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# NEOLAiA

## Transforming Regions for an Inclusive Europe

### WORK PACKAGE 3

### Diversity and Inclusion – Overcoming Barriers

### Deliverable 3.2

### Needs Analysis

June 2024

| WP3                       | D3.2 Needs Analysis                                                                                                                                                                                                                      |
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| WORK PACKAGE LEADER       | Michaela Vogt, Bielefeld University                                                                                                                                                                                                      |
| CONTRIBUTORS              | Bielefeld University, University of Jaén, University of Nicosia, Örebro University, University of Ostrava, University of Salerno, University Ștefan cel Mare Suceava, Šiauliai State University of Applied Sciences, University of Tours |
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## 1 Lists of terms, figures, and tables

### 1.1 Used terms and abbreviations

- $\beta$  – Regression coefficient
- $\chi^2$  – Chi-square
- Cov - Covariance
- D&I – Diversity and inclusion
- EDI – Gender equality and equality, diversity, and inclusion
- EU – European Union
- Sd – Standard deviation
- SDG – Sustainable Development Goal
- UNIBI – Bielefeld University
- WP – Work package

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## 2 Overview of NEOLAIa with a focus on WP3 'Diversity and Inclusion'

NEOLAIa, with its slogan 'Transforming Regions for an Inclusive Europe', is an Alliance of nine European Universities co-funded by the European Commission in its 2023 call for the period 2024-2027. The aim of NEOLAIa is to transform regional connectivity by embracing (i) digital transformation, through (ii) inclusion and diversity in a context of (iii) enhanced mobility, which are the three pillars of the project. To achieve this end, the work of NEOLAIa is being organised around ten lines of action, or work packages (WPs):

WP1 Project Management  
WP2 Improving Teaching and Learning  
WP3 Diversity and inclusion - Overcoming barriers to participation  
WP4 Enhanced Mobility  
WP5 Increasing Regional Research Impact  
WP6 Entrepreneurship - NEOLAIa Capabilities for the society of tomorrow  
WP7 Towards a plurilingual and intercultural European university  
WP8 Adopting and Sustaining Open Science  
WP9 Digital Transformation  
WP10 Sustainability and dissemination

The NEOLAIa partners are: Bielefeld University, University of Jaén, University of Nicosia, Örebro University, University of Ostrava, University of Salerno, Ștefan cel Mare University of Suceava, Šiauliai State University of Applied Sciences, and University of Tours.

The aim of WP3, Diversity and Inclusion, is to establish a set of common diversity and inclusion (D&I) values and principles within the Alliance that are aligned to the European guidelines.

- This objective will be achieved through the creation of a common framework (NEOcharter, task 3.1).
- The implementation of the NEOcharter within the Alliance will then be sustained through continuous improvement, reflection on the current best practices, and mapping NEOLAIa's current D&I practices with regard to removing barriers in different dimensions as defined by the European Union policy (NEObest, task 3.2).
- Furthermore, the objective of WP3 is to enhance the abilities of NEOLAIa stakeholders (students, researchers, faculty, and staff) to address obstacles to participation and inclusion through training. The training will empower underrepresented groups, particularly students, who are disproportionately affected by these barriers (NEOstaff, task 3.3 and NEOmentor, Task 3.4).
- Another objective is to implement diversity and inclusion (D&I) initiatives on campus and beyond. This will be achieved by engaging our communities through the combined offering of lifelong learning content on sustainable diversity and inclusion (NEOlif/ve, task 3.5).
- The principles and practices for underrepresented groups suffering from regionally identified barriers to participation will be disseminated to all Alliance stakeholders. This will include

guidance on the maintenance of effective D&I practices across the various WP activities and throughout the project lifetime (NEOad, task 3.6).

- Furthermore, it is essential to educate users on the significance of D&I in the metaverse and on the methods for fostering a culture of respect and tolerance in the digital realm (NEOmet, task 3.7).

The subject of this deliverable is the needs analysis, which is carried out as one of the three key elements (alongside an analysis of existing EU policies and charters and personal exchanges with stakeholders from NEOLAIa universities) in order to design the NEOcharter.

The following sections present a detailed account of the background to the needs analysis, the theoretical background and the current state of research on diversity and inclusion at (NEOLAIa) universities. It also identifies the research gap, extracts the research questions and explains the methodological approach used to address these research questions. The results are then presented and discussed.

### 3 Executive summary

NEOLAIa is an Alliance of nine European universities co-funded by the European Commission for the period 2024-2027 and where work is divided into ten work packages (WPs). WP3, led by Bielefeld University (UNIBI), focuses on diversity and inclusion. In the present Deliverable 3.2 'Needs Analysis', the focus lies on exploring and reporting on the needs in terms of diversity and inclusion at the NEOLAIa universities.

Diversity and inclusion are fundamental principles for universities, aligning with the United Nations' Sustainable Development Goals to provide equitable quality education and reduce inequalities. NEOLAIa universities have embraced these principles, developing frameworks and policies dedicated to fostering inclusive academic environments. Despite progress, there remains a significant research gap regarding diversity and inclusion needs at universities.

This study addresses this gap by exploring the diversity and inclusion needs of students and staff at NEOLAIa universities. Using a mixed-method approach across nine institutions, the research identified diverse perspectives and experiences among participants. Key findings revealed varied perceptions of diversity and inclusion, memorable experiences, barriers faced, and levels of satisfaction with the university's efforts. While overall support for diversity and inclusion efforts exists, areas for improvement and diverse perspectives were noted. Participants suggested various strategies, including thematic events, support for student groups, and education for staff. Best practices cited included infrastructure improvements and supportive programs.

The findings emphasise the importance of comprehensive support mechanisms to promote accessibility and inclusivity for all university members. Additionally, targeted interventions are needed to address prevalent discriminatory events. The need for a balanced approach to diversity and inclusion efforts is highlighted with actionable steps outlined for advancing inclusivity within higher education institutions.

## 4 Diversity and inclusion needs at NEOLAIa universities

### 4.1 Introduction to diversity and inclusion at NEOLAIa universities

Diversity and inclusion are fundamental principles that universities must embrace in order to foster equitable and enriching educational environments. The United Nations' Sustainable Development Goals (SDGs), particularly SDG4: Quality Education, SDG5: Gender Equality, and SDG10: Reduced Inequalities, underscore the importance of providing inclusive and equitable quality education and promoting lifelong learning opportunities for all (United Nations, 2015). Universities play a pivotal role in achieving these goals by ensuring that students from all backgrounds, including those from marginalised communities, have equal access to educational resources and opportunities.

Addressing diversity and inclusion at universities is crucial for several reasons. Firstly, it enriches the academic experience by bringing diverse perspectives and ideas into the classroom, which enhances critical thinking and innovation. Secondly, it prepares students to thrive in a globalised world, where cultural competency and the ability to collaborate with people from different backgrounds are essential skills. Furthermore, inclusive practices help to eliminate barriers to education, ensuring that all students, regardless of their socioeconomic status, race, gender, disability, or other characteristics, can succeed and contribute to society.

By prioritising diversity and inclusion, universities not only fulfil their ethical and social responsibilities but also strengthen their commitment to sustainability and global development. This approach fosters a more just and equitable world, aligning academic institutions with the broader mission of the Sustainable Development Goals to leave no one behind.

A significant number of NEOLAIa universities have already developed frameworks and policies dedicated to diversity and inclusion, often encapsulated within institutional charters. When such frameworks are not yet embedded in university-specific charters, they are frequently found within national charters that outline the core values and policies aimed at fostering inclusive (academic) environments. These documents typically identify key aspects of diversity and highlight the barriers that the diverse groups may face. Furthermore, they establish priorities for action and provide guidelines on how diversity and inclusion should be implemented and supported within universities.

In the following section, we will provide a brief overview of the relevant European Union (EU) policies and university charters. A more detailed exploration will be provided in Deliverable 3.1. Transitioning to our focus on Diversity Charters, these voluntary initiatives play a pivotal role in stimulating organisations and public institutions to refine their diversity and inclusion policies. These charters delineate the present and forthcoming strategies aimed at bolstering these principles within workplace frameworks. A Diversity Charter is a voluntary initiative aimed at encouraging organisations and public institutions to develop and enhance diversity and inclusion policies. These charters outline current and future actions the organisation will take to support these policies in the workplace. They are crucial for promoting the business benefits of diversity in Europe and serve as a recognised public symbol of a company's commitment to equality and diversity. The European Commission backs these charters through the EU



Platform of Diversity Charters, which offers training, facilitates exchanges, mentors new charters, publishes resources, and organises events such as the annual EU Diversity Charters' forums. With demographic, social, and economic changes in Europe, the workforce is becoming more diverse. It is vital for national and global organisations to implement policies and practices to foster an inclusive and harmonious workplace, where each employee feels respected and dignified regardless of their racial and ethnic origins, gender, age, sexual orientation, religious beliefs, or special needs/disabilities (European Commission, 2014).

Introducing the NEOLAIa diversity and inclusion university charters, we will provide a brief glimpse into the existing policies aimed at fostering diversity and inclusion within academic institutions.

#### 4.1.1 Diversity and inclusion policies at Bielefeld University

Bielefeld University (UNIBI) is committed to fostering diversity and inclusion within its academic community, guided by a robust legal framework and institutional policies. The university operates within the parameters set forth by the General Equal Treatment Act, which aims to prevent discrimination based on various factors such as race, ethnicity, gender, religion, disability, age, and sexual identity. Central to Bielefeld University's approach is its commitment to promoting equal treatment and opportunities for all individuals. The university rejects the reduction of individuals to mere social categories and instead emphasizes the importance of recognizing and addressing support needs without resorting to discrimination. Diversity is viewed as a fundamental strength at Bielefeld University, with heterogeneity seen as an asset that enriches academic life. The university actively works to create an inclusive environment where differences are valued and respected, and where prejudice, violence, and discrimination are unequivocally rejected. Bielefeld University's diversity policy is characterised by its commitment to critical reflection and a positive approach to diversity. Through various support and advisory services, the university endeavours to promote equal opportunities and address social injustices. Initiatives range from specialized programs for refugees to campaigns aimed at combating prejudice and reducing inequalities. The university's diversity policy is structured around four key principles. Firstly, critical reflection is promoted throughout the institution, particularly in research and teaching, to address and discuss diversity-related issues. Secondly, the university strives to understand and promote diversity as a strength, fostering a positive approach to differences. Thirdly, targeted measures are implemented to realize equal opportunities and counteract social injustice, including support services for refugees and specific advisory programs. Lastly, Bielefeld University actively engages in activities to promote civil courage and reduce disadvantages, such as participating in campaigns against prejudice and supporting at-risk scholars through programs like Scholars at Risk (Universität Bielefeld, 2018).

In summary, Bielefeld University's diversity and inclusion initiatives are grounded in its legal obligations and institutional values, reflecting a commitment to creating an inclusive academic environment where diversity is celebrated and all members of the community are supported in realizing their full potential.

#### 4.1.2 Diversity and inclusion policies at the University of Jaén

In March 2023, a new organic law on the university system was enacted in Spain, introducing significant changes and new structures, including the Office for Equality, Diversity and Social Responsibility. This

office oversees various initiatives and training programmes aimed at fostering diversity and inclusion within the university community.

Among these initiatives are training courses for both students and lecturers that complement their education on diversity and inclusion. A notable example is the UNI(di)VERSITY programme, developed in collaboration with the ONCE Foundation and the European Social Fund. This programme provides young people with the opportunity to access university education and study a degree in social labour skills, thereby enhancing their employability, autonomy, and personal development. The university also engages in a variety of initiatives related to transfer and social responsibility. These include calls for university service learning and volunteering programmes. Furthermore, the institution is actively involved in scientific dissemination initiatives and offers a range of scholarships and grants to support these efforts. Specific programmes are available for refugee students, urgent social aid, and disability support, underlining the university's commitment to inclusive education. A comprehensive list of these initiatives, including their regulatory links and development agendas, is available. For the current academic year, the university has developed numerous training courses focused on raising awareness in various fields such as equality, diversity, cooperation, volunteering, gender diversity, and ethnic cultural initiatives. Additionally, the university maintains strong relations with society and engages in extensive networking to support its diversity and inclusion goals. Although there is no new charter specifically for diversity and inclusion, two key regulatory initiatives have been implemented. The first is a regulation governing the functioning of the Commission of Equality and Integration of Diversity, which addresses gender diversity at the university. The second initiative is a protocol for the prevention and response to cases of sexual harassment and discrimination based on sex, sexual orientation, identity, or gender expression (Universidad de Jaén, 2020, 2021).

These comprehensive measures and programmes underscore the university's commitment to fostering an inclusive, supportive, and diverse academic environment.

#### 4.1.3 Diversity and inclusion policies at the University of Nicosia

In Cyprus, the integration of gender equality and equality, diversity, and inclusion (EDI) within higher education is guided by a robust framework of policies and legislation. The Commissioner for Gender Equality plays a crucial role in shaping policy-relevant EDI initiatives. Higher education laws and legislation, supported by the Equality Assurance Agency, serve as national instruments to ensure the integration of EDI principles. These efforts are further reinforced by adherence to European Union conventions and human rights standards, alongside the national Discrimination Act (Cyprus Equality Authority, 2015; Ministry of Labour, Welfare and Social Insurance, 2024).

