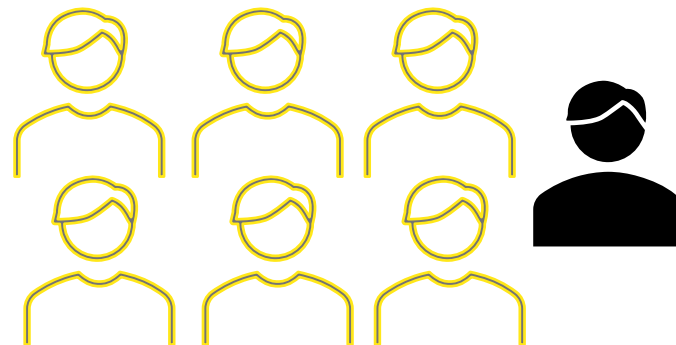
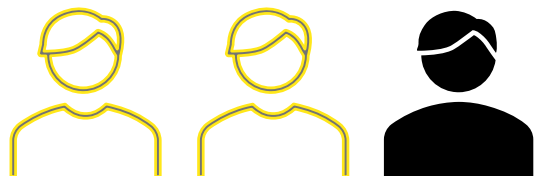




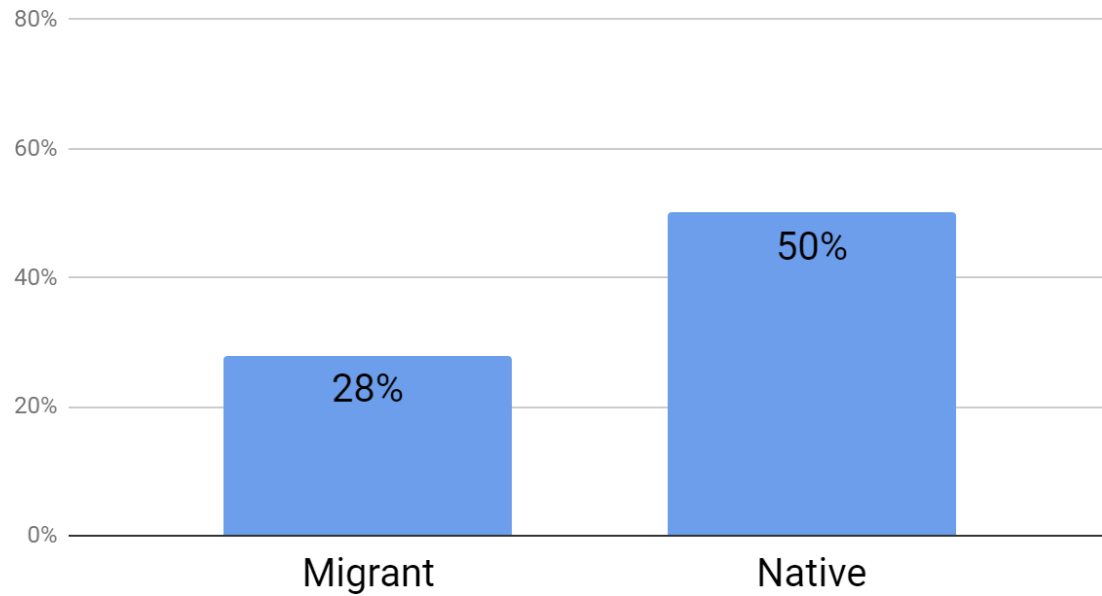
# Inclusion in Higher Education? Yes we can!

