

Breda University of Applied Sciences

Diversity & Inclusion Plan

2022 - 2025



DISCOVER YOUR WORLD

February 2022

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This Diversity and Inclusion Plan translates Breda University of Applied Sciences' (BUas) strategic ambitions regarding diversity and inclusion (D&I) into a plan of action. BUas is an international university of applied sciences and cross-cultural awareness and understanding has been high on the agenda for years and will continue to be so for many more. But besides cultural and gender diversity and inclusion, other diversity and inclusion aspects deserve our attention as well. Think of sexual orientation, religion, social class, ethnicity, life phase, physical and cognitive ability, and professional socialisation. BUas aims to promote diversity and inclusion in the broadest sense, within our educational curricula, research agenda and internal organisation, as well as society as a whole.

Our strategic mission is 'to empower young professionals on their journey to shape a better world'. Our partners, too, ask us to deliver young professionals with the knowledge, mindset, and skills to do so. We help our students to become young professionals with a '+' that sets them apart and has value. Young professionals that want to have positive impact on the development of an industry or of society. BUas is clear about what this requires of its students and staff: in addition to transversal skills (the 'BUas skills for life'), an attitude of openness, curiosity, civic duty, optimism, an inquisitive mindset, and a drive to contribute to shaping a better world are needed. The primary basis for achieving this mission is a diverse and inclusive community in which both staff and students use and combine each other's strengths.

We recognise the problems in the world today concerning biases of different sorts and inequality practices (e.g. #metoo, identity politics, Black Lives Matter, privacy and, more generally, polarisation), and we are not oblivious to the possibility that they may also exist within our own organisation. As an educational institute, we feel a responsibility to create a fair, safe, transparent and sustainable environment to support individual and collective flourishing, to educate our community on the importance of diversity and inclusion, and to contribute to the quality of the debate on these topics.

Although a number of our policies and practices already address and support diversity and inclusion, BUas believes that connecting those to one policy will strengthen their effectiveness, expand it to include more areas, and add to the general awareness of these issues amongst the BUas community. The present D&I plan is a basis for the development of this full D&I policy and aims at setting a structure by which internal policies, educational and research activities, and BUas-wide grassroots initiatives of both employees and students can be connected, shared and enriched with academic expertise. It is structured following Horizon Europe's mandatory requirements for a Gender Equality Plan¹ and recommended thematic areas, and is published internally and externally on our website www.buas.nl.

With this plan, the Executive Board of BUas subscribes the importance of equity, diversity, and inclusion. In this plan, one finds the means and measures that we have already taken as well as those we commit ourselves to developing. We trust that, in this way, we positively and consistently contribute to equity, diversity, and inclusion.

The Executive Board of Breda University of Applied Sciences,



Dr. J.K. (Jorrit) Snijder
President

¹ (European Commission, 2021)

1 Organisation

1.1.1 Strategy of Breda University of Applied Sciences

Having a diverse and inclusive community is a core pillar in BUAs' strategy to be more than a University of Applied Sciences. As expressed in BUAs' strategy for 2022-2025:

"In short: we want to be more than a University of Applied Sciences. We want to be a University of Applied Sciences+. Defining and delivering that '+' is how we make a difference and differentiate ourselves from other universities of applied sciences. It is the core of our strategy. It is also who we are. We are a diverse and inclusive community with various strengths on a single campus. By using each other's strengths, combining them, involving our industry partners, and experimenting together, we can give substance to the '+'. D&I, therefore, is core to the strategic direction of Breda University of Applied Sciences (BUAs) for the 2022-2025 period. In 2030, we want to be an internationally leading knowledge institute that is recognised for helping solve the challenges of our society and meet the changing needs of the industries we serve."

This D&I plan is a next step in contributing to our diverse and inclusive community. As the start of this plan you will find an overview of the embeddedness of diversity and inclusion in existing BUAs-wide policies and initiatives below.

