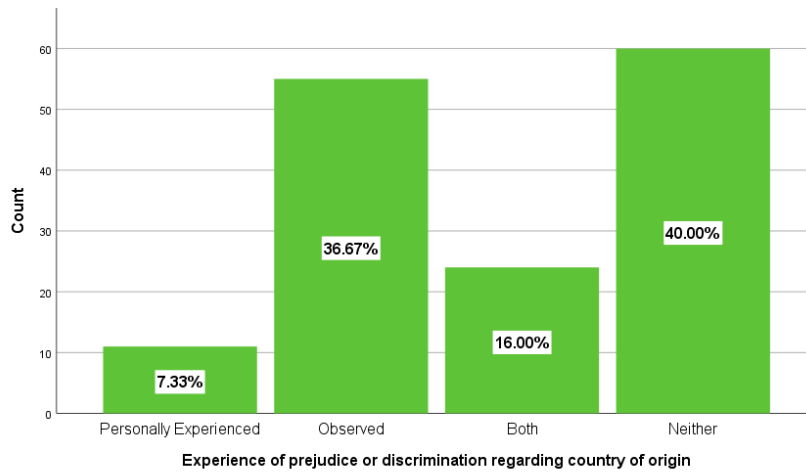




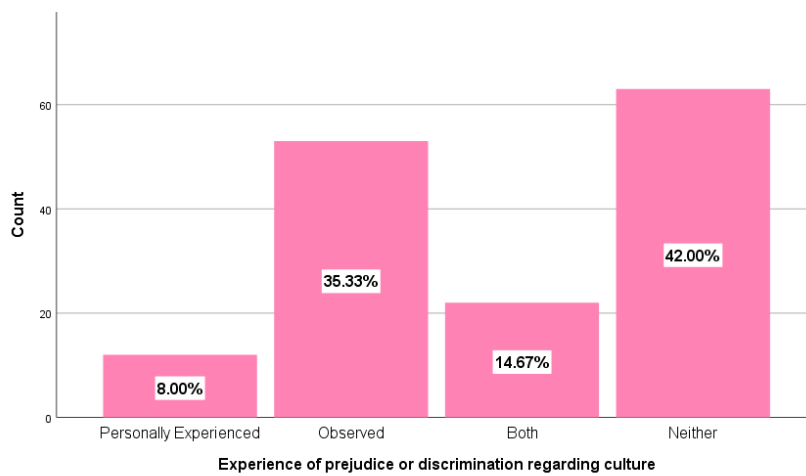
## 16b. Age



## 16c. Country of Origin

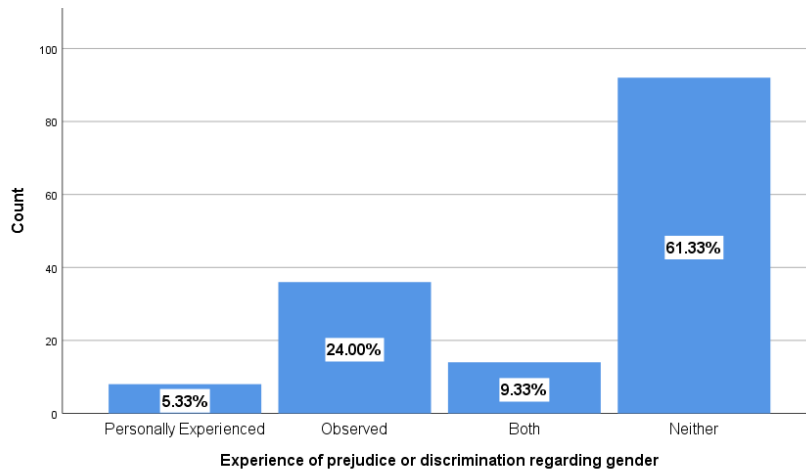


## 16d. Culture

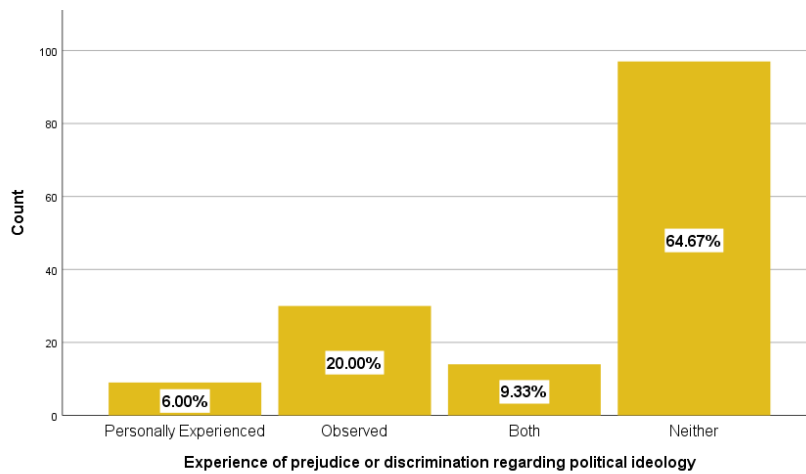




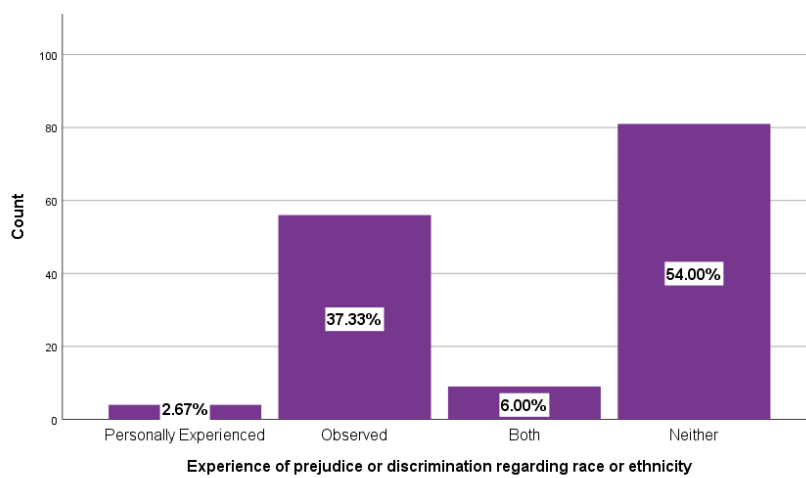
### 16e. Gender



### 16f. Political Ideology

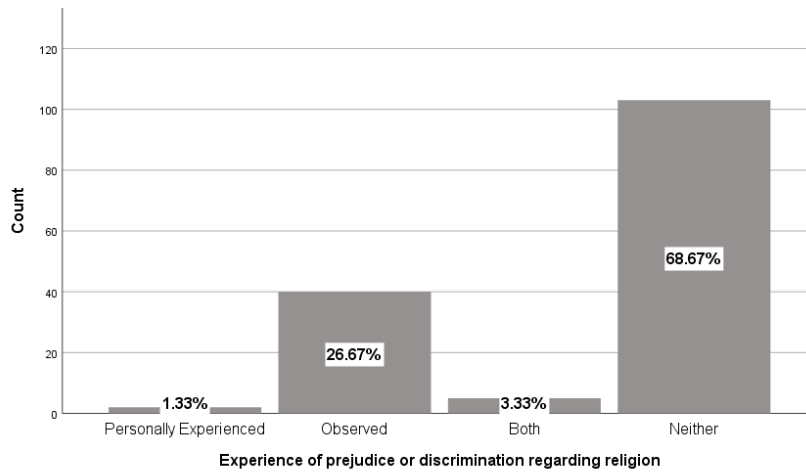


### 16g. Race or Ethnicity

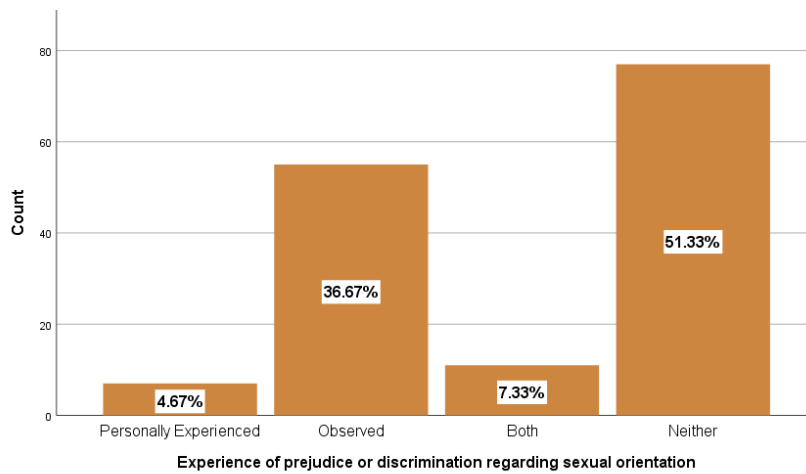




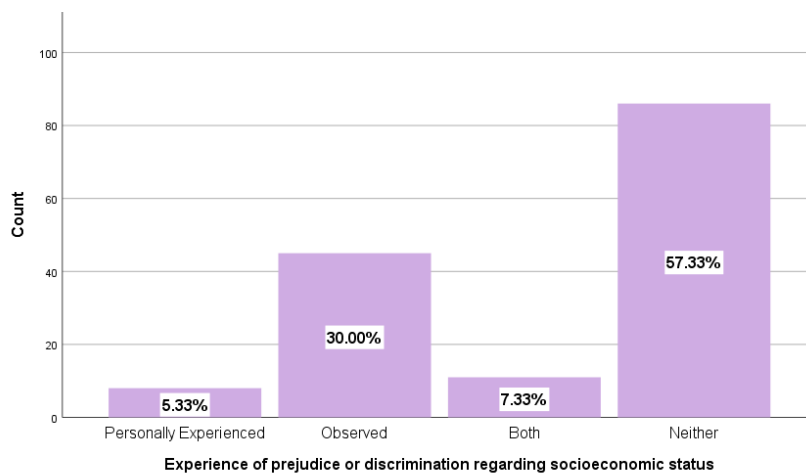
### 16h. Religion



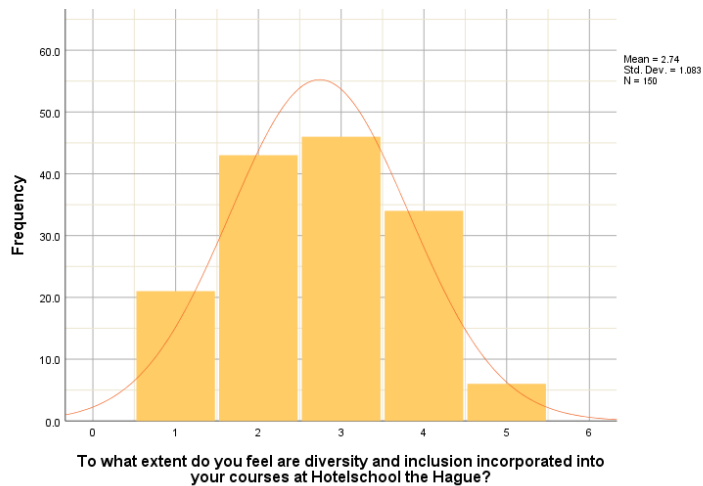
### 16i. Sexual Orientation



### 16j. Socioeconomic Status

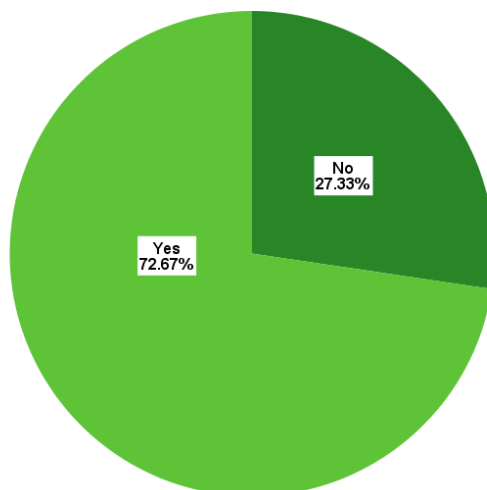


17. To what extent do you feel are diversity and inclusion incorporated into your courses at Hotelschool the Hague?

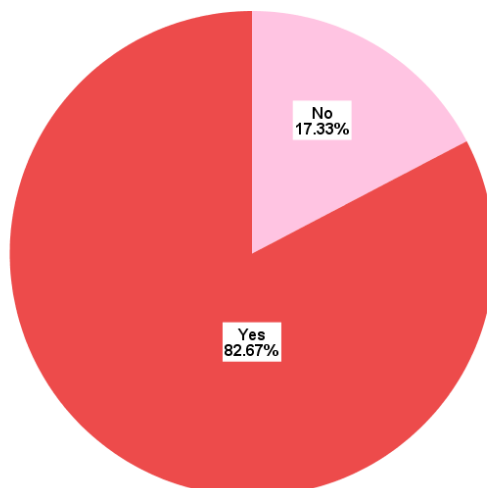


18. Do you feel that Hotelschool the Hague should pursue more of the following activities to address race, equity, differences and inclusion?

18a. Skill-building workshops / training

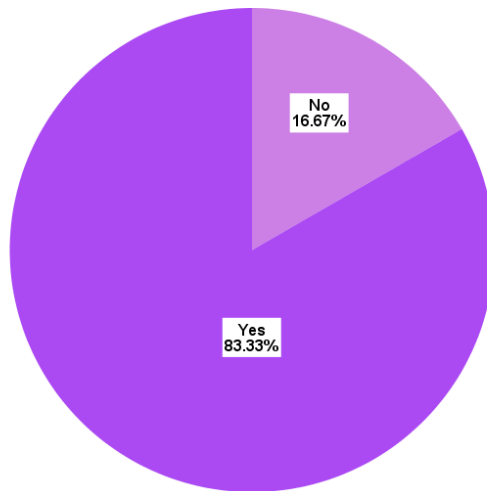


18b. In-class discussions

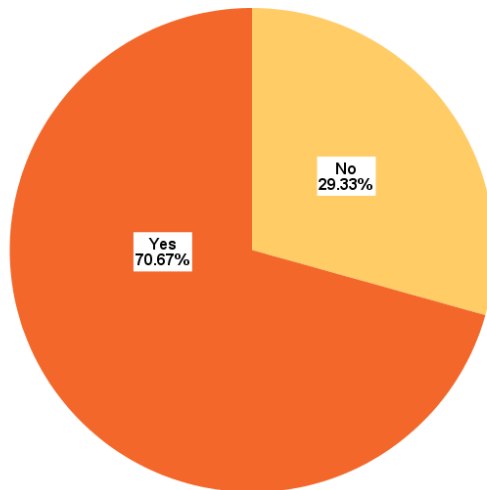




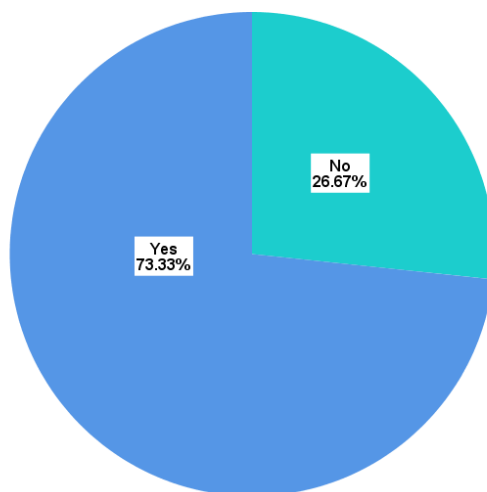
## 18c. Guest speakers



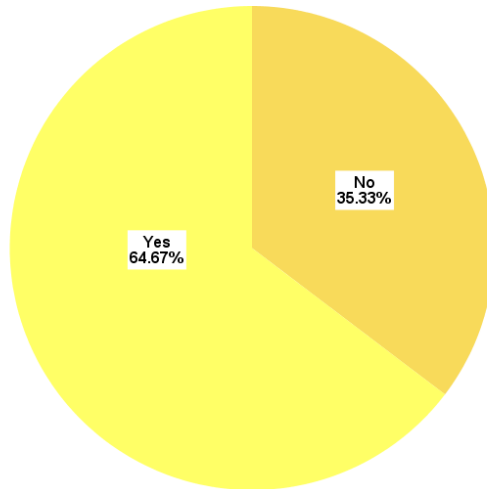
## 18d. Open discussions / town halls



## 18e. Communication about school policies and processes



## 18f. Research



19. Are there any other activities not mentioned in the previous question that you would like to see?

Count	Description
5	Improve selection and recruitment
2	Visits to different environments
2	Classes and workshops on mindfulness
2	Classes and workshops on racism
2	HTH should keep a record of, and publicly display what their diverse student population looks like.
2	HTH should be more transparent, take visible action
1	One on one meetings with tutors
1	The Marketing department of HTH should also include more students with different skin colours on their social media page.
1	Support for the vulnerable first-year students
1	Incorporate it into IMP assignments
1	Incorporate it into the program, ways of teaching, and behaviour on campus
1	Incorporate it in PE about working with different people



## Appendix IV – Inferential Statistics Summary

Comparing	Test	Outcome
Q1 x Q11	Kruskall- Walls Test	No difference between HTH phases regarding being surrounded by different backgrounds in class
Q1 x Q12	Kruskall- Walls Test	No difference between HTH phases regarding being surrounded by different backgrounds outside class
Q1 x Q14a	Kruskall- Walls Test	No difference between HTH phases regarding knowledge about different cultures
Q1 x Q14b	Kruskall- Walls Test	No difference between HTH phases regarding knowledge about different religions
Q1 x Q14c	Kruskall- Walls Test	No difference between HTH phases regarding knowledge about socioeconomic disparity
Q1 x Q14d	Kruskall- Walls Test	No difference between HTH phases regarding knowledge about issues surrounding race and ethnicity
Q1 x Q14e	Kruskall- Walls Test	No difference between HTH phases regarding knowledge about sexual orientation
Q1 x Q14f	Kruskall- Walls Test	No difference between HTH phases regarding knowledge about gender identity
Q1 x Q14g	Kruskall- Walls Test	No difference between HTH phases regarding knowledge about physical conditions and disabilities
Q1 x Q14h	Kruskall- Walls Test	No difference between HTH phases regarding knowledge about mental conditions and disabilities
Q1 x Q15a	Kruskall- Walls Test	No difference between HTH phases regarding ability to respectfully interact with people from different cultures
Q1 x Q15b	Kruskall- Walls Test	No difference between HTH phases regarding ability to respectfully interact with people from different races and ethnicities
Q1 x Q15c	Kruskall- Walls Test	No difference between HTH phases regarding ability to respectfully interact with people from different religions
Q1 x Q15d	Kruskall- Walls Test	No difference between HTH phases regarding ability to respectfully interact with people from different socioeconomic backgrounds
Q1 x Q15e	Kruskall- Walls Test	No difference between HTH phases regarding ability to respectfully interact with people from different age groups
Q1 x Q15f	Kruskall- Walls Test	No difference between HTH phases regarding ability to respectfully interact with people who have a physical condition or disability
Q1 x Q15g	Kruskall- Walls Test	No difference between HTH phases regarding ability to respectfully interact with people who have a mental condition or disability
Q1 x Q15h	Kruskall- Walls Test	No difference between HTH phases regarding ability to respectfully interact with people who are LGBTQIA+
Q1 x Q15i	Kruskall- Walls Test	No difference between HTH phases regarding ability to ask for and use someone's pronouns
Q1 x Q15j	Kruskall- Walls Test	No difference between HTH phases regarding ability to consistently use inclusive language
Q1 x Q17	Kruskall- Walls Test	No difference between HTH phases regarding to what extent diversity and inclusion are incorporated into HTH courses
Q3 x Q13	Kruskall- Walls Test	No difference between age regarding experience of how often students at HTH speak out against discrimination
Q3 x Q17	Kruskall- Walls Test	No difference between age regarding to what extent diversity and inclusion are incorporated into HTH courses
Q4 x Q13	Mann Whitney U Test	No difference between gender regarding experience of how often students at HTH speak out against discrimination
Q4 x Q17	Mann Whitney U Test	No difference between gender regarding to what extent diversity and inclusion are incorporated into HTH courses



Q6 x Q13	Kruskall- Walls Test	No difference between sexuality regarding experience of how often students at HTH speak out against discrimination
Q6 x Q17	Kruskall- Walls Test	No difference between sexuality regarding to what extent diversity and inclusion are incorporated into HTH courses
Q7 x Q13	Kruskall- Walls Test	No difference between religions regarding experience of how often students at HTH speak out against discrimination
Q7 x Q17	Kruskall- Walls Test	There are some differences between religions regarding to what extent diversity and inclusion are incorporated into HTH courses
Q8 x Q13	Mann Whitney U Test	No difference between domestic and international students regarding experience of how often students at HTH speak out against discrimination
Q8 x Q17	Mann Whitney U Test	No difference between domestic and international students regarding to what extent diversity and inclusion are incorporated into HTH courses
Q9 x Q13	Kruskall- Walls Test	No difference between ethnicity regarding experience of how often students at HTH speak out against discrimination
Q9 x Q17	Kruskall- Walls Test	No difference between ethnicity regarding to what extent diversity and inclusion are incorporated into HTH courses
Q10 x Q13	Mann Whitney U Test	No difference between minorities and non-minorities regarding experience of how often students at HTH speak out against discrimination
Q10 x Q17	Mann Whitney U Test	No difference between minorities and non-minorities regarding to what extent diversity and inclusion are incorporated into HTH courses
Q11 x Q12	Spearman's RHO	There is a weak correlation between being surrounded with students from different backgrounds in and outside of class.

## Appendix V – Inferential Statistics Detailed

Which Phase of Hotelschool are you in x How often are you surrounded with students from different backgrounds (race, ethnicity, culture, gender, sexuality, ability) in class?

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The medians of DiffBackIN are the same across categories of StudyPhase.	Independent-Samples Median Test	.143	Retain the null hypothesis.
2	The distribution of DiffBackIN is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.811	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

**Independent-Samples Median Test Summary**

Total N	150
Median	4.000
Test Statistic	3.884 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.143

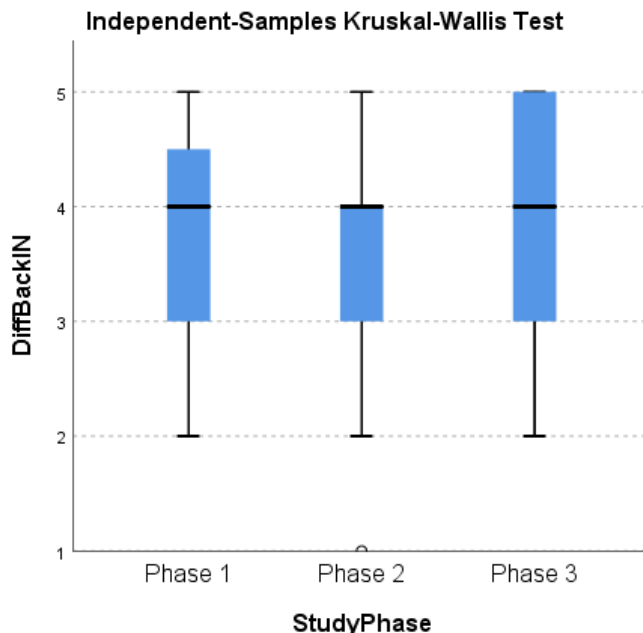
a. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

**Independent-Samples Kruskal-Wallis Test Summary**

Total N	150
Test Statistic	.420 <sup>a,b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.811

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.





Which Phase of Hotelschool are you in x How often are you surrounded with students from different backgrounds (race, ethnicity, culture, gender, sexuality, ability) **outside of class**?