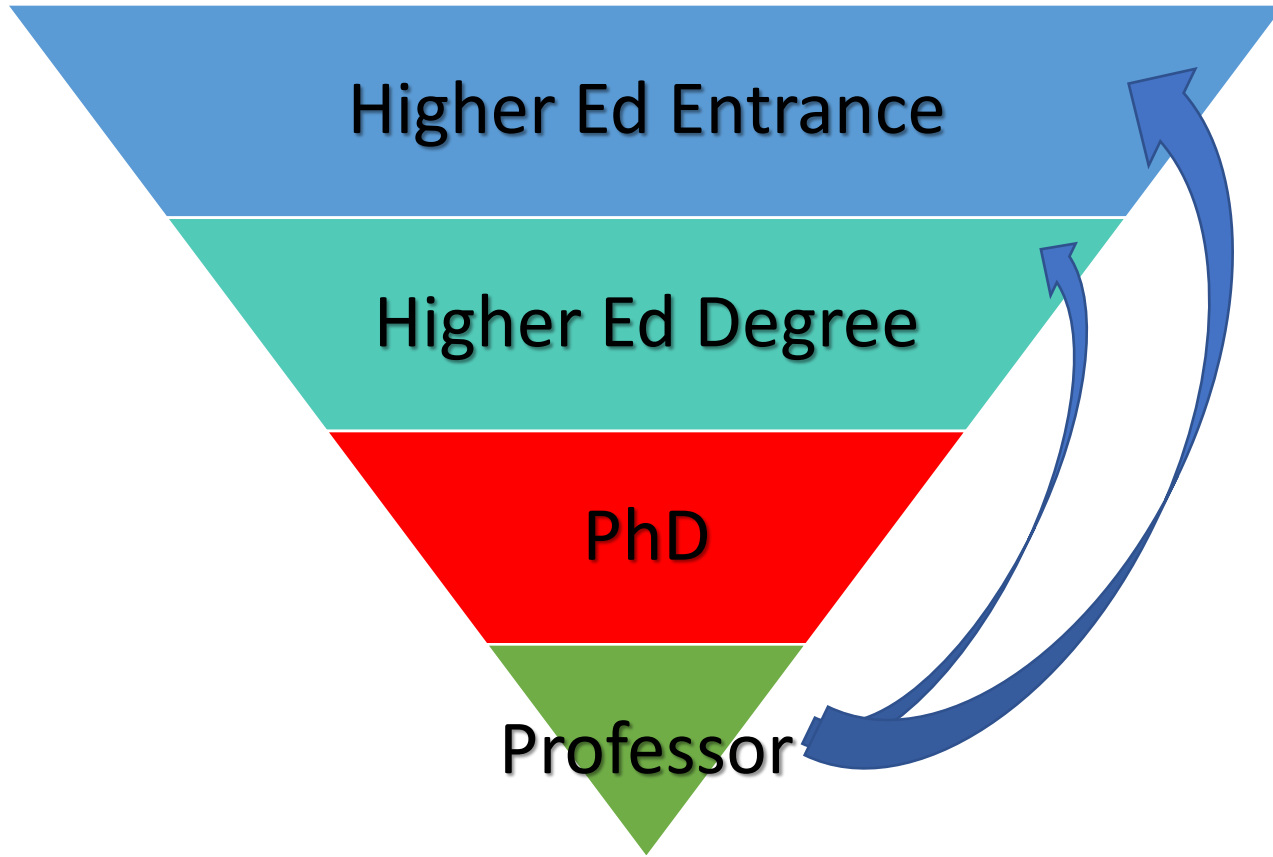
Prof. dr. Orhan Ağırdağ

**KU LEUVEN**



### Pass First Year (KU Leuven data)













## The data suggests diversity correlates with better financial performance.

media/mckinsey/business function...  
mckinsey.com

Likelihood of financial performance above national industry median, by diversity quartile, %