1.1.2 Policies and initiatives

SDG Support HUB

In 2019 BUAs signed the [Sustainable Development Goal \(SDG\) Charter](#)². We also endorse the [SDG Netherlands vision and adhere to their terms](#)³, committing ourselves to contributing to a sustainable, just and inclusive society. Gender equality (SDG 5) and Reduced Inequalities (SDG 10) are represented by specific goals, and the broader topic of diversity and inclusivity is inherent to the motto of Agenda 2030: 'leave no one behind'. Since the start of 2022, BUAs has an SDG Support Hub in place, comprised of BUAs employees representing education, research, policy/governance and operations/community. The SDG Support Hub strives to stimulate, align and support sustainability-related activity and behaviour across BUAs and, in collaboration with our educational and research staff, to create more explicit focus on the SDGs within our education and R&D (thus contributing to the development of BUAs 'skills for life' and to research which directly contributes to the global societal challenges of our time).⁴

Internationalisation

Internationalisation is at the core of BUAs' strategy and a means to offer high-quality education to prepare students for careers in the globalising labour market. In other words, to make them 'globally ready'. Our 'Internationalisation at Home' (all internationalisation-oriented activities that are undertaken within domestic

² <https://www.sdgnerland.nl/sdgs/>

³ <https://www.buas.nl/en/about-us/sustainability/sdg-vision-and-terms>

⁴ BUAs-wide SDG Inventory Report 2021 & proposed SDG Action Plan 2022, BUAs SDG Task Force, December 2021

learning environments) policy⁵ includes an explicit focus on diversity and inclusion within the context of internationalisation and cross-cultural encounters. A working group has been formed to develop effective D&I measures and create organisation-wide commitment at the strategic level, in research, campus operations and in the (intercultural) classroom. Moreover, regular 'Intercultural Dialogues' facilitate active sharing, listening and learning about the wide variety of perspectives present in the academy.

Furthermore, BUas is an active member of the Breda International Platform which aims to support the international community in accessing all relevant resources and ultimately give them a feeling of belonging to the city of Breda.

Student well-being and community

In recent years there has been an increasing focus within BUas on student well-being. Students are in a vulnerable phase of life in which they are developing into (young) adults. The COVID-19 crisis has placed student well-being under additional pressure. The basic principle within BUas is that the student is responsible for and director of their own well-being. BUas takes responsibility for creating the right conditions for an environment that promotes student well-being. We take preventive action, identify support needs early, and provide appropriate support. We offer students individual counselling as well as group training courses and workshops that inspire students and help them boost their study success and well-being (called BEST training courses). Furthermore, staff and students actively work on community building and on organising activities for all students via our Community Building project. This includes our Green Office that is, among other things, working on societal issues like diversity and inclusion. To help students feel at home at BUas we encourage the formation of clubs (e.g. we have a Neurodiversity Club and LGBTQ+ club) and we are developing a BUas-wide soft landing programme for all first-year students.

An inclusive learning and working environment in which all students and staff feel welcome, seen, safe, valued and respected - regardless of their background or identity - contributes to the general well-being of students and staff. Within this inclusive community, students and staff can develop to their full potential and feel truly at home and connected.⁶

Ethics Expert Group

Building further on what BUas already has in place, the Ethics Expert Group (EEG) will, over the next few years, offer advice to the EB concerning the integration of ethical and critical reasoning, also with regard to the D&I dimension, in four areas: a) education; b) research; c) campus operations and organisational processes and d) community relations and societal embeddedness. To do so, the Expert Group will actively seek cooperation of a diversity of employees to contribute to its research, connect with - and support - policy-writing agents within the

⁵ Internationalisation@Home advisory paper on diversity and inclusion within the context of internationalisation and cross-cultural encounters, Global Engagement Team, December 2021

⁶ Policy plan on student well-being, student well-being team, May 2021

organisation, and initiate cross-domain cooperation. The EEG will work in close cooperation with both the D&I Team (see chapter 2) and the SDG Support Hub.

Campus operations and organisational processes

D&I is a focal concept for campus operations, for instance by ensuring the accessibility of the campus and its buildings and structures for people with physical impairments. In addition, the campus-wide activity policy with signposted quiet, medium and 'buzz' zones facilitates a variety of working and learning styles. The 'Act Like a Pro' behaviour protocol aims to encourage students, BUAs employees and all visitors to act with Positivity, Respect and Openness.