One of the notable initiatives in advancing EDI in higher education is the piloting of a new accreditation set focused on integrating meaningful policies to tackle gender inequality. This initiative, known as the Athena SWAN Charter, opens additional pathways for promoting diversity and inclusion. At the university level, several entities are dedicated to fostering EDI. The Centre of Equality, Diversity and Inclusion and the EDI Committee lead these efforts, supported by the Mediterranean Institute for Gender Studies, which functions as both a policy and research outlet. The Gender Equality Team orchestrates various EDI events,

campaigns, and awareness activities. Additionally, the university is a member of the Diversity Charter Cyprus, further solidifying its commitment to these principles. The institution's Sustainability Strategy also aligns with its EDI goals (Advance HE, 2020; University of Nicosia, 2022).

The D&I pillars at the University of Nicosia encompass a wide range of dimensions, including race, gender, sexual orientation, religion or belief, disability, age, family status, civil status, socio-economic status, and political opinion. To inform and refine its strategies, the university conducted an EDI survey in 2024, targeting faculty and fixed-term researchers. The survey included questions such as, *'To what extent do you integrate or take into consideration EDI as a dimension in your teaching and/or research?'* The overall positive responses from this survey have significantly informed the university's newly released EDI strategy (University of Nicosia, 2023).

These comprehensive efforts underscore the university's dedication to fostering an inclusive and equitable environment for all members of its community.

#### 4.1.4 Diversity and inclusion policies at Örebro University

At Örebro University, a comprehensive framework of Diversity and Inclusion policies is in place, shaped by various legislative measures and strategic initiatives. National gender equality policy sub-goals and the requisite gender equality plan, together with the Higher Education Act and the Discrimination Act, sets the foundational framework for gender equality and equal rights. Concurrently, the integration of Agenda 2030 sub-goals underscores the university's commitment to broader societal sustainability objectives (Government Offices of Sweden, 2021; Swedish Council for Higher Education, 1992).

In alignment with national legislation akin to the Discrimination Act, the university also adheres to the Work Environment Act provisions, specifically tailored to address workplace dynamics. Moreover, the United Nations Convention on the Rights of Persons with Disabilities guides the formulation and implementation of an Action Plan for Disability Policy at the national level (Socialstyrelsen, 2009; Swedish Work Environment Authority, 2008; United Nations Department of Economic and Social Affairs, 2016).

Analyses of gender equality at Örebro University highlight both horizontal and vertical gender segregation, with significant gender inequality in the proportion of female professors and gender imbalances across various subjects. The 'Orientation and Action Plan for Gender Mainstreaming and Equal Opportunities Efforts at Örebro University for 2023-2025' identifies key issues such as perceived inequality in decision-making processes, including research funding allocation, recruitment, and project appointments, particularly affecting women. Reports of unfair treatment, bullying, sexual harassment, and inequality are especially prevalent among women and doctoral students. There is a pressing need for systematic dissemination of knowledge about gender equality and equal opportunities at all levels, including education, research supervision, and research. Efforts to promote widened recruitment must address local and organisation-specific challenges, and work to ensure accessibility should be integrated into systematic work environment management (Örebro University, 2020).

Further enriching the institutional landscape are regional strategies such as Region Örebro's County Strategy for Gender Equality, which contextualises broader diversity and inclusion efforts within the local socio-cultural milieu. Mandates from governmental bodies, as articulated in the Regulation Letter, delineate precise directives for action, including recruitment targets for female professors and initiatives aimed at broadening student participation and completion rates. To operationalise these directives, Örebro University has developed a gender equality plan, accessible on its website, which outlines strategies for addressing various facets of diversity and inclusion, including recruitment, student retention, and the creation of an inclusive work environment. Moreover, the university has established distinct guidelines for addressing instances of discrimination, harassment, or victimisation, aligning with both the Discrimination Act and the Work Environment Act provisions. These guidelines provide a structured framework for responding to such incidents, ensuring the equitable treatment of both students and staff members. These comprehensive efforts underscore the need for focused actions to achieve gender equality and equal opportunities at Örebro University, guided by both internal policies and regional strategies (Örebro University, 2022, 2024).

#### 4.1.5 Diversity and inclusion policies at the University of Ostrava

At the University of Ostrava, the centre for supporting students with specific needs plays a crucial role in ensuring equal opportunities for all students. The methodology employed by the centre aims to support and equalize study conditions for students with specific needs. This approach is grounded in the educational act governing higher education, which dates back to 1998 (Ministry of Education, Youth and Sports, 1998).

Another important aspect of social security at the university is the role of the Ombudsman, particularly in ensuring adherence to legal and ethical rules within this domain. Each faculty has a designated contact person to address social security concerns, and a newly authorized measure implemented last year regulates the rules of secure communication in this area. These initiatives represent relatively new developments for the university, focusing primarily on addressing physical and mental illnesses among students rather than broader issues of discrimination, ethics, inclusion, and diversity. However, they underscore the university's commitment to providing a supportive and equitable environment for all its students. In addition to these efforts, the University of Ostrava has developed an Action Plan of Gender Equality for the period 2022-2025, recognizing gender equality and equal opportunities as fundamental values at the national, European, and international levels. This plan aligns with the growing emphasis on gender equality in the European research field, as evidenced by the European Commission's requirement for gender equality plans in research and educational organizations to access funding under Horizon Europe. The Action Plan aims to promote gender equality and equal opportunities in both the university's working environment, targeting employees at all levels, and its educational environment, focusing on students at all levels. Its overarching goal is to create an inclusive environment that fosters the full development of everyone's potential while promoting fairness, safety, support, and respect for individuality. Following a gender audit conducted between October 2021 and February 2022, the university proposed and approved the Action Plan on Gender Equality for 2022-2025. This plan outlines

specific activities that the University of Ostrava will undertake in the coming years to establish the desired working and educational environment (University of Ostrava, 2022).

#### 4.1.6 Diversity and inclusion policies at the University of Salerno

At the University of Salerno, there is no unified policy addressing diversity and inclusion. However, several initiatives and documents contribute to fostering an inclusive environment within the institution. One such document is the Code of Ethics established in 2017, which includes a section specifically dedicated to merit, equity, non-discrimination, and equal opportunities. This section sets forth principles aimed at promoting fairness and equality across the university community. In 2019, the university implemented a Gender Equality Plan, which integrates gender perspectives into teaching and research activities. This plan also includes surveys and workshops to raise awareness and promote gender equality within the academic environment (University of Salerno, 2019).

The Positive Action Plan (2020-2022), developed by the Comitato Unico di Garanzia, focuses on ensuring equal opportunities and well-being at work. In addition to addressing issues related to disability, gender, and intercultural opportunities, the plan also prioritizes employee well-being, including work-life balance. The university's Disability Guide, last updated in 2024, serves as a comprehensive resource to support the integration of students with disabilities. It provides information on available services such as financial support, assistance with enrolment and course selection, and psychological counselling, particularly important in the wake of the COVID-19 pandemic (University of Salerno, 2024a).

The Erasmus Policy Statement outlines strategies to welcome international students, facilitate mobility, and enhance cultural awareness among students and staff (University of Salerno, 2024b).

Furthermore, regulations for managing University Career for students in Gender Transition were established in 2019, demonstrating the university's commitment to supporting gender diversity and inclusivity.

#### 4.1.7 Diversity and inclusion policies at the Ștefan cel Mare University of Suceava

Ștefan cel Mare University of Suceava prioritises diversity and inclusion within its institutional framework, despite the absence of a specific diversity or inclusion charter. The university's general charter underscores principles aligned with diversity, recognizing the multicultural character of both the institution and its surrounding region. These principles advocate for the promotion of cultural diversity, the strengthening of community bonds, and the development of highly qualified human resources across various societal contexts.

Since 2022, the university has implemented a gender equality plan in adherence to European legislation. This plan articulates guidelines and principles aimed at fostering inclusion, diversity, gender equality, transparency, integrity, freedom, and personal development within the university community. In terms of access and support, Ștefan cel Mare University of Suceava reserves special budgeted study places for students from rural areas, those belonging to the Roma ethnicity, and students with disabilities, ensuring equitable opportunities for education. Additionally, the university operates a Centre for Career



Counselling and Orientation, offering tailored support services such as workshops, activities, and individual counselling sessions to assist students facing various challenges. Furthermore, the university has established a framework regulation governing the allocation of scholarships and other forms of financial assistance. This regulation ensures fairness and transparency in the distribution of resources, supporting students throughout their academic endeavours. Despite the absence of a specific diversity and inclusion charter, Ștefan cel Mare University of Suceava remains committed to fostering a welcoming and supportive environment for all members of its diverse community

#### 4.1.8 Diversity and inclusion policies at the Šiauliai State University of Applied Sciences

At Šiauliai State University of Applied Sciences, there is currently no specific team, office, unit, or charter dedicated solely to diversity and inclusion initiatives. However, diversity and inclusion principles are upheld through national laws on equal opportunities that are applied throughout the university. One significant charter implemented at the university is the action plan for the promotion of non-discrimination, which was initiated in 2021. This action plan serves as a guiding framework for fostering an inclusive environment and combatting discrimination within the university community. In addition to formal charters and plans, efforts have been made to enhance the competence of university employees and volunteers in matters related to diversity and inclusion. This includes providing training and development opportunities aimed at promoting awareness and understanding of diversity issues. Diversity and inclusion considerations are also embedded at the institutional level through various policies and regulations. These include the state's establishment of principles of equality and respect in relation to academic activities, as well as codes of academic ethics, labour regulations, internal order rules, study regulations, individual studies regulations, and regulations governing the awarding of scholarships (Lithuanian Ministry of Social Security and Labour, 2024a,b). Collectively, these measures underscore the university's commitment to fostering an environment that promotes equality, respect, and inclusivity among its members.

#### 4.1.9 Diversity and inclusion policies at the University of Tours

The University of Tours has implemented several measures to promote accessibility and gender equality across its campus. These initiatives encompass various aspects, including physical infrastructure, policy frameworks, and cultural practices. Firstly, the university has developed an Accessibility Charter, which originated from the need for improved accessibility due to new building designs. This charter outlines plans for renovations and infrastructure enhancements to ensure accessibility for all individuals. Additionally, a questionnaire was distributed to gather data on building usage by students with disabilities, leading to the implementation of features such as access ramps and designated rooms for students with mental disabilities. The university also prioritizes digital accessibility to cater to diverse needs (Université de Tours, 2023).

Moreover, the university has taken significant steps towards gender equality through its Action Plan for Professional Equality between Women and Men (2021-2024). This plan addresses key objectives and actions aimed at promoting gender equality in various aspects of university life. These include assessing and addressing pay differentials between men and women, ensuring equal access to career opportunities,

promoting work-life balance, and preventing discrimination and harassment. To achieve these objectives, the university has outlined specific actions, such as enhancing gendered social reports, promoting inclusive recruitment practices, and developing training programs to promote gender equality awareness. Additionally, measures to prevent and address discrimination, violence, and harassment are incorporated into the university's policies and training plans (Université de Tours, 2021).

The Inclusion at Work and Management Chair was created in 2023, supported by the Rabelais Foundation of the University of Tours. The main theme of the chair is the inclusion at work of people with chronic illnesses and long-term conditions.

Overall, these efforts demonstrate the university's commitment to fostering an inclusive and equitable environment for all members of its community.

#### **4.2 Research questions and methodology to explore diversity and inclusion needs at NEOLAIA universities**

Despite the progress made, there remains a significant research gap concerning the needs related to diversity and inclusion at universities. Current research often highlights that approaches to diversity and inclusion are varied, with each institution setting different priorities and addressing the issues internally without comparative analysis between universities. This variability and the lack of comparative studies leave an incomplete understanding of the broader needs and effective strategies that can be universally applied.

The primary research question that this study seeks to address is as follows: What needs do students and staff at NEOLAIA universities identify with regard to diversity and inclusion? In order to address this overarching question, the study will explore several sub-questions, as follows:

1. How do students and staff members at NEOLAIA universities define diversity and inclusion, and what are their personal experiences in relation to these concepts?
2. What barriers affecting university life and experiences of discrimination do students and staff members at NEOLAIA universities encounter?
3. How do students and staff members at NEOLAIA universities perceive the efforts made by their institutions regarding diversity and inclusion?
4. What improvement strategies and exemplary practices in diversity and inclusion initiatives can be identified within NEOLAIA universities?

By examining these questions, we aim to develop a comprehensive understanding of the diversity and inclusion needs across NEOLAIA universities, fostering an environment where all members can thrive. This detailed investigation will fill the existing research gap and provide valuable insights that can inform policies and practices both within and beyond the NEOLAIA alliance.

The following section outlines the methodological procedure employed to address the aforementioned questions.

To lay the groundwork for addressing the research questions effectively, NEOLAIa has embarked on a comprehensive needs analysis. A needs analysis is a systematic process essential for identifying and assessing the specific requirements, challenges, and gaps within a particular group or context (Paltridge & Starfield, 2013). It serves as a foundational step in understanding the diverse perspectives and experiences of staff and students regarding diversity and inclusion within their academic environment.