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The medians of DiffBackOUT are the same across categories of StudyPhase.	Independent-Samples Median Test	.190	Retain the null hypothesis.
2	The distribution of DiffBackOUT is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.944	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

### Independent-Samples Median Test Summary

Total N	150
Median	4.000
Test Statistic	3.319 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.190

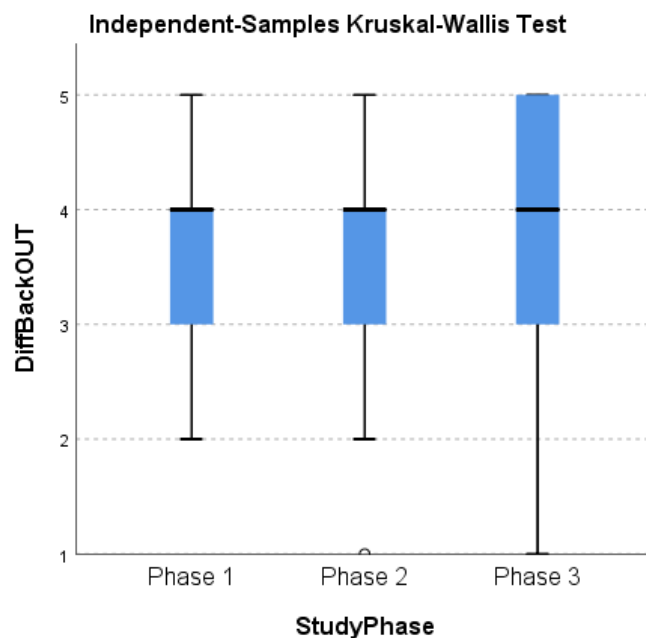
a. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

### Independent-Samples Kruskal-Wallis Test Summary

Total N	150
Test Statistic	.115 <sup>a, b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.944

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.





### Which Phase of Hotelschool are you in x How knowledgeable do you feel about **different cultures**?

#### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The medians of KnowCultures are the same across categories of StudyPhase.	Independent-Samples Median Test	.666	Retain the null hypothesis.
2	The distribution of KnowCultures is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.329	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

#### Independent-Samples Median Test Summary

Total N	150
Median	4.000
Test Statistic	.813 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.666

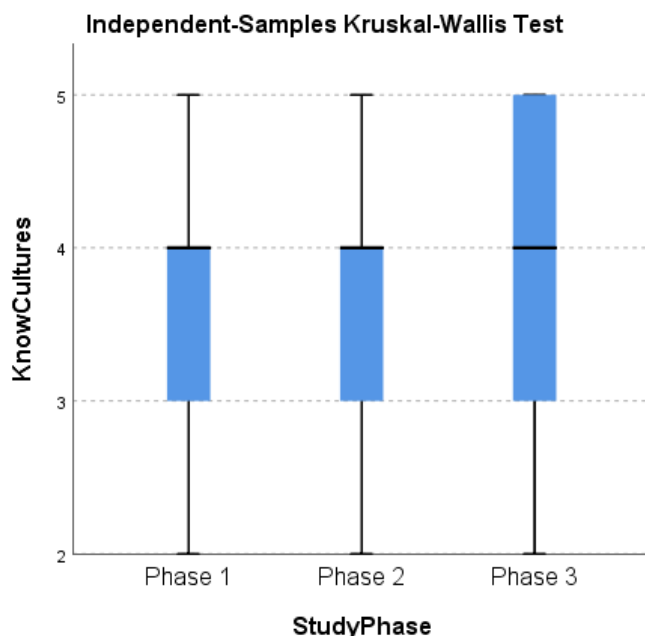
a. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

#### Independent-Samples Kruskal-Wallis Test Summary

Total N	150
Test Statistic	2.223 <sup>a,b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.329

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.



**Which Phase of Hotelschool are you in x How knowledgeable do you feel about different religions?**

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The medians of KnowReligions are the same across categories of StudyPhase.	Independent-Samples Median Test	.596	Retain the null hypothesis.
2	The distribution of KnowReligions is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.216	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

**Independent-Samples Median Test Summary**

Total N	150
Median	3.000
Test Statistic	1.034 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.596

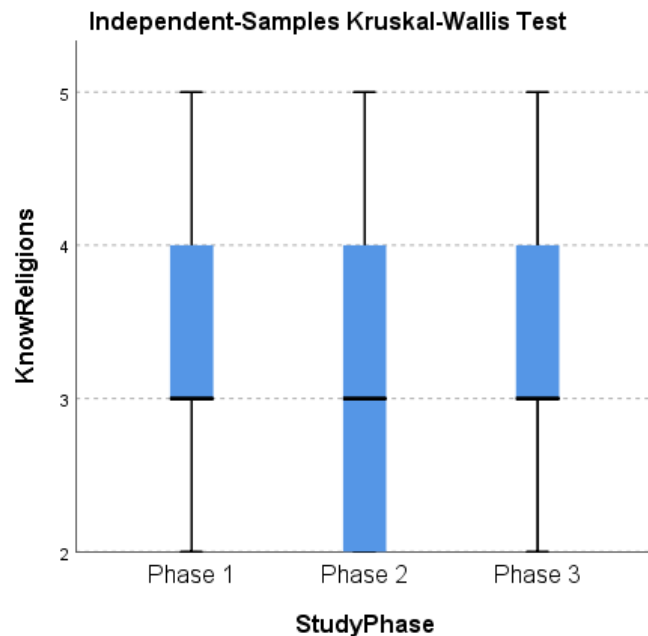
a. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

**Independent-Samples Kruskal-Wallis Test Summary**

Total N	150
Test Statistic	3.069 <sup>a,b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.216

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.







**Which Phase of Hotelschool are you in x How knowledgeable do you feel about socioeconomic disparity?**

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The medians of KnowSocioeco are the same across categories of StudyPhase.	Independent-Samples Median Test	.160	Retain the null hypothesis.
2	The distribution of KnowSocioeco is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.539	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

**Independent-Samples Median Test Summary**

Total N	150
Median	3.000
Test Statistic	3.666 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.160

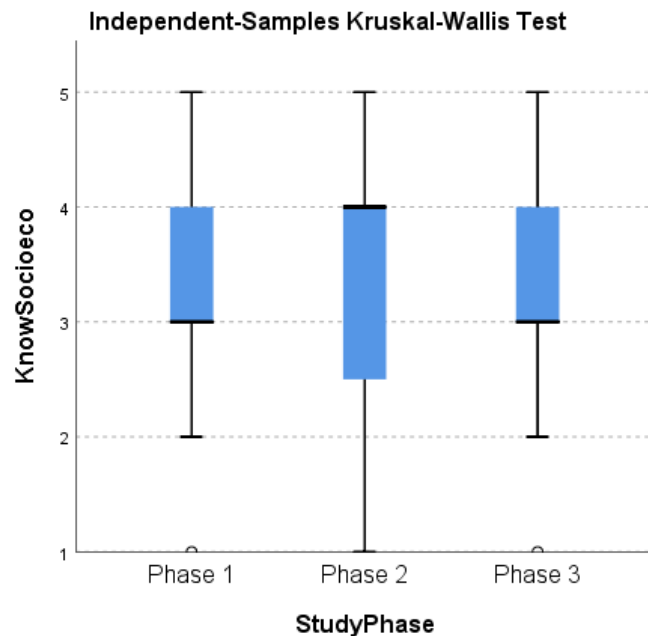
a. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

**Independent-Samples Kruskal-Wallis Test Summary**

Total N	150
Test Statistic	1.236 <sup>a,b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.539

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.





**Which Phase of Hotelschool are you in x How knowledgeable do you feel about issues surrounding race and ethnicity?**

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The medians of KnowRaceEthn are the same across categories of StudyPhase.	Independent-Samples Median Test	.854	Retain the null hypothesis.
2	The distribution of KnowRaceEthn is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.527	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

**Independent-Samples Median Test Summary**

Total N	150
Median	4.000
Test Statistic	.315 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.854

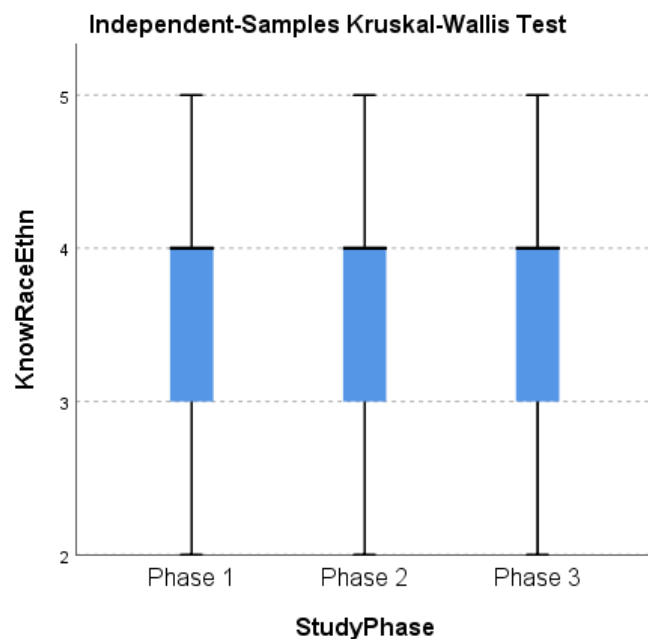
a. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

**Independent-Samples Kruskal-Wallis Test Summary**

Total N	150
Test Statistic	1.282 <sup>a,b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.527

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.





### Which Phase of Hotelschool are you in x How knowledgeable do you feel about **sexual orientation**?

#### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The medians of KnowSexOri are the same across categories of StudyPhase.	Independent-Samples Median Test	.778	Retain the null hypothesis.
2	The distribution of KnowSexOri is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.911	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

#### Independent-Samples Median Test Summary

Total N	150
Median	4.000
Test Statistic	.501 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.778

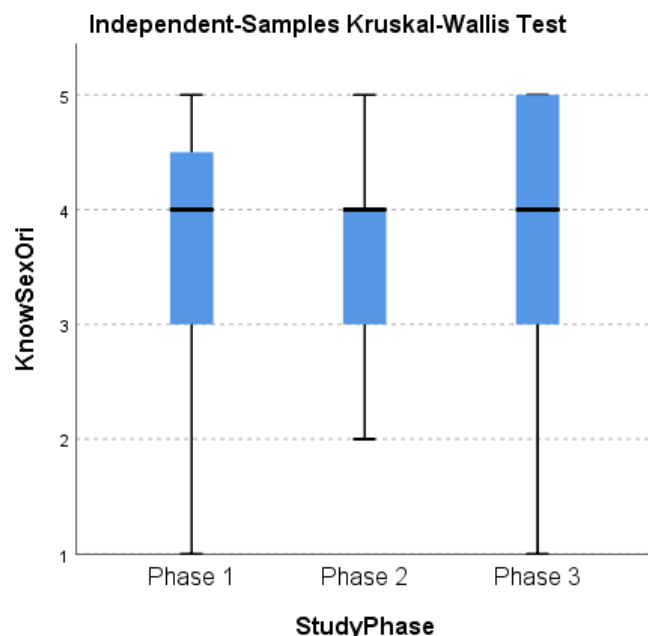
a. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

#### Independent-Samples Kruskal-Wallis Test Summary

Total N	150
Test Statistic	.186 <sup>a, b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.911

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.





### Which Phase of Hotelschool are you in x How knowledgeable do you feel about **gender identity**?

#### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The medians of KnowGenderID are the same across categories of StudyPhase.	Independent-Samples Median Test	.341	Retain the null hypothesis.
2	The distribution of KnowGenderID is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.409	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

#### Independent-Samples Median Test Summary

Total N	150
Median	3.000
Test Statistic	2.152 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.341

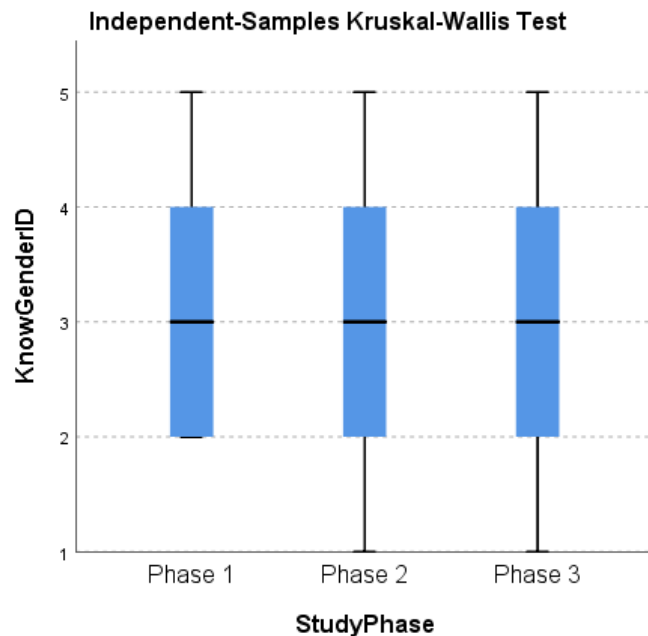
a. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

#### Independent-Samples Kruskal-Wallis Test Summary

Total N	150
Test Statistic	1.787 <sup>a,b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.409

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.





**Which Phase of Hotelschool are you in x How knowledgeable do you feel about physical conditions and disabilities?**

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The medians of KnowPhysDis are the same across categories of StudyPhase.	Independent-Samples Median Test	.757	Retain the null hypothesis.
2	The distribution of KnowPhysDis is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.657	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

**Independent-Samples Median Test Summary**

Total N	150
Median	3.000
Test Statistic	.556 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.757

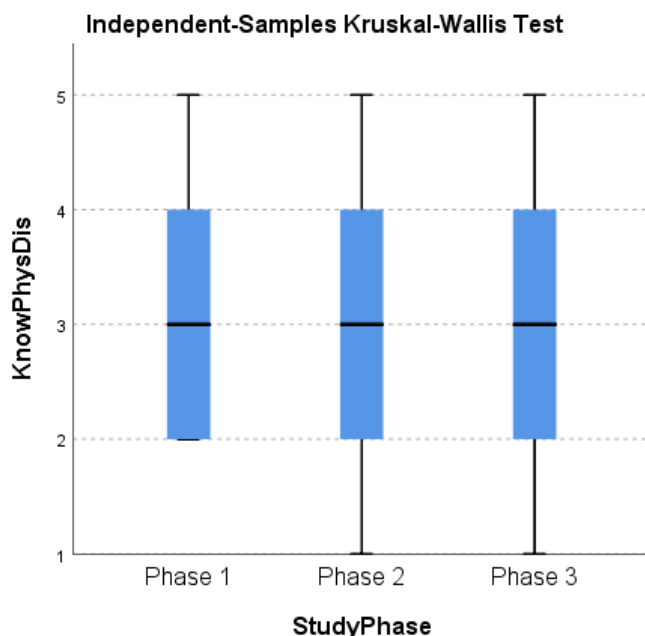
a. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

**Independent-Samples Kruskal-Wallis Test Summary**

Total N	150
Test Statistic	.839 <sup>a, b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.657

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.





**Which Phase of Hotelschool are you in x How knowledgeable do you feel about mental conditions and disabilities?**

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The medians of KnowMentDis are the same across categories of StudyPhase.	Independent-Samples Median Test	.116	Retain the null hypothesis.
2	The distribution of KnowMentDis is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.876	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

**Independent-Samples Median Test Summary**

Total N	150
Median	4.000
Test Statistic	4.305 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.116

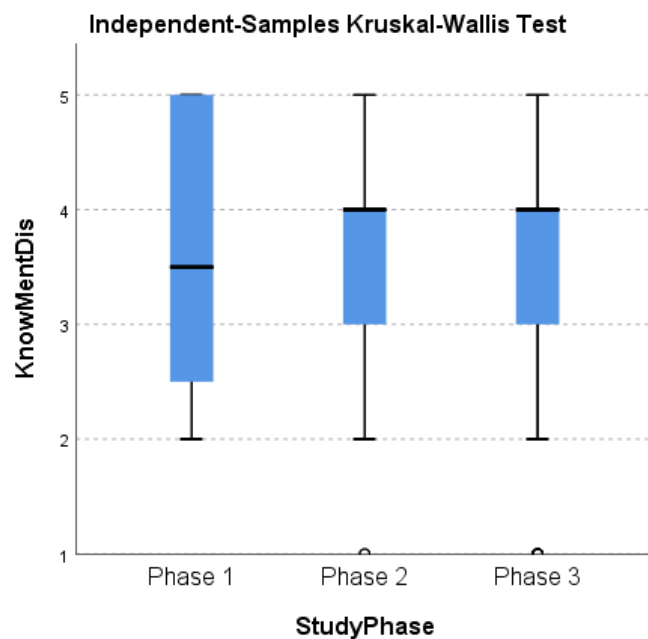
a. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

**Independent-Samples Kruskal-Wallis Test Summary**

Total N	150
Test Statistic	.265 <sup>a, b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.876

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.



Which Phase of Hotelschool are you in x Confidence in ability to respectfully interact with people from different **cultures**

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The medians of AbilityCulture are the same across categories of StudyPhase.	Independent-Samples Median Test	.323	Retain the null hypothesis.
2	The distribution of AbilityCulture is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.247	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

**Independent-Samples Median Test Summary**

Total N	150
Median	4.000
Test Statistic	2.259 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.323

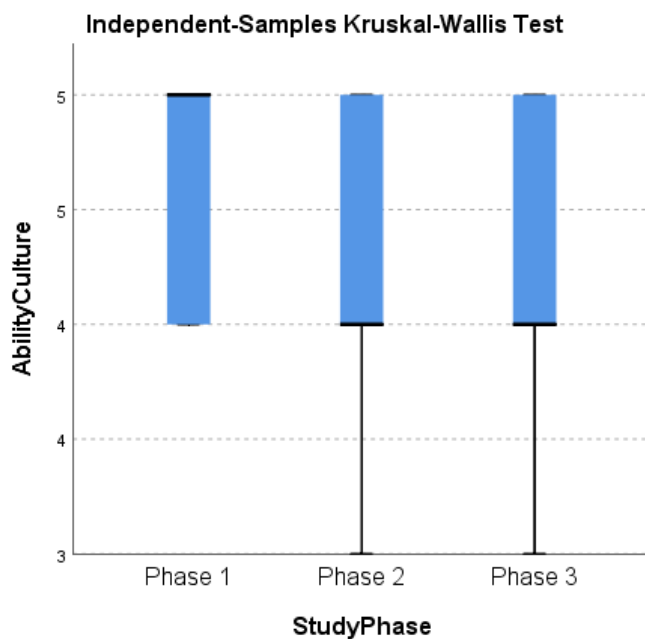
a. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

**Independent-Samples Kruskal-Wallis Test Summary**

Total N	150
Test Statistic	2.796 <sup>a, b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.247

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.





Which Phase of Hotelschool are you in x Confidence in ability to respectfully interact with people from different **rac**es and **eth**nicities

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The medians of AbilityRaceEthn are the same across categories of StudyPhase.	Independent-Samples Median Test	.095	Retain the null hypothesis.
2	The distribution of AbilityRaceEthn is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.067	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

**Independent-Samples Median Test Summary**

Total N	150
Median	4.000
Test Statistic	4.702 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.095

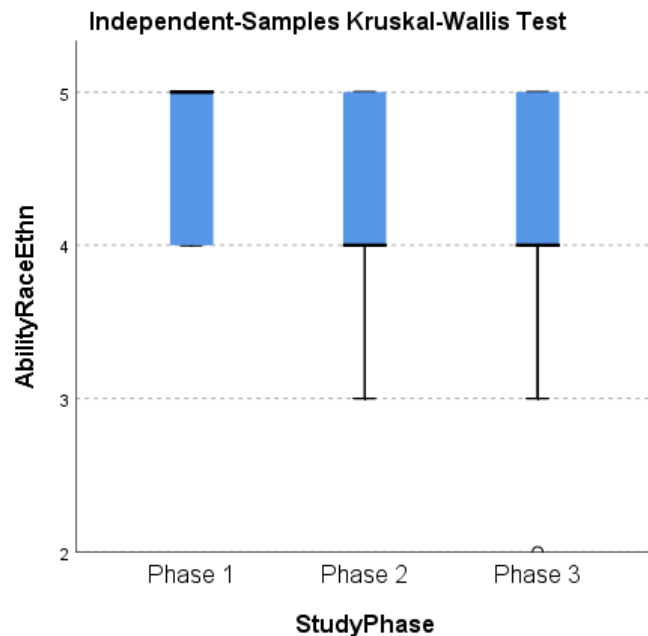
a. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

**Independent-Samples Kruskal-Wallis Test Summary**

Total N	150
Test Statistic	5.397 <sup>a,b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.067

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.







Which Phase of Hotelschool are you in x Confidence in ability to respectfully interact with people from different **religions**

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The medians of AbilityReligions are the same across categories of StudyPhase.	Independent-Samples Median Test	.311	Retain the null hypothesis.
2	The distribution of AbilityReligions is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.342	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

**Independent-Samples Median Test Summary**

Total N	150
Median	4.000
Test Statistic	2.338 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.311

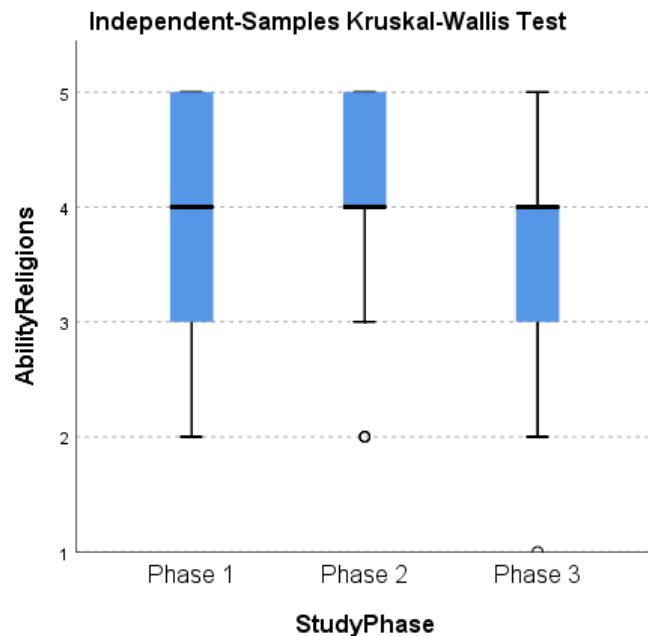
a. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

**Independent-Samples Kruskal-Wallis Test Summary**

Total N	150
Test Statistic	2.146 <sup>a,b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.342

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.



Which Phase of Hotelschool are you in x Confidence in ability to respectfully interact with people from different **socioeconomic backgrounds**

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The medians of AbilitySocioeco are the same across categories of StudyPhase.	Independent-Samples Median Test	.664	Retain the null hypothesis.
2	The distribution of AbilitySocioeco is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.799	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

**Independent-Samples Median Test Summary**

Total N	150
Median	4.000
Test Statistic	.820 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.664

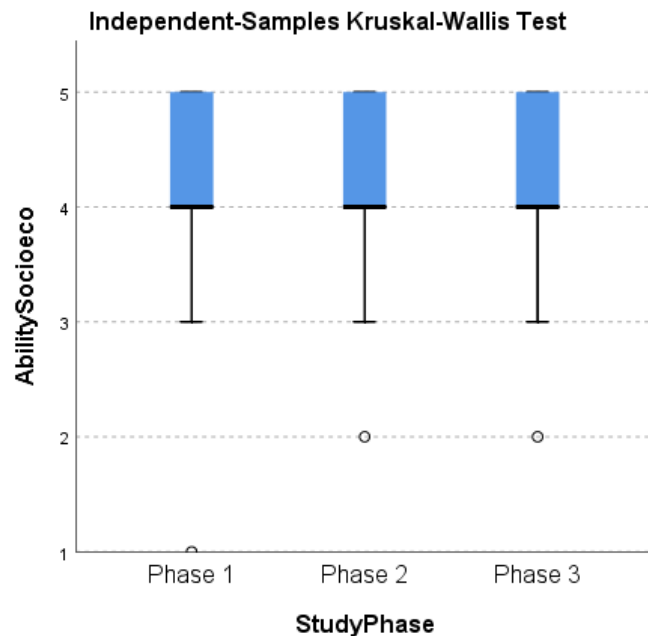
a. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

**Independent-Samples Kruskal-Wallis Test Summary**

Total N	150
Test Statistic	.449 <sup>a, b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.799

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.