Community relations and societal embeddedness

The perspective on community relations and societal embeddedness encompasses all of the ways in which students, researchers, lecturers, support staff, industry partners and guests interact and try to include everyone in the wealth of diverse perspectives, ideas, insights, plans and projects. The campus is open to anyone who wishes to take a walk, enjoy its park-like surroundings or use its outdoor sports facilities. The Sibelicious training company (including our training restaurant, banqueting services, etc.) is open to the public and provides a place for students to hone their skills, the Innovation Square invites start-ups and scale-ups to join the BUAs professional community, and the campus event spaces are open to the BUAs community through *Studium Generale* lectures and other forms of knowledge sharing.

As mentioned before, the present D&I plan is a basis for the development of a full, integrated D&I policy and aims at setting a structure by which internal policies, educational and research activities, and BUAs-wide grassroots initiatives of both employees and students can be connected, shared and enriched with academic expertise.

The following chapters will elaborate on the required budget and resources as well as D&I focus areas, each chapter describing our current situation followed by our goals.

2 Budget and Resources

2.1 Current situation

2.1.1 2022 D&I budget

The 2022 D&I budget is an integrated part of the budgets of several departments, teams and projects investing in promoting a diverse and inclusive BUAs community:

- BUAs' total professionalisation budget (EUR 1.215 mln.), allocated to the provision of training and development of both management and employees as well as programmes related to organisational development of which D&I is a (strategic) core pillar.
- The SDG Support Hub, allocated a budget of EUR 200K.
- The Student Well-Being project, allocated a budget of EUR 485K.

- The Community Building project, including our Green Office and clubs, allocated a budget of EUR 150K.

2.2 Goals

2.2.1 Installation of D&I Team

In 2022, BUAs will install a D&I team that, in close cooperation with the relevant departments, the SDG Support Hub and the Ethics Expert Group, will develop and maintain a state-of-the-art D&I policy. Our D&I Team will consist of officers tasked with:

- connecting D&I-related policies and initiatives to strengthen their effectiveness;
- D&I policy development, implementation and monitoring (including data collection & analyses);
- raising awareness as well as initiating and maintaining communication;
- encouraging dialogue and student and employee engagement;
- organising training & events;

It will be an easily accessible point of contact for both students and employees. The D&I Team is sponsored by the President of the Executive Board. It has a permanent capacity of 1.5 FTE and access to additional temporary (project-based) capacity.

3 Data Collection and Monitoring

3.1 Current situation

Considering BUAs' commitment to meeting the standards of the Horizon Europe Gender Equality Plan's criteria, figures on our current situation concerning gender equality are presented here. This is not to be regarded as a thorough and sufficient analysis yet. Instead, it serves at present as an indicator for the extent to which gender inequality is problematic for BUAs. Further analyses are required, not only into gender equality but also into other D&I aspects.

3.1.1 Quantitative

There are currently 817 employees at BUAs, with 54% of them registered as female and 46% as male. The inclusion of 'gender-neutral'⁷ has only recently been added to the BUAs application process and as such the exact figures remain unknown. The latter itself needs to be further delineated in order to illustrate BUAs as an equal opportunity employer.

This said, initial findings suggest that there are also discrepancies pertaining to gender equality, i.e. imbalances between the total inclusion of women and men (see figure 1).

⁷ As to include a.o. Transgender, Genderqueer, Genderless and Non-binary. Momentarily, compliance with external governmental institutes seems to delimit such further delineations.

Figure 1: Current salary scale distribution by gender

Salary Scales	Male	Female	Gender-neutral/ other	Role Indicator
1-5	39%	61%	Not known	e.g. operational
6-10	29%	71%	Not known	e.g. administrative, organisational/educational support
11-14	58%	42%	Not known	e.g. educational /middle management/policy
15 - +	80%	20%	Not known	Professor/senior management/strategy

Figure 1 shows that employees registered as female are considerably overrepresented throughout scales 1 to 10. A qualitative explanation for this is required but a first step is to enrich these data more accurately with the types of positions occupied within these job scales.