Given NEOLAIa's strategic emphasis on fostering diversity and inclusion within partner universities, conducting a needs analysis becomes imperative. A needs analysis is particularly well-suited for addressing the research questions posed in this study for several reasons. Firstly, a needs analysis provides a systematic approach to identifying and assessing the specific requirements, challenges, and gaps related to diversity and inclusion within the context of NEOLAIa universities. By engaging directly with students and staff, it allows for a comprehensive understanding of their perspectives, experiences, and perceived needs regarding diversity and inclusion. Secondly, a needs analysis facilitates the exploration of both individual and collective perceptions, enabling a nuanced examination of diverse viewpoints and experiences across different demographic groups and university settings. This approach aligns with the multidimensional nature of diversity and inclusion, acknowledging the complexity and variability of these concepts within diverse educational environments. Furthermore, a needs analysis offers a practical framework for identifying barriers, challenges, and areas for improvement in promoting diversity and inclusion within NEOLAIa universities. By systematically gathering data on the perceived obstacles and shortcomings, it provides valuable insights into the factors hindering effective diversity and inclusion initiatives, thus informing targeted interventions and strategies for improvement. Finally, a needs analysis allows for the identification of best practices and successful strategies for enhancing diversity and inclusion within NEOLAIa universities. By examining existing efforts and initiatives, as well as their outcomes and impact, it enables the identification of exemplary practices that can serve as models for replication or adaptation in similar contexts. In summary, a needs analysis offers a robust and systematic approach to exploring the specific diversity and inclusion needs, barriers, perceptions, and improvement strategies within NEOLAIa universities, thus providing valuable insights for advancing inclusive practices and fostering equitable educational environments.

The methodological framework adopted for this study is characterised by a mixed-methods design, implemented across nine participating universities. This approach integrates quantitative and qualitative methodologies to offer a comprehensive understanding of diversity and inclusion at the NEOLAIa universities. The quantitative phase of the research involves the administration of a collaboratively developed questionnaire, specifically designed to capture various dimensions of diversity and inclusion. This questionnaire was piloted before the main survey. While the questionnaire predominantly elicits quantitative responses, it also includes open-ended questions, allowing participants to provide qualitative insights into their experiences and perspectives. This hybrid approach ensures that the study not only quantifies but also explores the nuanced complexities of diversity and inclusion within each university setting.



Following the quantitative phase, the study transitions to a qualitative research methodology, employing group interviews conducted at each university. These interviews serve as a means to delve deeper into the themes and issues identified during the quantitative analysis, offering rich, contextualized narratives that complement the quantitative findings. Through this iterative process, the study aims to triangulate data from multiple sources, enhancing the validity and reliability of the research outcomes. In this deliverable, it is important to note that the analysis is limited to data derived exclusively from the questionnaire administered to participants.

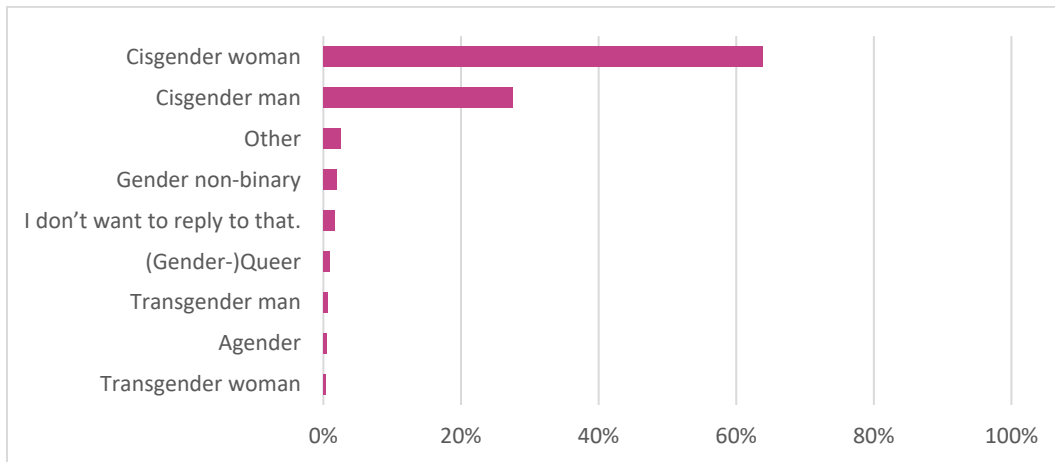
To determine the required sample sizes, the number of students and staff members at each NEOLAIa university was utilised. Using a confidence level of 95% and an estimated variance of 0.25, along with a desired precision of 0.1, it was calculated that a minimum of 100 students and 100 staff members should participate at each university to ensure the validity of the findings. The actual sample sizes are presented in the table below:

**Table 1**  
*Sample sizes*

| NEOLAIa university                        | Number of student participants | Number of staff participants | Number of participants being both student and staff |
|-------------------------------------------|--------------------------------|------------------------------|-----------------------------------------------------|
| Universität Bielefeld                     | 201                            | 234                          | 138                                                 |
| Universidad de Jaén                       | 92                             | 141                          | 12                                                  |
| University of Nicosia                     | 1                              | 52                           | 5                                                   |
| Örebro Universitet                        | 17                             | 33                           | 1                                                   |
| Ostravská Univerzita                      | 223                            | 32                           | 12                                                  |
| Università degli studi di Salerno         | 125                            | 118                          | 10                                                  |
| Universitatea Ștefan cel Mare din Suceava | 143                            | 105                          | 7                                                   |
| Šiauliai Valstybinė Kolegija              | 118                            | 105                          | 4                                                   |
| Université de Tours                       | 550                            | 145                          | 27                                                  |
|                                           | 1,470                          | 965                          | 216                                                 |

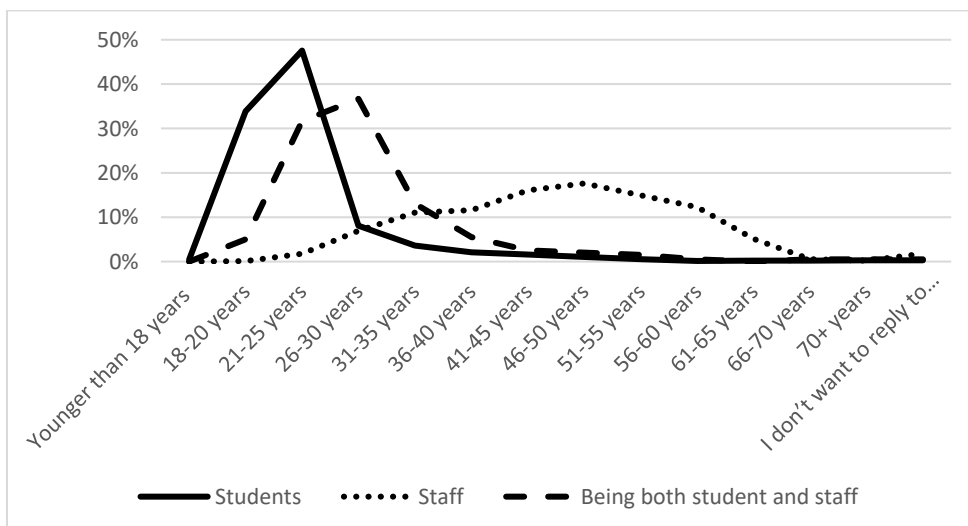
Table 1 shows that across all nine NEOLAIa universities, a total of 1,470 students, 965 staff members, and 216 individuals who are both student and staff have participated.

**Figure 1**  
*Participant's gender identification*



Regarding gender identity, the majority of participants identified as cisgender women, accounting for 63.9% of the respondents. Cisgender men made up 27.5% of the participants. Cisgender individuals are those whose gender identity aligns with the sex they were assigned at birth. A smaller percentage of the respondents identified as transgender men (0.7%) and transgender women (0.3%). Transgender individuals have a gender identity that differs from the sex they were assigned at birth. Additionally, 2.0% of the participants identified as gender non-binary, while 0.9% identified as (gender-)queer. Gender non-binary and (gender-)queer individuals do not exclusively identify as male or female. Agender individuals, who represented 0.6% of the survey population, do not identify with any gender. Another 2.5% of respondents selected 'Other' as their gender identity. Finally, 1.6% of participants chose not to disclose their gender identity.

**Figure 2**  
*Participant's age*



Regarding age, the survey included responses from students, staff, and those who identified as both student and staff. Among students, the largest age group was 21-25 years, making up 48% of the respondents, followed by 18-20 years at 34%. For staff, the most significant age groups were 46-50 years (18%) and 41-45 years (16%). Those identifying as both student and staff were predominantly in the 26-30 years age range, comprising 37% of that group, followed by 21-25 years at 32%.

Additionally, the survey explored the participants' migration backgrounds. A significant majority, 68.3%, reported that all their grandparents and both parents were born in the country of their university. Another 10.1% indicated that both parents but not all grandparents were born in the university country. Participants with only one parent born in the country accounted for 6.4%, while 13.4% stated that neither of their parents were born in the country of their university. A small percentage, 1.0%, were unsure of their family's migration background, and 0.7% chose not to disclose this information.

The survey also examined the educational background of the participants' parents or guardians. It was found that 45.2% of respondents had both parents or guardians who had completed secondary education. Another 22.9% reported that only one parent or guardian had completed secondary education. Meanwhile, 27.0% indicated that neither parent or guardian had completed secondary education. A smaller group, 3.7%, were unsure about their parents' educational background, and 1.1% chose not to respond to this question.

These findings illustrate the varied age distribution, migration backgrounds, and educational levels of parents across different roles within the surveyed population, reflecting a spectrum of experiences and perspectives.

The survey was conducted online using LimeSurvey in English during the spring/early summer of 2024, ensuring anonymity and voluntary participation, thus adhering to ethical principles. However, due to legal considerations, certain questions (e.g., pertaining to sexual orientation or religious belief) were not employed at all universities, resulting in varying levels of missing data across the dataset.

Data preparation involved translating open-ended responses from the national languages to English, categorising study fields and staff positions, as well as addressing the missing values.

The data analysis is performed using the statistical software R, including descriptive statistics (frequency distributions, means, standard deviations, variance) and regression and path analyses. The open-ended answers are analysed using MAXQDA and qualitative content analysis according to Mayring (2015).

### 4.3 Results on diversity and inclusion needs at NEOLAIa universities

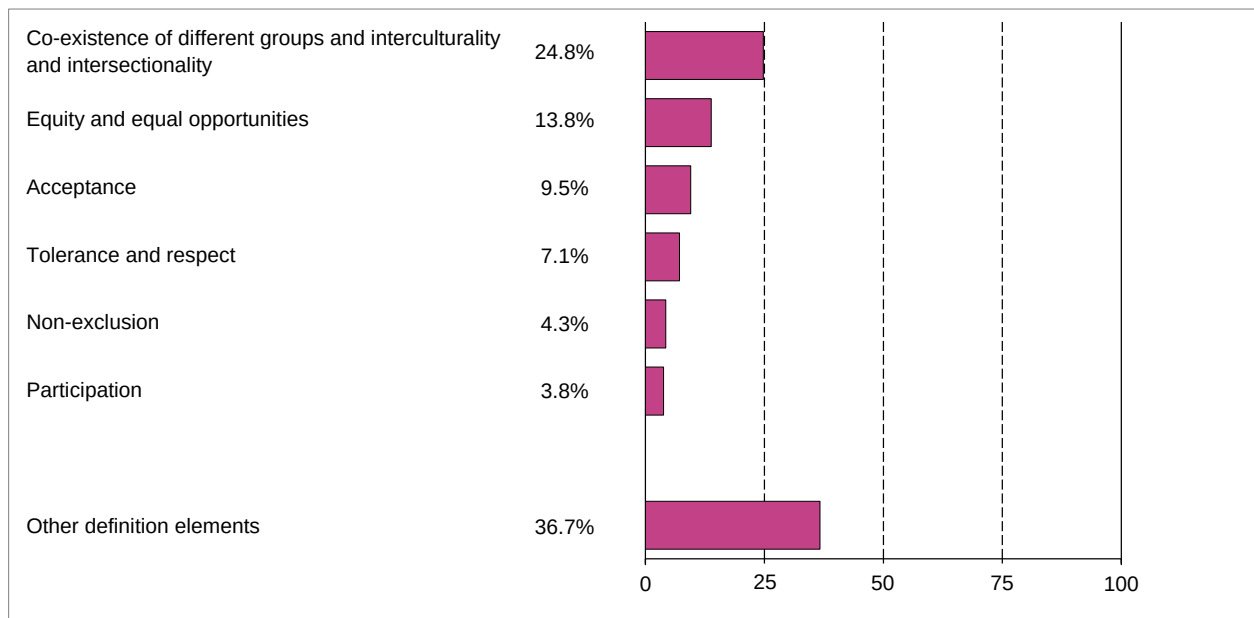
This chapter presents the outcomes of our needs analysis on diversity and inclusion within NEOLAIa universities, organised into four main sections, each addressing different aspects of the research. In Section 4.3.1, we delve into participants' definitions of diversity and inclusion, along with their personal experiences. This section provides a foundation for understanding perceptions and encounters related to diversity and inclusion. Section 4.3.2 investigates barriers faced by participants in university life and their experiences with discrimination over the past year, analysing reported barriers and discriminatory incidents. Moving on to Section 4.3.3, we assess participants' agreement with their university's efforts to support diversity and inclusion, alongside their perceptions of the emphasis placed on these issues. Lastly, Section 4.3.4 examines suggestions for improving diversity and inclusion efforts at universities, alongside highlighting best practice examples mentioned by participants.