Which Phase of Hotelschool are you in x Confidence in ability to respectfully interact with people from different **age groups**

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The medians of AbilityAge are the same across categories of StudyPhase.	Independent-Samples Median Test	. <sup>a</sup>	Unable to compute.
2	The distribution of AbilityAge is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.077	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

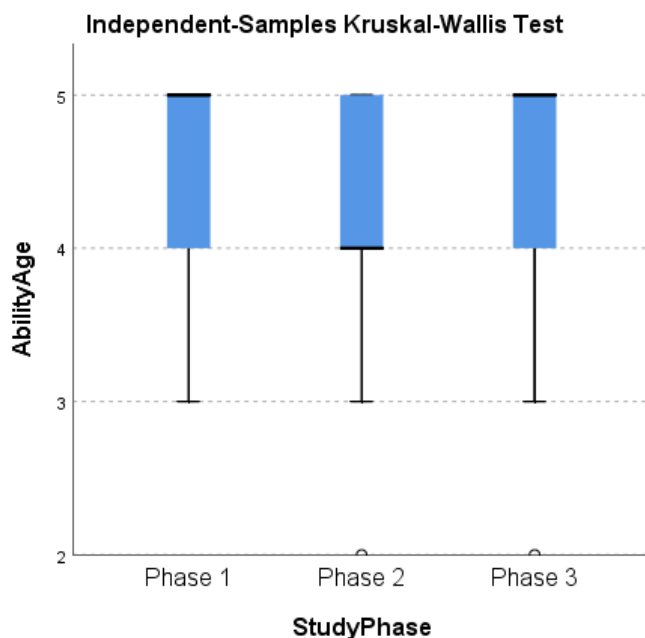
a. All test field values are less than or equal to the median.

**Independent-Samples Kruskal-Wallis Test Summary**

Total N	150
Test Statistic	5.127 <sup>a, b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.077

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.





Which Phase of Hotelschool are you in x Confidence in ability to respectfully interact with people **who have a physical condition or disability**

#### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The medians of AbilityPhysDis are the same across categories of StudyPhase.	Independent-Samples Median Test	.496	Retain the null hypothesis.
2	The distribution of AbilityPhysDis is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.601	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

#### Independent-Samples Median Test Summary

Total N	150
Median	4.000
Test Statistic	1.402 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.496

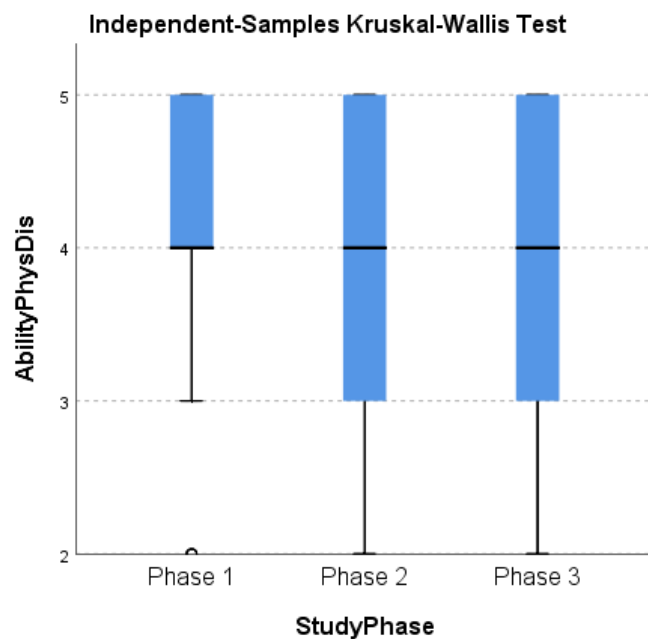
a. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

#### Independent-Samples Kruskal-Wallis Test Summary

Total N	150
Test Statistic	1.018 <sup>a,b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.601

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.



Which Phase of Hotelschool are you in x Confidence in ability to respectfully interact with people **who have a mental condition or disability**

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The medians of AbilityMentDis are the same across categories of StudyPhase.	Independent-Samples Median Test	.173	Retain the null hypothesis.
2	The distribution of AbilityMentDis is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.204	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

**Independent-Samples Median Test Summary**

Total N	150
Median	4.000
Test Statistic	3.508 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.173

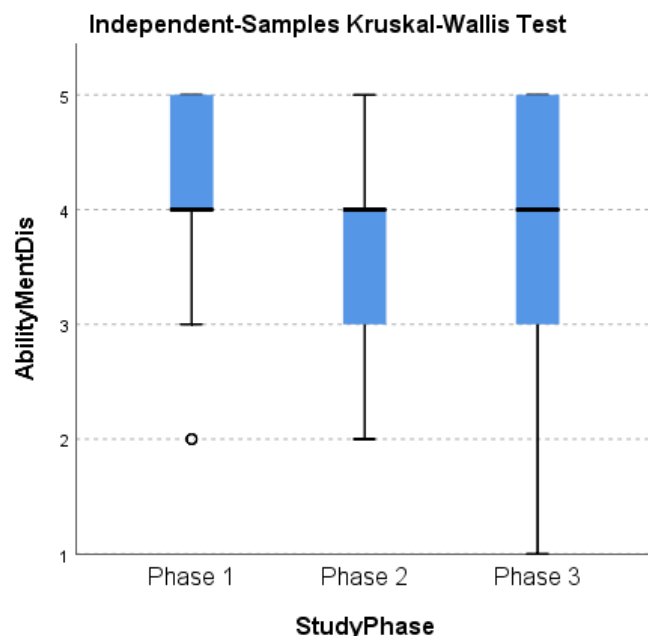
a. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

**Independent-Samples Kruskal-Wallis Test Summary**

Total N	150
Test Statistic	3.184 <sup>a,b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.204

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.



Which Phase of Hotelschool are you in x Confidence in ability to respectfully interact with people **who are LBGTQIA+**

#### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The medians of AbilityLGBTQIA are the same across categories of StudyPhase.	Independent-Samples Median Test	. <sup>a</sup>	Unable to compute.
2	The distribution of AbilityLGBTQIA is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.821	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

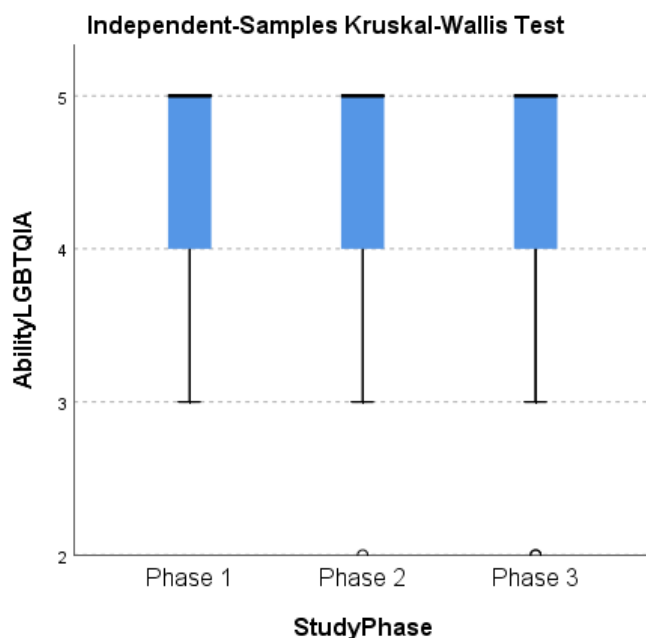
a. All test field values are less than or equal to the median.

#### Independent-Samples Kruskal-Wallis Test Summary

Total N	150
Test Statistic	.395 <sup>a,b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.821

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.





### Which Phase of Hotelschool are you in x Confidence in ability to **ask for and use someone's pronouns**

#### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The medians of AbilityPronoun are the same across categories of StudyPhase.	Independent-Samples Median Test	.234	Retain the null hypothesis.
2	The distribution of AbilityPronoun is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.243	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

#### Independent-Samples Median Test Summary

Total N	150
Median	3.000
Test Statistic	2.902 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.234

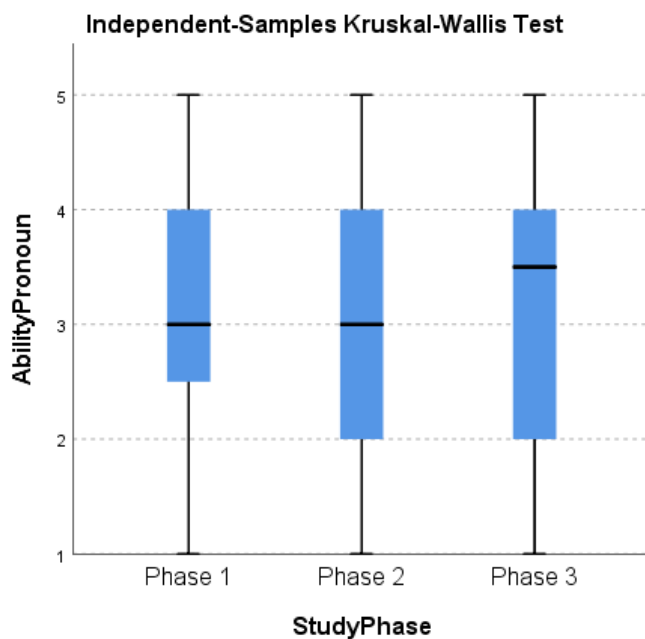
a. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

#### Independent-Samples Kruskal-Wallis Test Summary

Total N	150
Test Statistic	2.832 <sup>a, b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.243

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.



### Which Phase of Hotelschool are you in x Confidence in ability to **consistently use inclusive language**

#### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The medians of AbilityInclLang are the same across categories of StudyPhase.	Independent-Samples Median Test	.255	Retain the null hypothesis.
2	The distribution of AbilityInclLang is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.517	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

#### Independent-Samples Median Test Summary

Total N	150
Median	3.000
Test Statistic	2.733 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.255

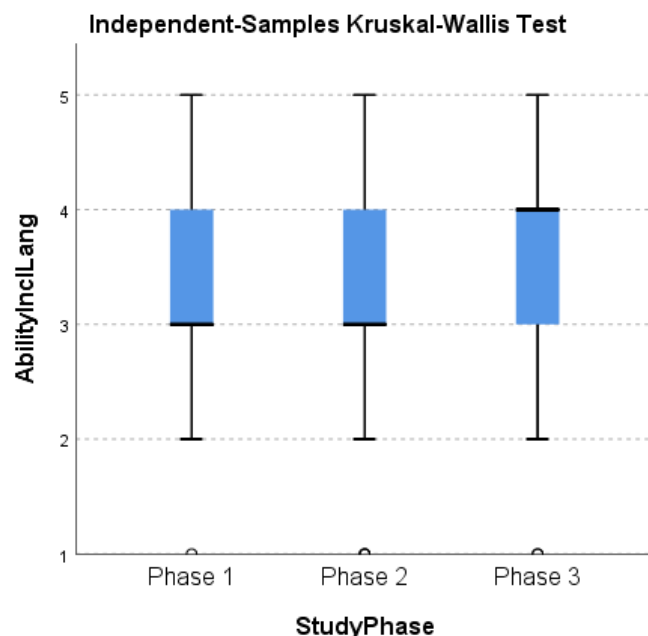
a. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

#### Independent-Samples Kruskal-Wallis Test Summary

Total N	150
Test Statistic	1.320 <sup>a,b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.517

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.





Which Phase of Hotelschool are you in x To what extent do you feel are diversity and inclusion incorporated into your courses at Hotelschool the Hague?

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The medians of IncorpCourses are the same across categories of StudyPhase.	Independent-Samples Median Test	.422	Retain the null hypothesis.
2	The distribution of IncorpCourses is the same across categories of StudyPhase.	Independent-Samples Kruskal-Wallis Test	.618	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

### Independent-Samples Median Test Summary

Total N	150
Median	3.000
Test Statistic	1.724 <sup>a</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.422

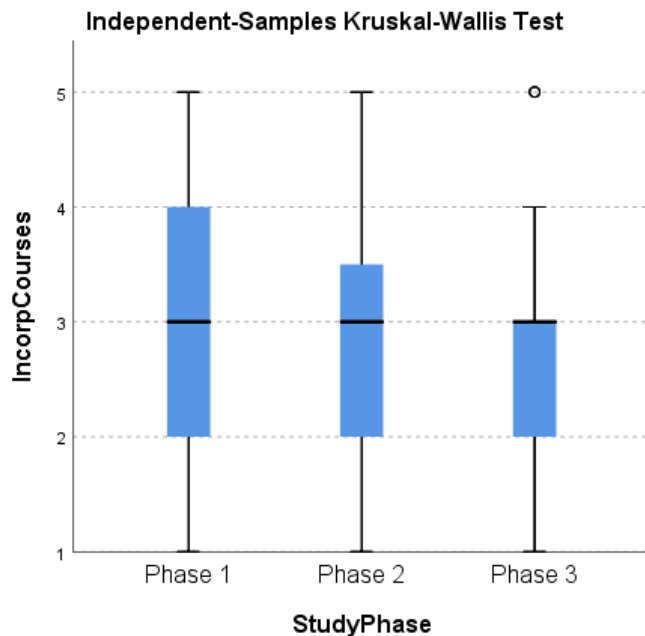
a. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

### Independent-Samples Kruskal-Wallis Test Summary

Total N	150
Test Statistic	.962 <sup>a, b</sup>
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.618

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.



How old are you x In your experience how often do students at HTH speak out against discrimination?

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The medians of SpeakOut are the same across categories of Age.	Independent-Samples Median Test	.647	Retain the null hypothesis.
2	The distribution of SpeakOut is the same across categories of Age.	Independent-Samples Kruskal-Wallis Test	.848	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

### Independent-Samples Median Test Summary

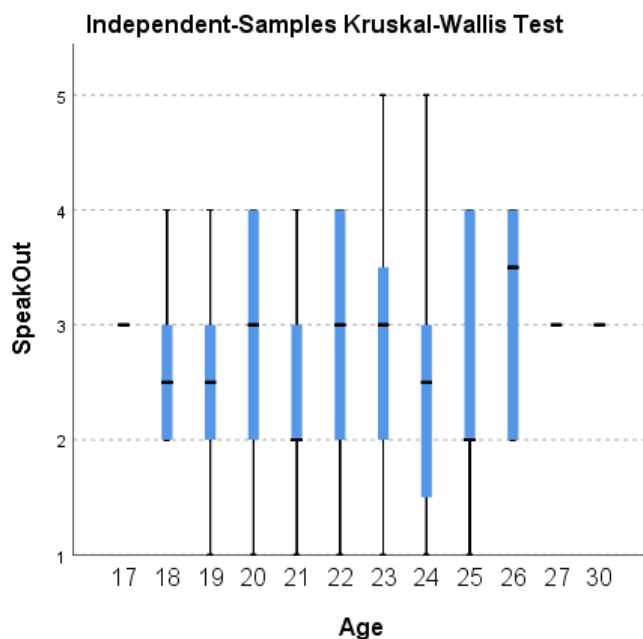
Total N	150
Median	3.000
Test Statistic	8.723 <sup>a,b,c</sup>
Degree Of Freedom	11
Asymptotic Sig.(2-sided test)	.647

- a. At least one cell has an expected value less than one.
- b. More than 20% of the cells have expected values less than five.
- c. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

### Independent-Samples Median Test Summary

Total N	150
Median	3.000
Test Statistic	8.723 <sup>a,b,c</sup>
Degree Of Freedom	11
Asymptotic Sig.(2-sided test)	.647

- a. At least one cell has an expected value less than one.
- b. More than 20% of the cells have expected values less than five.
- c. Multiple comparisons are not performed because the overall test does not show significant differences across samples.



How old are you x To what extent do you feel are diversity and inclusion incorporated into your courses at Hotelschool the Hague?

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The medians of IncorpCourses are the same across categories of Age.	Independent-Samples Median Test	.069	Retain the null hypothesis.
2	The distribution of IncorpCourses is the same across categories of Age.	Independent-Samples Kruskal-Wallis Test	.176	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

### Independent-Samples Median Test Summary

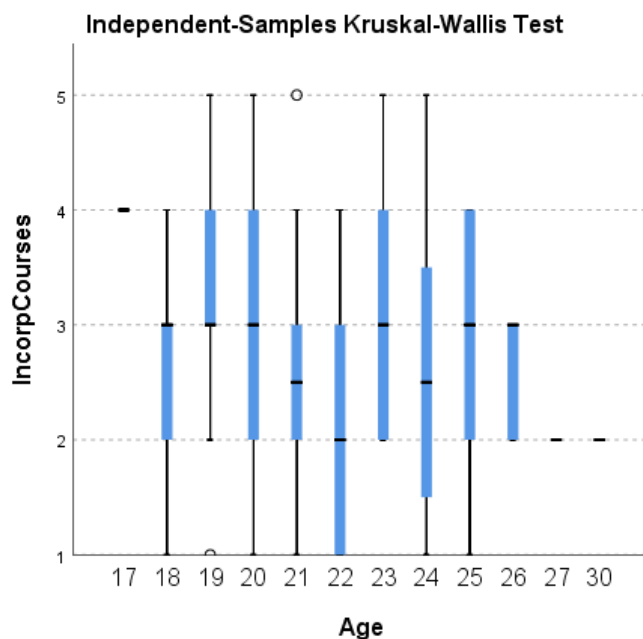
Total N	150
Median	3.000
Test Statistic	18.567 <sup>a,b,c</sup>
Degree Of Freedom	11
Asymptotic Sig.(2-sided test)	.069

- a. At least one cell has an expected value less than one.
- b. More than 20% of the cells have expected values less than five.
- c. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

### Independent-Samples Kruskal-Wallis Test Summary

Total N	150
Test Statistic	15.143 <sup>a,b</sup>
Degree Of Freedom	11
Asymptotic Sig.(2-sided test)	.176

- a. The test statistic is adjusted for ties.
- b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.



Which gender do you most identify with x In your experience how often do students at HTH speak out against discrimination?

#### Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
SpeakOut	150	2.75	.971	1	5	2.00	3.00	4.00
WhitGender	150	1.6867	.46540	1.00	2.00	1.0000	2.0000	2.0000

#### Test Statistics<sup>a</sup>

Ranks				
	WhitGender	N	Mean Rank	Sum of Ranks
SpeakOut	Male	47	76.52	3596.50
	Female	103	75.03	7728.50
	Total	150		

SpeakOut	
Mann-Whitney U	2372.500
Wilcoxon W	7728.500
Z	-.204
Asymp. Sig. (2-tailed)	.838

a. Grouping Variable:  
WhitGender

$p=0.838$

$p>0.05$  therefore there is no statistically significant difference.

Which gender do you most identify with x To what extent do you feel are diversity and inclusion incorporated into your courses at Hotelschool the Hague?

#### Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
IncorpCourses	150	2.74	1.083	1	5	2.00	3.00	4.00
WhitGender	150	1.6867	.46540	1.00	2.00	1.0000	2.0000	2.0000

#### Test Statistics<sup>a</sup>

Ranks				
	WhitGender	N	Mean Rank	Sum of Ranks
IncorpCourses	Male	47	73.33	3446.50
	Female	103	76.49	7878.50
	Total	150		

IncorpCourse s	
Mann-Whitney U	2318.500
Wilcoxon W	3446.500
Z	-.428
Asymp. Sig. (2-tailed)	.669

a. Grouping Variable: WhitGender

$p=0.669$

$p>0.05$  therefore there is no statistically significant difference.

How would you describe your sexuality x In your experience how often do students at HTH speak out against discrimination?

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The medians of SpeakOut are the same across categories of Sexuality.	Independent-Samples Median Test	.321	Retain the null hypothesis.
2	The distribution of SpeakOut is the same across categories of Sexuality.	Independent-Samples Kruskal-Wallis Test	.472	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

### Independent-Samples Median Test Summary

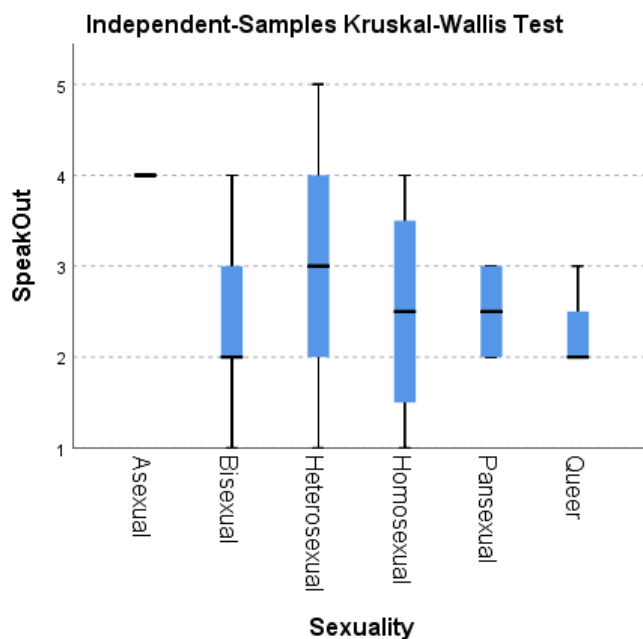
Total N	150
Median	3.000
Test Statistic	5.847 <sup>a,b,c</sup>
Degree Of Freedom	5
Asymptotic Sig.(2-sided test)	.321

- a. At least one cell has an expected value less than one.
- b. More than 20% of the cells have expected values less than five.
- c. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

### Independent-Samples Kruskal-Wallis Test Summary

Total N	150
Test Statistic	4.556 <sup>a,b</sup>
Degree Of Freedom	5
Asymptotic Sig.(2-sided test)	.472

- a. The test statistic is adjusted for ties.
- b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.



How would you describe your sexuality x To what extent do you feel are diversity and inclusion incorporated into your courses at Hotelschool the Hague?

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The medians of IncorpCourses are the same across categories of Sexuality.	Independent-Samples Median Test	.552	Retain the null hypothesis.
2	The distribution of IncorpCourses is the same across categories of Sexuality.	Independent-Samples Kruskal-Wallis Test	.118	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

### Independent-Samples Median Test Summary

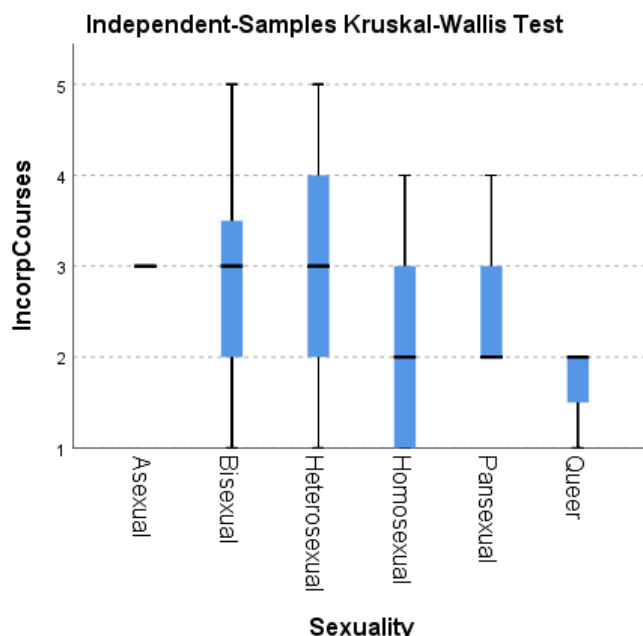
Total N	150
Median	3.000
Test Statistic	3.983 <sup>a,b,c</sup>
Degree Of Freedom	5
Asymptotic Sig.(2-sided test)	.552

- a. At least one cell has an expected value less than one.
- b. More than 20% of the cells have expected values less than five.
- c. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

### Independent-Samples Kruskal-Wallis Test Summary

Total N	150
Test Statistic	8.773 <sup>a,b</sup>
Degree Of Freedom	5
Asymptotic Sig.(2-sided test)	.118

- a. The test statistic is adjusted for ties.
- b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.