Lastly, despite 42% of female employees being represented in the cluster of job scales 11-14, an intersectional analysis of women and men within this cluster is necessary. Notably, these figures are deduced from sum totals and do not necessarily reflect the actual spread of female and male employees across the scales; these figures could indicate that there is indeed variance in job opportunities in certain scales between male and female employees at BUAs.

3.1.2 Qualitative

According to an audit performed in May 2021 by the Ministry of Social Affairs and Employment, BUAs attaches great value to diversity and has high expectations of both its employees and students as it relates to their professional conduct and norms of decency⁸. Whilst no iniquities were established, several recommendations were offered, aimed at further improving an otherwise sound current situation establishment, namely:

- Expanding the BUAs bi-annual employee satisfaction survey (ESS)
- Clarifying the consequences of undesirable behaviour
- Specifying the twelve legal discrimination grounds in our policies
- Providing training concerning undesirable behaviour and discrimination
- Expanding on the current facilities and arrangements for women during and after maternity leave
- The provision of parental leave for men

Subsequently, several of these recommendations have already been addressed and are up for formal approval in early 2022. Further, BUAs has strengthened its approach to handling undesirable behaviour resulting in a steady decrease of incident reports over the past consecutive three years⁹: the number of reports has dropped from 46 in 2018, to 27 in 2019 and to 25 in 2020. In 2020, 16 of the 25 reports concerned complaints directed at

⁸ (Vermeulen, 2021)

⁹ Annual report, 2020

employees (2 were directed at students, 6 concerned the general working atmosphere and 1 was unspecified). However, none of these reports led to any official complaints. Notably, due to the confidential character of these reports, no further contextual explanations as to the nature of these reports can be given here. In each case however, due diligence was carried out by senior management.

3.2 Goals

3.2.1 Developing a D&I monitor

Respecting D&I in all its dimensions will be integrally monitored in several ways. A D&I monitor will be developed to collect and monitor data (including a baseline measurement), across both employees and students, and to report on these data on an annual basis. The monitor will provide periodic reports used by our Executive Board and senior management to follow progress and intervene when required and it will feed policy development. The D&I monitor will be aligned with the SDG monitoring framework to be developed in 2022.

3.2.2 Developing internal audits and initiating further research

In addition to developing a (quantitative) D&I monitor within this strategic period, BUAs aims to develop a qualitative internal audit on the lived practice of diversity and inclusion within our organisation. Such an audit will be aimed at understanding how D&I issues reveal themselves in everyday practice, what (ethical) dilemmas they bring to the fore, and to initiate a dialogue on how best to cope with those. BUAs regards the insights resulting from such dialogues as an 'engine' for continuously updating its position regarding D&I, congruent with our mission statement to add to shaping the future.

4 Training

4.1 Current situation

4.1.1 D&I training offer

Currently, no specific D&I training is included in BUAs' Management Development programme. Apart from some decentral-level initiatives, no other training is yet consistently offered to our stakeholders. BUAs' employee recruitment team participated in 2021 in a D&I programme facilitated by Zestor, aimed at improving inclusive selection methods and will continue to do so in 2022.

4.2 Goals

4.2.1 Integration of D&I training in Management Development programme

BUas has a dedicated Management Development programme in place, which starting from 2022 will be enriched specifically with topics within the D&I dimension. The exact offer will be specified based upon focus areas coming from further qualitative analyses of our state of affairs, with the general aim to promote inclusive leadership, raise awareness, avoid unconscious bias, and learn to deal with diversity.

4.2.2 Developing D&I training for staff and students

Similarly, and in addition to present-day decentral-level initiatives, D&I training for both staff and students will be developed within this strategic period. BUas here wishes to build further on the organic attention for D&I and initiatives of both our staff and students, supporting and promoting those as well as adding to them by providing academic expertise and knowledge. BUas will not only employ such expertise from within its own organisation but also call upon its network to invite inspirational experts, either peer mentors, academic professionals and/or otherwise accomplished members of society.