#### 4.3.1 Definitions and personal experiences of diversity and inclusion

To gain a fundamental understanding of the perceptions and experiences of diversity and inclusion among the participants, their definitions and personal experiences were first examined. Students and staff were given the opportunity to indicate how they define diversity and inclusion in the form of an open response format. A lot of definition elements were provided, which were analysed critically according to Mayring (2015) and thus assigned to 20 main categories. The following figure 3 shows the proportions of the five most frequently mentioned definition elements and the proportion of the remaining elements.

**Figure 3**

*Frequency of mentioned definition elements of diversity and inclusion (percentage of students and staff members)*

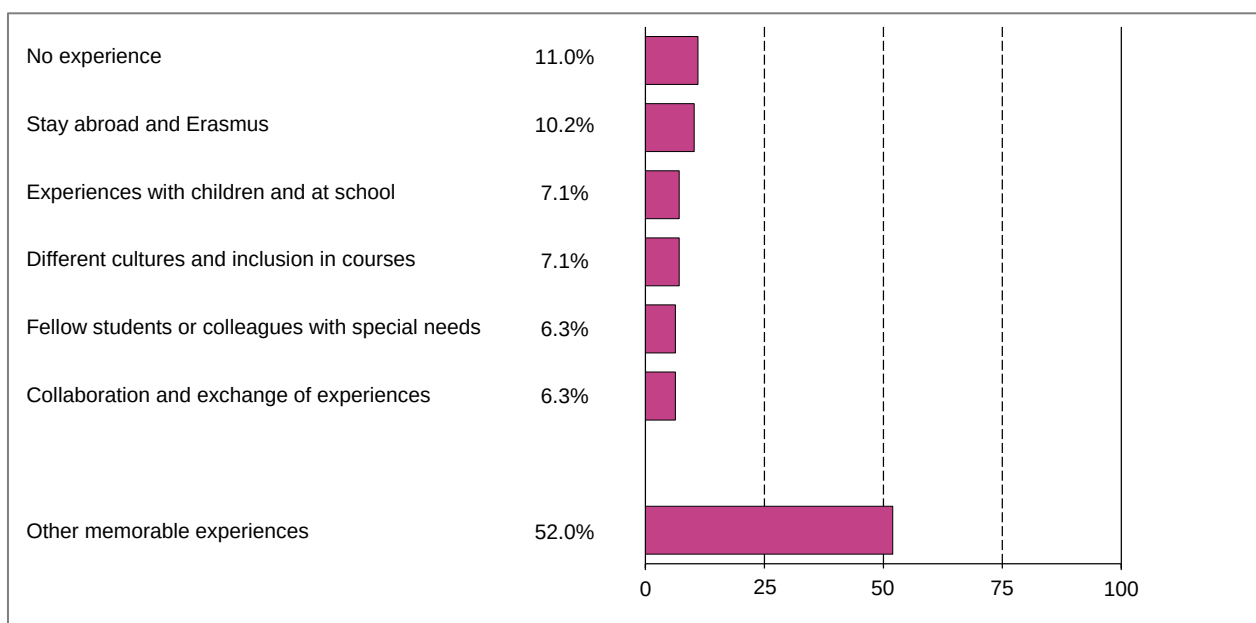


Most of the definition elements of diversity and inclusion expressed by the students and staff of the NEOLAIa universities refer to the co-existence of different groups and interculturality and intersectionality (24.8%). In addition, equity and equal opportunities also appear to be of central importance (13.8%). Furthermore, definition elements refer to acceptance (9.5%), to tolerance and respect (7.1%), to non-exclusion (4.3%) and participation (3.8%). When diversity and inclusion are mentioned in the questionnaire survey, these understandings are mainly taken as a basis. It should also be noted that 1.0 percent of the participants stated that they don't care about diversity and inclusion.

Building upon the definition elements, we now shift our focus to the frequency of memorable experiences related to diversity and inclusion. By examining these experiences, we gain deeper insights into how diversity and inclusion are encountered in everyday university life by students and staff members.

**Figure 4**

*Frequency of mentioned memorable experiences related to diversity and inclusion (percentage of students and staff members)*



Participants were also asked to describe their most memorable experience related to diversity and inclusion at their university. The responses were categorised and summarised in the accompanying figure 4, which highlights the proportions of the most frequently mentioned experiences. According to the data, 11.0% of participants reported having no memorable experience related to diversity and inclusion. Conversely, 10.2% of participants recalled their stay abroad and involvement in the Erasmus programme as their most significant experience. Another 7.1% reflected on experiences with children and at school as particularly memorable and the same proportion mentioned different cultures and inclusion in courses as their standout experiences. 6.3% highlighted interactions with fellow students or colleagues

with special needs and the same proportion of participants noted collaboration and exchange of experiences.

The remaining 52.0% of responses were grouped under '*Other memorable experiences*', encompassing a wide variety of unique and personal stories that participants found significant in the context of diversity and inclusion.

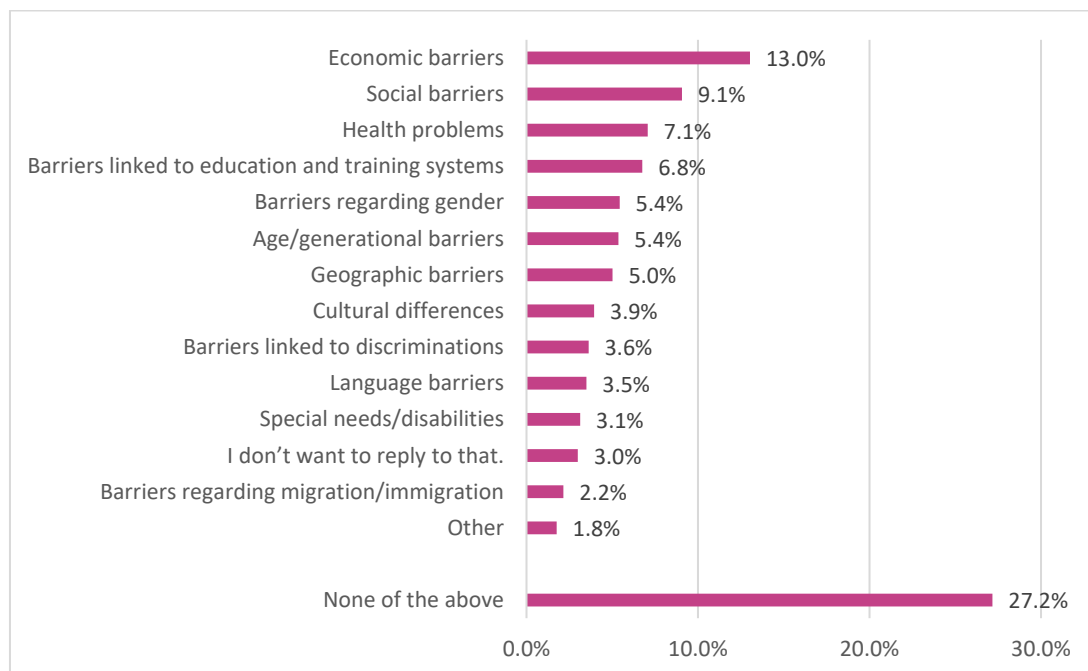
After establishing general definitions and personal experiences, specific barriers and discrimination experiences of participants were investigated to better understand the challenges in university life.

#### 4.3.2 Barriers affecting university life and experiences of discrimination at university

In the survey, participants were asked to identify barriers impacting their university life, revealing a diverse array of challenges faced by both students and staff members.

**Figure 5**

*Participant's barriers in university life*



Economic barriers emerged as the most frequently reported issue, affecting 13.0% of respondents. These barriers encompass factors such as low income, the need to balance part-time work alongside studying, and dependence on social welfare. Social barriers were identified by 9.1% of participants, including limited social competences, being the first in the family to attend university, being a parent or caregiver, being an orphan, or living in institutional care. Health problems were also a significant concern, affecting 7.1% of respondents and highlighting health-related challenges that impact university life. Furthermore, 6.8% of respondents noted barriers linked to education and training systems, highlighting struggles to perform in education and structural limitations within the system. Gender-related challenges were reported by



5.4% of respondents. Age or generational barriers, also reported by 5.4% of participants, indicate issues arising from generational differences. Geographic barriers were noted by 5.0% of participants, encompassing issues such as living in remote areas, mobility challenges, residing on small islands or in outermost regions, and areas with inadequate public transport services. While cultural differences affected 3.9%, reflecting the impact of differing cultural backgrounds, discrimination-related barriers were reported by 3.6% of participants, highlighting the detrimental impact of discrimination on university life. Language barriers were also significant, impacting 3.5% of participants.

Special needs or disabilities were identified as barriers by 3.1% of respondents, underscoring the challenges faced by individuals with special needs. Additionally, 3.0% of respondents chose not to disclose specific barriers, indicating a preference for privacy. Similarly, barriers related to migration or immigration status were noted by 2.2% of participants, reflecting the impact of migration or immigration on their university experiences.

A smaller portion, 1.8% of respondents, reported other barriers, which included issues such as academic hierarchy (both informal and formal), ADHD, anxiety, and bullying. Notably, less than a third (27.2%) of participants indicated that they did not face any of the listed barriers.

It is important to note that participants often reported multiple barriers simultaneously, indicating the complex and overlapping nature of the challenges they face. These findings illustrate the various obstacles that can affect the university experience, ranging from economic and social issues to health and geographic challenges. Addressing these barriers is crucial for improving the overall university environment and ensuring equitable access to education and support for all members of the university community.

To better contextualise subsequent findings, participants were initially queried regarding their level of familiarity with university activities and environment. The results indicate a range of familiarity among respondents: The majority of participants, accounting for 95.0% of the sample, reported varying degrees of familiarity with university activities and environment, with 9.1% indicating being completely familiar, 29.5% very familiar, and 38.7% moderately familiar. A smaller portion of respondents, comprising 17.7%, reported being slightly familiar. A minority of participants, representing 5.0%, indicated having no familiarity with university activities and environment.

With an understanding of participants' familiarity established, we then examined their satisfaction with the overall social atmosphere at the university.

Participants were prompted to evaluate their satisfaction with the overall social atmosphere experienced at the university over the past 12 months. The analysis of responses yielded a mean satisfaction score of 0.65, with a standard deviation of 1.03, indicating a generally positive sentiment towards the university's social atmosphere. The median satisfaction score remained consistent with the overall sample at 1.

Upon segmentation by group, distinct patterns in satisfaction levels emerged. Among students who are not employees at the university, the mean satisfaction score was 0.70, with a standard deviation of 1.01.

Despite some variance, the median satisfaction score remained aligned with the overall sample at 1. Staff members (employees) who are not students at the university reported a slightly lower mean satisfaction score of 0.62, with a similar standard deviation of 1.03. Like the student group, the median satisfaction score for this segment remained consistent at 1. Participants who occupy both student and employee (staff) roles at the university exhibited the lowest mean satisfaction score at 0.50, accompanied by a higher standard deviation of 1.08. Again, the median satisfaction score aligned with the overall sample at 1. These findings suggest varying levels of satisfaction with the university's overall social atmosphere, with students generally expressing slightly higher satisfaction levels compared to staff members. Notably, participants holding dual roles as both students and employees tended to report lower satisfaction levels.

The analysis aimed to gauge participants' perceptions regarding the university's support in fostering a culture of diversity and inclusion, as well as its active engagement in addressing and implementing diversity and inclusion initiatives. The analysis revealed that participants, on average, rated the university's support for fostering a culture of diversity and inclusion at 2.62 on a scale ranging from 0 to 4, with a standard deviation of 0.91. This indicates a generally positive perception of the university's efforts, with the median rating at 3.

In terms of perceived active engagement in addressing diversity, participants provided an average rating of 0.77, with a standard deviation of 0.95, on a scale ranging from -2 (strongly disagree) to 2 (strongly agree). The median rating was 1, suggesting a neutral stance overall, although the trimmed mean was slightly higher at 0.86, indicating a slight positive skew in perceptions towards the university's active addressing of diversity.

Similarly, participants rated the university's active implementation of inclusion initiatives at 0.76 on average, with a standard deviation of 0.95. Again, the median rating was 1, reflecting a neutral stance, while the trimmed mean was 0.85, slightly higher than the median, suggesting a slight positive skew in perceptions towards the university's active implementation of inclusion initiatives.

These findings offer insights into participants' perceptions regarding the university's commitment to diversity and inclusion. While there is a generally positive perception of the university's support for fostering a culture of diversity and inclusion, perceptions of its active engagement in addressing and implementing diversity and inclusion initiatives are more neutral, with a slight positive skew towards agreement. Further exploration into the factors influencing these perceptions may provide valuable insights for enhancing diversity and inclusion efforts within the university community.