### Ethnic diversity



### Gender diversity



### Gender and ethnic diversity combined



Source: McKinsey Diversity Database



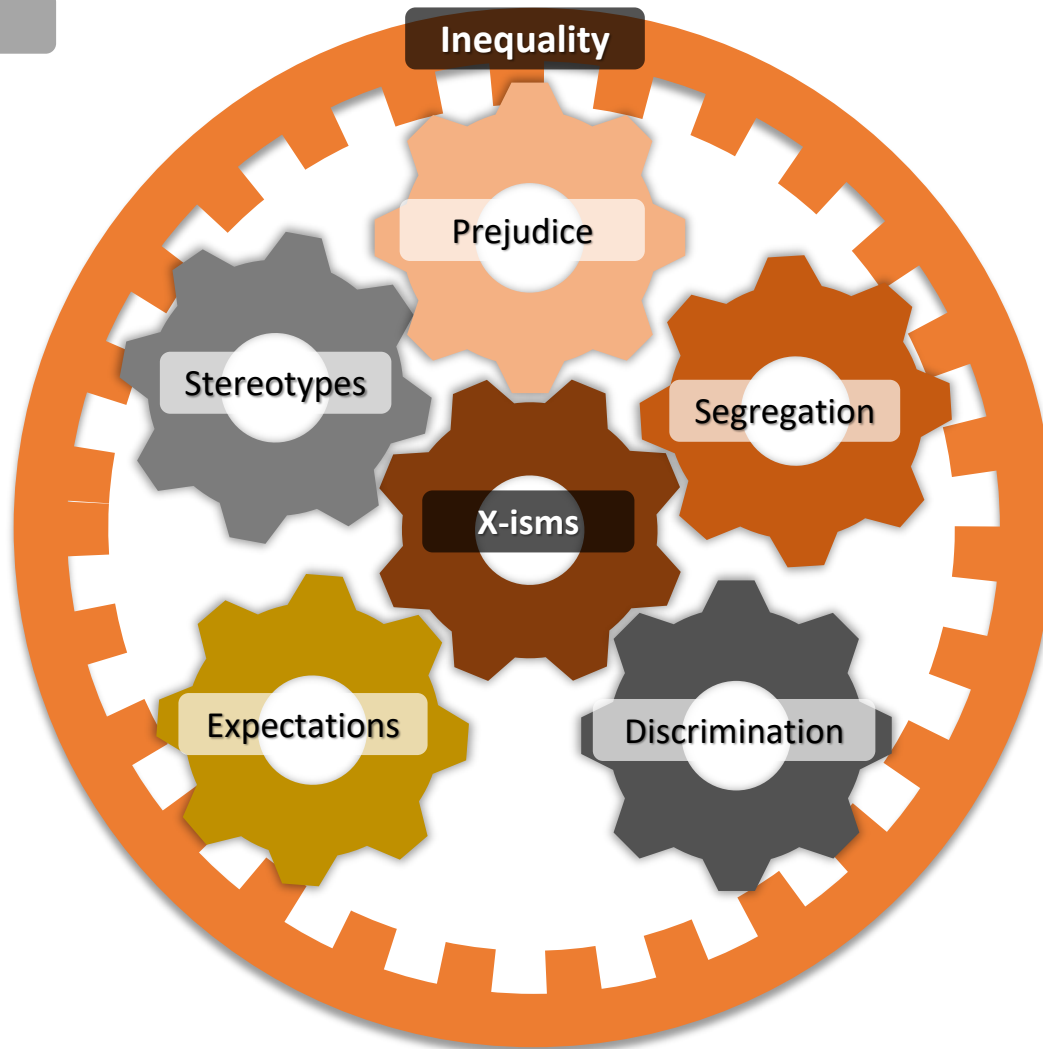
# Recognize exclusion

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Exclusion

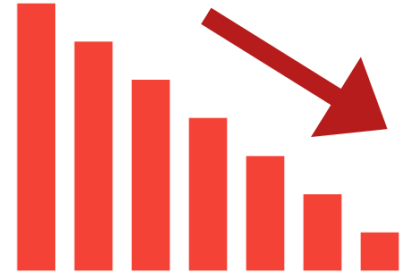


# Experienced discrimination → HE performance



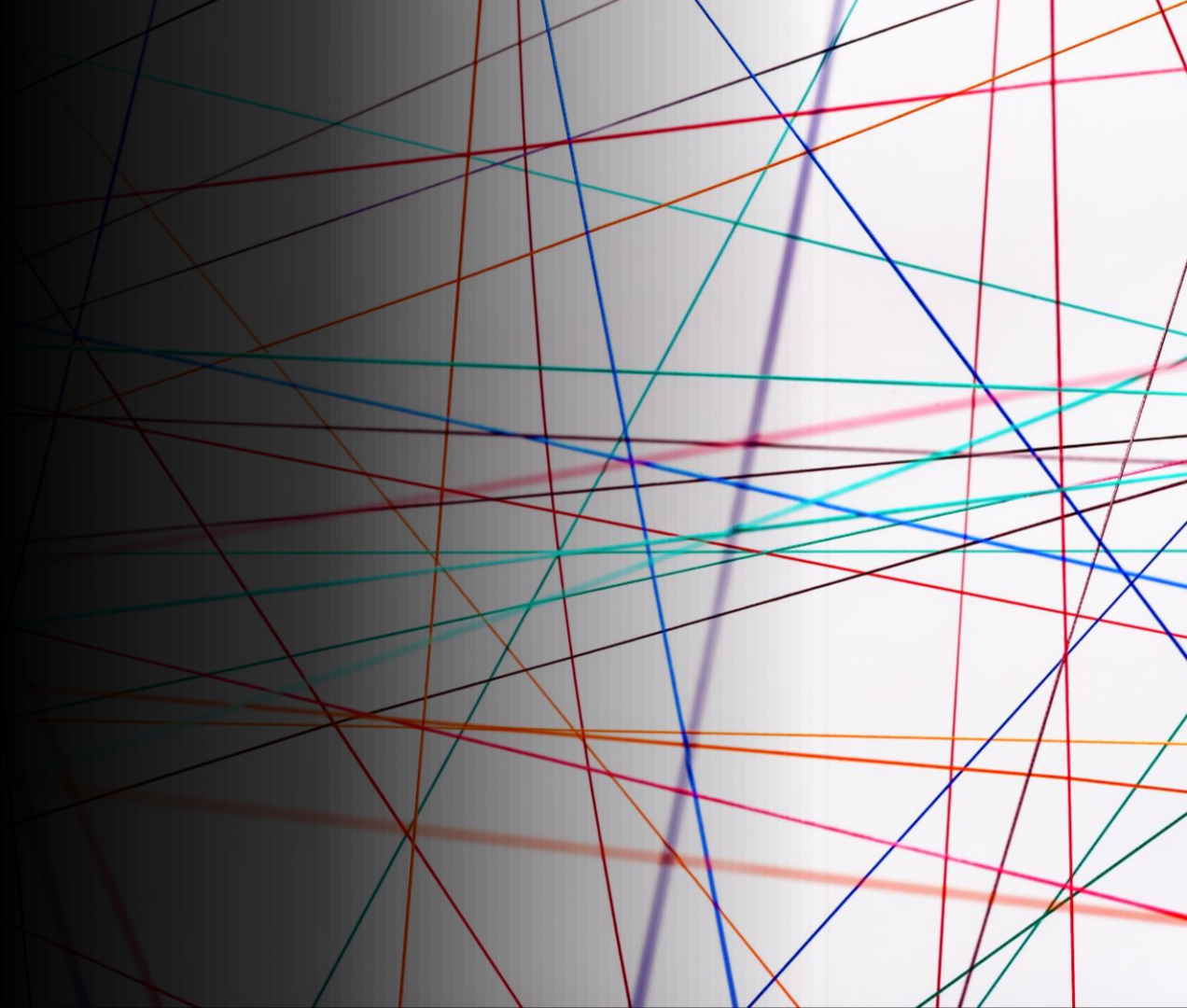
$$r = -.20***$$

$$\beta = -.17***$$





# Inclusion



## Beliefs: What do we think about diversity?

Deficit



Assimilation

Neutral



Colorblindness

Asset



Pluralism

## Practice: How do we deal with diversity?



## Beliefs : What do we think about diversity?

Deficit



Assimilation

Neutral



Colorblindness

Asset



Pluralism

Practice: How do we deal with diversity?

## The reproduction of deficit thinking in times of contestation: the case of higher education

Jelle Mampaey & Jeroen Huisman

To cite this article: Jelle Mampaey & Jeroen Huisman (2022): The reproduction of deficit thinking in times of contestation: the case of higher education, British Journal of Sociology of Education, DOI: [10.1080/01425692.2022.2122941](https://doi.org/10.1080/01425692.2022.2122941)

To link to this article: <https://doi.org/10.1080/01425692.2022.2122941>

- Dominant (up to 2020)
- 65% of all discourse on inequalities

# Deficit Beliefs & Assimilation Policies



Saturday, 4 February 2023

# The Brussels Times

LG IUM BUSINESS ART & CULTURE EU AFFAIRS WORLD

## Plans to punish parents if children score poorly on Dutch language skills criticised

Wednesday, 18 January 2023 TBT +

By Lauren Walker

Saturday, 4 February 2023

# The Brussels Times

LG IUM BUSINESS ART & CULTURE EU AFFAIRS WORLD

## Financial sanctions if children 'do not learn' Dutch now supported by Flemish socialists

Thursday, 26 January 2023

By Maïthé Chini



[Home](#) > [Publicaties & projecten](#) > [Academisch taalgebruik](#) > Remediëringstraject Academisch Nederlands

# Remediëringstraject Academisch Nederlands

Tot de doelgroep van dit project behoren allochtone studenten met een goede dagelijkse kennis van het Nederlands, maar met onvoldoende schriftelijke en mondelinge vaardigheden om te kunnen omgaan met complexe theoretische, wetenschappelijke of academische teksten en taken.