5 Work-Life Balance

5.1 Current situation

5.1.1 Well-being: work-life balance

BUas' policy aims to create a diverse and inclusive workforce and offer a healthy and safe working and learning environment as a matter of principle. Fair working conditions, support for employees' personal and professional development through training and facilities are ensured to optimise the work-life balance and family support, and for our students there is dedicated psychological support capacity. Facility-wise, our systems accommodate for people to be registered as gender-neutral and in all our on-campus buildings gender-neutral lavatories are in place. There is a robust infrastructure to monitor employee and student satisfaction, and in such cases that it is necessary, to provide support via confidential counsellors and complaints handling procedures. These measures cover a wider field of issues than D&I alone yet, D&I is a closely monitored issue within them.

5.1.2 Satisfaction surveys, feedback & participation

One important instrument to monitor employee well-being is our Employee Satisfaction Survey (ESS). In 2019, generally, BUas employees valued their well-being and satisfaction with a 7 out of 10. Dissatisfiers most elaborated on concerned increased work pressure, less contact with colleagues, and difficulties with managing work-life-balance. These elements were mainly connected to the alterations in working conditions induced by COVID-19. The sudden shift from live communication to online communication has posed not only technological challenges, but also has required people to adapt to a different social and communicative ethos. It is unlikely that across the range of the diversity of our population, diversity in every aspect, people adapt to these new

circumstances at the same pace. This particular aspect of D&I will have our attention in the post-pandemic period lying ahead of us.



BU Photo Credit

We highly value our students' opinions and use them as input for the continuous improvement of our education and organisation. We participate in national student surveys such as the National Student Survey [trans.] and conduct various surveys at institutional level as well as academy level, covering topics related to diversity and inclusion among other things, making sure our students' voices get heard. In addition, students are invited to improve education by giving input during Round Table sessions, and students (and employees) can influence BUas policy by becoming member of our central-level Participation Council or one of the decentral-level ones.

5.2 Goals

5.2.1 Parental leave

Generally, and particularly when concerning equality between women and men, more attention has been asked for offering support (via programmes or otherwise) to female employees returning to work after pregnancy. New relevant legislation on parental leave was accepted by the Dutch senate on 12 November 2021, effective as of August 2022¹⁰. As to how this legislation is to be effectuated, questions remain. BUas will closely follow these proceedings and formulate its position accordingly.

5.2.2 Recognising life phases

When and where it comes to facilitating employees (and/or students) to be able to return to pursuing and enacting their professional ambitions whilst maintaining their well-being, BUas aspires to provide suitable provisions to achieve those. Therefore, BUas will consider this specific topic as part of (further) developing our Vitality Policy. This policy is intended to go beyond mere age (or any other discriminatory ground) and to facilitate and support employees (and/or students) according to their life circumstances.

¹⁰ (betaald-ouderschapsverlof, 2021)

6 D&I in Leadership and Decision-Making

6.1 Current situation

6.1.1 Strategy process

D&I in leadership and decision-making is already noticeable by the fact that being a diverse and inclusive community is a core pillar in BUAs' strategy. Furthermore, our 2022-2025 strategy is the result of a bottom-up process with broad involvement and input – from across domains, academies, corporate services and internal as well as external perspectives – that yielded three white papers, a lot of energy, ownership, commitment and enthusiasm, and broad consensus on ambitions and direction. The next phase invites the whole BUAs community to participate in translating the purpose, direction and strategic aims outlined in this document into concrete goals and actions for the next four years, and active policies are required to achieve those goals.

6.2 Goal

6.2.1 Culture and structure

By active policy, BUAs means policy impacting practice, ensuring progress is realised. Besides setting and achieving necessary, concrete short-term goals, these and their impact must be embedded in a long-term view on diversity and inclusion within our organisation. This implies a constant focus on inclusive leadership and an organisational culture that promotes social safety and inclusion. A D&I plan serves to support several important elements in this respect. It should add to the building of knowledge and understanding of themes relevant to the D&I dimension, including some key concepts (e.g. gender, discrimination, equity) as well as origins and mechanisms of exclusion and inequity. It relies in large part on encouraging reflection, dialogue and collaboration to initiate and support cultural change, the latter requiring change of perspective and behaviour. For it to be effective, it is essential for BUAs to have a strong D&I structure. Providing for such a structure, therefore, is an important part of the measures presented in this D&I plan.