Please indicate the religion you most identify with x In your experience how often do students at HTH speak out against discrimination?

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The medians of SpeakOut are the same across categories of Religion.	Independent-Samples Median Test	.666	Retain the null hypothesis.
2	The distribution of SpeakOut is the same across categories of Religion.	Independent-Samples Kruskal-Wallis Test	.226	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

### Independent-Samples Median Test Summary

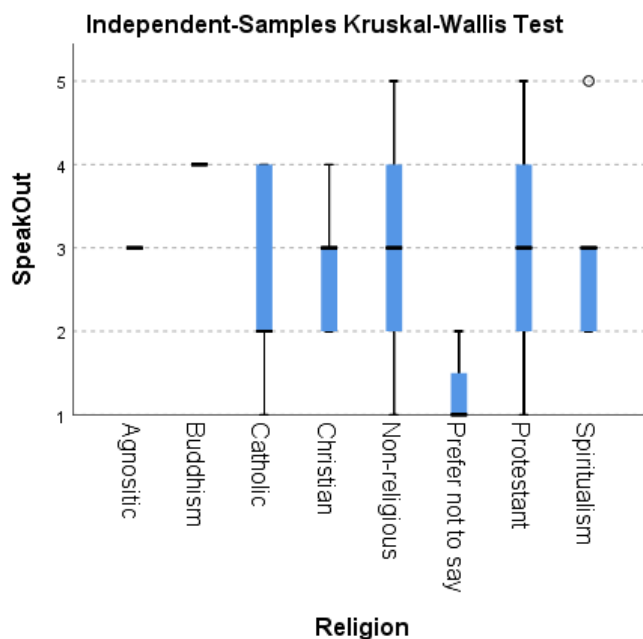
Total N	150
Median	3.000
Test Statistic	4.954 <sup>a,b,c</sup>
Degree Of Freedom	7
Asymptotic Sig.(2-sided test)	.666

- a. At least one cell has an expected value less than one.
- b. More than 20% of the cells have expected values less than five.
- c. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

### Independent-Samples Median Test Summary

Total N	150
Median	3.000
Test Statistic	4.954 <sup>a,b,c</sup>
Degree Of Freedom	7
Asymptotic Sig.(2-sided test)	.666

- a. At least one cell has an expected value less than one.
- b. More than 20% of the cells have expected values less than five.
- c. Multiple comparisons are not performed because the overall test does not show significant differences across samples.





Please indicate the religion you most identify with x To what extent do you feel are diversity and inclusion incorporated into your courses at Hotelschool the Hague?

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The medians of IncorpCourses are the same across categories of Religion.	Independent-Samples Median Test	.287	Retain the null hypothesis.
2	The distribution of IncorpCourses is the same across categories of Religion.	Independent-Samples Kruskal-Wallis Test	.037	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

### Independent-Samples Median Test Summary

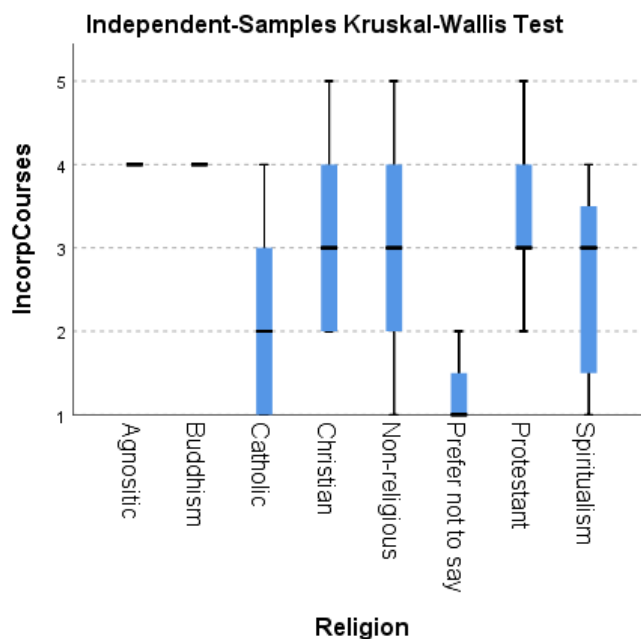
Total N	150
Median	3.000
Test Statistic	8.546 <sup>a,b,c</sup>
Degree Of Freedom	7
Asymptotic Sig.(2-sided test)	.287

- a. At least one cell has an expected value less than one.
- b. More than 20% of the cells have expected values less than five.
- c. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

### Independent-Samples Kruskal-Wallis Test Summary

Total N	150
Test Statistic	14.906 <sup>a</sup>
Degree Of Freedom	7
Asymptotic Sig.(2-sided test)	.037

- a. The test statistic is adjusted for ties.







### Pairwise Comparisons of Religion

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. <sup>a</sup>
Prefer not to say-Catholic	37.111	26.172	1.418	.156	1.000
Prefer not to say-Spiritualism	-49.048	28.961	-1.694	.090	1.000
Prefer not to say-Non-religious	53.864	24.603	2.189	.029	.800
Prefer not to say-Christian	67.179	26.882	2.499	.012	.349
Prefer not to say-Protestant	-75.383	27.627	-2.729	.006	.178
Prefer not to say-Agnostic	105.833	48.462	2.184	.029	.811
Prefer not to say-Buddhism	105.833	48.462	2.184	.029	.811
Catholic-Spiritualism	-11.937	18.694	-.639	.523	1.000
Catholic-Non-religious	-16.753	10.771	-1.555	.120	1.000
Catholic-Christian	-30.068	15.276	-1.968	.049	1.000
Catholic-Protestant	-38.272	16.553	-2.312	.021	.582
Catholic-Agnostic	68.722	43.119	1.594	.111	1.000
Catholic-Buddhism	68.722	43.119	1.594	.111	1.000
Spiritualism-Non-religious	4.817	16.425	.293	.769	1.000
Spiritualism-Christian	18.132	19.675	.922	.357	1.000
Spiritualism-Protestant	26.336	20.683	1.273	.203	1.000
Spiritualism-Agnostic	56.786	44.867	1.266	.206	1.000
Spiritualism-Buddhism	56.786	44.867	1.266	.206	1.000
Non-religious-Christian	13.315	12.396	1.074	.283	1.000
Non-religious-Protestant	-21.519	13.939	-1.544	.123	1.000
Non-religious-Agnostic	51.969	42.185	1.232	.218	1.000
Non-religious-Buddhism	51.969	42.185	1.232	.218	1.000
Christian-Protestant	-8.204	17.653	-.465	.642	1.000
Christian-Agnostic	38.654	43.553	.888	.375	1.000
Christian-Buddhism	38.654	43.553	.888	.375	1.000
Protestant-Agnostic	30.450	44.017	.692	.489	1.000
Protestant-Buddhism	30.450	44.017	.692	.489	1.000
Agnostic-Buddhism	.000	59.353	.000	1.000	1.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same. Asymptotic significances (2-sided tests) are displayed. The significance level is .05.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

There is a statistical difference between the "prefer not to say group" and all other groups except for "Catholic" regarding to what extent do you feel are diversity and inclusion incorporated into your courses at Hotelschool the Hague.

There are no other statistical difference between any other combination of groups

Are you a domestic or international student x In your experience how often do students at HTH speak out against discrimination?

### Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
SpeakOut	150	2.75	.971	1	5	2.00	3.00	4.00
WhitDomInt	150	1.5400	.50007	1.00	2.00	1.0000	2.0000	2.0000

### Test Statistics<sup>a</sup>

Ranks				
	WhitDomInt	N	Mean Rank	Sum of Ranks
SpeakOut	Domestic	69	78.52	5418.00
	International	81	72.93	5907.00
	Total	150		

SpeakOut	
Mann-Whitney U	2586.000
Wilcoxon W	5907.000
Z	-.826
Asymp. Sig. (2-tailed)	.409

a. Grouping Variable:  
WhitDomInt

p=0.409

p>0.05 therefore there is no statistically significant difference.

Are you a domestic or international student x To what extent do you feel are diversity and inclusion incorporated into your courses at Hotelschool the Hague?

### Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
IncorpCourses	150	2.74	1.083	1	5	2.00	3.00	4.00
WhitDomInt	150	1.5400	.50007	1.00	2.00	1.0000	2.0000	2.0000

### Test Statistics<sup>a</sup>

Ranks				
	WhitDomInt	N	Mean Rank	Sum of Ranks
IncorpCourses	Domestic	69	74.05	5109.50
	International	81	76.73	6215.50
	Total	150		

IncorpCourses	
Mann-Whitney U	2694.500
Wilcoxon W	5109.500
Z	-.390
Asymp. Sig. (2-tailed)	.696

a. Grouping Variable: WhitDomInt

p=0.696

p>0.05 therefore there is no statistically significant difference.

Do you consider yourself a minority x In your experience how often do students at HTH speak out against discrimination?

### Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
SpeakOut	150	2.75	.971	1	5	2.00	3.00	4.00
WhitMinorityYN	150	1.5133	.50150	1.00	2.00	1.0000	2.0000	2.0000

### Test Statistics<sup>a</sup>

Ranks				
	WhitMinorityYN	N	Mean Rank	Sum of Ranks
SpeakOut	Yes	73	71.73	5236.50
	No	77	79.07	6088.50
	Total	150		

SpeakOut	
Mann-Whitney U	2535.500
Wilcoxon W	5236.500
Z	-1.086
Asymp. Sig. (2-tailed)	.277

a. Grouping Variable:  
WhitMinorityYN

$p=0.277$

$p>0.05$  therefore there is no statistically significant difference.

Do you consider yourself a minority x To what extent do you feel are diversity and inclusion incorporated into your courses at Hotelschool the Hague?

### Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
IncorpCourses	150	2.74	1.083	1	5	2.00	3.00	4.00
WhitMinorityYN	150	1.5133	.50150	1.00	2.00	1.0000	2.0000	2.0000

### Test Statistics<sup>a</sup>

Ranks				
	WhitMinorityYN	N	Mean Rank	Sum of Ranks
IncorpCourses	Yes	73	73.08	5335.00
	No	77	77.79	5990.00
	Total	150		

IncorpCourses	
Mann-Whitney U	2634.000
Wilcoxon W	5335.000
Z	-.687
Asymp. Sig. (2-tailed)	.492

a. Grouping Variable:  
WhitMinorityYN

$p=0.492$

$p>0.05$  therefore there is no statistically significant difference.



How often are you surrounded with students from different backgrounds **in class**? x How often are you surrounded with students from different backgrounds **outside of class**?

### Correlations

		DiffBackIN	DiffBackOUT
Spearman's rho	DiffBackIN	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	150
	DiffBackOUT	Correlation Coefficient	.243**
		Sig. (2-tailed)	.003
		N	150

\*\* . Correlation is significant at the 0.01 level (2-tailed).

$P = 0.03$

$P < 0.05$

Correlation = 0.243

Therefore there is a weak correlation between being surrounded with students from different backgrounds in and outside of class.



## Appendix VI – Documentation of Interviews

### Appendix VI.I – Interview Questions

1. Please introduce yourself.
2. What is your role and experience working on Diversity and Inclusion?
3. Is/ how is Diversity and Inclusion incorporated into the school's/company's curriculum?
4. What actions has your school/company taken to further Diversity and Inclusion?
5. How has Diversity and Inclusion changed over the past few years?
6. What problems do you encounter when tackling D&I?
7. What are some competencies (skills + knowledge regarding diversity and inclusion) that young professionals should learn to prepare them for the diverse workplace, and life in general?
8. What is currently missing in D&I?
9. What is the future of diversity and inclusion in the workplace, and in the hospitality industry?
10. Do you have any advice for me and my research?



## Appendix VI.II – Interview Transcripts

### Appendix VI.II.I – Interview 1 with Chief Diversity Officer (CDO) from the University of Groningen.

[15/12/2020]

Marcel Pesch

Okay, so I'm just going to, once again introduce my research to you, and myself. My name is Marcel Pesch. I grew up in the I was born and raised in the Philippines before coming to Amsterdam to study Hospitality Management. I am doing this research with the hotelschool, actually commissioned by one of our instructors here. And my research is mostly focused on incorporating diversity, inclusion more into the education and having more trainings and this kind of thing within our curriculum and stuff. And so most of my investigation is surrounding this kind of topic. Yeah, yeah. Could I ask you to introduce yourself as well?

Interviewee

Yes, of course. Well, I'm **[redacted]**. And I'm appointed as chief diversity and inclusion officer of the University of Groningen. And besides that task, I am a professor of ancient Greek. So that's something else though, the topic of inclusive classics is one. That's very important at this moment, as well. But that's for another conversation. Yeah.

Marcel Pesch

I remember thinking like, Oh, that's so interesting, but we have to stay on top.

Interviewee

And, well, I've been appointed in April last year, but already before, I was busy with the same theme, because from 2009, to the end of 2019, I was Dean of the Faculty of Arts and as such, one of the two pro rectors of the university. And in 2016, the board of the university said, well, the two pro rectors will be chief diversity officers as well, without reducing other tasks. So it was, yeah, it was good because we were high in the organization. So it could have influence on the agenda of the deans and so on. But it was bad, because we didn't really have the time to do with it in a proper way to what we did was okay, but it was very one sided. It was only on the topic of gender equality, and especially the throughflow of women in academia, up till the grade of Professor, and we managed to do lots, because well, that's, I think, also the first question you have in your email for related initiatives. But in that time we had the organization Well, we reorganized the hiring procedure and the embedding of staff members with a special attention both for women and for internationals because the group of international staff was growing as well. And we organized trainings on unconscious bias and active bystander. And on inclusive leadership training, we offer that as a obligatory component for all board members, and on a voluntary basis for members of appointment committees. So yeah, that was woefully organized as in our role as dean and chief diversity officer. And now my new task as the diversity officer is much wider, and focuses on all types of diversity and inclusion in general. And we are reeling in a starting phase, I have installed an advisory committee of 12 members. quite diverse committee, consisting of staff and students of staff have a higher rank, but also have starting PhD students of all nationalities and also have different colors. So I think it's, it's a good



comedy, and we are working for a new strategic plan for the really the building of the DNI office under construction. Yeah.

Marcel Pesch

Which work I think it's always like the first steps are with like, gender inclusion, and then it's more about cultural, ethnic, and racial diversity and those kind of things. And I think we're entering the era Where we look at the other components of addressing inclusion, things with, I mean, disability is also one of the starting ones, but things about gender and sexuality and things like socioeconomic class and mental, mental and physical health and conditions. And even age is an interesting one. There's a lot of Yeah, you know,

Interviewee

there are all those topics. There were already initiatives within university or special program managers installed. But there was no one who had no few over. Yeah. For everything, and no one who is knitting together all the knots. So, yeah, that will be my task now.

Marcel Pesch

Yeah. It's quite interesting. We also have, in the first year of our program, we have a kind of like a course, it's not really a course it's a project we have to do. And it's called intercultural competence. And within that project, okay, when they have some classes, and some workshops about intercultural competence, but then again, it's really only about culture. And that project, you have to find another person from a different culture outside of the school, and meet with them for a total of four hours and like, discuss your experience with them and reflect on it and this and that, and whatever. And I was, I was commenting on that, that project, because, okay, you choose one person, and this person may be different from you in one aspect of diversity or whatever, strand. Okay, yes, you have a rich and great experience with that one person over four hours, but where are the other factors of diversity coming into play? Yeah, you know, it's, it's really limited in that, and I was even thinking, Okay, like, we have intercultural competence, but I kind of want to maybe reform it as diversity, consciousness and inclusive behaviour, training, and education. And so that's the kind of steps that I want to move forward with our school.

Interviewee

Yeah, I think that's, that's very good. If we look to education, I see that there's growing interest in a topic of diversity and inclusion and education. We have, for instance, teaching Academy for staff members, and there it is emphatically put on the agenda. And we have already several meetings with people. Yeah, share my experiences with things they have done and best practices and so on, and also questions people have. And we are also considering it together with the question, what this does this whole COVID situation have as an effect? does it increase diversity problems or not? I think the answer is rather nuanced, because for

Marcel Pesch

one of my, one of my peers is doing research on that right now.



Interviewee

Yeah. Yeah. But it's something we should celebrate as well. Yeah. Because, well, from my own experience, as a teacher, I know from some students who have problems with attention, deficiency and so on, they say, Well, I love it. Hi, I all the the online teaching because I'm quietly in my room, and sometimes I can watch it at my own time. And it's fantastic. Well, others, yeah. are really in need of physical presence of other people. Mm hmm.

Marcel Pesch

Yeah, it's really interesting. And then you also see the value then of like, online school during like, regular times. And so you see, like, the different learning styles can be can can benefit from even a situation like this. Yeah. I think it's also really important that we are including the education aspect of diversity and inclusion nowadays, especially I would thinking in my school, we do a hospitality management, I think in hospitality management, if you don't have that training and the knowledge and skills to you know, welcome literally everyone that comes into your hotel in a respectful and a proper way and making them feel welcome. I don't think you're doing your job.

Interviewee

It's essential, Yeah.

Marcel Pesch

Yeah, so I I have it like trying to think Okay, so what are the competencies that people nowadays we need in the workforce, that kind of any industry, but what are what are the the skills, the knowledge and the competencies that you think that our students now should have?

Interviewee

Well, I think that they should be able to listen to everyone's experiences without prejudice and without having a judgement on it. Just listen and see that everybody is different and has different experiences. And one of the competencies should also be that they appreciate all levels and all perspectives that others have, that may be different from your own perspectives. And since

Marcel Pesch

I think fundamentally that's, that's really what's important is just really empathy. And, you know, understanding, you know, people's people's views and people's backgrounds and all of that, I think that's, that's quite quite important. I'm trying, right now, with my research, I'm developing a survey so that I can kind of measure the level of knowledge and skills as well. And, of course, there's probably many ways to do this, but I asking questions in the survey, like, please rate your confidence in the following skills such as, you know, introducing and asking for and using another person's pronouns, and using inclusive language or how to interact appropriately, respectfully with people who have a physical or mental disability. And so along those lines, are there any kind of things that pop into your head regarding skills and this?





Interviewee

Well, I think in principle, all other competencies are included in the overall competency, as I mentioned before, and of course, you can split up a more specific competencies, but I haven't had any thought about it at this moment.

Marcel Pesch

Always though, it You also mentioned unconscious bias and all this kind of thing. Right?

Interviewee

Yeah. Yeah, that's something that should be included, of course, the active bystander role.

Marcel Pesch

Yeah, active bystander, that's more like you see something happening and and you

Interviewee

make a conscious decision yourself, what are you going to? Do you signal something? Is it the most wise thing to do to just do nothing? Or to interrupt at that moments? Or do you go to someone else later? Are the other three steps? You should make a choice? And yeah, making a choice is already a good step and not simply stand by and do nothing? Yeah.

Marcel Pesch

Because if I can recall from psychology, the bystander effect goes, like, if you're in a group of people, everyone's going to think, oh, someone else is going to do something. And eventually no one does. Yeah.

Interviewee

Yeah. I know that. We started with film showing a situation before a railway station where someone fell. And it was a beggar or a coloured person, or a beautiful woman. And the reactions of the public's were so different. It was. Yeah. If you see that film, you think, help. Let's go along here. Yeah.

Marcel Pesch

That's really interesting. Yeah. Wow. I had a thought. And I completely lost it just now. Let me just try to look back at my question. Oh, yes. Okay. You mentioned before that you had in the mandatory trainings for all the board members, and for the rest of the other committees. It was optional. Yeah. How do you feel about making diversity trainings mandatory for people? Is there a kind of resistance? Or in your experience, how did that play out?

Interviewee

Not at the management level, there was no resistance because everybody knows it's an important subject. And if you don't agree with it, you will not enter it in a management management level. So that's not a problem. I think it's more problematic. If you look to the rest of the staff and students and issue say, well, it's mandatory, that might be more



problematic. So we have to think about it. Of course, you can make it part of a school curriculum for a school or a university curriculum for the students. That would be a wise thing to do. And you can also that's something I will have discussions about. We have of course, the certification for the teachers. qualification, and it should be part of it. It now it is an optional Module people can take

Marcel Pesch

that there exists like a diversity certification or how does it

Interviewee

know there's the huge? How do we call it the UTQ? Do University teaching qualification? And that consists of several modules. Some of them are mandatory and others are not. And the DNI module? Yeah, you can follow it, but it isn't obligatory. So I think it should be made obligatory, but it's really yeah, the discussion I still have to have what's the people responsible for the training? Mm hmm. Yeah.

Marcel Pesch

I also saw on the website of the University of Groningen, some things like the Intellivision project? Could you tell me a little bit about that?

Interviewee

No, because I don't know what you mean by patch? I know it. But yes,

Marcel Pesch

if they say that it's an annual indivision projects help raise awareness and what it means to be inclusive and work on preventing exclusion. In 2020, they're working on piloting a gender neutral bathroom, making a rainbow crossover between two buildings.

Interviewee

Yeah. Does this for the East us from the Faculty of Economics and Business?

Marcel Pesch

I honestly do not know. I Oh, yes. I think FEB Yeah, that could be.

Interviewee

Yeah, I know that. They are really far ahead. If you compare them with other faculties. And they are they are very active in several projects, as well. And one of them is indeed, the rainbow. Zebra bought in between the buildings. And, and yes, we participate as well. So yeah. Yes, I know. That's what I thought it was. You mentioned University wide? Yeah, I'm

Marcel Pesch

sorry. I was just looking at a website. I probably didn't even realize. But so you're saying that the faculty is also have their own kind of like little projects and things that are going on? How do you like oversee that? And how does that work?



Interviewee

Well, I'm aware of that. And what I want to establish is that on a management level, I will be able to have context with one board member who has been assigned to task of diversity and inclusion. And that's there's an other person within each faculty, say, a faculty diversity officer, with whom I can have discussions and, and so on. But that's still Yeah. In development. So, of course, I have some context with persons taking these kinds of initiatives. And for instance, I often have meetings with the person in charge in the Faculty of Economics and Business. Mm hmm.

Marcel Pesch

Did you experience within your university, some kind of movement as well, when the everything was happening with the Black Lives Matter movement? Earlier this year?

Interviewee

Yeah, there were several faculties. There were spontaneous working groups. And some of them also meeting with the faculty board, seeing what could be changed. And while I saw that it was in several faculty, so I asked someone, isn't it wise to have a meeting with all those different books and see what we can do together? So that was a working group calls, facilitating underrepresented voices. I was there as a listener, not as a real participant because I thought, if you are going to give advice to the board of the University, the University Council and the Chief Diversity Officer, it's a double role if I'm really a member as well, so I was there as a listener. Yeah. Before they send in their advice. I read it and gave some suggestions. But it was addressed to me the board and University Council. And now I'm their action points, and taking into account in developing the program of the diversity and inclusion offices. So yes, there were a lot of initiatives. Yeah.

Marcel Pesch

So so what what are some things if you can say like that are in the pipeline now that you're developing?