"The target group for this project includes 'allochtone' students with a good daily knowledge of Dutch, but with insufficient written and oral skills."

# Deficit Beliefs & Assimilation Policies





HAUTE ÉCOLE  
FRANCISCO FERRER

## Belgian protest for headscarf rights at university

Some 1,000 people protest court ruling and stand up for freedom to wear headscarves

Agnes Szucs | 05.07.2020



# The Brussels Times

LGIUM BUSINESS ART & CULTURE EU AFFAIRS WORLD

## VUB Chancellor worried growing religious influ among students

Sunday 22 September 2024

By The Brussels Times with Belga



VUB Chancellor Jan Danckaert. Credit: Belga.

"Some students are retreating to religious values," VUB Chancellor Jan Danckaert told De Morgen on Friday, expressing concern over what he sees as growing religious influence on campus.

As an example, the Chancellor cited the question of dedicated prayer rooms on campus. Every year, the VUB receives requests for them, and every year it invariably rejects them. As a result, students of various religions occupy rooms without permission to pray or meditate.

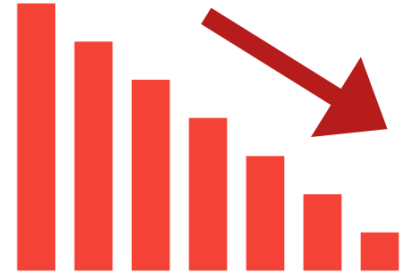


# Perceived assimilation → HE performance



$$r = -.20^{***}$$

$$\beta = -.13^{***}$$



## Beliefs: What do we think about diversity?

Deficit



Assimilation

Neutral



Colorblindness

Asset



Multiculturalism

## Practice: How do we deal with diversity?






Opinie  
MARK ELCHARDUS

Een kuur van gewilde  
kleurenblindheid lijkt me  
aangewezen

*"A treatment of deliberate  
color blindness seems to  
me advisable."*

# Colorblindness → less detection of discrimination







**Psychological Science**  ASSOCIATION FOR PSYCHOLOGICAL SCIENCE **Journal Indexing & Metrics** [View »](#)

## In Blind Pursuit of Racial Equality?

Evan P. Apfelbaum, Kristin Pauker, Samuel R. Sommers, more... [Show all authors ▾](#)

First Published September 28, 2010 | Research Article | [Find in PubMed](#)  
<https://doi.org/10.1177/0956797610384741>

[Article information ▾](#)   **Altmetric** **61**   **SAGE Recommends ▾**

### Abstract

Despite receiving little empirical assessment, the color-blind approach to managing diversity has become a leading institutional strategy for promoting racial equality, across domains and scales of practice. We gauged the utility of color blindness as a means to eliminating future racial inequity—its central objective—by assessing its impact on a sample of elementary-school students. Results demonstrated that students exposed to a color-blind mind-set were actually less likely to detect overt instances of racial discrimination than students in a color-conscious mind-set. These findings suggest that color blindness may therefore appear to function as a means to perpetuate racial discrimination.

**Keywords**



Full access

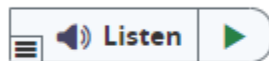
2370

Views

CrossRef citations to date

18

Altmetric





Research Article

# Diversity approaches matter in international classrooms: how a multicultural approach buffers against cultural misunderstandings and encourages inclusion and psychological safety

Jozefien De Leersnyder  , Seval Gündem

Published online: 01 Oct 2021

 Download citation  <https://doi.org/10.1080/>

“When lecturers were perceived to communicate a colorblind approach cultural misunderstandings and their concomitant negative effects remained high”



# Perceived colorblindness → HE performance



$$r = 0$$

$$\beta = 0$$



## Beliefs: What do we think about diversity?

Deficit



Assimilation

Neutral



Colorblindness

Asset



Pluralism

## Policy: How do we deal with diversity?



## A Diversity Ideology Intervention Increases Multiculturalism and Academic Achievement

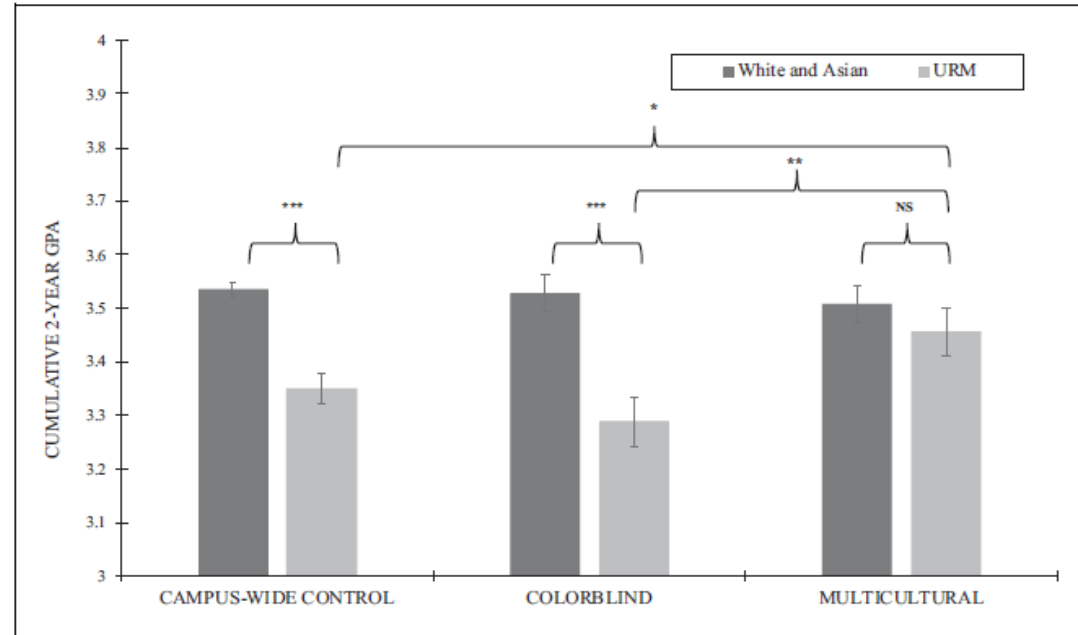
Hannah J. Birnbaum<sup>1</sup>  
Sarah S. M. Townsen