7 D&I in Staff Recruitment and Career Progression

7.1 Current situation

7.1.1 Employee Recruitment

In the revision of our staff recruitment policy in 2019, attention was already given to the values of diversity and inclusion. Our focus in recent years has been on providing D&I-proof vacancy texts and artwork. Currently, BUAs is participating in a D&I programme facilitated by Zestor, aimed at improving inclusive selection methods. Lessons learned from this programme will be integrated in our recruitment practices.

7.2 Goals

7.2.1 Internal audit recruitment practice

BUAs will develop an internal audit for its recruitment practice, covering not only advertisements for job and career opportunities but also (pre)selection procedures. The outcomes of this audit are to further inform BUAs of its current situation and continuous progression thereof, to improve its procedures, and to add to raising awareness of potential unconscious bias.

7.2.2 D&I in selection

Up to now, our focus has been directed at ensuring that our recruitment communication (vacancy texts, artwork, employer branding) are D&I proof. BUAs will expand on this focus by including our selection practices. One conceptually promising and actionable line of thought, for example, is increasing the diversity of selection committees.

8 D&I in Education and Research

8.1 Current situation

8.1.1 Education

In education, D&I emerges in different ways. Students are encouraged to express and develop themselves as individuals and as professionals, in all the diverse ways that this implies; as such, BUAs aims to provide an inclusive and supportive environment for the totality of its student population. In all study programmes, the BUAs strategic focus of 'creating a better world for us all' is operationalised in lectures and projects that support the students' growth into professionals with that goal in mind. Our study programmes contain courses and/or projects aimed at strengthening students' competencies in ethical thinking with a focus on triggering dialogue to support understanding of divergent opinions and perspectives, and promoting sustainability. Having international students in almost all programmes is seen as a distinct advantage, and this is facilitated by student recruitment policies. There is an explicit focus on intercultural communication competencies via training courses and international exchange possibilities (both incoming and outgoing students).

Two concrete examples of attention for D&I in education:

In November 2021, master classes were organised by BUAs' students of our Academy for Hotel & Facility (AHF) on the topics of diversity and inclusion, occupational health & well-being, and organisational change. The following master classes were presented on D&I specifically: 'Unconscious Bias: Raise Your Awareness'; 'The Impact of Microaggressions (on the workplace)'; 'Dealing with Cultural Differences at Work/School'; 'How Unconscious Bias Can Lead to Sexism (in the workplace)' and 'Self-Expression (at the workplace) – How to Encourage Individuals (Employees) to Express More of Themselves?'

In the Academy for Built Environment & Logistics (ABEL), one of the Built Environment (BE) lecturers is working with two BE students to develop an interactive Zoom and podcast series that aims to inform prospective students about the various Built Environment professions with the goal of welcoming a more diverse student population into the field.

8.1.2 Research

In 2021, BUas established a formal Research Ethics Review Board, which reviews / advises on research projects in which a BUas researcher and/or research team is the lead senior researcher. The board assesses compliance with the *Netherlands Code of Conduct for Research Integrity*¹¹. The main aim is to safeguard the safety and ethical rights of research participants, non-participants, animals, the environment, public or private property, the researcher or any member of the research team, and the reputation and property of BUas.

Research Ethics support is available for all BUas researchers, for instance in the form of workshops, and a Research Ethics Toolkit with mini-lectures, cases and exercises to encourage research ethics dialogue within the research teams.

8.2 Goals

8.2.1 Developing a BUas-wide educational curriculum on ethics and D&I

Since any D&I discussion is essentially an ethical discussion, basic ethical knowledge and attitude promote a respectful and informed debate. Expanding on the earlier mentioned online Research Ethics portal, BUas will further develop its current ethics curriculum, and diversity and inclusion will be an integrated part of these modules. BUas' 100-day soft-landing team is currently developing a module called 'Critical Thinking & Reasoning' that is to be taught to all first-year students within their first 100 days at BUas. This is closely related to BUas' skill for life on critical thinking and ethics. This critical thinking & reasoning module is only a first step. By reviewing the ethics courses in current curricula, we will expand on this BUas skill for life for it to reach its full potential.