Interviewee

Well, I think that we really should start making explicit in anti racism proclamation on behalf of the board at the university, we don't have it right now, otherwise, and that we say that everybody is equal. Yeah. Something more with more

Marcel Pesch

content. There's a lot of things, for example that my university has done and said and and like, proclaimed and stuff, but it's all very performative. And so I was like, okay, but do something, you know, it's, it's one thing to sign an agreement with the other universities in Amsterdam, yeah, that we're going to be more inclusive and this and then whatever, but I'm not seeing any action point. So I'm doing it myself. Yeah. We've

Interviewee

also more concrete action points, for instance, for international students for minority group that not students, staff members, is very difficult to enter management functions



or organizational functions. Often, this is done by asking, Hey, do you want to be my successor, whoever you will be a good candidate, and then it's all done. And one of the things I would like to achieve is that all those functions are equal opportunity, no procedure. And that's one concrete point. And this year, of course, something like Symphony chorus was not very prominent, about I think, for next year, I won't University, also, to send out messages to everybody that Black Pete is out of order. Yeah. And that we have to respect everybody's feelings. So no Black Pete is welcome in pictures or in life.

Marcel Pesch  
Absolutely.

Interviewee  
Yeah. Things like that are on my agenda now. Yeah.

Marcel Pesch  
What do you see in the future of diversity inclusion? Not I mean, maybe not just at university or maybe think about what is missing that you want to have? And, of course, you mentioned the Zwarte Pete kind of saying it's like absolutely no tolerance for that I absolutely anti racism like no tolerance. What what do you what do you envision what is your What is your, your vision for the future?

Interviewee  
I think that developing DNI in university, and it will be likewise, in other higher education institutions will never be a straight line. Because there are always new staff members and new students entering into have to involve them into the culture and bet them and I think that one of the the important things is to have open discussions, debates, as much as possible on all possible topics, and involve as many persons as is possible, just to create awareness. That's the first point we should do. And then help creating awareness with a little. Yeah, with little things like no tolerance for black Pete. Well, it's not a little thing, but with ease, which can be effectuated. Yeah, rather easily. So it's a combination between creating awareness and taking specific measures to go hand in hand. And then I think they will be aligned upwards, and sometimes they will be Yeah, you have to do a step backwards.

Marcel Pesch  
I also don't think that there is like one kind of solution that solves everything, there's not one like action plan that you can take there's going to be a thing is going to be something that goes on forever. And I think the important part is is starting and then maintaining and really involving everyone so that we can we can we can ensure that we're consistently diverse. Yeah,

Interviewee  
yeah. And one thing we haven't discussed but that's that are of course the curricula of the educational programs. I think there may be made more progress there still. Yeah. Too much with the Western way white men perspective. That should change and



Marcel Pesch

yeah, absolutely. I can see that really, especially with our finance courses. Because all of Finance lectures are old white men. Yeah, they make all of these references to companies, they have a very, like closed minded conservative view. And so it's always really fun to when I was in those classes to, to kind of speak up and be like, Yeah, but being a having a company, our business is not only about making profit, you know, like, so there's there's a lot we have to do about incorporating that kind of thing into the into the curriculum. You're absolutely right.

Interviewee

Yeah. Yeah. And if I look to the programs in Korea, that's very different. Some are very conscious of this fact and working with it, while others. Well, it seems as if they haven't ever had any thought around it. Yeah. So yeah, there's much work to do. Mm hmm.

Marcel Pesch

Absolutely. And I just have two more questions. To wrap up is, do you have any resources that you'd like to point me towards? That? I may be, you know, that you think that I might find useful?

Interviewee

Well, no, not at this moment. I I suppose you are aware of the national action plan? Yeah. Yeah, of course, there's a lot of literature, but you will know yourself. So yeah.

Marcel Pesch

All right. And one last thing. Do you have any advice for me moving forward with my my own research in this topic?

Interviewee

Well, I saw that you hope to give specific recommendations for the education at your institution. So I think it's wise to, to focus on the educational part and diversity in, in education, and less on what is up till now. My focus points, the staff side of the story.

Marcel Pesch

Yeah, that's diverse.

Interviewee

In order to have diversity into education, you need staff diversity and inclusion as well. But yeah, it will be a task, a too big task to focus on everything.

Marcel Pesch

I remember, when we started the research, I was thinking, it's like, oh, I want to do this, and this and this and whatever. And we had a group of students, and we had to, like, sit down and have a discussion. Okay, what are really our interests? And so we have some people looking at our selection process of students, we have another one about hiring process of staffs. There's one who's looking specifically about how we can attract and have an include students of different socio-economical backgrounds, because our school



is not traditionally but stereotypically viewed as, Oh, the rich, hotel, school, whatever. And so, and I'm looking more at like the educational aspect and other students looking about inclusion with the online environment. And so we all have to take our little big sort of whole building. Yes, exactly. Yeah.

Interviewee

Yeah. Great. Yeah. Very good project for her. Yeah.

Oh, yeah.

Marcel Pesch

Wonderful. Well, thank you so so much, Dr. Walker for your time. I really, really appreciate it. And then I'm definitely going to put some of the information you gave to me to good use in our project.

Interviewee

Well, and I wish you and the other shows a lot of success, and I hope it will bring about improvements in the curriculum in your school.

Marcel Pesch

Wonderful. Thank you so much.

Interviewee

You're welcome.

Marcel Pesch

Have a lovely day, goodbye! Have a great Christmas break.

Interviewee

You too.



## Appendix VI.II.II - Interview 2 with the Global Learning and Content Program Manager for Diversity, Inclusion, and Wellbeing at Booking.com

[19/01/2021]

Marcel Pesch

Yeah. So I'm doing my research for hotel school. I've been commissioned by hotel school, to look into diversity inclusion within the school itself. And I specifically am looking into developing the curriculum more and improving it more to have diversity inclusion, like components within like, for example, the first year curriculum. And so that's the kind of research I've been doing. So I've been trying to interview some chief diversity officers of other universities and other professionals who are with diversity, inclusion and other hospitality companies trying to get this the expert knowledge on diversity inclusion. So that's why I asked I reached out on LinkedIn and asked you for this interview.

Interviewee

Yeah, well, wonderful. Well, I'm very passionate about the topic. I've been working for booking for 13 years. And it has always been in our values. But it's only been since two and a half years that we have an official team that looks after diversity and inclusion. And therefore, yeah, we have more men power, or women power to, to launch more initiatives and make it more visible. It goes having some words on paper saying that we fail you diversity, and that we think that inclusion is an important element is one thing, but then how do you put it into practice? And how does that show in the workplace is obviously a very different thing.

Marcel Pesch

I mean, at the moment, I believe that hotelschool has is that kind of thing, where they have it written on paper that oh, we are inclusive, we have this and that, but is very performative, and they're not really doing anything with it. I mean, just recently, this past summer, I think they signed an agreement with other universities in Amsterdam, about having a promise for diversity, inclusion, whatever, this was kind of reactionary towards Black Lives Matter and everything happening with that. But I haven't seen any, like initiatives coming from that. So I was like, You know what, I'm gonna do it myself.

Interviewee

Yeah. Oh, nice. Well, yeah. And it takes people like you to actually have who are passionate about the topic or have a specific interest for that could be the topic as a whole, but or for specific elements of diversity and inclusion, that will make the difference I've seen also in our organization that only making it a top down. Strategy is not working. So we do have a lot of grassroots initiatives from from employees that Yeah, see the need for it. And therefore, while we help them, we guide them to create er D, so employee resource groups, to Yeah, to bones together and tell us as an organization, what they specifically need. So that is definitely one of the key pillars, that it's not only took time, but it's definitely also a bottom up approach.

Marcel Pesch

So you can use it you facilitate the environment that it creates the those groups that are



able to like keep up and

Interviewee

Yes, yeah, yeah. And we did get a budget also so they can also we are creating initiatives and whether it's creating learning or whether it's creating event, it does have to come with a purpose, obviously. Because more before Corona and working from home, we also saw initiative for organizing drinks and dinners, which is fine. They can. But there's obviously some, some some rules that they have to play by to, to make sure that that makes sense. And it's not only a fun thing to do,

Marcel Pesch

as well, yes.

Interviewee

Yeah. Yeah. But yeah, those are the things that he and the team are doing.

Marcel Pesch

To quickly go over what exactly is your role in booking?

Interviewee

Yes. So my job title is global learning and Content Manager for diversity, inclusion and well being. So that's what I've been doing now, for the past two years, my focus and my background is mainly learning. But where long time ago, we would create a lot of learning ourselves, that has now shifted also to curating a lot of content. So that's why there's also the element of contents in my job title, it does mean that I contribute to a lot of projects and programs with a diversity and inclusion lens. So we have program managers for inclusion and the ER GS, we have a program manager for women in, in leadership and in tech. And we have a program around our health and well being strategy. And I'm working with all these program managers to create the right content. And content can be the learning content. But at the same time, we also have portals. So basically, a collection of information that we have curated. And that helps people to either read research about a specific topic or educate themselves on what they can do. And that's my responsibility. And I do this for the global organization. So not only in the Netherlands, I am based in Amsterdam office. But all the things that we create are for our global audience. And of course, you already mentioned the black life matters. So when things happened in the US, I do work with our US based HR team to see what they need in addition to what we globally create. So for them, we created a video and learning materials around micro aggressions, for example.

Marcel Pesch

So now, you mentioned. Yeah, so it's really interesting, because you, you said that you kind of have like dedicated people for all these different perspectives to look at all the content that you're producing. That says, I think that's really that's really smart, because that you always are sure that everything is covered?

Interviewee

Yes, yeah, we do have different expertise is also. So for example, the person leading the





health and well being workstream. So the the project manager is a clinical psychologist, so she has a medical background. So we all have our own expertise in a specific field. And so they run programs. And that's one of those. Yeah.

Marcel Pesch

Do you also have any pilot participation with regards to like training on diversity inclusion? And like, I don't know, maybe like practices or workshops that employees have to have or certain you use, yet you have connections with HR as well? How does that come to play with your role?

Interviewee

Yeah, so I'm responsible for creating the curriculum. So that is my responsibility. But at the same time, I'm not creating everything myself. So what I am doing is I'm working with the Global Learning team, and I'm working with external partners. Because shared knowledge is always better, and it's good to have the different perspectives. But what I'm doing is I'm working with HR specialists in all the different countries to see what is the need, but I must say that specifically for diversity and inclusion, HR specialists are not always aware of the needs because it's such a new topic. So they, it's often times that they reach out to me for it for me, what is it that we need? Then Then we have the conversation, why do I do a lot of presentations I face it, HR in local offices, well, when when we could still travel. And so I'm acting more as a consultant and then they come back to me with either their wishes for learning or specific business cases for whatever happens in a country and where they need more specific expertise. We do have a couple of coaches also in the organization. So when it's it's about a conflict in a team and inclusion and diversity is one of the key reasons for conflict, then sometimes it's it's a coach that will help solve the issue. So the banks also based on what the question is, but usually am the point of contact for the questions that they have.

Marcel Pesch

Mm hmm. Great that you mentioned that you're in charge of the curriculum, because that's kind of what I am trying to do as well. So perfect. But I was wondering what kind of specific like skills I think I asked us in the email I sent you like, the skills, the competencies, the kind of workshops that you think that people need, for example, there's unconscious bias workshops, there's things to do with empathy. What do you think specifically are the most important?

Interviewee

Yeah. Great question. So that's something we've also looked into. And you already mentioned unconscious bias, which is, well, the the the base level that we want for all of our employees, we started off by doing trainings for unconscious bias for all of our managers, that was in almost three years ago. Then we had all our managers, that was a mandatory training, actually, were not very keen on mandatory trainings. But this was one, we said, Every manager should have a base knowledge of what is unconscious bias and creates a bit more awareness of their own behaviors. Now, we're also in the process of rolling this out to our employees. And we have obviously moved from classroom trainings to online trainings. And booking we'd very much like to do this all by ourselves, rather than buying from external supplier. So this is one of the things that we're



designing ourselves. So the base is really where the fundamentals is really creating unconscious bias, awareness. But at the same time, we've also started a movement and a movement, we call being an inclusion list. And inclusion is actually has that element of what does it mean to be inclusive and show inclusive behavior? And obviously, being aware of your unconscious bias, but also about what do you do? When you see a situation? That is excluding people? So what kind of so we work with a visit with the number of business cases?

Marcel Pesch  
Active Bystander?

Interviewee

Yeah. And, and what what what do you do? What do you want to do also? So are you able to speak up? Are you able to negotiate or influence others? Are you able to create that awareness? And are you able to advocate for others? That's, yeah, don't there or want to use their voice? So can you be someone else's voice? Our principle is, first be informed to learn about inclusion and diversity? What does it mean? What is the difference between those two? How does it show up in the workplace? Can you recognize inclusive behavior? So it's really the understanding all the different elements, all the different minority groups, like groups based on race, LGBT, religions, different cultures, so old, so being informed? Being now I need to complete I say, be be informed. be visible. So are you are you doing the things? Just for yourself? So do you create awareness for yourself? Or are you also able to advocate for others in front of a group? So are you able to speak up?

Marcel Pesch  
Being an ally

Interviewee

Yeah, and that would be the third element would be to be active. That's where you really are you taking it one step further than being active, I would say that would be the Li ships or being part of an ER g in a not only as a member, but maybe also as Yeah, as a chair of an ER D. So that's really where you are active and people recognize you as a representative of diversity and inclusion. But that can also be on a very local level. So in our local offices, we have people that take the opportunity to welcome new colleagues and then show them around make them feel at home. So make them feel included in the new workspace. So it's those kind of activities big and small, that make a difference in our organization. We do have awards for for for that. So there's the inclusion test and playmaker awards that we grant every year. And there's no winner. There are, there's usually around 60 to 80 people that's well, there's more. There's about 200. Yeah, yeah, there's about 250 people that are nominated. And then that we have a jury and they take, they pick around 6070 people that are acknowledged, either as an intuitionist or as a playmaker. And playmaker is really bigger initiatives. And inclusion is is also the Yeah, the smaller things in your organization. And we created. Yeah, and it creates a lot of visibility, obviously, people are proud that they are nominated. And they get a badge on their profile, we have Facebook for business. So we have Facebook like environment, and you can have the badge on your picture. So they the other colleagues know that you are.



Marcel Pesch

And I think that's super important, because it also shows that booking is celebrating that kind of behavior. And so it's encouraging more from you can everyone who's in there?

Interviewee

Yes, yeah. And the nominations do come from colleagues, because obviously, me being based in Amsterdam, I have no clue what's happening in our Shanghai office. So we need permission from colleagues in that office, and tell us why they will nominate a colleague. So it's also an initiative that is, yeah, it's not only something that's that's led by the managers or the management, but it could be anyone from any part of the organization, which I really like, because it's something Yeah, you don't have to be in a highly visible position. You can also be in customer service, or you can be in credit controls for that. Yeah, there you see also that it's people from different parts of the organization, which I really, yeah, I really like that. That is something that is happening across the world, and across all levels.

Marcel Pesch

I really like that, I think I might maybe try to steal that award. Thank you. for my project.

Interviewee

Please do like, it's a very strong program. And it really helps. And we see more and more people being nominated every year. And the business cases for being for being nominated are also getting stronger. So people, let me say that again.

Marcel Pesch

What do you mean by the business cases for getting nominated or getting stronger?

Interviewee

Well, like you have to if I would nominate a colleague, I can't just put that name on the list. But I have to tell why. I would say the person so what did that person do? What was the impact? Was that something that was relevant for only one or four more people? Is that something we can copy in other offices? So I have to Yeah, describe a bit more in depth, why I would nominate a person. And I do see that the examples become stronger. So every year we see better. And that tells me that's the level of awareness of what diversity and inclusion means and how you can make a difference. Yeah, that the level is getting better.

Which is good.

Marcel Pesch

Yeah. Yeah. A while ago, you said that something about the mandatory training that sometimes you're a little bit averse to having mandatory training, can you expand a little bit about that?



Interviewee

Yeah. Well, I think especially with a topic like the first in inclusion, people that are interested, they by nature want to know more, so you don't have to make it a mandatory training to to create that appetite because it's already there. And people that are not interested or maybe a bit averse of the whole topic of diversity and inclusion. If you force them to do a training, they will probably find in that training, the reasons why they are not a fan of inclusion and diversity. So it may actually work in the opposite direction. So it may actually not help you in in what you're aiming to achieve. That's why we're also focusing on the people that are already a fan of diversity and inclusion. So we want to make them stronger advocates hoping that they can inspire their colleagues who are either neutral or resistant to the first conclusion to Yeah, Maybe change their point of view, but forcing people into trainings on this topic, question mark, because yeah, it may create actually the opposite effect. Yeah.

Marcel Pesch

Because I was kind of interesting because I kind of want to incorporate these kind of trainings and workshops into the curriculum. So for example, in the first year, they have kind of an HR s core. And they took do touch on some things. But for example, a unconscious bias workshop could be like, incorporated into that thing, but I don't want there is obviously that that kind of tension when you make a certain training, mandatory, but if it's disguised as a class, it might be a different kind of thing. Because in the first year, it's, you have mandatory attendance to the classes. Otherwise, there's certain consequences in terms of refunds, and that kind of thing. So, like, 80% attendance. So in that way, I can kind of force people to take the class if it's a good training or workshop, but it's kind of interesting, cuz I have read things that it might have the opposite effect, to make those trainings mandatory.

Interviewee

Yeah, well, the difference I think, also, what helps when we started doing the inclusion to enter the unconscious bias training, that was the sole thing we started with. So that was a starting point for us to create more awareness around diversity and inclusion. Whereas nowadays, we have incorporated the thinking around diversity and inclusion in many more processes. So if we talk about recruitment and talent management, performance management, promotion process, managers and employees alike will find elements of inclusion in all of those processes. So they actually recognize the benefits of diversity and inclusion in the different processes. And that systemic change is why managers see the benefit. So I think if you make, if you do an unconscious bias training, which isn't a bad thing, obviously, it's important for people to understand how these works. I think in combination, they should also recognize inclusion. And where potentially bias can be at play in the different processes. And that could be in things like organize a project. And if you see that people from the same background and the same language, if it's, if it's international group, if you see always the majority groups stick together, and so minorities always being the last ones in a group. That's where you see actually in real life happening. And the result of unconscious bias. So it's, it's, it's good to have that training, but then at the same time, if a group needs to be formed, that's also where you need to have that conversation about unconscious bias and how you can avoid that from happening. Or at least minimize the effect of unconscious bias. So it needs to be that



combination to make it something and to make it stronger, and to make people see the real life effects. So that's, that's one thing to have.

Marcel Pesch

Yeah, cuz I definitely want to have like one workshop about it, where it's kind of artificial. And then it's more, I would say, effective if they have to apply, like, as you mentioned, to like their real life connection, this connection. And I really enjoyed what what you said about the systematic changes what is important, especially because I think I eventually I want to incorporate that into this inclusion, like within all levels of the curriculum, and almost every course, because I think that's vitally important. But there's also the case of we have to start somewhere. And it's about like, getting the foot in the door, and then, you know, building up from there, that's kind of my angle that I'm trying to take.

Interviewee

Yeah, no, and that's, that's what we also did, right. We also started by creating these trainings. And what we did do is we collected business cases. So we did collect examples from the business. So during the training, we could already highlight some situations that people could imagine happening in their own team. So if you talk about in group out group as a bias, that's, that's a very big one. And that's some something that you can recognize in almost any situation that there is, yeah, that majority group that sticks together, or it's people from a different from the same background that stick together speaking the same language. that's by far one of the easiest, but also one of the most visible ones. And by having those kinds of examples manager would say, Ah, now I recognize some of the things that are happening in my team. And now I have some tools to make a difference. So we used a lot of business cases, which really helped. And then obviously, the next steps was and if you talk about some more skills and behaviors is, what can you do as a person. And with men, we had a stronger focus on managers, because they creates more visibility, they are the role models to so many more. So that was our first focus, but things like inclusive language, inclusive meetings, inclusive presentations, how you can inspire and influence people. So influencing skills, one of the other skills you can use is storytelling, and what kind of stories do you then tell what kind of examples do you take? So those are skills. And we're also

Marcel Pesch

In that case I can relate managers to to the teachers, lecturers, as well, they can facilitate the environment, you know?

Interviewee

Yeah, I would say if, if you will do mandatory training on unconscious bias, do start with lecturers because they need to role model that behavior. So they need to recognize what they create in their own classes before they Yeah, before students get that training. And things like English language or creating a I'm sure that Well, I think I'm assuming that they're still PowerPoint presentations used in classrooms, or Is that wrong? Something?

Marcel Pesch

Yeah.



Interviewee

Yeah. So things like, Yeah, what kind of language do you use, but also, if you look at inclusion for people that are differently abled, so people with less visibility and less visibility, so or are colorblind, so you have to make sure that your PowerPoint presentation can be read by everyone? Or what we do we always have subtitles, because there's people that's, that can't understand the language or they need to have this title. And so it's, it's in so many different elements that we want to create awareness. So yeah, talking language talking, storytelling, stereotyping. So in their examples, the hotel manager is always male. That obviously says something about Yeah. Okay, envision a manager role to be male role, not only female role, so it's those kind of things. Obviously, we have a lot of developers. And it used to be that whenever we spoke about the developer, it was always a male. And that is then not attract. Yeah, you're just setting for females or hiring.

Marcel Pesch

You have to be conscious that you're doing it. The third thing is Yeah, we do. We do have just a few minutes left. So sorry, the zoom call is going. Yeah, I'm probably going to end after like two minutes. We just really have to wrap up. Yeah.

Interviewee

We can always do that. If you have more questions. I'm happy to do another one. I did also, I told you some of the things that I shared with you, I put them on paper, so I'll email them to you. So you have my notes.

Marcel Pesch

Wonderful. Thank you so much. I just really like to thank you for all of the things that you've mentioned that you've said, I have wonderful notes. To include. And I'd also love to send you my report when it's done. If you'd like it. It'll be I think. Yes. Let's see if you have any last piece of advice for me with my research.

Interviewee

Yeah, well, I would say to focus on people versus systems. I think it's important. So it's not a inclusion is just not a standalone topic. It should really be embedded in a lot of Yeah, in a lot of different parts of the curriculum and whether it's Yeah, any lessons, but also in how you behave within the school environment as a whole. So I think that's, that is key to chess. And I would highly recommend to advocate for the awards program.

Marcel Pesch

Yeah. Yeah.

Interviewee

So that's one thing I would recommend. But that was it. I said, I would love to see the report. So thanks, if you can send me and usually that if there's any more questions on specifics, like ERG's or any other initiatives that we have a to set up another goal. I'm happy to do it by the way.



Marcel Pesch

What is ERG by the way?

Interviewee

Employees employee resource groups.

Marcel Pesch

Oh, yeah.

Interviewee

So we have one for LGBT. We have one for black people, I booking. We have one for disabilities. And we have one for women. Yeah.

Marcel Pesch

Perfect. Thank you so much. All right. So I think this zoom call is gonna kick us out any second now. Thank you. Thank you so much for this interview again, once again. And I'll be sure to reach out if I have any other questions or anything.

Interviewee

Yeah, please do. Please do.

Marcel Pesch

I'm looking forward to it even. Very, very helpful. Thank you so much, for taking the time today to talk with me.

Interviewee

No, don't worry.

Thanks. Good luck.



### Appendix VI.II.III - Interview 3 with Senior Communications Officer (SCO) of the Diversity and Inclusion department of Erasmus University Rotterdam

[19/01/2021]

Marcel Pesch

Maybe let's start with what is your role at Erasmus University? Okay.

Interviewee

So this is on the record?

Marcel Pesch

Yes. Okay.