### Abstract

In the United States, underrepresented minorities have lower achievement and fuel disparities. A diversity intervention could improve URM academic achievement. Specific diversity ideology in terms of multiculturalism statement earned higher GPAs than colorblindness statement earned higher GPAs compared to campus-wide control. Multiculturalism can increase

### Keywords

diversity, intervention, colorblindness



**Figure 1.** Cumulative 2-year grade point average (GPA) as a function of race and intervention condition. *Note.* Marginal adjusted means are presented. Error bars show standard errors of the mean. Key contrasts are highlighted in this figure.



Full access

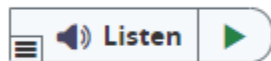
237 0

Views

CrossRef citations to date





18

Altmetric





Research Article

# Diversity approaches matter in international classrooms: how a multicultural approach buffers against cultural misunderstandings and encourages inclusion and psychological safety

Jozefien De Leersnyder  , Seval Gündemir  & Orhan Ağirdağ 

Published online: 01 Oct 2021

 Download citation  <https://doi.org/10.1080/0>

When lecturers were perceived to adopt a multicultural approach (i.e. recognizing and valuing cultural diversity), students experienced less cultural misunderstandings

# Perceived multiculturalism → HE performance



$$r = 0.12^*$$

$$\beta = 0.10^*$$



## Beliefs: What do we think about diversity?

Deficit



Assimilation

Neutral



Colorblindness


Asset



Pluralism

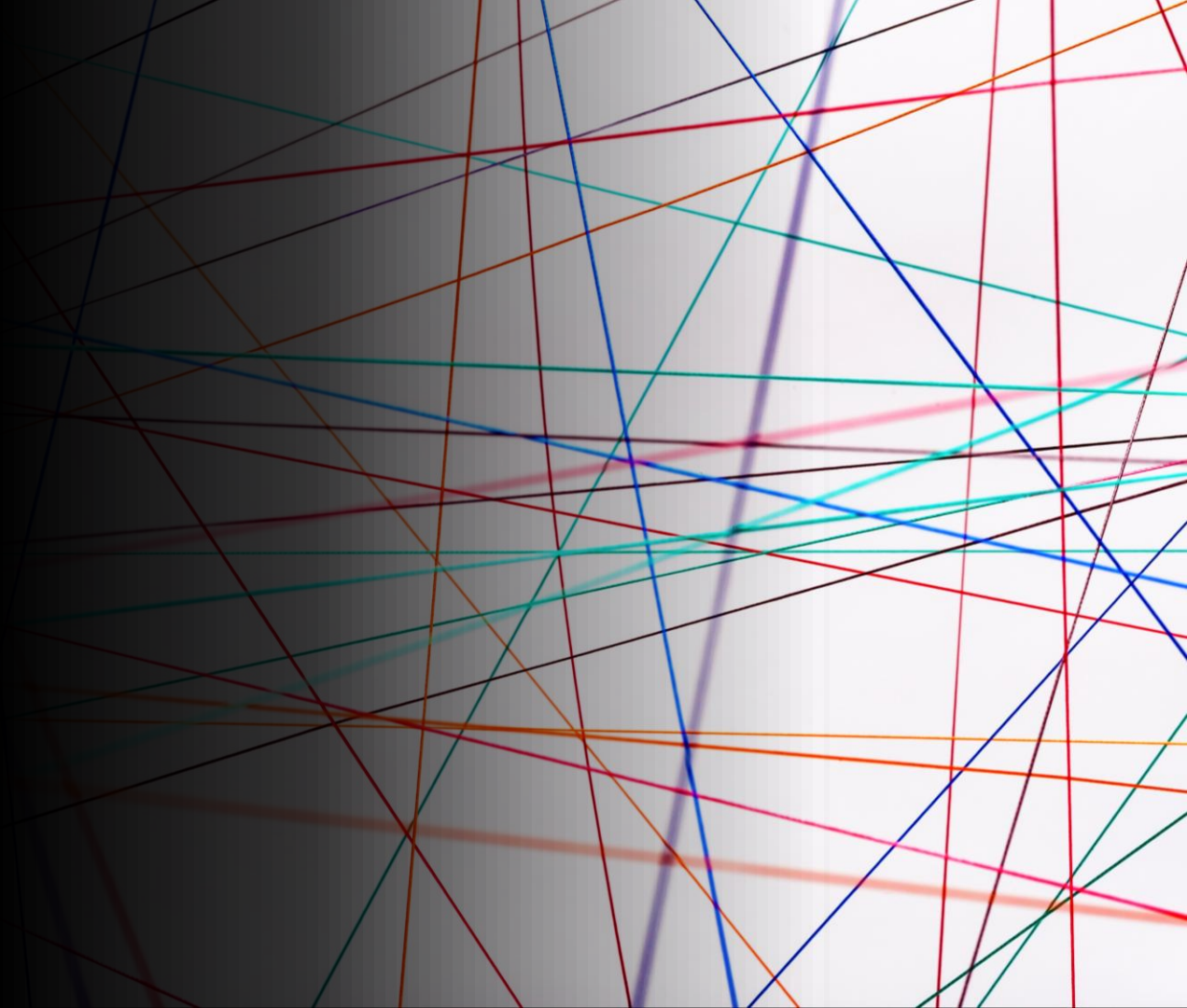
## Practice: How do we deal with diversity?