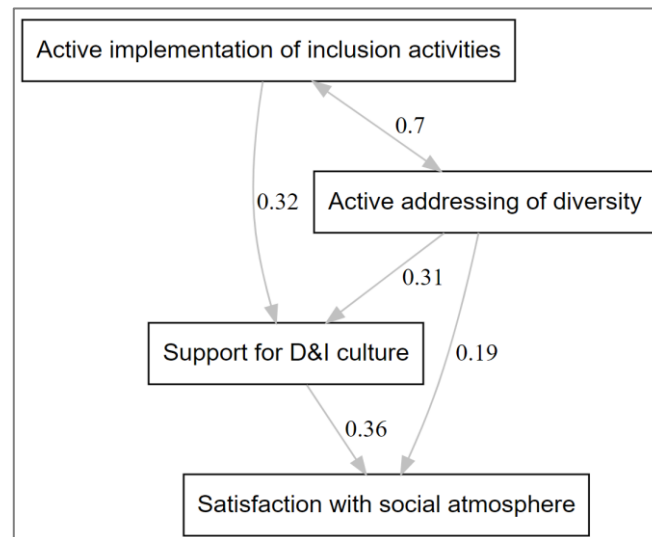
A deeper analysis was conducted to investigate the relationships between participants' satisfaction with the overall social atmosphere experienced at the university, their perceptions of the university's support for fostering a culture of diversity and inclusion, its active engagement in addressing diversity, and its implementation of inclusion initiatives.

It yielded significant results ( $\chi^2(1) = 5.598$ ,  $p = 0.018$ ), indicating a good fit for the model. The model includes four variables: one representing participants' satisfaction with the overall social atmosphere at

the university over the past 12 months; another indicating how supportive the university is of fostering a culture of diversity and inclusion; a third reflecting participants' agreement or disagreement with the university's active addressing of diversity; and the fourth measuring participants' agreement or disagreement with the university's active implementation of inclusion initiatives.

**Figure 6**

*Path model on the relationship between satisfaction with social atmosphere, support for a D&I culture, active addressing of diversity and active implementation of inclusion*



The regression coefficients reveal significant relationships among these variables. Specifically, there is a positive and significant association between the university's support for fostering a culture of diversity and inclusion and participants' satisfaction with the social atmosphere at the university ( $\beta = 0.362$ ,  $p < .001$ ). Additionally, participants are more likely to perceive their university as supportive of fostering a culture of diversity and inclusion when it is actively addressing diversity ( $\beta = 0.307$ ,  $p < .001$ ) or implementing inclusion activities ( $\beta = 0.318$ ,  $p < .001$ ). Moreover, there is a strong positive relationship between participants' perceptions of the university's efforts in addressing diversity and its implementation of inclusion initiatives ( $cov = 0.704$ ,  $p < .001$ ).

Overall, these findings provide insights into the complex interplay between the university's support for diversity and inclusion, participants' perceptions of its active engagement in addressing diversity, and its implementation of inclusion initiatives. They underscore the importance of fostering a supportive environment for diversity and inclusion in enhancing participants' satisfaction with the overall social atmosphere at the university. Further research exploring the mechanisms underlying these relationships may contribute to the development of more effective diversity and inclusion initiatives within the university context.

Given the foundational premise that fostering an inclusive environment is fundamental to enhancing satisfaction with the university's social fabric, it becomes imperative to explore the lived experiences of

discrimination within the university community. Understanding how discrimination intersects with the broader landscape of diversity and inclusion initiatives is crucial for identifying areas of improvement and ensuring that the university remains a place where all individuals feel valued and respected.

Participants were asked to indicate whether they have generally felt discriminated against at the university within the last 12 months. The results show that approximately 76.9% of participants responded negatively, indicating they have not felt discriminated against, while around 11.8% responded affirmatively, indicating they have felt discriminated against. Approximately 11.3% of the participants were unsure about their experiences of discrimination at the university during the specified period.

As we explore participants' experiences of discrimination within the university context over the past year, it's imperative to understand the frequency and nature of these occurrences. Figure 7 to follow provides a visual representation of the frequency of discriminatory events reported by participants, categorized by various aspects.

**Figure 7**

*Frequency of discriminatory events experienced by participants at university over the past 12 months, by various aspects (percentage of students and staff members)*

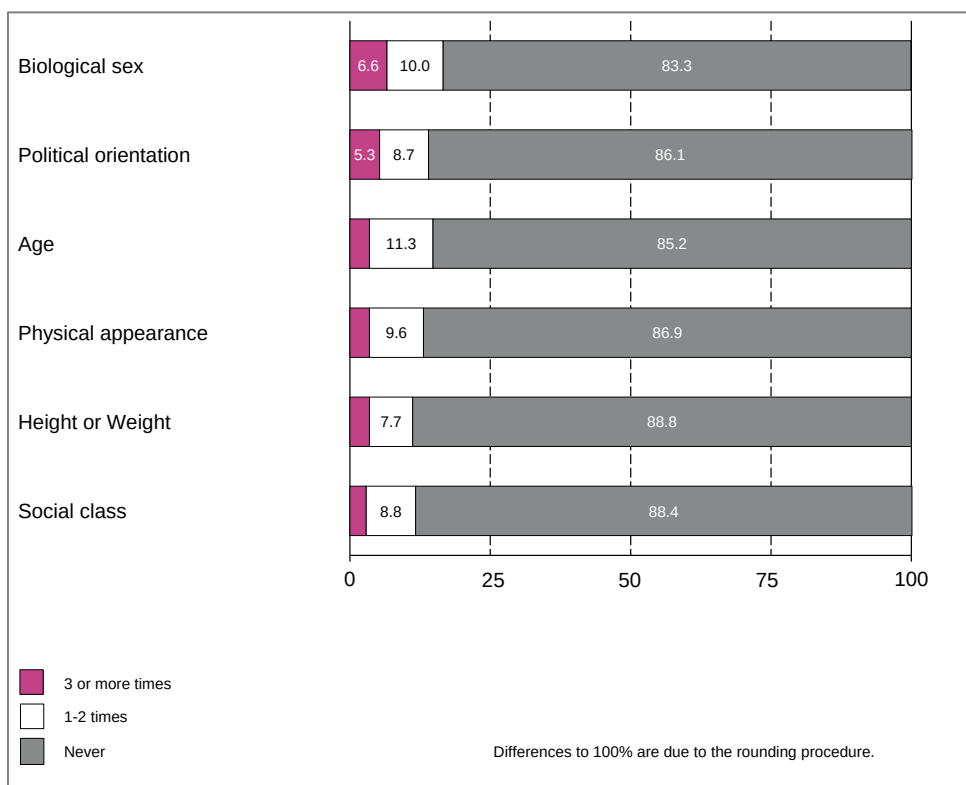


Figure 7 depicts the frequency of discriminatory events experienced by participants at their university over the past 12 months, categorised by various aspects. The aspects are arranged in descending order based on the proportions of occurrences reported 3 or more times.

The data reveal that discriminatory events related to biological sex and political orientation were reported most frequently, with proportions of 10.0% and 8.7% respectively occurring 1-2 times, and 6.6% and 5.3% occurring 3 or more times. Conversely, the least reported discriminatory events were related to social class, with only 2.9% occurring 3 or more times and 8.8% occurring 1-2 times.

Understanding the prevalence of discriminatory events provides valuable insights into the challenges faced by participants within the university community. Moving forward, it's essential to examine the efforts undertaken by the university to address these issues and enhance diversity and inclusion on campus.

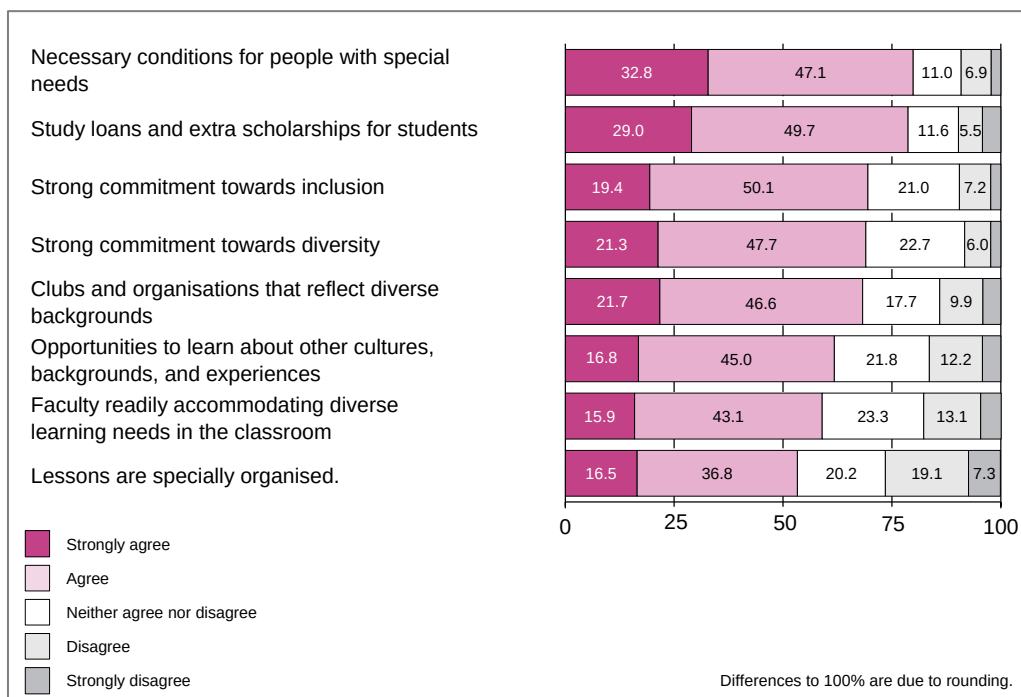
#### 4.3.3 Perception of university efforts on diversity and inclusion

To assess the effectiveness and perception of university efforts in the area of diversity and inclusion, participants were asked to indicate their agreement with various statements and their opinions on whether the emphasis on diversity and inclusion is perceived as too high.

Participants were asked to indicate, to the best of their knowledge, how much they agree or disagree with different statements regarding the university's efforts to support diversity and inclusion (D&I) and aid underrepresented groups. A selection of nine statements was made, focusing on those with particularly high levels of agreement.

**Figure 8**

*Participants' agreement with statements on the university's efforts to support diversity and inclusion (percentage of students and staff members)*



The data reveal varying levels of agreement among participants regarding the university's initiatives and support systems related to diversity, inclusion, and assistance for disadvantaged groups (see figure 8). With a proportion of 79.9%, the highest level of overall agreement (*Strongly agree* and *Agree* combined) is observed for the statement '*My university offers the necessary conditions for people with special needs (e.g. elevator, ramp, toilet, parking space for those with motor disabilities)*' (32.8% *Strongly agree*, 47.1% *Agree*). For the statement '*At my university, there are study loans and extra scholarships for students with low income*', a notable 78.7% of participants are expressing agreement (29.0% *Strongly agree* and 49.7% *Agree*). This highlights the university's efforts to provide financial support to students from economically disadvantaged backgrounds.

Participants also show strong agreement with the statements '*My university has a strong commitment towards inclusion*' and '*My university has a strong commitment towards diversity*', with 69.5% (19.4% *Strongly agree*, 50.1% *Agree*) and 69.0% (21.3% *Strongly agree*, 47.7% *Agree*) of participants, respectively, affirming these commitments. These statements are important as they reflect the university's dedication to creating an inclusive and diverse environment for all students and staff.

The statement '*At my university, students have many opportunities to learn about cultures, backgrounds, and experiences that differ from their own*' is supported by 61.8% of participants (16.8% *Strongly agree*, 45.0% *Agree*). This statement is vital as it indicates the university's role in fostering cultural awareness and understanding among students. Similarly, the statement '*Faculty readily accommodate diverse learning needs in the classroom*' garners substantial agreement, with 59.0% of participants agreeing (15.9% *Strongly agree*, 43.1% *Agree*). This is significant as it underscores the efforts of faculty members to address the varying learning requirements of students, ensuring an inclusive educational experience.