Interviewee

I was a lobbyist in the past life. So you know, you have to know when when it's off the record on the record. So my role is I'm seeing a communications officer for marketing and communications, we have a responsibility of diversity inclusion. So I have a kind of dual role. As in, I am responsible for bringing diversity inclusion, to our existing marketing department, and also there to communicate what the actual, diverse inclusion department does. Very much our diversity inclusion initiative is is a, effectively a change management initiative at the university. It's what spans across many areas, from the institution itself, to its core business of delivering education, to research, HR, and Montt and from that monitoring, so also kind of benchmarking many aspects of diversity inclusion University. And for my role, I, usually, I am a communications officer, but essentially, because diversity inclusion is basically everything that we do, it kind of means being involved in a lot of areas. needed University. So for example, if we are, if we try to change curriculum, or have an involvement in saying this creator should be more diverse, some of the initiatives from the projects we have to do, because we have to be in a structured way, you do need to be communicated, that comes to me when it comes to, you know, getting attention for certain things. So for example, if we need data, or typically a lot of that has been through, like surveys for us staff, students, etc. You know, that's getting visibility for that is, comes back to me. A lot of it is strategic as well. So one of the things I did was to make a strategic plan for how we as university can communicate in a more diverse and sensitive way. And that was my major initiative for the past few years. And now I'm spending a lot of time trying to train departments that communication departments, but also keeping themselves on how they can communicate in a way that

Marcel Pesch

using inclusive language Yeah,

Interviewee

yeah, exactly. And, or even how to approach things in a in a inclusive mindset. Because it's not just in the action. It's also in the mindset, a lot of the communication issues that arise isn't because people are always thinking in an unusual way, other people not thinking in a malicious way, or people are people you use the wrong words at times. But that isn't the issue. The issue comes with oversight. The thing is the problem. When you see communication that is an inclusive or offensive. The problem wasn't just in the





person who wrote the thing, but happened several stages before. Yeah, it comes with one even what are we picking to focus on? And that's

Marcel Pesch

so yeah, you could you could correct something after someone has done it and be like, Oh, this is the more inclusive way or whatever to say it but you can start at the root and make the mindset of the person who wrote in the first place more inclusive.

Interviewee

Yeah, but even even there's that point, but even before that is about like who is in your team, what are the subjects what are the priority areas, what are the values and the culture of that and very much that kind of Already sets the field, even before you're selling people to run across it and to make their own decisions. And, you know, those inclusions an entire change management process, because if you are changing some stress structures, you're also from that having to change in culture and culture also allows us to change the structure. And then from that people conform to their social environment and social reality. And yes, they can have their individual opinions or their individual sensitivities. But in the right circumstance, you already kind of enhance or bring out the areas that you want to bring out

Marcel Pesch

facilitating the environment, that kind of change.

Interviewee

Yeah, and they have to come together, you can tell one person don't use certain words, and they won't. But if they don't see the priorities in talking about certain things, you still have the same result. And that's a So my role is also to try and bring that in, and also to discuss it and also to where possible, bring the input to say how this strategic change process can be.

Marcel Pesch

So you briefly mentioned that you're involved with with trainings as well in different departments, what kind of trainings and workshops are you involved with?

Interviewee

Well, again, my role is in the communication of these things. But for example, we are we do have trainings for our for staff, one thing we've been doing for our marketing department was to try and speak about inclusive communications. And we are trying to develop training for that. In that sense, I've had a role in trying to make a strategy a plan and to say, tell them, this is how you would this is what you need to know, to start when you're doing your work. Because the outcome is and taking it from a point of view is not necessarily a diverse inclusion point of view. But as a professionalism point of view, as in there many aspects within your work. We have, you know, we're a sporting institution, people who are dedicated on communication, but the majority of communication University is written by people who, who have no expertise in the matter, who are focused on their area. And in that, it's sometimes people researchers communicator already focused in a certain way already, they've decided this is it's an



economics paper. And that's the angle they're going with. And then we as communications individuals, basically take it and don't want to second guess, and basically just put out as it is, and in that we miss many ways of communicating. And that's or many narratives or angles in which we want to talk about, or how to make it real for people. So if you're talking about economic inequality, I mean, that does involve many aspects of diversity inclusion, from, you know, class, race, gender, and so on. And, you know, making a wider narrative is one angle. So when I talk about training, it's that last point is about speaking about how things can be the concept of how things can be communicated differently in an inclusive way. But then we also have the actual formal training as well. So when it's coming to things such as implicit bias training, or, or even reflecting on how bias can affect work. Implicit bias is one of them. It's not always suitable. But the getting people to understand and reflect on bias is the first step to actually being able to go further in. In considering Oh, actually, if I do this, how are people going to read it? Because a lot of times a lot of the issues that come up, is because people do not necessarily see the world in the variety of colors that it is,

Marcel Pesch

or, don't necessarily realize that something that they said could be, you know, offensive or anything?

Interviewee

Yeah. No, it's that they don't think that how something is received, people think about how I'm going to get it. And a lot of our communication is in that way. I think I want to deliver this information to you. And that's what matters. And a lot of diversity, inclusion, communication breakdowns happen with that, because not everyone is a cold, caring, racist, we have our biases, we have things, our blind spots, and if you start to be self reflective about that, then you start to think very, a bit more carefully about what you're doing and how you're saying and so on. And from that even if you don't necessarily have an interest in a lot of diverse inclusion, thinking or mindset, you've already, you're already taking steps to try and find the middle ground and mitigate that. And that's the beginning of, you know, actually communicating effectively does answer your question.

Marcel Pesch

Yeah, absolutely. Yeah, I have I have some some good things written down. Yeah, because with my research, I seeing that a lot of the work that my university is doing is rather performative. For example, they signed this agreement with other universities in Amsterdam, where they are promising to include more diversity, inclusion, having no tolerance for kind of harassment, or bullying, or whatever. But I'm not seeing any, like real action or communication from a university. And I personally think because my University's courses are in relation to hospitality management. And I think, okay, we are literally hospitality professionals, we should know how to like respectfully welcome, literally any single person who walks into our business into our hotel or restaurant, whatever, regardless of you know, that who they are, and their background, whatever, we should be able to have the skills to serve them and interact with them in a respectful and in an inclusive manner. And so that is the kind of backbone of my entire project is that I really want to involve all that kind of training and skills within the curriculum of our schools so that our students are, are prepared for the real workplace.



### Interviewee

No, I mean, from that, I see, as you're saying two different aspects, because there is one of like the institution and how you change an institution, of course, it being an education institution is producing the next generation of people, and how they think about the world around them and what they see as the limits of their responsibility or not. So education institutions are kind of interesting in that respect, because of that dual role. And I think your research is important for that, to, to come to what you said about performative ploys. And normally, this is a part of the call where I'd say stop recording, and I'll tell you, but I will say overall, that there is there does exist, a lot of performative efforts, not all of them by design. Most people are just confused, or they are freaked out a little bit as institutional, you know, in many organizations, most people, and this is what I see, I saw a lot of Erasmus is because it is a very big organization, very stratified. Also very complicated, and people are overworked. They are very focused on trying to deliver the best they can within the time that they have. And anything outside of that scope is an annoyance sometimes, or a stress factor. And because some things that people are not comfortable with accounts of stress factors, they tend to want to shy away from it, or not make mistakes. And that was that's been very apparent in a lot of places, even in Erasmus, I can say, without causing trouble, that people know that they might say the wrong thing, and therefore try and say nothing at all. Yeah. And in saying nothing at all, you are saying something. So you don't want to talk about Black Lives Matter, for example, and I do not like to send racism, because you are worried that your students or their will go, Why are you talking about this? Or you're not saying in exactly the right way that we need? And that may be true. And the response to that a lot of times in institution, not just in most organizations is to not deal with politics. Now, unfortunately, our society is less tolerant of that artificial distinction between politics and work. It's very much especially if you're a university, I think, for me personally, has become my own, my own and this one. I think that just making the distinction is yes, unreasonable in some respects. And we as a university have spoken a lot about our values, which is a good thing. We want our brands, we want our institutions We want our services to have value to us. That's why they're able to sell us so much stuff. And, you know, universities have always been a part of that you wear your colors with pride, and it says something about who you are. And when people see you, and you go, Oh, you go to that, that institution, it reflects certain values. And the question is, do you want those values to be defined for you? From an instrumental point? Do you want them to be defined for you? Or do you want to take ownership of them. And from a moral point, if you believe that you place that belief in moral values of plurality of inclusion in the small eye, because, you know, it's elite, but not elitist? It's, you know, exclusive without being actually exclusive to people, then you have to embed these values at all points. And this is to come back to what you were saying is that the reason why a lot of things are performative is because they happen after the fact they happen on the side that we have to be diverse inclusion comes in from the side. But actually, if you're saying, both culturally and institutionally that it is part of your responsibility, people will already from day one start to look at things in that way. So even for example, something like research or Research Services, research is seemingly unbiased, neutral. No one says, research has an agenda. And, you know, good scientific research doesn't. But it's, it still relies on individuals to pick priorities. And that will never change. And in a competitive environment, where it's like, what publishers, what was most important is that you



publish, then talking, saying, did we pick a team of researchers who are reflective, or who can who are one showcase or talents, and maybe ask questions, which either seems stupid, unnecessary, or outside but of relevance, actually having those people in at an early stage, or at least thinking about it, can have huge effects. And I believe, in many ways, a positive effect on what is actually prioritize what is research, the quality of the research, and so on. And it goes in many different fields, not just in research,

Marcel Pesch

I feel like over the summer, especially with the Black Lives Matter movement minority was very reactive with all of their efforts as kind of you mentioned. And with that agreement, they signed with the with the other universities, and also was actually kind of brought up the topic within like the research center. And my Commissioner from the research center is has I think around like 10 students who are doing research about specifically diversity inclusion within our school. And that is kind of a reaction, but at least there there's some efforts to, you know, commissioned the work to have the research done with our school so that we know, I think that's, that's good, because they're actually, that this is not a performative thing. But then again, I'm doing it myself.

Interviewee

Well, let me put like this performance, you know, perfection should not be the enemy of the good performative acts of diversity inclusion are better than no acts at all. Because when you say you're going to do something, people have now started to look at your institution, as you have a sense, that is no one. And I do not want to impugn any company, but there are certain organizations where we do not expect certain values for or incongruent to it. If you're, for example, a huge arms manufacturer, and you are funding and everyone knows that you give arms to regimes that may kill people, you know, people and a large one, I don't want to name any names, but people are not expecting you to suddenly be all Willy. And, you know, and yeah, that's not good. But they will price that in that if you say that you're going to as, especially as a university, where you're talking about is the youth of tomorrow, all these big aspirations. If you say that this matters, and you're going to do something about it, people will expect you to do something about it. So and at times, if it's performative, it's actually a word for their own back, because then you do have people going, you said that these are your values, but these are not. And that's tension they're getting to Hague alien, actually does change. Because Yeah, you do see something like Black Lives Matter. And you do see that people did come back and hold up. For many companies, many organizations hold up every marketing spiel they've ever done and said, What was that about? Yeah. And people knew them brands and and services where you people were like, you know what you're okay. And people knew the ones where I was like, you, you've been lying. Or you've been, you're not telling the truth, or you're not. It's meaningless. And, I mean, again, from an instrumental point, that's a huge reputational issue. Of course, you know, it has to be meaningful, the the things you say you're going to have to be meaningful, because I, you know, if you can tell I am black. And yeah, even if at some point was getting a little bit not paved, but a bit like, rolling my eyes when I put on FIFA, and they have, hey, Black Lives Matter, you know, and nice, great, but where is the meat here? Yeah. You know, what's the ultimate point? Are you saying this to avoid trouble? Or you're saying this because you need to make a difference? Yeah. And I think one of the things



that is important now is that you can, as an institution, or as an organization, and as individuals, I think the best thing is humility, and honesty, and transparency, because you can say, we didn't do anything scared, we didn't know, and so on. And yes, you'll have a period of where people, the mob, so to speak, when people criticize you. But if you actually show you're willing to learn, are willing to try and take what's there. People are a lot more forgiving. Or people see like, okay, it's fair enough. Because I, you know, I, a lot of individuals, such as myself, you know, someone who has faced, you know, inequalities from a certain angle, know, what they're getting into, I went to university to and I know, I knew it from day one, that there aren't going to be people necessarily that look like me, I'm going to be confronted with every day with new challenges, people who do not identify with my background and so on, doesn't mean they're bad people just that's how it is. And same thing, if you are someone who is has a functional impairment, saying all people want is to be respected. And I think on many angles, it's like, we accept a lot of people, no, the world is unequal. But it's more that we want things around us to be looking to try and change or not accepted on a worse not tell you, you're wrong. For going, actually, I feel that I need this is for people to listen. And, you know, we may never come to that point as a society or as an institution where everyone is perfect. Oh, everyone. There's no issues.

Marcel Pesch

Yeah. But at least I know, they mean that we should stop trying.

Interviewee

No. And also, it's at least what is the most secure for as a student as I work as and as a human being, is knowing that I can negotiate in good faith, with my colleagues, with my institution with people around me. And they are invested in my well being, or invested in ensuring that I am part of a community and that you know, some people the community do better than others, but that they want the best for me too.

Marcel Pesch

Yeah, a lot because I put out a survey with some of my students, some of the students in the in the school, and one of the things that they really want to see from the school is a lot of like communication and updates about Okay, what are what are the actions are taking, like, what is going on with this because they, they, they've all seen the thing of like, Oh, they signed this and this and whatever, but they haven't seen any like results and, and so in the communication of values and communication of efforts towards diversity inclusion would be very effective in No. As you said, like, making the values clear and making people feel like, Oh, I'm respected in this institution. I feel welcome. And they they care about me.

Interviewee

Yeah, I would. I'm mindful of my time and yours because I know I've kind of gone around here but I will say on that point. You can communicate and I've we didn't have as much as we have. Now when it came to communicating diverse inclusion. We we've made clear our values and but you can communicate, communications can't fix everything. policy is important. They go together. Without policy without good communication policy doesn't work without policy communication. It's just fluff. So they



have to work together with each other. And yeah, you do have to communicate, this is what we're actually doing. This is what we've changed. So for example, to come to a question about our initiatives at UWA, for example, systemically for many years, EUR has had you a top level female professors, and most institutions in the Netherlands, not all of them are good, and they're all of them under 50%, which is unacceptable. But that's first, at least in that dimension, there's a recognition, there was a problem. And that we are required by law, and by convention to do something about it, there hasn't been so much and a lot of other areas are not as, as explicitly. And one of the things we had to do was, we found that our university at a lower level or rather for students have is mostly women. But then we find this pyramid kind of narrows very quickly. So at the very top level of the institution, it is there is a significant skew towards men. So what we did is we created this program 2525, that we found that a lot of situation was that if I'm trying to be succinct, the issue wasn't that anyone sitting there going, we didn't want women to be at the top level at all. But rather, it was a way of promoting or way of system whereby typically, if you, if you're an academic, you're from a certain background, you already created a network, and a lot of it is, is human behavior, you know, and we have a bias towards things we understand recognized as people that look like us where we're from, and, you know, we give people the benefit of the doubt if we share certain commonalities with them. And that's always persisted. And it meant that sometimes, there was a lack of network for a lot of academics, there was also a lack of, you know, advice, advice, because in these networks, you're being told, oh, hey, you can maybe go apply for that, and so on on this. And this is not to say if everyone, but there were already barriers that have arisen. And, and that's the key thing about a lot of diversity, inclusion problems, but issues is that a lot of them are unintended consequences of things you may do, which are actually completely neutral. And a lot of things have been organized on a neutral basis. But they're neutral, but designed by people who tend to homogenize and see it as neutral. Yeah. So you have a very explicit process. But then you're discounting the fact that all this written stuff and convention that kind of makes it which they are part of.

Marcel Pesch

Yeah, that was nice. It's super important.

Interviewee

Yeah, it's acknowledging that that just because you say something neutral, and you've made it neutral, is that actually our environment is is not neutral. We're not all starting from the same space and base. Yeah, that doesn't mean that when people bad for it, it's just more that you can be making solutions for things thinking, it's a solution, but all you've done is put a lid over the over problems, or just kind of sidelined it. So this program, was able to get him academics to get extra training, get mentorship, build that community, get advice on your portfolio, from an objective point of view, and then they know where to stand in their career and where to if they know that he was going to maybe make it then they know to apply. They're not and if this If not, then they can find training for it. And I think that a lot of these initiatives we're trying to do is about increasing transparency, and making things as formalized and as structured as possible and relying less on individuals. Personal expertise, and expertise. But opinion, that doesn't mean that just because something is structural, that it is neutral either. I mean,





there are new, you also have to kind of build new systems that take inclusion at the beginning of the process, and try and build it in and builds checkpoints so failsafe is and get people to be able to feed back in. And that helps. Sorry, I have another 10 give you 10 minutes. I know I rambled so moved around a lot. So what things you need, especially as well,

Marcel Pesch

Let's see, I think I do have quite a few Things are ready. Actually, there's a lot of things I didn't plan to talk about that are super, super interesting that I really, really love. But yeah, I think we should talk about the con, competencies, specifically this, learn about that.

Interviewee

Okay. Um, I think the key thing is, is actually what I said about the humility angle. And I say there's a moral point, both to say that as an individual that I mean, especially for me at coming from abroad, I learnt a lot coming to the Netherlands because I'd only seen the world. You know, I'm from London, my family from abroad. So I was at an international perspective. Yeah. And London, the way my whole life was in London was a certain way. And then I went to Wales, like at the edge of Wales, and I was confronted by difference, people who had lived in a town where everyone looked like them, and, you know, spoke like them, everything is the same. And that was unusual for me. And then that was really a challenge. It was a bilingual university to it, then I came to Holland. And then I realized that fundamentally, even though I've gone to another part of the country and met people who've completely different lives, moving abroad, I had to re think, whole ways of how I communicate and do things. And that the competencies, I think a key one is already knowing that you don't know. And having the what, what, what Don't I know, in a situation. And I think if you ask yourself that question, in many respects, rather than for it, you know, it doesn't mean not having self esteem about what you will know or believe. But also in kind of looking at, what am I missing, or what perspectives I'm not taking, they're not in the room for this. And, and want to be challenged.

Marcel Pesch

In that regard with the kind of culture shock, it's really, one thing that made the university does well is that after the first year, you have to do an internship of six months, and you cannot do it. In the Netherlands, if you did not grow up here, or if you if you grew up here, you couldn't do it in the Netherlands, you basically had to do it in another culture or another country that you have no experience with. And in there, a lot of people who grew up their entire life here, living here in the same house, whatever, I experienced, like a huge, huge, huge culture shock, for example, they went all the way, I don't know, to Japan or Thailand or wherever. And and then I see like, I, I very much saw people change, like fundamentally how they experienced interact with different people. After the internship, I think that that's a very good. But that's like one thing. Sorry, I lost my train of thought, right there.

Interviewee

No, no, no, I get it. It's a good thing. I think the to, to to build on that. I mean, it's like,



Yeah, you do have to, you do have to want to be confronted by things. I think that you also have to know that what you don't know, to, which is a very important skill. And I also think on top of that is the you know, you have to take responsibility to that. I'm not Yeah, I'm not a woman. I'm not transgender, or anything. But it's like, do you know John Rawls, philosopher, and I was very influenced by his stuff. When I was at university, I did philosophy. And he was talking about the individual position, which was like, from like, a social contract, sort of theory. And he was basically saying, Okay, how would you design the world? If you didn't know your place in it? What thing? Yeah, what things would you accept? If you didn't, if you didn't know where you were going to be? And as a as a thought experiment, I think it's a really interesting way of thinking about how you design your systems and how you approach people as in if you will not like we get whenever I go to- I leave Europe, I have things that people look at me at in Europe, but when I go to Africa, I'm already in the top 1%. When I was gone, I'm in the top 1% of the country. I have privileges from that. And it's very much like, Okay, how do I want you know, I benefit from this, but how do I want my one environment to look like, you know, because I'm lucky. I have these things and, you know, I had a benefit of a good education as well. And You know, when you're looking at people, when you're dealing with this, it's one, it affects you. Maybe not as much as maligning me as others, but to you also have an interest in this, you're part of it. You know, allowing gender equality doesn't just involve women just talking, you are part of it. And, and you are affected by it, too. Because, you know, you don't care about gender equality, when you missed out on a teacher that could have inspired you just a little bit further. Yeah. You know, you're missing out on experiences, you didn't get, you know, I was really lucky at my undergraduate to do feminist international relations, queer international relations, never would have done it, you know, by a normal curriculum. And coming to your question, that was considered a bit. But it was an interesting way of like, looking at our world. And it was very much like, I really benefited from going Oh, wow. Like, we could look at it in that way. And yeah, to come back to it, if you start to look at the world in, you know, to prepare some for your life, it's like, if you think about what you would like, how, if you didn't know where you're going to be, how would you like things to be, then you will start to think about, okay, who am I missing? And for diversity, inclusion, it's not a step, I would say, it's not a separate thing. It's not a separate thing. It is everything. Because who you are, your beliefs, where you come from, basically, already tells you what's good, and what's not good. The things in English, there's certain things which I find important to me, which to a Dutch person is not important, or, you know, as a man, it's like, expressing myself in a certain way is important. But that's not always the best way. isn't always the best way, in a situation with people and so on. And it's, yeah, it's having the immunity of knowing that your priorities or your interests are not always, what is the best thing for you and the world around us. But sometimes, you know, also having the confidence to learn more. Yeah. So you know, actually, why you're, you know, if you do believe, you know, as a university, I don't challenge the fact that education matters, you know, you should be able to, to deal with people who think differently. And to be able to, within reason, because I'm not saying, you know, I'd be someone that wants to ban universities or ban education, with a reason be able to understand the priorities of another, and also be able to give a response to that. Because sometimes, I would say, in general, sometimes the the things that we don't recognize and other people are in our systems are, oh, I don't understand why people saying Black Lives Matter. It's fine. That





doesn't mean that you're being a, I don't think it's with me that you racist or bad person, but I don't think you're thinking about what is it people want to be they want to be respected and not? You know?

Marcel Pesch

Yeah. Absolutely. This whole talk has been very inspiring. Thank you very much for everything.

Interviewee

Yeah, Of course. Please do not hesitate to contact me if you have any more questions, and please look on our website as well, you can find some more information on the things we are doing there. And if you need to know any more information you can just call me.

Marcel Pesch

Perfect, thank you so much **[redacted]**. I appreciate you taking the time to talk with me today.

Interviewee

Of course, I'm glad I could be helpful

Marcel Pesch

Alright, Thank you so much! Have a nice day!

Interviewee

Bye!



## Appendix VI.III – Signed Consent Forms from Interviewees

### Interviewee 1

#### Informed Consent Form

*Diversity Consciousness and Inclusive Behaviour Education at Hotelschool The Hague*

I, the intended research participant, have read the information for this project. I was given the opportunity to ask additional questions. If I had any questions these have been answered to my satisfaction. I have had enough time to decide whether or not I wish to participate.

I understand that my participation is completely voluntary. I understand that I am free to withdraw at any time, without giving any reason.

I understand that some people have access to my personal details. These people have been mentioned (in the information etc.).

I consent to the use of my details, for the purposes that have been mentioned in the information/information letter.

I consent to my details being kept for further analysis (if applicable) for a maximum of 15 years after this research project has ended.

I hereby give my informed consent to take part in this research project.

Name of participant:

Signature:

Date : 15/ 12/2020

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I, the researcher, confirm that I have fully informed this participant about the above research project.

If any new information arises in the duration of the research project that could potentially influence the participant's consent, I will inform the research participant.