# What to do? Recommendations

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# Priorities for Equity in Higher Education



## Workforce Diversification

Improving diversity among staff  
& faculty



## Curriculum Transformation

Integrating cultural diversity &  
multilingualism



## Professional Development

Enhancing pluralist teaching  
practices among faculty

# Priorities for Equity in Higher Education



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Enhancing pluralist teaching  
practices among faculty

# Diverse staff/faculty → better performance → less inequality

INTERCULTURAL EDUCATION  
2018, VOL. 29, NO. 3, 399–417  
<https://doi.org/10.1080/14675986.2018.1437997>



## The relationship between faculty diversity and graduation rates in higher education

Rebecca Stout, Cephas Archie, David Cross and Carol A. Carman 

Department of Educational Leadership and Policy Analysis, University of Houston-Clear Lake, Houston, TX, USA

### ABSTRACT

This study examines the relationship between faculty racial/ethnic diversity and graduation rates of undergraduate students, in particular those from underrepresented racial and ethnic minority populations. Using IPEDS data, the researchers calculated a Diversity Score for each institution.

the U.S. national population. Overall graduation rates for underrepresented minority students of all races/ethnicities are positively affected by increased diversity of their faculty.

### ARTICLE HISTORY

Received 5 November 2016  
Accepted 7 November 2017

### KEYWORDS

Faculty diversity; ethnic variance; graduation rates; diversity; higher education

RACE ETHNICITY AND EDUCATION  
2021, VOL. 24, NO. 3, 375–391  
<https://doi.org/10.1080/13613324.2019.1679759>



## The case for greater faculty diversity: examining the educational impacts of student-faculty racial/ethnic match

Jasmin D. Llamas<sup>a</sup>, Khoa Nguyen<sup>a</sup> and Alisia G.T.T. Tran<sup>b</sup>

<sup>a</sup>Department of Counseling Psychology, Santa Clara University, Santa Clara, CA, USA; <sup>b</sup>Counseling and Counseling Psychology, Arizona State University, Tempe, AZ, USA

### ABSTRACT

Faculty diversity has benefits for all students; however, increasing faculty diversity may be particularly helpful in reducing academic disparities for students of color. This study examines the impact of having a professor of the same race/ethnicity on student performance. A longitudinal model was tested to examine how campus racial/ethnic composition and student-faculty racial/ethnic match impact GPA and graduation for students of color. Campus racial/

factor. Results indicated that student-faculty racial/ethnic match, campus racial/ethnic composition, and campus racial/ethnic climate each predicted GPA, which predicted graduation. An indirect

through campus racial/ethnic climate was found. Findings stress the need for diverse faculty to enhance student success, ultimately improving grades and retention. Given the benefits to students, a focus on the hiring and retention of faculty of color may be key in addressing academic disparities.

### ARTICLE HISTORY

Received 18 October 2018  
Accepted 23 August 2019

### KEYWORDS

Faculty diversity; faculty of color; academic disparities; students of color

# PhD as bottleneck

- **+ € 200.000**
- **Expectations**
  - professor → candidate
  - candidate → university
  - candidate → self
- **Networks**
  - PhDs: 25 times more likely from families with a PhD (Morgan et al., 2022)
- **Potential is underutilized**
- **PhD as a ticket to leadership positions in society**



# NWO Mozaïek-programme

Yearly 20 phd scholarships for excellent candidates with minority background

 [Contact](#) [English](#) [Lees voor](#) [ISAAC](#)  

[Financiering vinden](#) [Onderzoeksbeleid NWO](#) [Onderzoek & resultaten](#) [Actueel](#) [Over NWO](#)

[Onderzoek & resultaten](#) > [Onderzoeksprogramma's](#) > [Mozaïek 2.0](#)

## Mozaïek 2.0

Mozaïek 2.0 is een promotiebeurzenprogramma dat gericht is op de in Nederland ondervertegenwoordigde groep afgestudeerden met een migratieachtergrond uit Afrika, Azië, het Caribisch gebied, Midden- en Zuid-Amerika en Turkije. Het programma kent een vooraanmelding en een volledige aanvraag. Het is een wetenschapsbreed programma; elk onderzoeksonderwerp kan in aanmerking komen. Kandidaten dienen niet zelf de aanvraag in, deze wordt door een beoogd promotor gedaan.

**Mozaïek 2.0**

- [Toekenningen](#)
- [Evaluaties](#)

[Kenmerken](#)



# NWO Mozaïek-programme

- Scientifically evaluated (3x)
- Very positive
- +1500 candidates (<15% success rate)
- 79% graduated
- 77% female
- 49% works in science after 5 year

# Het belang van de Mozaïekbeurs zag ik heel duidelijk in de praktijk

8 juli 2021

"In my community, very few people have studied, and I didn't know anyone who had obtained a PhD before. I also don't recall having a teacher with a different ethnic background during my studies. Therefore, I clearly saw the importance of the Mosaic scholarship in practice. That's why I think it's so good that the scholarship is now being continued. With a more diverse progression in science, you will eventually get more diverse role models."