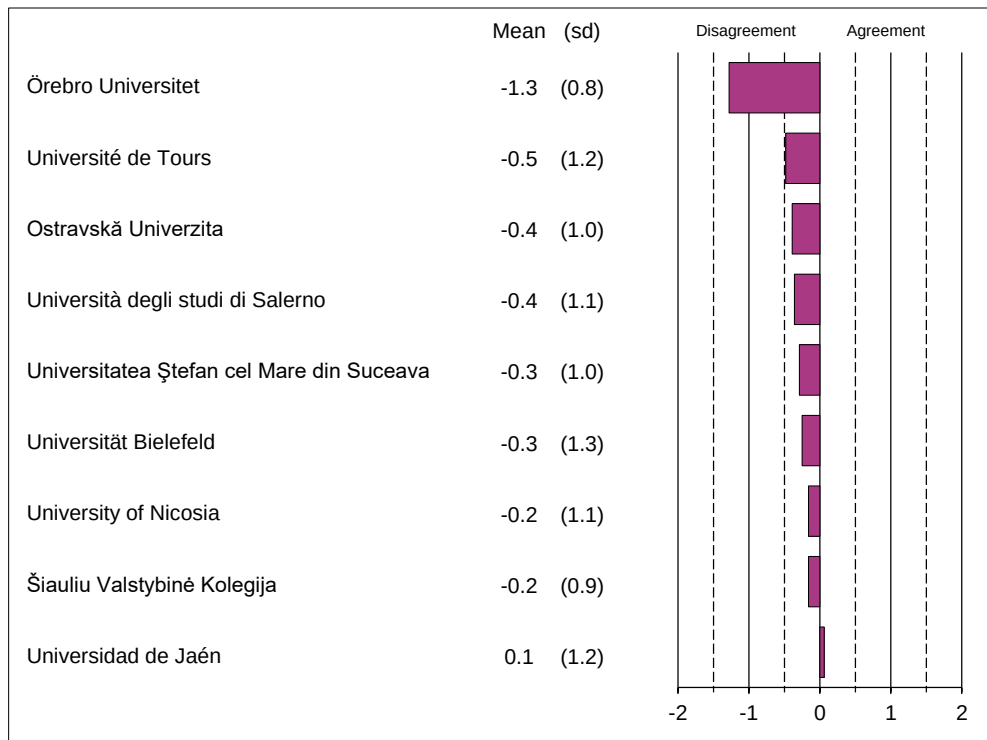
In addition to understanding the participants' perception of the university's efforts in promoting diversity and inclusion and providing support for underrepresented groups, it is important to consider the perception that some participants might feel that there is an excessive focus on diversity and inclusion issues at the university. To address this, participants were asked to indicate their level of agreement with the statement, '*There is too much emphasis put on issues of diversity, equity, and inclusion here at my university*', based on their experiences over the past 12 months. The response scale was centred around zero, with negative values indicating disagreement and positive values indicating agreement.

Overall, the responses indicate a mean score of -0.31 (sd = 1.11), with the median at 0, suggesting a slight tendency towards disagreement with the statement that there is too much emphasis on D&I at the university. This slight disagreement is consistent with the idea that participants generally do not feel overwhelmed by the university's focus on these issues.



**Figure 9**

*Participants' perception of whether there is put too much emphasis on diversity and inclusion by NEOLAIa universities*



The perception of whether there is too much emphasis on diversity and inclusion varies across different NEOLAIa universities. Participants from Örebro University showed the highest level of disagreement, with a mean score of -1.3 (sd = 0.8), indicating that they do not feel there is too much emphasis on D&I. The University of Tours followed, with a mean score of -0.5 (sd = 1.2), showing a moderate level of disagreement. Similarly, the University of Ostrava had a mean score of -0.4 (sd = 1.0), and the University of Salerno also had a mean score of -0.4 (sd = 1.1), both reflecting a slight disagreement. Participants from the University of Suceava reported a mean score of -0.3 (sd = 1.0), indicating mild disagreement, while Bielefeld University had a mean score of -0.3 (sd = 1.3), showing a slight disagreement among participants. At the University of Nicosia, the mean score was -0.2 (sd = 1.1), suggesting a tendency towards slight disagreement. Similarly, Šiauliai University for Applied Sciences had a mean score of -0.2 (sd = 0.9), indicating a mild disagreement. In contrast, participants from Universidad de Jaén had a mean score of 0.1 (sd = 1.2), indicating a near-neutral position, with a slight tendency towards agreement that there is too much emphasis on diversity and inclusion.

These quantitative findings are echoed in the qualitative responses from the open-ended questions. While the majority of participants expressed positive views towards diversity and inclusion initiatives at the university and suggested that improvements in this area are beneficial, there were individual comments indicating that some feel the focus is already excessive. These participants argued that the current



emphasis on diversity and inclusion could potentially discriminate against those who do not fall into the diversity and inclusion categories being promoted. It is crucial to keep these varied perspectives in mind when evaluating and developing diversity and inclusion policies and practices at the university.

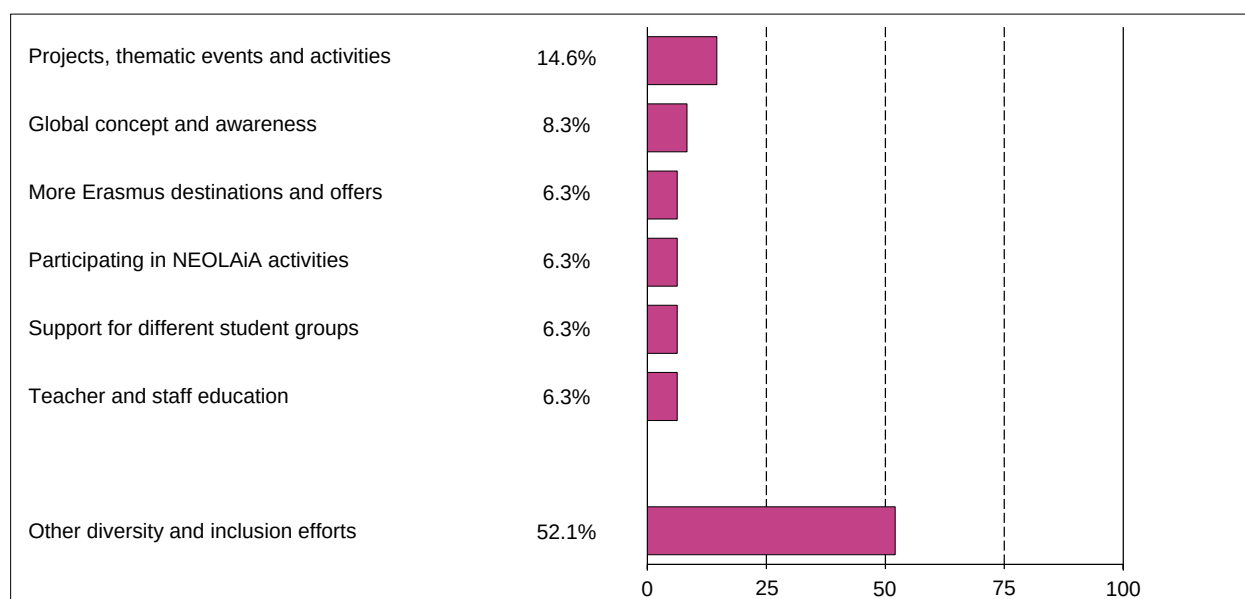
Given the multifaceted nature of these perspectives, it is pertinent to transition towards an examination of specific improvement strategies and exemplary practices adopted by NEOLAIa universities in their diversity and inclusion initiatives. This transition allows us to delve into practical approaches employed by institutions to address the identified challenges and capitalise on opportunities for fostering a more inclusive campus environment.

#### 4.3.4 Improvement strategies and exemplary practices in diversity and inclusion initiatives at NEOLAIa universities

Participants were also asked to suggest ways in which their university could improve its diversity and inclusion efforts in the future. The responses were categorised and summarised in the accompanying figure 10, which illustrates the proportions of the most frequently mentioned suggestions.

**Figure 10**

*Frequency of mentioned diversity and inclusion efforts universities may improve in the future (percentage of students and staff members)*



According to the data (see figure 10), 14.6% of participants indicated that projects, thematic events, and activities could enhance diversity and inclusion efforts at their university. Additionally, 8.3% of participants suggested developing a global concept and raising awareness as a way to improve these efforts.

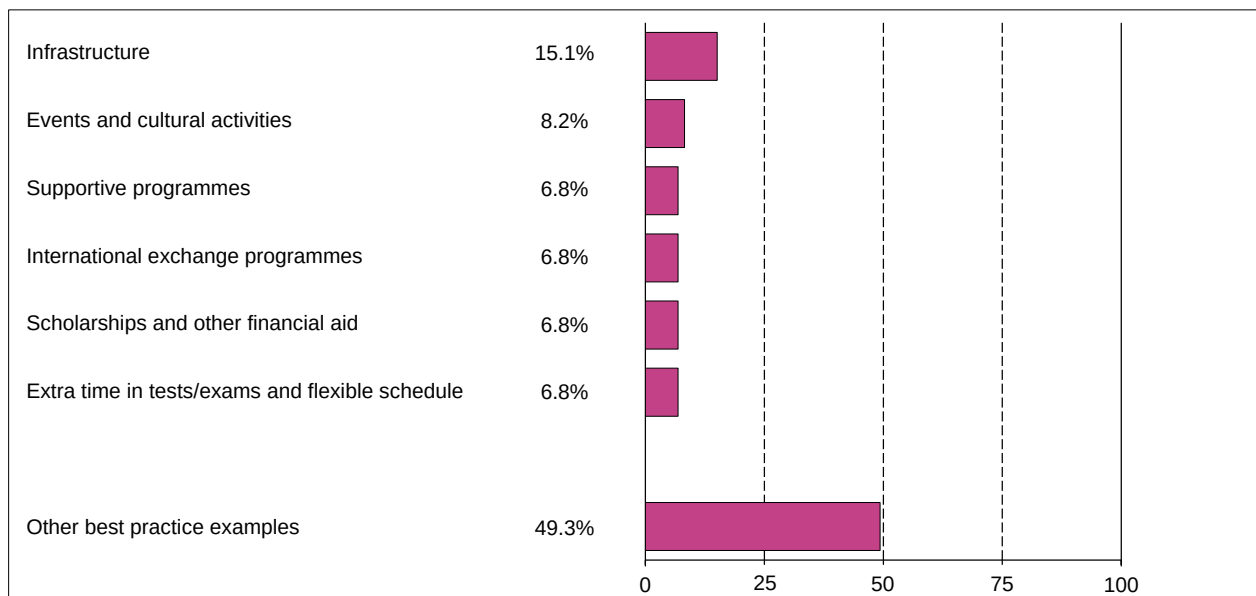
Some 6.3% of participants believed that offering more Erasmus destinations and opportunities could contribute positively. Another 6.3% recommended greater participation in NEOLAiA activities. Similarly, 6.3% of participants highlighted the need for increased support for different student groups, and the same proportion suggested that educating teachers and staff on diversity and inclusion would be beneficial.

The remaining 52.1% of responses were grouped under '*Other diversity and inclusion efforts*', reflecting a variety of other suggestions that were less frequently mentioned but still considered important by the respondents. These findings indicate a range of perspectives on how universities can further their commitment to fostering an inclusive and diverse environment.

Turning our attention to Figure 11, we explore the frequency of mentioned best practice examples related to diversity and inclusion, providing a visual representation of the strategies deemed exemplary by participants.

**Figure 11**

*Frequency of mentioned best practice examples related to diversity and inclusion (percentage of students and staff members)*



Participants were invited to provide best practice examples of their universities regarding diversity and inclusion initiatives. The results are summarised in figure 11, highlighting the various measures cited by respondents.

Infrastructure improvements were the most frequently mentioned, accounting for 15.1% of responses. These included facilities such as ramps, wider doors for wheelchair access, tactile strips for the visually impaired, and elevators.

Events and cultural activities were noted by 8.2% of participants as significant contributors to promoting diversity and inclusion. Similarly, 6.8% highlighted supportive programmes, which offer aid to disadvantaged individuals, as well as international exchange programmes and scholarships along with other financial aid. The latter, particularly, are aimed at students with low incomes. Additionally, 6.8% of respondents emphasised the importance of extra time in tests and exams and flexible scheduling as crucial best practice examples.

The remaining 49.3% of responses were categorised under '*Other best practice examples*', encompassing a broad array of unique and innovative practices that respondents identified as effective in fostering a more inclusive and diverse university environment. These findings underscore the variety of approaches employed by universities to address and enhance diversity and inclusion, reflecting a multifaceted and comprehensive effort to support all students and staff.

In summary, the findings presented in this chapter provide a comprehensive understanding of the perceptions, experiences, and recommendations regarding diversity and inclusion within university communities. Through a combination of quantitative analysis and qualitative insights, we have explored the multifaceted nature of diversity and inclusion initiatives, including participants' definitions, experiences, and suggested improvements. While the majority of responses indicate support for such efforts, it's evident that there are differing perspectives and areas for refinement. As we transition into the discussion chapter, we will delve deeper into the implications of these findings, considering their significance for policy-making, institutional practices, and future research endeavours in the field of diversity and inclusion within higher education.

#### 4.4 Discussion on reported results on diversity and inclusion needs at NEOLAIa universities

The comprehensive analysis of data gleaned from NEOLAIa universities sheds light on the nuanced landscape of diversity and inclusion within higher education, particularly emphasising the multifaceted nature of these concepts. By prioritising inclusive environments that celebrate diversity through elements such as interculturality and intersectionality, alongside equity and equal opportunities, these institutions underscore their commitment to fostering cultures of acceptance, tolerance, and respect. However, the presence of participants expressing indifference towards diversity and inclusion signals an ongoing need for heightened awareness-raising efforts to garner broader support and engagement across university communities.

Memorable experiences related to diversity and inclusion vary widely among participants, ranging from international exchanges to interactions with individuals with special needs, reflecting the rich tapestry of personal narratives that contribute to shaping perspectives on inclusivity. This underscores the necessity of providing diverse opportunities for meaningful engagement within university settings, alongside tailored approaches to foster a sense of belonging.

Moreover, the identification of diverse barriers, spanning economic, social, health, and geographic dimensions, highlights the multifaceted challenges faced by students and staff. Addressing these obstacles

requires comprehensive support mechanisms and tailored interventions to promote accessibility and inclusivity for all members of the university community.