Name of researcher: Marcel A. Pesch

Signature:

Date: 14 / 12 / 2020

## Interviewee 2

### Informed Consent Form

*Diversity Consciousness and Inclusive Behaviour Education at Hotelschool The Hague*

I, the intended research participant, have read the information for this project. I was given the opportunity to ask additional questions. If I had any questions these have been answered to my satisfaction. I have had enough time to decide whether or not I wish to participate.

I understand that my participation is completely voluntary. I understand that I am free to withdraw at any time, without giving any reason.

I understand that some people have access to my personal details. These people have been mentioned (in the information etc.).

I consent to the use of my details, for the purposes that have been mentioned in the information/information letter.

I consent to my details being kept for further analysis (if applicable) for a maximum of 15 years after this research project has ended.

I hereby give my informed consent to take part in this research project.

Name of participant:

**REDACTED**

Signature:

Date : 18 / 01 / 21

I, the researcher, confirm that I have fully informed this participant about the above research project.

If any new information arises in the duration of the research project that could potentially influence the participant's consent, I will inform the research participant.

Name of researcher: Marcel A. Pesch

Signature:

Date: 14 / 12 / 2020

## Interviewee 3

### Informed Consent Form

*Diversity Consciousness and Inclusive Behaviour Education at Hotelschool The Hague*

I, the intended research participant, have read the information for this project. I was given the opportunity to ask additional questions. If I had any questions these have been answered to my satisfaction. I have had enough time to decide whether or not I wish to participate.

I understand that my participation is completely voluntary. I understand that I am free to withdraw at any time, without giving any reason.

I understand that some people have access to my personal details. These people have been mentioned (in the information etc.).

I consent to the use of my details, for the purposes that have been mentioned in the information/information letter.

I consent to my details being kept for further analysis (if applicable) for a maximum of 15 years after this research project has ended.

I hereby give my informed consent to take part in this research project.

Name of participant:

Signature:



Date : 18 / 01 / 2021

I, the researcher, confirm that I have fully informed this participant about the above research project.

If any new information arises in the duration of the research project that could potentially influence the participant's consent, I will inform the research participant.

Name of researcher: Marcel A. Pesch

Signature:



Date: 14 / 12 / 2020

## Appendix VII – Inclusive Language Training Initial Feedback

### Appendix VII.I – Diversity Day Feedback

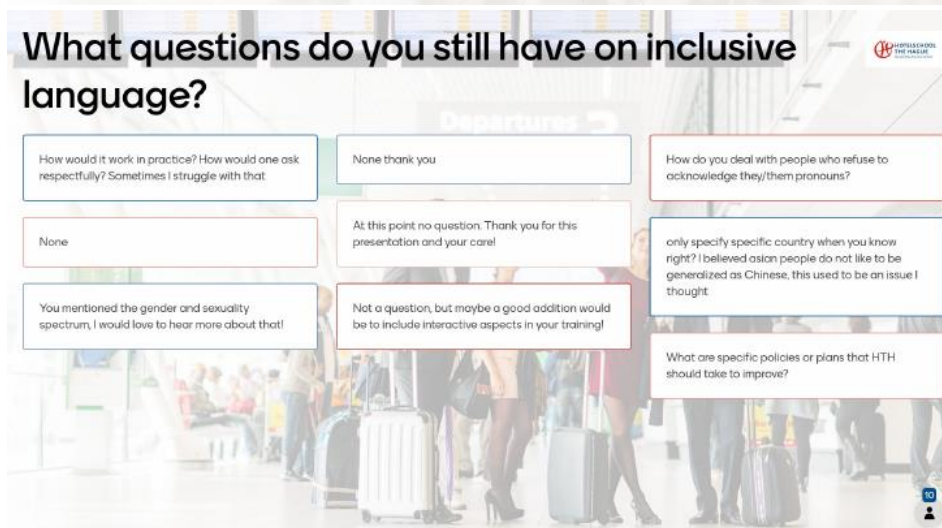
What are your takeaways from the inclusive language training?



How would you rate this training on inclusive language



What questions do you still have on inclusive language?





## Appendix VII.II – Feedback from Co-Creation

### Danny Sandoval

- Clarification on Gender Presentation versus Gender Expression.
- Non-binary, agender, and asexual positions on “the spectrum”.
- Addition of Neopronouns.
- Other additional information to include in the presenter’s notes.
- Aesthetic suggestions.

### Victoria Campbell

- Spelling and grammar check
- Use of the phrasing “person experiencing homelessness” in place of “person who is homeless” to detach the idea of homelessness being an identity, but more or a circumstance.
- Reordering of slides to make it flow more easily.
- Aesthetic suggestions.

## Appendix VIII – Inclusive Language Training

### Appendix VIII.I – Training Slides

Please view the presentation at:

[https://www.canva.com/design/DAEepHgN7Qw/MY8ksBguTO0NiLeIvw\\_DXg/view?utm\\_content=DAEepHgN7Qw&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAEepHgN7Qw/MY8ksBguTO0NiLeIvw_DXg/view?utm_content=DAEepHgN7Qw&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)



### WHY IS INCLUSIVE LANGUAGE IMPORTANT?

“ If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart. - Nelson Mandela





## Inclusive Language is Language that:

- *Acknowledges diversity*
- *Conveys respect to all people*
- *Is sensitive to differences*
- *Promotes equal opportunities*



## ESSENTIAL PRINCIPLES



## Use Person- First Language



A disabled person



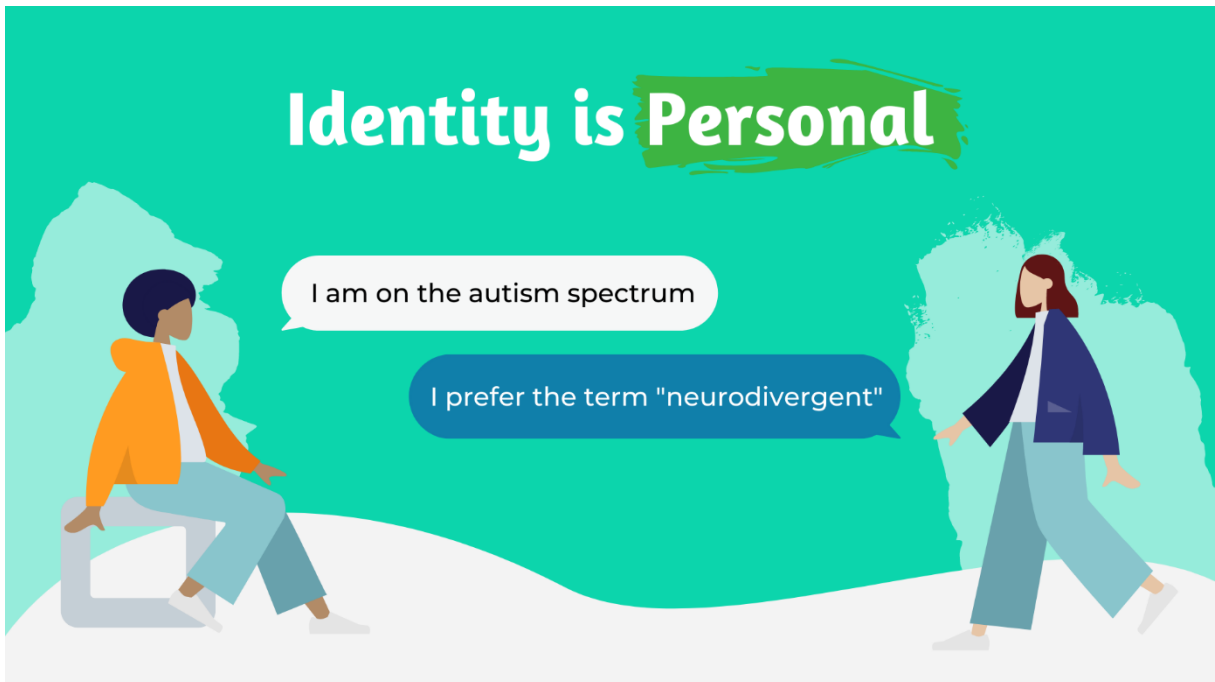
A person with a disability



## Identity is Personal

I am on the autism spectrum

I prefer the term "neurodivergent"



# Be Thoughtful and Intentional

*Should I mention  
that Nicole is  
Black?*



## LET'S LOOK AT SOME SPECIFIC EXAMPLES



## Age

### AVOID USING

- "Elderly"
- Older relatives as a metaphor for beginner or novice

*"so easy, your grandma could do it"*



### TRY SAYING

- Older person/ adult
- People over/ under the age of \_\_\_\_

## Class

### INSTEAD OF

- Hobo/ Homeless
- Poor
- Impoverished



### TRY SAYING

- Person experiencing homelessness
- Economically disadvantaged
- Person living at or below the poverty line

# Disabilities

## AVOID USING

- Handicapped bathroom/ area
- Handicapped/ Confined to a wheelchair
- "Slow" or "mentally retarded"
- Suffers from \_\_\_\_
- "Normal" or "Able-Bodied"



## TRY SAYING

- Accessible bathroom/ area
- Person who uses a wheelchair/ mobility device
- Someone:
  - living with \_\_\_\_
  - diagnosed with \_\_\_\_
  - who has \_\_\_\_

# Race & Ethnicity

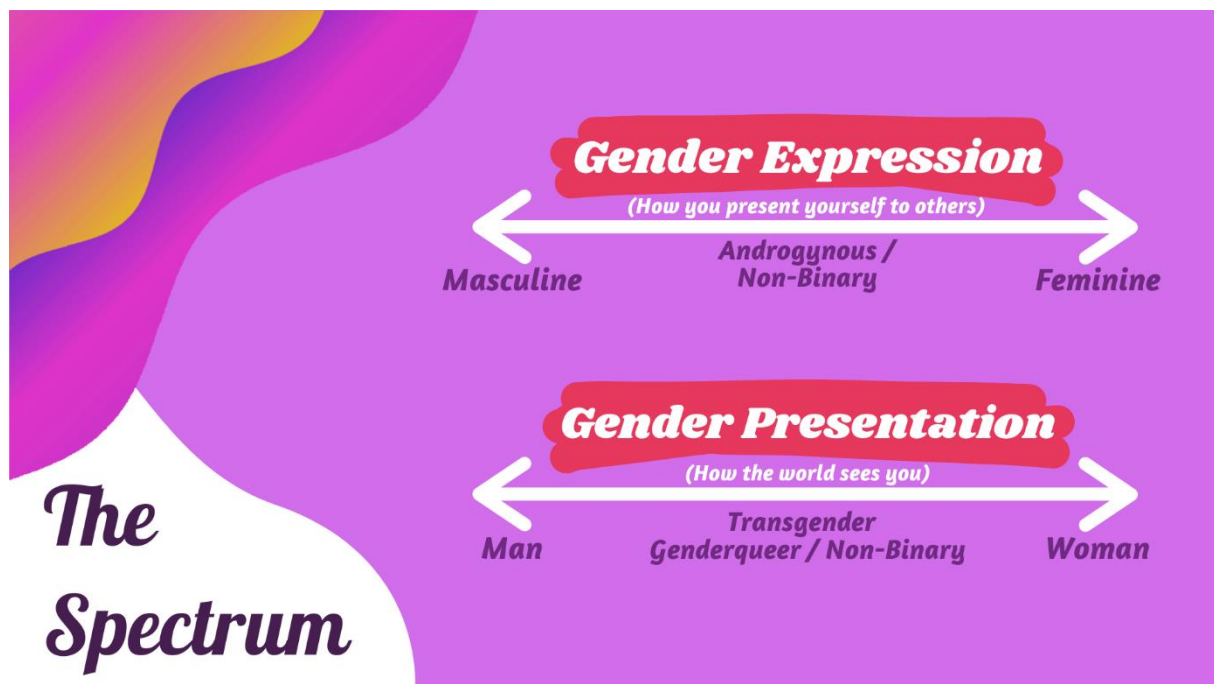
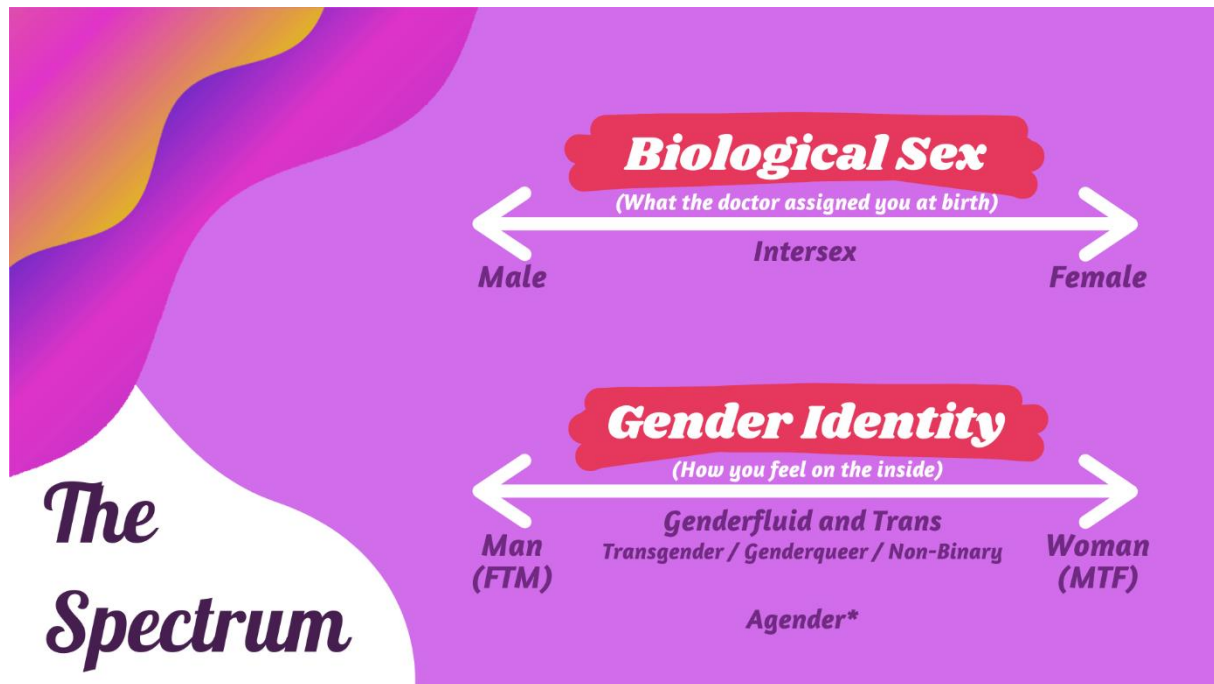
## INSTEAD OF

- "Mixed"
- Foreigners
- "Coloured"
- Very broad terms such as Middle Eastern, Hispanic, or Asian
- Outdated terms such as Oriental, Caucasian, and Arab.



## TRY SAYING

- Bi- or Multi-Racial Individuals
- Internationals, immigrants, visitors, travelers
- People of Colour.
- More localised terms and demonyms such as Lebanese, Colombian, or Thai whenever possible





## Gender Identity & Sexual Orientation

### AVOID USING

- Biological Sex
- Opposite Sex
- Gendered Titles (Stewardess, Chairman)
- "Guys" as to refer to mixed-gender groups
- "Normal" or "Straight"



### TRY SAYING

- Assigned Sex at Birth
- Different Sex
- Gender- Neutral Titles (Flight Attendant, Chairperson)
- Cisgender or Heterosexual





# Pronoun Use

He / Him  
She / Her  
They / Them

*If you don't know someone's pronouns, ask them!*

*If gender is not specified, opt to use **They/ Them***

*Make your support visible!  
Include your pronouns everywhere!*



## ONE LAST PIECE OF ADVICE:

***Maintain a Growth Mindset !***







## Appendix VIII.II – Presenter’s Notes

Slide Number	Notes
1	<ul style="list-style-type: none"> <li>Introduce yourself (+ your pronouns) and the presentation.</li> </ul>
2	<ul style="list-style-type: none"> <li>Read Quote, ask audience what they interpret the quote to mean</li> <li>Nelson Mandela is essentially saying that Words matter.</li> <li>More specifically, the nuanced way we use language—with a mindfulness for the perspectives and feelings of others—shows respect and understanding or a lack thereof.</li> <li>The concept of inclusive language is rooted in these ideas. It embraces language that is free from stereotypes, subtle discrimination, and negative messages.</li> </ul>
3	N/A
4	N/A
5	<ul style="list-style-type: none"> <li>Put the person first, because fundamentally, we are people above all else, and we want to be recognized as people.</li> <li>We do not want our identities to speak for us. they are a part of who we are, but not our entire lives.</li> </ul>
6	<ul style="list-style-type: none"> <li>When in doubt, Ask!</li> <li>Audience Question/ Discussion Prompt: Do you have an experience with someone who prefers to use a different term to describe themselves?</li> </ul>
7	<ul style="list-style-type: none"> <li>Ask audience: When is it even appropriate to call out a person’s race or physical or mental attributes?</li> <li>We recommend being thoughtful. Ask yourself the question, is it absolutely necessary to mention? Will my message be the same if I left out identity-specific information?</li> <li>For example, in a recruitment context, mentioning someone's race is not relevant. But in a medical context, it would be relevant to mention that a patient is Black, because we know that a patient’s race is a social determinant of health.</li> <li>Ask audience: <ul style="list-style-type: none"> <li>how would you tell a colleague to bring a coffee to a specific guest in another room? How would you describe the guest?</li> <li>Some good examples would be to describe: <ul style="list-style-type: none"> <li>where they are</li> <li>what they are wearing</li> </ul> </li> </ul> </li> </ul>
8	N/A
9	<ul style="list-style-type: none"> <li>"Elderly" is usually connotated to older adults living in assisted care facilities. For this reason, it is not a preferred term.</li> </ul>
10	N/A
11	<ul style="list-style-type: none"> <li>Examples: <ul style="list-style-type: none"> <li>A person living with a cognitive disability.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ A person without a disability.</li> </ul>
<b>12</b>	N/A
<b>13</b>	<ul style="list-style-type: none"> <li>• The Spectrum (created by the Trevor Project)</li> <li>• Gender and Sexuality is not binary. It is not black or white, it is multiple shades of colour. People may fall anywhere on the spectrums.</li> <li>• Our sexuality and gender identity aren't set in stone. In fact, people's identities can be fluid. The Spectrum can help you visualize how you feel at any given time.</li> <li>• A trans person's gender identity is not tied to their medical transition progress, or lack thereof!</li> <li>• Please note that for agender individuals, they are technically not placed along this scale, but rather off it as Individuals who are agender do not identify with having a particular gender.</li> </ul>
<b>14</b>	<ul style="list-style-type: none"> <li>• Gender expression and Gender presentation are essentially the same in terms of an individual person's identity, but the difference here is with the perspective. Expression is how YOU express yourself (clothing, style, etc.), Presentation is how you are perceived by OTHERS around you.</li> </ul>
<b>15</b>	<ul style="list-style-type: none"> <li>• Please note that for asexual individuals, they are technically not placed along this scale, but rather off it as they either do not experience sexual attraction at all, or only to a limited extent.</li> </ul>
<b>16</b>	<ul style="list-style-type: none"> <li>• Use descriptors of gender identity or sexual orientation as modifiers, not as nouns (for example, don't say "Gays" or "a Transgender", use people who are gay, person who is transgender).</li> <li>• Do not use the term "transformed" when referring to a person's transition. It is widely referred to as an ongoing process. Rather than saying that a person "transformed", you would say that someone started their transition at a certain point in time. (e.g. Andrew began his transition last year)</li> <li>• You can use:             <ul style="list-style-type: none"> <li>○ Woman of trans experience</li> <li>○ Transgender / Trans Woman / Woman</li> </ul> </li> </ul>
<b>17</b>	<ul style="list-style-type: none"> <li>• *Please note that pronoun use is very specific to individual languages.</li> <li>• Ask audience if they know how to ask for someone's pronouns.</li> <li>• Do not force someone to share their pronouns, try to invite them or encourage them to do so.</li> <li>• The best way to do it is to first share your own pronouns, and then ask.             <ul style="list-style-type: none"> <li>○ "Hi, I'm Marcel, 'He/Him' pronouns. How should I refer to you?"</li> <li>○ "My pronouns are 'He/Him', what are yours?"</li> </ul> </li> <li>• Neopronouns such as Ze/Zir and Xe/Xir also exist, and are used by individuals who do not identify with traditional pronouns like he/she/they.</li> </ul>



	<ul style="list-style-type: none"><li>• Instagram has a new feature where you can add your pronouns to your profile.</li></ul>
<b>18</b>	<ul style="list-style-type: none"><li>• You will make mistakes, it is hard. Making the effort is what counts.</li><li>• You are essentially retraining the framework which you use every day, and it will take some time to get used to it.</li><li>• Also, language is very nuanced and ever-changing. What may be correct now may be different in a few years time. But the essential thoughts and principles remain. It's all about being understanding, welcoming, and respectful of people and their identities.</li><li>• <u>Bonus Activity</u><ul style="list-style-type: none"><li>○ Let us look back at the quote from Nelson Mandela that we looked at in the beginning of the presentation, can we make this more inclusive?</li></ul></li></ul>

## Appendix IX – Inclusive Language Worksheet

### Appendix IX.I - Worksheet

NAME: \_\_\_\_\_

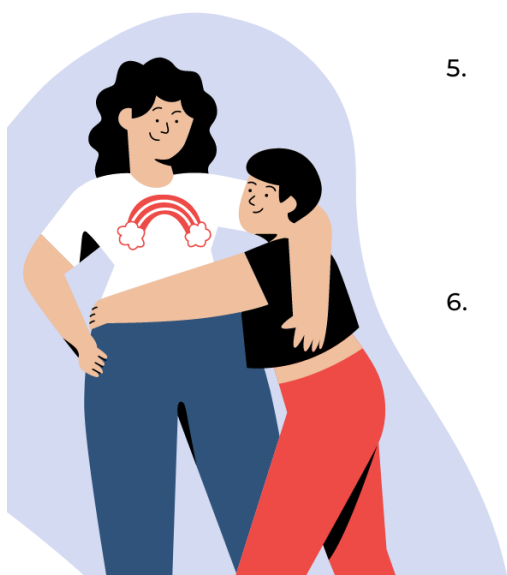
DATE: \_\_\_\_\_

# Inclusive Language Practice

Use what you've learned in the presentation to make the following sentences more inclusive.



- The stewardess said that the disabled bathroom is at the front.  
\_\_\_\_\_
- If there is a deaf guest, be sure to take note of his / her room number.  
\_\_\_\_\_
- I saw an elderly homeless person in front of the building yesterday.  
\_\_\_\_\_
- Sweden's population includes 2.3 million coloured foreigners.  
\_\_\_\_\_



- Able-Bodied people can enter this area, but someone confined to a wheelchair cannot.  
\_\_\_\_\_  
\_\_\_\_\_
- Jackson is a transgender. She used to be a woman, but she transformed into a man last year.  
\_\_\_\_\_  
\_\_\_\_\_



## Appendix IX.II – Worksheet Example Answers

1. The flight attendant said that the accessible bathroom is at the front.
2. If there is a guest who is deaf, be sure to take note of their room number.
3. There is an older person experiencing homelessness in front of the building.
4. Sweden's population includes 2.3 million people of colour who are internationals.
5. People without a disability can enter this area, but it is inaccessible to someone who uses a wheelchair.
6. Jackson is a man of trans experience. He was assigned female at birth, and started his transition last year.