Prof. dr. Seval Gündemir,  
Erasmus University Rotterdam

# Oud Mozaïeklaureaat Gunay Uslu vertelt: 'dankzij Mozaïek kon ik mijn eigen plan trekken'

24 juni 2021

Gunay Uslu initially found it strange to be applying for a Mosaic grant with her background. 'I didn't feel like a member of a "minority" at all. Although my parents are Turkish, I was born and raised in the Netherlands. But my supervisor said: "What? Are you going to turn your nose up at such an opportunity? If you were studying in New York and there was a grant there for students with a Belgian or Dutch background, wouldn't you apply for it?" He had a point.'



Dr. Gunay Uslu,  
Formet State Secretary for Culture and Media

# FOCUS+

Ben je in academiejaar 2025-2026 een masterstudent?  
Heb je een migratieachtergrond en ervaar je financiële uitdagingen?  
Nieuwsgierig naar een wetenschappelijke carrière?

## **Focus+ laat je jouw pad in onderzoek verkennen!**

Dit unieke project geeft je

- + Inzicht in het academische werkveld
- + Inspiratie via een mentor en een doctoraatsonderzoeker
- + Financiële ruimte om je op je studies te kunnen focussen

**SCHRIJF JE  
NU IN**



# Priorities for Equity in Higher Education



## Workforce Diversification

Improving diversity among staff  
& faculty



## Curriculum Transformation

Integrating cultural diversity &  
multilingualism



## Professional Development

Enhancing pluralist teaching  
practices among faculty

# The Causal Effects of Cultural Relevance: Evidence From an Ethnic Studies Curriculum

Thomas S. Dee, Emily K. Penner

First Published February 1, 2017 | Research Article |



<https://doi.org/10.3102/0002831216677002>

[Article information](#) ▼



111



SAGE Recommends ▼

## Abstract

An extensive theoretical and qualitative literature stresses the promise of instructional practices and content aligned with minority students' experiences. Ethnic studies courses provide an example of such "culturally relevant pedagogy" (CRP). Despite theoretical support, quantitative evidence on the effectiveness of these courses is limited. We estimate the causal effects of an ethnic studies curriculum using a "fuzzy" regression discontinuity design based on the fact that several schools assigned students with eighth-grade GPAs below a threshold to take the course. Assignment to this course increased ninth-grade attendance by 21 percentage points, GPA by 1.4 grade points, and credits earned by 23. These surprisingly large effects suggest that CRP, when implemented in a high-fidelity context, can provide effective support to at-risk students.

PDF

Help



# Cultural diversity in the curriculum

- **Dedicated course(s)** about diversity, equity and inclusion
- **Infusion:** diversity focus within courses and materials
- Combination work best
- **Avoid diversity internship (stage) without knowledge base !!!**

# Multilingualism

Using students' language knowledge & **valorizing language diversity**

- Benefits of multilingualism
  - Cognitive, Social, Economic
- Examples of valorizing different mother tongues
  - **Language Courses (Turkish, Arabic, Mandarin, ...)**
  - **Tasks in mother tongue**
  - **Multilingual moocs** (<https://www.mooc-list.com/languages>)

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practices among faculty

[Read our COVID-19 research and news.](#)

## SHARE

RESEARCH ARTICLE | SCIENTIFIC COMMUNITY



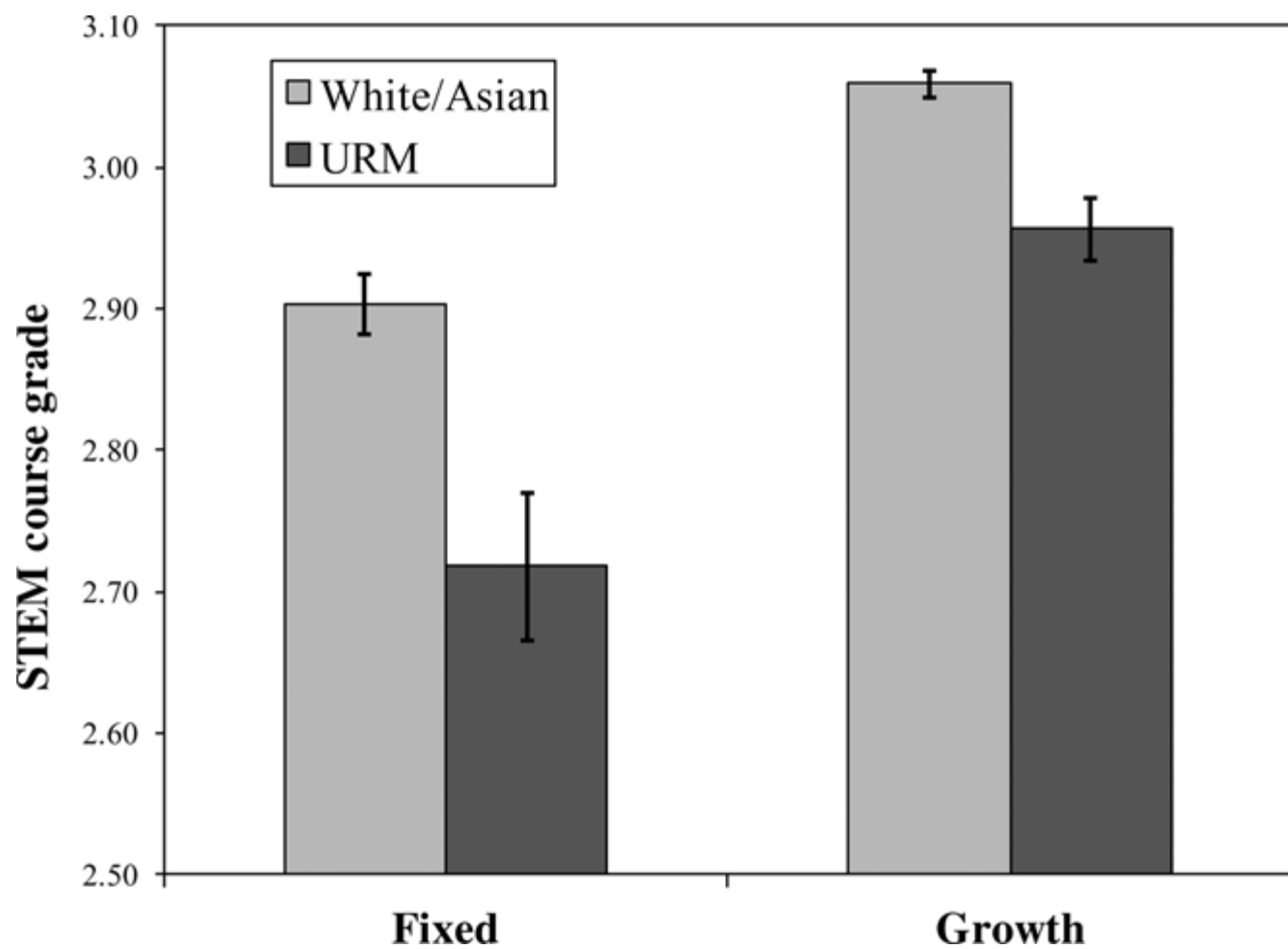
# STEM faculty who believe ability is fixed have larger racial achievement gaps and inspire less student motivation in their classes