While overall sentiment towards the university's social atmosphere is positive, variations in satisfaction levels, particularly among dual-role participants, suggest a need for a nuanced approach to enhance satisfaction and bolster diversity and inclusion efforts. The model analysis further reinforces the critical role of supportive environments in enhancing overall satisfaction among stakeholders, emphasising the interconnectedness of diversity and inclusion efforts with the university's social atmosphere.

The prevalence of discriminatory events underscores the imperative for targeted interventions to address specific forms of discrimination, alongside disparities in reported occurrences across different aspects. These findings underscore the importance of ongoing efforts to enhance inclusivity and accessibility within the university environment.

Perceptions of the emphasis on diversity and inclusion vary across institutions, highlighting the need for contextual consideration in D&I efforts. While some express concerns about excessive focus on D&I, a balanced approach is advocated to address concerns while leveraging the benefits of inclusivity.

Diverse perspectives on enhancement strategies, ranging from project-based initiatives to broader awareness campaigns, underscore the need for a multifaceted approach. Best practice examples cited by participants emphasise the significance of infrastructure improvements, cultural activities, and supportive programmes, offering insights into effective strategies for fostering inclusivity within higher education institutions.

Overall, these findings underscore the significance of the underlying needs analysis as a pillar in the development of the D&I NEOcharter, providing valuable input for advancing diversity and inclusion efforts within higher education institutions. Further exploration into specific improvement strategies and exemplary practices offers actionable steps for enhancing inclusivity, thereby contributing to a more equitable educational environment.

## 5 Conclusion

The conclusions drawn from this deliverable indicate that the needs analysis has successfully achieved its objective. Conducted as one of three foundational elements, it has provided a comprehensive understanding of the barriers to diversity and inclusion at NEOLAIa universities. This analysis will be instrumental in the creation of the D&I NEOcharter, ensuring that it is well-informed and tailored to the specific needs and contexts of all NEOLAIa institutions. The results of this deliverable will be further utilised to guide the development and implementation of effective D&I policies and practices across the universities, fostering a more inclusive academic environment.

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## 7 Annexes

Annex A: NEOLAIa diversity and inclusion questionnaire

# Diversity & Inclusion Questionnaire

|                |                    |
|----------------|--------------------|
| Name           | NEOLAIa D&I        |
| Survey Version | Students and staff |
| Study Dates    | 2024-2027          |

## Welcome Page

### What is NEOLAIa?

Your university is part of NEOLAIa – an alliance of European universities.

### Why should you participate in the NEOLAIa Diversity & Inclusion questionnaire?

A strategic goal of NEOLAIa is to ensure that a positive approach to diversity becomes a hallmark of the organisation, as important as excellence in research and teaching. An important step in creating a truly diverse and inclusive community is to gain an understanding of staff and student perspectives and experiences of diversity and inclusion in relation to their work and study at the university.

Your participation is very important as it is only through the widest possible participation that we can build a complete picture of diversity and inclusion at NEOLAIa universities.

6 good reasons to take part:

- You are supporting our research.
- Your experience will shape future decisions.
- You help to support arguments with facts.
- Your personal journey counts.
- You can reflect on your own career.
- You become part of a unique study.

### What are we interested in? And why?

The NEOLAIa Diversity & Inclusion questionnaire is designed to give us a university-wide insight into the diversity and inclusion situation of students and staff. As part of the study, we are interested in a range of topics about you and your views on diversity and inclusion at your university. Your participation and responses will be kept strictly confidential. No personally identifiable information will be reported, and sensitive data will not be reported

directly. Please anonymise your answers to the open questions - no names of persons etc. may be mentioned! This survey is entirely voluntary. You do not have to take part in this survey and - if you do - you can skip any questions you do not feel comfortable answering and you can stop the survey at any time.

### **How much time will it take to participate?**

Depending on your personal situation, you will need between 30 and 45 minutes to complete the online questionnaire.

### **What happens to your data?**

During the survey you will be asked to provide information about yourself and your views on diversity and inclusion at your university, known as survey data. No contact details will be collected. We will store your survey data in a secure area on an in-house server at Bielefeld University, with personalised access only for surveyors from the NEOLAiA team. Sensitive information, such as your personal details, will be specially protected so that it cannot be traced back to individual participants. After the survey, the data will be stored on a secure and encrypted NEOLAiA server and will only be stored until the end of the project, i.e. 31 December 2027. It will not be possible to identify you personally at any time.

If you have any questions about the survey – or if you experience any difficulty in completing this survey – please contact the survey team via [neolaia\\_diversity@uni-bielefeld.de](mailto:neolaia_diversity@uni-bielefeld.de).

Thank you in advance for your help with this important study!  
Click “Next” to start the survey.

## PART I: About your person

### 1) Which university are you studying/working at?

Choose one of the following answers.

- |                                             |                                                             |                                             |
|---------------------------------------------|-------------------------------------------------------------|---------------------------------------------|
| <input type="radio"/> Universität Bielefeld | <input type="radio"/> Universitatea Ștefan cel Mare Suceava | <input type="radio"/> Örebro Universitet    |
| <input type="radio"/> Universidad de Jaén   | <input type="radio"/> Šiaulių valstybinė kolegija           | <input type="radio"/> Université de Tours   |
| <input type="radio"/> University of Ostrava | <input type="radio"/> Università degli studi di Salerno     | <input type="radio"/> University of Nicosia |

### 2) Please select your affiliation with the university:

Choose one of the following answers.

- ☐ I am a student but not an employee at the university.
- ☐ I am an employee (staff) but not a student at the university.
- ☐ I am both a student and an employee (staff) at the university.

### 3) What are you studying at your university?

\_\_\_\_\_

### 4) What degree are you aiming for?

Choose one of the following answers.

If you choose 'Other (Please specify):' please also specify your choice in the accompanying text field.

- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ PhD/ doctoral degree
- ☐ I am taking a separate course.
- ☐ I am taking specialisation/professional courses.
- ☐ I don't want to reply to that.
- ☐ Other (Please specify): \_\_\_\_\_
- ☐ No answer

**5) In which field are you working and what role/position do you have at your university?**

*(Please do not use any identifying data)*

---

**6) How many hours per week do you spend on-site at the university on average?**

*Choose one of the following answers.*

- ☐ 0-5 hours
- ☐ 6-10 hours
- ☐ 11-15 hours
- ☐ 16-20 hours
- ☐ 21-30 hours
- ☐ 31-40 hours
- ☐ more than 40 hours
- ☐ I don't want to reply to that.
- ☐ No answer

**7) How many hours per week do you spend studying or working remotely for the university on average?**

*Choose one of the following answers.*

- ☐ 0-5 hours
- ☐ 6-10 hours
- ☐ 11-15 hours
- ☐ 16-20 hours
- ☐ 21-30 hours
- ☐ 31-40 hours
- ☐ more than 40 hours
- ☐ I don't want to reply to that.
- ☐ No answer

**8) What is your current age?**

*Choose one of the following answers.*

- ☐ younger than 18 years
- ☐ 18-20 years
- ☐ 21-25 years
- ☐ 26-30 years
- ☐ 31-35 years
- ☐ 36-40 years
- ☐ 41-45 years
- ☐ 46-50 years
- ☐ 51-55 years
- ☐ 56-60 years
- ☐ 61-65 years
- ☐ 66-70 years
- ☐ 70+ years
- ☐ I don't want to reply to that.
- ☐ No answer

**9) What gender do you identify with?**

*Choose one of the following answers.*

*If you choose 'Preferred response not listed (Please specify):' please also specify your choice in the accompanying text field.*

- ☐ Agender
- ☐ Gender non-binary
- ☐ (Gender-)Queer
- ☐ Man
- ☐ Transgender man
- ☐ Transgender woman



- ☐ Woman
- ☐ I don't want to reply to that.
- ☐ Preferred response not listed (*Please specify*): \_\_\_\_\_
- ☐ No answer

**10) What is your current sexual orientation?**

*Choose one of the following answers.*

*If you choose 'Preferred response not listed (Please specify):' please also specify your choice in the accompanying text field.*

- ☐ Asexual
- ☐ Bisexual
- ☐ Gay/lesbian
- ☐ Heterosexual
- ☐ Pansexual
- ☐ Queer
- ☐ Questioning
- ☐ I don't want to reply to that.
- ☐ Preferred response not listed (*Please specify*): \_\_\_\_\_
- ☐ No answer

**11) Were you born in the country where your university is located?**

*Choose one of the following answers.*

*If you choose 'No, but in' please also specify your choice in the accompanying text field.*

- ☐ Yes
- ☐ I don't want to reply to that.
- ☐ No, but in \_\_\_\_\_
- ☐ No answer

**12) Please indicate your generation status:**

*Choose one of the following answers.*

- ☐ All of my grandparents and both of my parents were born in the country of my university.
- ☐ Both of my parents but not (all) my grandparents were born in the country of my university.
- ☐ Only one of my parents was born in the country of my university.
- ☐ Neither of my parents were born in the country of my university.
- ☐ I am not sure.
- ☐ I don't want to reply to that.
- ☐ No answer

**13) Did your parents or guardians complete higher secondary education?**

*Choose one of the following answers.*

- ☐ Yes, both
- ☐ Yes, one parent/guardian
- ☐ No
- ☐ I am not sure.
- ☐ I don't want to reply to that.
- ☐ No answer

**14) Please indicate the groups with which you identify most.**

*Check all that apply.*

- ☐ African American/Black
- ☐ Alaskan Native/Native American
- ☐ Anglo-Saxon
- ☐ Arab/Middle Eastern/North African
- ☐ Ashkali
- ☐ Ashkenazi Jewish





- ☐ Asian/Asian American
- ☐ Baltic (e.g. Latvian, Lithuanian)
- ☐ Balkan (e.g. Serbian, Croatian, Bulgarian)
- ☐ Basque
- ☐ Caucasian/White
- ☐ Celtic
- ☐ Mediterranean (e.g. Greek, Italian, Spanish)
- ☐ Nordic
- ☐ Pacific Islander (e.g. Native Hawaiian, another Pacific Islander)
- ☐ Romani
- ☐ Romanch
- ☐ Roma/Sinti
- ☐ Slavic
- ☐ Sorbian
- ☐ Tatar
- ☐ Turkish
- ☐ Vlach
- ☐ Yenish
- ☐ I don't want to reply to that.
- ☐ Other (*Please specify*): \_\_\_\_\_

**15) Please indicate with which religious background, if any, you identify most.**

*Check all that apply.*

- ☐ Agnostic
- ☐ Ahmadiyya Muslim
- ☐ Atheist



- ☐ Bahá'í
- ☐ Baptist
- ☐ Buddhist
- ☐ Catholic
- ☐ Christian: Non-Denominational
- ☐ Christian Orthodox
- ☐ Church of Christ
- ☐ Confucian
- ☐ Druid
- ☐ Eastern Orthodox
- ☐ Eckankar
- ☐ Episcopalian
- ☐ Greek Orthodox
- ☐ Hare Krishna
- ☐ Hindu
- ☐ Ismaili Muslim
- ☐ Jehovah's Witness
- ☐ Jewish: Orthodox
- ☐ Jewish: Other
- ☐ Jain
- ☐ LDS (Mormon)
- ☐ Lutheran
- ☐ Methodist
- ☐ Muslim
- ☐ Pagan



- ☐ Pentecostal
- ☐ Presbyterian
- ☐ Protestant: Non-Denominational
- ☐ Quaker
- ☐ Rastafarian
- ☐ Salafi Muslim
- ☐ Scientologist
- ☐ Seventh Day Adventist
- ☐ Shia Muslim
- ☐ Shinto
- ☐ Sikh
- ☐ Sufi Muslim
- ☐ Sunni Muslim
- ☐ Taoist
- ☐ UCC/Congregational
- ☐ Unitarian/Universalist
- ☐ Wiccan
- ☐ Zoroastrian
- ☐ None
- ☐ I don't want to reply to that.
- ☐ Other (*Please specify*): \_\_\_\_\_

**16) Do you have declared/certified special needs?**

*Choose one of the following answers.*

- ☐ Yes
- ☐ No



- ☐ I don't want to reply to that.
- ☐ No answer

**17) Please indicate what type(s) of declared/certified special needs you have.**

*Check all that apply.*

- ☐ Acquired/Traumatic Brain Injury
- ☐ Asperger's/Autism Spectrum
- ☐ Attention Deficit/Hyperactivity Disorder
- ☐ Blind/Low Vision
- ☐ Chronic Illness/Medical Condition
- ☐ Cognitive or Learning Disability
- ☐ Deaf/Hard of Hearing
- ☐ Mental Health/Psychological Condition
- ☐ Physical/Mobility condition that affects walking
- ☐ Physical/Mobility condition that does not affect walking
- ☐ Speech/Communication Condition
- ☐ I don't want to reply to that.
- ☐ Other (*Please specify*): \_\_\_\_\_