## Appendix X – Indexed List of References Used for Inclusive Language Presentation and Worksheet.

Topic:	Used in:	Sources Used:
Introductory Information	Slides 2 and 3.	(Northwestern University, 2019), (Oregon Health & Science University, 2021)
Essential Principles	Slides 5, 6, and 7.	(Northwestern University, 2019), (Oregon Health & Science University, 2021), (Rider University, 2021)
Age	Slide 9 and Worksheet.	(Northwestern University, 2019), (Rider University, 2021), (WGBH, 2019)
Class	Slide 10 and Worksheet.	(Northwestern University, 2019), (Rider University, 2021), (WGBH, 2019)
Disabilities	Slide 11 and Worksheet.	(Northwestern University, 2019), (Rider University, 2021), (WGBH, 2019)
Race and Ethnicity	Slide 12 and Worksheet.	(Northwestern University, 2019), (Rider University, 2021), (WGBH, 2019)
The Spectrum	Slides 13, 14, and 15.	(The Trevor Project, 2017)
Gender Identity and Sexual Orientation	Slide 16 and Worksheet.	(Northwestern University, 2019), (Rider University, 2021), (WGBH, 2019)
Pronoun Use	Slide 17 and Worksheet.	(GLSEN, 2020), (MyPronouns.org, 2021), (WGBH, 2019)



# Appendix XI – Client Evaluation Form

## Evaluation Form Company Project/Research

(EVALUATION FORM OF ALL CLIENTS AND ON ALL DELIVERABLES IS COMPULSORY, FORMAT IS NOT)



Name of student:	Marcel Pesch	Student number:	671561
Research Client:	Diverse Minds		
Name of client:	Anemoon Schepel	Position of company tutor:	Lecturer
Project/Deliverable: (please specify)	Inclusive language training based on diversity awareness and feeling of inclusion of students		
During the first evaluation the proposal for the project and end deliverable is discussed. For this final evaluation the project is evaluated. This is taken into consideration for the final assessment of the student.			
<b>CATEGORY 1: EXPERTISE/KNOWLEDGE OF THE FIELD</b>			
Rating	Excellent	Good	Room for improvement
	In-depth use of relevant literature and knowledge of the field. The deliverable shows excellent thinking capacity of the student (taking into account all significant factors and looking from all different perspectives).	Use of relevant literature and knowledge of the field. The deliverable shows mostly intellectual depth (taking into account significant factors and looking from different perspectives).	No or incorrect use of literature and knowledge of the field. The deliverable lacks intellectual depth.
			In the research itself relevant literature was consulted, also previous research was taken into account. I have not seen the latest report, so this I have assessed from memory.

<b>CATEGORY 2: KNOWLEDGE APPLICATION/SOLVING PROBLEMS</b>				
Rating	Excellent	Good	Room for improvement	Comments
	The theories and models are skillfully applied and the student can translate this in a unique solution action. The student can relate situations to concepts that results into a solution that adds great value to the company's overall strategy. The creative solution is/ can be implemented and evaluated and is solving the problem.	The student uses theory and models and shows understanding of the issues at hand. The solution is realistic and implementable for the company. The solution is/ can be implemented and evaluated.	Mentioning theory and models, but not using them in the correct way. The student cannot convince of the possibilities to implement and evaluate. It is not solving the problem.	The inclusive training and the advice provided to the Curriculum committee add to the signing of the 'Diversity and Inclusion'- document of Ms. Von Steglitz plus it fosters our HTH community and contributes to the UNSDGs, two of our strategic objectives. Even though I am very much in favour of the topic itself and know quite something about it, it made me reflect on certain things myself, like saying: 'Guys' in class. I still would like to see more of an implementation and evaluation plan on paper, but while discussing it before the finalization of the report, it seems Marcel knows what he wants to do and how it can be achieved. The meeting with the chair of the curriculum committee seems to lay a foundation for awareness within our school.

<b>CATEGORY 3: INFORMED JUDGEMENTS</b>				
Rating	Excellent	Good	Room for improvement	Comments
	The research process is done and explained in an excellent way. All statements, conclusions and recommendations are underpinned with the data collected by the students and/or referencing. The analysis is very substantial.	The research process is done and explained well. Most statements, conclusions and recommendations are underpinned with the data collected by the student and/or referencing. The analysis is substantial.	Weak problem analysis, research question not clear enough. Data collection and/or methodology is insufficient. Weak analysis, use of data from one dimension and not backed up.	The research set-up and process was already completed before I could blink an eye. Very professional and taking different concepts into account. You might have started very broad, but you narrowed it down and your solution shows that too. Maybe more research on diverse material that is used now and exclusive language used etc. However, that is someone else's additional research perhaps? You can't do everything.

<b>CATEGORY 4: COMMUNICATION AND SHARING KNOWLEDGE</b>				
Rating	Excellent	Good	Room for improvement	Comments
	Excellent ability to communicate information, ideas, problems and solutions to all stakeholders involved. The deliverable adds great value to the main stakeholders. Initial and creative channels have been actively used to share outputs and knowledge.	Good ability to communicate information, ideas, problems and solutions to stakeholders. The deliverable adds value to the company. Existing channels have been used to share knowledge.	The deliverable could have been better delivered to the stakeholders. The deliverable could have added more value, if better delivered. No active communication of outputs and knowledge.	I enjoyed your presentations and our communications very much. You have been part of the Diversity Day presentation, where 30 people were present. It reminds us that it is a learning process to become more inclusive (and more diverse) and we can only do it together. You have also arranged to present to the chair of Curriculum Committee and with regards to your notes, seem to very valuable. You are knowledgeable and we communicate as equals.

<b>CATEGORY 5: INTERCULTURAL HOSPITALITY LEADERSHIP</b>				
Rating	Excellent	Good	Room for improvement	Comments
	Student is able to lead the project by themselves. Student is self-critical towards improvement and takes feedback to heart. Student deals with a diversity of stakeholders in an intercultural competent way. Hospitality mindset is seen in project or work in a very distinct way.	Student is able to lead the project with little help. Student is critical towards improvement and listens to feedback. Student deals with different stakeholders. Hospitality mindset can be seen.	Tasks performed are described and not critically analyzed. Student is not too critical towards own learning and can listen better to feedback. Student does not know how to deal with differences in stakeholders. Hospitality can be improved.	You have been driving this project and also co-created with multiple people who are diverse in gender presentation for instance. This shows you are culturally aware and empathic towards others.

**OVERALL COMMENTS:**  
I realize now while filling in this, that I should update this evaluation form with the added value to the company as a specific category. I believe that with the research on diversity awareness and with the implementation of an inclusive language training, awareness will happen and YOU have made that happen. Hopefully lecturers will recognize that the language they use and the material they use in class is not always inclusive and diverse enough. For students, it is good that they are made aware of it too. The whole DBR process that you have gone through support in that. Your presentation during diversity day already opened some eyes of some people who are not aware, but also of some 'woke' people. Thank you for the research, but most importantly for the implementation material and the co-creation you have done, which is practical and valuable to HTH, but any other company to support their community and develop more empathic people.

**STUDENTS' COMMENTS:**  
Comments on evaluation: Overall, I am incredibly proud of the work that I was able to do for the inclusive language training. I put a lot of time and energy into researching the materials for the training and performed co-creation sessions with experts on the first draft of my product to make it the best it can be. I really believe in the impact that this new and improved training will have, especially because the first try-out during Diversity Day already was super well received. I think that delivering this training to many more members in our community will help foster a more inclusive environment at our school, and make it a better place to live, work, and study.

<b>DATE &amp; STUDENT'S SIGNATURE:</b>	<b>RESEARCH CLIENT'S SIGNATURE:</b>
27/05/2021	

THE COMPLETED FORMS (ON ALL DELIVERABLES AND PERFORMANCE) NEED TO BE EMAILED TO THE LYCAR COACH AND PUT IN THE APPENDICES OF THE CAREER PORTFOLIO



## Appendix XII – Assessment and Feedback from Approved LYCar Proposal

### LYCar Proposal Grading Rubric

U.1.1 (Version LYCar 2020; 25 November, 2020)

Student Name:	Marcel Pesch	LYCar Coach:	Ms. van Geuns
Student Number:	671561	Primary PLO:	5
Date Submitted:	07/02/2021	Secondary PLO(s):	9

Note: All boxes with red border to be filled by student

Preconditions (required for assessment)	Yes	No	Comments
<b>Checks content and completeness</b>			
<b>Executive Summary</b> is present, concise, can be read independently, contains information about process and content, focuses on results and outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>LYCar Proposal meets formal reporting criteria (according to e.g., LYCar Reading &amp; Writing Guide)</b>			
LYCar Proposal is written in English and is professional, including common basic components such as Intro, ToC, Conclusion etc.- see Reading & Writing Guide	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
LYCar Proposal is max. <b>5.000 words</b> (counting after Table of Content, incl. text in tables) - visual proof of wordcount is included in Appendices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Harvard Referencing Style is used consistently, referencing to primary sources only, List of References is well presented	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>Check (technical) formalities and submissions</b>			
Ephorus upload	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
LYCar Proposal incl. Appendices are uploaded in Osiris	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>Ethics and data management</b>			
Ethical, integrity and data management requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>Entitled to assessment? (All yes above required):</b>	<input checked="" type="checkbox"/>		





DD1: The student has demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that is supported by advanced textbooks

	Excellent	Pass	No Go
1.1 Use of literature and knowledge of the field	Student uses in-depth literature and knowledge of the field throughout the report. The report contains no mistakes and factual incorrectness.	Student uses in most cases literature and knowledge of the field in the report. The report contains some mistakes and factual incorrectness in a limited part of the report.	No sufficient or correct use of literature and knowledge of the field in the report. The report contains mistakes and factual incorrectness.
1.2 Intellectual depth and abstract thinking	Student takes all significant factors into account and looks from different perspectives, sees patterns, relates situations to concepts in order to solve larger problems. The reports show excellent thinking capacity of the student. New unique insights presented in the topic and depth of understanding displayed. Excellent linking between the elements and the underlying issues within the case situation.	Student takes different perspectives into account. The report shows intellectual depth (taking into account all significant factors and looking from different perspectives) in most parts of the report. Some patterns are clear. Some links have been made.	The report lacks intellectual depth (superficial and merely descriptive) in some parts of the report. Patterns are not sufficiently made clear.
Student Feedback:	Excellent <input checked="" type="radio"/> Pass Not Yet	I strongly believe that I dove into a lot of literature and studies on this topic throughout my project. My claims and statements are all either backed up with credible sources or are mentioned to be my own assumptions. Different perspectives are evident in my multifaceted approach, and patterns are shown especially in the last portion of the results section. Linking is done all throughout.	
Assessor Feedback:	Excellent <input checked="" type="radio"/> Pass <input type="radio"/> Not Yet <input type="radio"/>	Excellent. The literature review in the problem definition supports quite well the actual literature review and the analysis of it that leads to your adopted methodology.	

DD2: The student can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and has competences typically demonstrated through devising and sustaining feedback and solving problems within their field of study

	Excellent	Pass	No Go
2.1 Application of theories/models to situations at hand	Student uses a range of theories/models appropriate to the problems in the case skilfully and able to add their own unique perspective and insight. They own the model(s).	Student mentions a range of theories/models appropriate to the problems in the case and applying some of them in the correct way.	Mentioning models and theories but not using them in a correct way.
2.2 Possible impact and meaning of own work - dissemination of research	Student plans evaluation of impact and meaning of own work in relation to business and industry with sound underpinning. Identification of all stakeholders and acts of dissemination. Plan on how to effectively disseminate knowledge through different channels fitted for a variety of audiences is also presented.	Student formulates criteria for evaluation. Student describes possible impact and meaning of own work. Identification of stakeholders and planning of dissemination through at least one valuable channel with an audience is presented.	Student fails to describe criteria how to evaluate impact. No identification of stakeholders or realistic plan on dissemination of knowledge through at least one valuable channel with an audience.
Student Feedback:	Excellent <input checked="" type="radio"/> Pass <input checked="" type="radio"/> Not Yet	(buttons not working) Pass - I did a lot of research, but for my topic there are not many existing models or concrete theories that can necessarily be applied. I have, however included references to literature such as Fuentes et al. (2020) which acts as a guideline for curriculum restructuring with DEI in mind. I have made a comprehensive list of stakeholders and detailed many ideas on how I can disseminate my research to different audiences and with different channels.	
Assessor Feedback:	Excellent <input type="radio"/> Pass <input type="radio"/> Not Yet <input type="radio"/>	Pass. It is a difficult topic and due to its recent character there are not a lot of studies that can be used as referral. The focus, the point of view of your study could have been more clearer. This would have helped to analyse and channel the findings in solutions more easily. Your MRQ: "How can HTH incorporate more diversity and inclusion into the educational curriculum?" presumes that the point of view of the educational curriculum designers would also be taken into account. However, none of these stakeholders have been interviewed.	



DD3: the student has the ability to devise data gathering events, gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues

	Excellent	Pass	No Go
3.1 The Design Based Research Process	Student sets the research process up in a systematic and well organised way. Student makes sense of a problem mess, analyses a (complex) problem and formulates feasible solutions by using a design-based research approach. Logical flow from Problem definition to Analysis to Solutions Design/methods are well chosen and motivated.	Student analyses the problem, and formulates possible solutions underpinned by literature using a design-based research approach. Methods motivated and mostly logically chosen	Insufficient problem analysis and methodology, research cycle not used.
3.2 Analysis and evaluation of data	Student plans analysis and evaluation of data/information well using appropriate (digital) tools and makes data-driven decisions. All statements are underpinned with facts and figures and/or referencing. The appropriate tools are used in all steps. Analysis is sufficiently complex with use of information from more than 2 different dimensions (practitioners, scientific literature, the organization and stakeholders).	Student plans analysis and evaluation of solutions clearly, with some flaws or uncertainties. Some statements are underpinned with facts and figures and/or referencing, some lacking underpinning. Analysis is sufficiently complex using data from at least one dimension and sufficiently backed up with literature.	Plan of analysis and evaluation of solutions is not clear. Statements are mostly not underpinned with facts and figures and/or referencing; some are contradicting. No tools are used. Lacking or no analysis and not backed up with literature.
Student Feedback:	Excellent	Pass	Not Yet
Assessor Feedback:	Excellent	Pass	Not Yet

My methodology section and planning for my research project is very thorough. I was able to make sense of the problem mess and my process is very logical and clear to follow. The report clearly follow the DBR steps. I have already done my analysis of my data, and although made brief and not using all of the data at this current stage (due to word count), all of conclusions are sound and underpinned with data. I made good use of SPSS and my analyses are relevant and interesting. I have evidence from practitioners, literature, the organization, and stakeholders.

Excellent. Your research as such is well done. The overview and analysis of the results is good. The synthesis of the results that lead to the solutions could be deepened a little more. It will be good to translate the visual overview into words and clearly link it to the interview results which lead to the solutions proposed. As it is now, they are a little isolated.

DD4: the student can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

	Excellent	Pass	No Go
4.1 Communication to audience making use of professional (business) English	Student divides information effectively in paragraphs/chapters. No noticeable errors in English usage and mechanics. Use of language enhances the argument and avoids abbreviations. Sentence structures are well varied, and voice and tone are highly suitable for the specific audience/s. Style and content complement each other into an appealing, high quality story. Highly skilful organisational strategy. The logical sequence of ideas increases the effectiveness of the argument and transitions between paragraphs strengthen the relationship between ideas. Sub-headings are employed effectively and the links between different sections are reinforced through linking expressions. Shows attention to detail in all parts of the report.	Student divides information in paragraphs/chapters. Errors in English usage and mechanics are present, but they rarely impede understanding. Use of language supports the argument. Sentence structures are varied, and voice and tone are generally appropriate for the intended audience/s. Generally, a clear organisational strategy. The sequence of ideas in most cases supports the argument and transitions between paragraphs clarify the relationship between ideas. The report is mainly comprehensively written and lacks some attention to detail in some parts of the report.	Distracting errors in English usage are present and they impede understanding. Use of language is basic, only somewhat clear and does not support the argument. Word choice is general and imprecise. Voice and tone are not always appropriate for the intended audience/s. Basic organisational strategy, with most ideas logically grouped. Transitions between paragraphs sometimes clarify the relationship among ideas. The report is not comprehensively written and lacks attention to detail in most parts of the report.
Student Feedback:	Excellent	Pass	Not Yet
Assessor Feedback:	Excellent	Pass	Not Yet

The report is well organized and structured in a way that makes sense and makes it easy to read. Academic language is used all throughout and the tone is appropriate for this research paper. Only a few abbreviations are used. No noticeable errors in grammar, spelling, or other language conventions. vocabulary is varied.

Excellent. The report is well organised and as a native speaker, you have an excellent use of English. You are capable of addressing both specialist and non-specialist audiences.



DDS: the student has developed those learning skills necessary to continue to undertake further study with a high degree of autonomy

	Excellent	Pass	No Go
5.1 Plan on IQ development in PLO: Reflection on product(s)	Student has clear plans on what will be delivered and uses different relevant theory to underpin own work and reflect on it.	Student has a plan on what will be delivered and uses theory to underpin planned own work and reflect on it.	No clear deliverables mentioned and almost no theory to underpin own work and reflection.
5.2 Plan on AQ & EQ Self development	Student devises excellent ability to critically reflect on own developmental goals and demonstrates real growth mindset for life-long learning. Student proposes a demonstration of being able to self-direct, taking initiative in unpredictable situations. Student shows different metrics that can demonstrate development in terms of their EQ/AQ.	Student shows developmental goals and demonstrates growth mindset. There is a plan on how to reflect on values, attitudes and behaviour. Starting levels and desired end levels are described and measurements are provided.	Developmental goals are not concrete, there is no demonstration of growth mindset. Plan on how to reflect is vague and does not give enough substantiation to show growth.
5.3 Plan on EQ Social development	Student provides a plan on how to construct a multitude of proof that shows development as an Intercultural Hospitality Leader. Excellent ability to contribute to the global society/local community as a responsible citizen. Excellent analysis of diversity of people the student will deal with. Possible effective collaboration with all stakeholders in different cultural settings. Hospitality is key to the project or work the student does.	Student provides a plan on how to prove development as an Intercultural Hospitality Leader. Plan on how to contribute to the global society/local community as a responsible citizen. Proposing ideas on how to collaborate with different stakeholders in different cultural settings. Hospitality is a differentiator in the students' project or work.	No clear plan on development as an Intercultural Hospitality Leader. Plan on how to contribute to global society/local community is missing. Ideas proposed on collaboration or hospitality are not sufficient.

Student Feedback:

Excellent ☒  
 Pass ☐  
 Not Yet ☐

A well thought out plan has been presented on which professional products will be produced during the internship. Good methods of tracking and measuring growth in IQ, AQ, and EQ are presented, and multiple metrics are employed. Intercultural, Hospitality, and Leadership aspects are also very clear.

Assessor Feedback:

Excellent ☐  
 Pass ☐  
 Not Yet ☐

Excellent. A very clear plan on the future of your skills. It is not entirely clear what the deliverable of the placement will be...

## Overall Assessor Feedback

A nice piece of work that contains a lot to continue working on!! Well done. Hope you can fulfill your plans during your placement. N.B. The grading bullets do not work. All are excellent except

## LYCar Proposal Outcome

Excellent	<input checked="" type="radio"/>	All qualitative criteria awarded a "Pass" and at least two qualitative criteria awarded a "Excellent"
Pass	<input type="radio"/>	All qualitative criteria awarded a "Pass". "P" registered in Osiris. Student can continue with LYCar execution.
No Go	<input type="radio"/>	One or more qualitative criteria graded as "Not Yet". "F" registered in Osiris. Student re-writes LYCar Proposal with incorporated feedback.
Pre-Condition NY	<input type="radio"/>	Pre-conditions not met. Student resubmits LYCar Proposal. No grade or feedback provided to the student.



## Appendix XIII – Research Data Upload Confirmation

### File Upload Notification



noreply <noreply@hotelschool.nl>

Sat 29/05/2021 10:02

To: Marcel Pesch



Dear Marcel Pesch,

This is an automatic delivery message to notify you that a new file has been uploaded.

Name : Marcel Pesch

Student Number : 671561

Email : 671561@hotelschool.nl

LYCar Coach : Ms. JJ. van Geuns

Research Number : 2021-13

We kindly request you to forward this email to your LYCar coach as evidence that your data files have been uploaded securely.

Thank You.

[Reply](#) | [Forward](#)

### The following files have been successfully uploaded:

BA2021-13.Full Interview Transcripts.CONFIDENTIAL.pdf  
 BA2021-13.Informed Consent Form Dr.Wakker.CONFIDENTIAL.pdf  
 BA2021-13.Informed Consent Form Frederick Ntow.CONFIDENTIAL.pdf  
 BA2021-13.Informed Consent Form Tina Schoor.CONFIDENTIAL.pdf

### The following files were unable to be uploaded due to filetype and size restrictions:

BA2021-13.Interview Dr.Wakker.CONFIDENTIAL.mp4  
 BA2021-13.Interview Frederick Ntow.CONFIDENTIAL.mp4  
 BA2021-13.Interview Tina Schoor.CONFIDENTIAL.mp4  
 BA2021-13.Interview Videos.CONFIDENTIAL.rar  
 BA2021-13.Output Descriptive Statistics.spv  
 BA2021-13.Output Inferential Statistics.spv  
 BA2021-13.Raw Survey Data.sav

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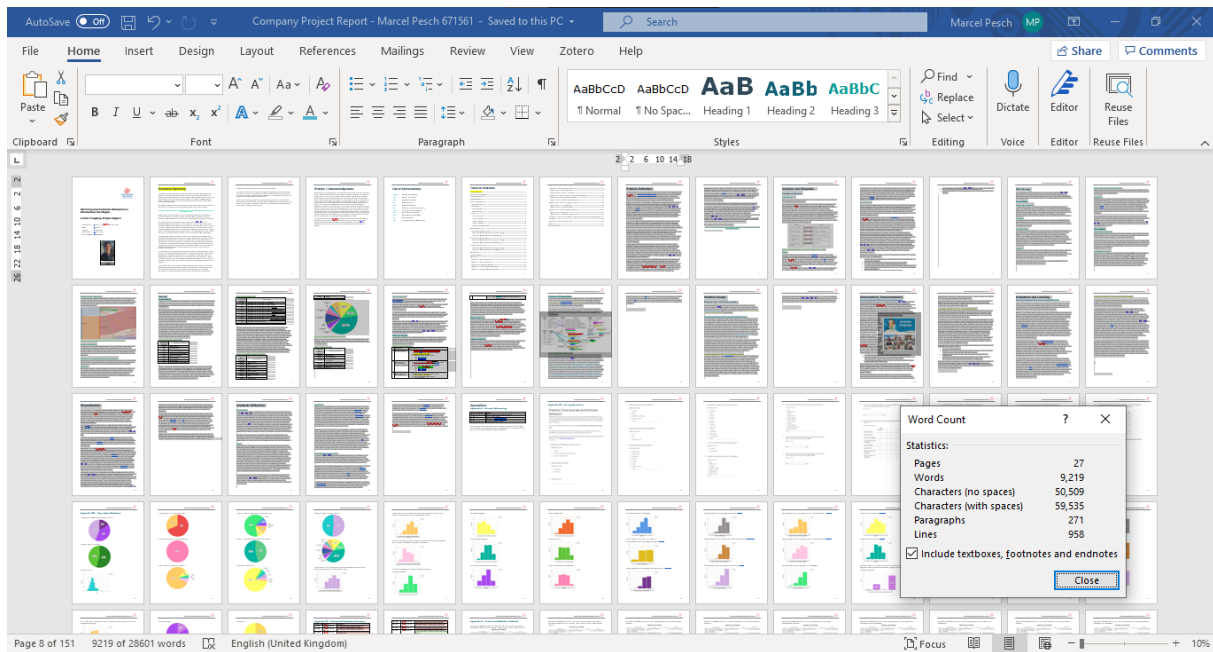
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# Proof of Word Count



**9,219 words + 499 words in images = 9,718 words in main body**