 Elizabeth A. Canning<sup>\*</sup>, Katherine Muenks<sup>†</sup>, Dorainne J. Green and Mary C. Murphy<sup>\*</sup><sup>+</sup> See all authors and affiliations

*Science Advances* 15 Feb 2019:  
Vol. 5, no. 2, eaau4734  
DOI: 10.1126/sciadv.aau4734

[Article](#)[Figures & Data](#)[Info & Metrics](#)[eLetters](#) [PDF](#)

“Professors’ beliefs about the fixedness of ability may be an unwitting and overlooked barrier for stigmatized students. Results from a longitudinal university-wide sample (150 STEM professors and more than 15,000 students) revealed that the racial achievement gaps in courses taught by more fixed mindset faculty were twice as large as the achievement gaps in courses taught by more growth mindset faculty. Course evaluations revealed that students were demotivated and had more negative experiences in classes taught by fixed (versus growth) mindset faculty. ”



# Priorities for Equity in Higher Education



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Enhancing pluralist teaching  
practices among faculty



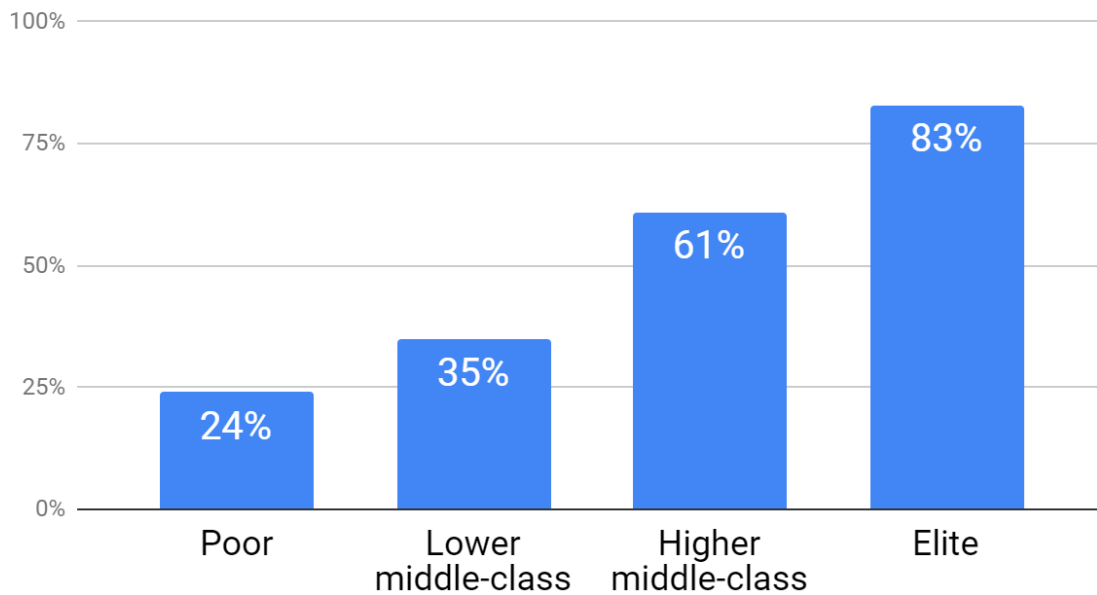
# Equity in Higher Education? Yes we can!

Prof. dr. Orhan Ağırdağ

**KU LEUVEN**



## Graduation Higher Education



Specific

**S**  
**G**

What *exactly* are you trying to achieve?

Measurable

**M**  
**O**

How will you know when you've achieved it?

Attainable

**A**  
**A**

Is it genuinely possible to achieve it?

Relevant

**R**  
**L**

Does it contribute to your agency's revenue growth?

Time-bound

**T**  
**S**

When do you want to achieve this by?

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