**18) Please indicate which situations, if any, affect your university life.**

*Check all that apply.*

- ☐ Age/generational barriers
- ☐ Barriers linked to discriminations
- ☐ Barriers linked to education and training systems (e.g. struggles to perform in education, structural limitations etc.)
- ☐ Barriers regarding gender
- ☐ Barriers regarding migration/immigration
- ☐ Cultural differences
- ☐ Economic barriers (e.g. low income, part-time alongside studying, dependence on social welfare etc.)
- ☐ Geographic barriers (e.g. living in remote areas, mobility, small islands, outermost regions, areas with poor public transport services etc.)
- ☐ Health problems
- ☐ Language barriers
- ☐ Social barriers (e.g. limited social competences, first in family to attend university, being a parent, caregiver, orphans, living in institutional care etc.)
- ☐ Special needs/disabilities
- ☐ None of the above
- ☐ I don't want to reply to that.
- ☐ Other (*Please specify*): \_\_\_\_\_



## PART II: Your views on diversity and inclusion

### 19) What is your personal understanding of diversity and inclusion?

*Please do not use any identifying data.*

### 20) Please describe your most memorable experience related to diversity and inclusion.

*Please do not use any identifying data.*

### PART III: Diversity and inclusion at your university

**21) Please indicate your level of familiarity with the activities and environment at your university.**

*Choose one of the following answers.*

- ☐ Not at all familiar
- ☐ Slightly familiar
- ☐ Moderately familiar
- ☐ Very familiar
- ☐ Completely familiar
- ☐ No answer

**22) Please indicate how satisfied or dissatisfied you are with the overall social atmosphere that you have experienced at your university within the past 12 months.**

*Choose one of the following answers.*

- ☐ Very dissatisfied
- ☐ Dissatisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Satisfied
- ☐ Very satisfied
- ☐ No answer

**23) Please indicate how supportive your university is of fostering a culture of diversity and inclusion.**

*Choose one of the following answers.*

- ☐ Not at all supportive
- ☐ Slightly supportive
- ☐ Moderately supportive
- ☐ Very supportive
- ☐ Completely supportive
- ☐ No answer



**24) Please indicate to what extent you agree or disagree that your university actively addresses diversity.**

*Choose one of the following answers.*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree
- ☐ No answer

**25) Please indicate to what extent you agree or disagree that your university actively implements inclusion.**

*Choose one of the following answers.*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree
- ☐ No answer

**26) Please indicate whether you have generally felt discriminated against at your university in the last 12 months.**

*Choose one of the following answers.*

- ☐ Yes
- ☐ No
- ☐ I am not sure.
- ☐ No answer

**27) Please indicate how often you have experienced discriminatory events at your university over the past 12 months because of your:**

|                              | <i>Never</i> | <i>1-2 times</i> | <i>3 or more times</i> | <i>This is not relevant to me.</i> | <i>No answer</i> |
|------------------------------|--------------|------------------|------------------------|------------------------------------|------------------|
| Ability or disability status |              |                  |                        |                                    |                  |
| Age                          |              |                  |                        |                                    |                  |
| Biological sex               |              |                  |                        |                                    |                  |
| Ethnic identity              |              |                  |                        |                                    |                  |
| Gender expression            |              |                  |                        |                                    |                  |
| Gender identity              |              |                  |                        |                                    |                  |
| Height or weight             |              |                  |                        |                                    |                  |
| Marital status               |              |                  |                        |                                    |                  |
| National origin              |              |                  |                        |                                    |                  |
| Political orientation        |              |                  |                        |                                    |                  |
| Religion                     |              |                  |                        |                                    |                  |
| Sexual orientation           |              |                  |                        |                                    |                  |
| Social class                 |              |                  |                        |                                    |                  |
| Other                        |              |                  |                        |                                    |                  |

**28) Please indicate how often you have witnessed discriminatory events at your university over the past 12 months because of someone's:**

|                              | <i>Never</i> | <i>1-2 times</i> | <i>3 or more times</i> | <i>This is not relevant to me.</i> | <i>No answer</i> |
|------------------------------|--------------|------------------|------------------------|------------------------------------|------------------|
| Ability or disability status |              |                  |                        |                                    |                  |
| Age                          |              |                  |                        |                                    |                  |
| Biological sex               |              |                  |                        |                                    |                  |
| Ethnic identity              |              |                  |                        |                                    |                  |
| Gender expression            |              |                  |                        |                                    |                  |
| Gender identity              |              |                  |                        |                                    |                  |
| Height or weight             |              |                  |                        |                                    |                  |
| Marital status               |              |                  |                        |                                    |                  |
| National origin              |              |                  |                        |                                    |                  |
| Political orientation        |              |                  |                        |                                    |                  |
| Religion                     |              |                  |                        |                                    |                  |

|                    |  |  |  |  |  |
|--------------------|--|--|--|--|--|
| Sexual orientation |  |  |  |  |  |
| Social class       |  |  |  |  |  |
| Other              |  |  |  |  |  |

**29) Please indicate how often over the past 12 months you have socialised with people...**

*Never*    *Seldom*    *Some-times*    *Often*    *Very often*    *I don't know.*    *No answer*

|                                                                                           |  |  |  |  |  |  |  |
|-------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|
| ...whose religious beliefs are different from your own.                                   |  |  |  |  |  |  |  |
| ...whose political opinions are different from your own.                                  |  |  |  |  |  |  |  |
| ...who are immigrants or from an immigrant family.                                        |  |  |  |  |  |  |  |
| ...who are of a different nationality than your own.                                      |  |  |  |  |  |  |  |
| ...who are of a different ethnicity than your own.                                        |  |  |  |  |  |  |  |
| ...whose gender is different from your own.                                               |  |  |  |  |  |  |  |
| ...whose sexual orientation is different from your own.                                   |  |  |  |  |  |  |  |
| ...who are from a different social class.                                                 |  |  |  |  |  |  |  |
| ...who have physical or other observable disabilities.                                    |  |  |  |  |  |  |  |
| ...who have learning, psychological, or other disabilities that are not readily apparent. |  |  |  |  |  |  |  |

**30) At my university I feel valued as an individual.**

*Choose one of the following answers.*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree
- ☐ No answer

**31) At my university I feel listened to by:**

|                                      | <i>Strongly<br/>disagree</i> | <i>Disagree</i> | <i>Neither<br/>agree nor<br/>dis-agree</i> | <i>Agree</i> | <i>Strongly<br/>agree</i> | <i>Does not<br/>apply to<br/>me</i> | <i>No<br/>answer</i> |
|--------------------------------------|------------------------------|-----------------|--------------------------------------------|--------------|---------------------------|-------------------------------------|----------------------|
| Professors, docents                  |                              |                 |                                            |              |                           |                                     |                      |
| Other academic staff members         |                              |                 |                                            |              |                           |                                     |                      |
| Tutors, mentors                      |                              |                 |                                            |              |                           |                                     |                      |
| Students                             |                              |                 |                                            |              |                           |                                     |                      |
| Staff members                        |                              |                 |                                            |              |                           |                                     |                      |
| University administrators            |                              |                 |                                            |              |                           |                                     |                      |
| Other university<br>mentors/advisors |                              |                 |                                            |              |                           |                                     |                      |

32) Considering your experiences over the past 12 months, please indicate your level of agreement with each of the following statements:

|                                                                                                                            | <i>Strongly<br/>disagree</i> | <i>Disagree</i> | <i>Neither<br/>agree nor<br/>disagree</i> | <i>Agree</i> | <i>Strongly<br/>agree</i> | <i>No<br/>answer</i> |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------|-------------------------------------------|--------------|---------------------------|----------------------|
| At my university I feel welcome.                                                                                           |                              |                 |                                           |              |                           |                      |
| At my university I feel connected to my peers.                                                                             |                              |                 |                                           |              |                           |                      |
| I feel I belong at my university.                                                                                          |                              |                 |                                           |              |                           |                      |
| I have considered leaving my university because I felt isolated or unwelcomed.                                             |                              |                 |                                           |              |                           |                      |
| I am treated with respect at my university.                                                                                |                              |                 |                                           |              |                           |                      |
| I feel others don't value my opinions at my university.                                                                    |                              |                 |                                           |              |                           |                      |
| My university is a place where I am able to perform up to my full potential.                                               |                              |                 |                                           |              |                           |                      |
| I have opportunities at my university for professional success that are similar to those of other students/ my colleagues. |                              |                 |                                           |              |                           |                      |
| I have found at least one community or group where I feel I belong at my university.                                       |                              |                 |                                           |              |                           |                      |

|                                                                                                                     | <i>Strongly disagree</i> | <i>Disagree</i> | <i>Neither agree nor disagree</i> | <i>Agree</i> | <i>Strongly agree</i> | <i>No answer</i> |
|---------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|------------------|
| There is too much emphasis put on issues of diversity, equity, and inclusion here at my university.                 |                          |                 |                                   |              |                       |                  |
| My university provides sufficient programs and resources to foster the success of a diverse student body and staff. |                          |                 |                                   |              |                       |                  |
| I have to work harder than others to be valued equally at my university.                                            |                          |                 |                                   |              |                       |                  |
| My experience at my university has had a positive influence on my personal and professional growth.                 |                          |                 |                                   |              |                       |                  |

**33) To the best of your knowledge, please indicate how much you agree or disagree with the following statements:**

|                                                                                                                                     | <i>Strongly disagree</i> | <i>Disagree</i> | <i>Neither agree nor disagree</i> | <i>Agree</i> | <i>Strongly agree</i> | <i>I don't know.</i> | <i>No answer</i> |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|----------------------|------------------|
| My university has a strong commitment towards diversity.                                                                            |                          |                 |                                   |              |                       |                      |                  |
| My university has a strong commitment towards inclusion.                                                                            |                          |                 |                                   |              |                       |                      |                  |
| Topics relevant to diversity and inclusion are prominent in coursework.                                                             |                          |                 |                                   |              |                       |                      |                  |
| At my university students have many opportunities to learn about cultures, backgrounds, and experiences that differ from their own. |                          |                 |                                   |              |                       |                      |                  |
| At my university, the current faculty body is as diverse as or more diverse than the student population.                            |                          |                 |                                   |              |                       |                      |                  |
| The academic staff at my university consider diversity and inclusion important.                                                     |                          |                 |                                   |              |                       |                      |                  |
| All organisation-/department-sponsored events at my university are accessible to participants with special needs.                   |                          |                 |                                   |              |                       |                      |                  |
| I know how to report incidents of harassment or discrimination at my university.                                                    |                          |                 |                                   |              |                       |                      |                  |
| My university responds appropriately to reports of harassment                                                                       |                          |                 |                                   |              |                       |                      |                  |



*Strongly disagree*   *Disagree*   *Neither agree nor disagree*   *Agree*   *Strongly agree*   *I don't know.*   *No answer*

|                                                                                                                                                             |  |  |  |  |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|
| Faculty readily accommodate diverse learning needs in the classroom.                                                                                        |  |  |  |  |  |  |  |
| At my university, adequate resources exist to support students from traditionally under-resourced groups.                                                   |  |  |  |  |  |  |  |
| At my university, there are clubs and organisations that reflect diverse backgrounds.                                                                       |  |  |  |  |  |  |  |
| My university offers the necessary conditions for people with special needs (e.g. elevator, ramp, toilet, parking space for those with motor disabilities). |  |  |  |  |  |  |  |
| My university offers the necessary toilet conditions for transgender people.                                                                                |  |  |  |  |  |  |  |
| The timetable is flexible for the students with special needs.                                                                                              |  |  |  |  |  |  |  |
| My university provides information and consulting opportunities for (prospective) students and staff with special needs.                                    |  |  |  |  |  |  |  |
| At my university, the students have the right to be assessed by an alternative method in case of a temporary physical disability or certified special need. |  |  |  |  |  |  |  |



*Strongly disagree*    *Disagree*    *Neither agree nor disagree*    *Agree*    *Strongly agree*    *I don't know.*    *No answer*

|                                                                                                                                                                                                       |  |  |  |  |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|
| At my university, there are special mobility offers (e.g. an extra train line) to get more students from home who are not used to studying to go on to higher studies.                                |  |  |  |  |  |  |  |
| At my university, lessons are specially organised (e.g. recruitment of note takers, mobility assistance, tutoring setup, possibility of interpreting in sign language, loan of materials, etc.).      |  |  |  |  |  |  |  |
| At my university, exams are specially organised (e.g. overtime, computer composition, private or small room, exam secretariat etc.).                                                                  |  |  |  |  |  |  |  |
| My university offers post-university preparation with the assistance of a dedicated professional integration officer.                                                                                 |  |  |  |  |  |  |  |
| At my university, there are special services in libraries (personalised attention, adapted workstations and reservation of reading places, extension of the loan period, programs and software etc.). |  |  |  |  |  |  |  |
| At my university, there are study loans and extra scholarships for students with low income.                                                                                                          |  |  |  |  |  |  |  |



**34) What are best practice examples in the context of diversity and inclusion at your university?**

*Please do not use any identifying data.*

**35) How do you think your university may improve its diversity and inclusion efforts in the future?**

*Please do not use any identifying data.*

**36) If you could define any, which diversity and inclusion values and policies for the university should be established?**

*Please do not use any identifying data.*

**37) What would be an event in the context of diversity and inclusion that you would like to attend at your university?**

*Please do not use any identifying data.*

**38) Do you have any other suggestions/comments?**

[illegible]

**End Page**

Thank you for your participation in this important research – we appreciate your time and input!

You may now close your browser.