8.2.2 D&I in research teams, portfolios, and partnerships

In Research & Development, D&I ought to be expressed in a concerted effort to diversify research teams across all relevant dimensions (e.g. expertise, early/mid/late career, gender, cultural background), as well as to build research portfolios and partnerships to support D&I values in the networks BUas researchers participate in. Where this is actively pursued in a considerable number of cases, it deserves more formal attention across BUas as a whole.

¹¹ (Algra, Bouter, Hol, & van Kreveld, 2018)

9 Measures against Undesirable Behaviour

9.1 Current situation

9.1.1 Safe work environment

BUas has a corporate code of conduct and an 'Act Like a PRO' policy, representing our organisational norms and values. Our confidential counsellors and company doctor, in compliance with privacy regulations, report unjust behaviour when noticed. The 2019 ESS¹² paid specific attention to the safety of the work environment at BUas. Two percent of the respondents indicated to have experienced some form of discrimination at BUas. To date, there have been no official reports pertaining to unwanted sexual attention or physical violence. However, 56% of the employee population indicated to be aware of the institutional procedures for undesired behaviour, only 25% indicated that they would report undesirable behaviour and 9% indicated that they would not do so (66% reported it to be 'non-applicable'). Although these latter figures do not show that in fact more iniquities occurred than were reported, they prompt BUas to keep investing in maintaining a safe environment, at the very minimum to the extent that both students and employees feel safe to report any iniquities. Additionally, BUas will examine whether there are further means of obtaining qualitative information with regard to these findings.

9.2 Goal

9.2.1 Zero-tolerance policy

BUas will invest in evaluating both our corporate code of conduct and 'Act Like a PRO' policy and in bringing together these different yet related elements, with due attention to compliance with relevant legislation, in order to give shape to a zero-tolerance policy. Two important issues here will also have our attention. First, our community primarily consists not only of employees but also of students. Although our point of departure is that undesirable behaviour is intolerable for both employees and students, our possibilities for attaching consequences to both will differ¹³. This will need further looking into. BUas aims at developing a policy that is, firstly, as clear as possible about our expectations; secondly, clear about how reports of undesirable behaviour are treated procedurally; and thirdly, clear about possible consequences of undesirable behaviour.

¹² (Kamhoot & Mentink, 2019)

¹³ By extension, of course, the same norms will also apply to affiliates other than employees or students. These need also be included in this policy.

10 Summary

Horizon Europe Requirements	Current situation	Goal
Publication and endorsement	D&I plan signed by the President of the EB and published internally and externally on www.buas.nl	Progress will be monitored and reported
1. Organisation	D&I addressed by our SDG Support Hub, Internationalisation, student well-being and community projects, Ethics Expert Group and part of our campus operations, our organisational processes, our community relations and societal embeddedness	Develop a comprehensive D&I policy and connect, share and enrich internal policies and initiatives
2. Budget & Resources	2022 D&I budget integrated in budgets of HR, SDG Support Hub, student well-being and community	Install D&I team
3. Data	Figures on salary scale distribution per gender; 2021 audit by Ministry of Social Affairs	Develop D&I monitor and internal audits; Initiate further research
4. Training	Participation in Zestor program	Integrate D&I training in Management Development programme; Develop D&I training for staff and students
5. Work-life balance	Offering a healthy and safe working and learning environment; Satisfaction surveys, feedback and participation of staff and students	Support female employees returning to work after pregnancy; Further develop vitality policy
6. D&I in leadership and decision-making	Participation of BUAs community in our strategy process	Create D&I structure; Promote social safety and inclusion
7. D&I in staff recruitment and career progression	Promoting inclusive recruitment methods	Develop internal audit for our recruitment practice; Promote inclusive selection methods
8. D&I in education and research	Promoting an inclusive and supportive learning environment; Promoting ethical thinking and sustainability; Research Ethics Review Board; Research Ethics support	Develop BUAs-wide curriculum on ethics and D&I; Promote D&I in research teams, portfolios and partnerships
9. Measures against undesirable behaviour	Code of Conduct Act Like A Pro	Zero-tolerance policy



Games



Leisure & Events



Tourism



Media



Data Science & AI



Hotel



Logistics



Built Environment



Facility

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