Research Article

Perceptions and Expectations of International and Ethnically Diverse Students in the Context of Diversity Management Policy Document in a Turkish Foundation University

Bir Türk Vakıf Üniversitesinde Çeşitlilik Yönetimi Politika Belgesi Bağlamında Uluslararası ve Etnik Çeşitliliğe Sahip Öğrencilerin Algı ve Beklentileri

Sinan BATAKLAR	Meri TAKSİ DEVECİYAN
Dr., İstanbul Kültür Üniversitesi	Dr,, İstanbul Kültür Üniversitesi
Yabancı Diller Bölümü	Uluslararası Ticaret ve Finansman Bölümü
s.bataklar@iku.edu.tr	m.taksideveciyan@iku.edu.tr
https://orcid.org/0000-0001-9276-9236	https://orcid.org/0000-0001-9206-0315

Abstract

The aim of this study is to analyse the effects of having policy documents regarding diversity management on students' perceptions in higher education context. The study was carried out with 25 international students and students with different ethnic backgrounds who have been studying in various undergraduate and associate degree programs of a Turkish foundation university. The data were gathered via open-ended questions and phenomenology method. The data were applied using the qualitative content analysis approach. Based on the analysis of the data, noticeable themes have been reached regarding the students' perceptions of the university's diversity management policies and the academic satisfaction they get in the provided learning atmosphere during their time on and off campus. The themes and their sub-themes are as follows: The theme "the presence of the university to provide an inclusive educational atmosphere in the availability of students from different countries and ethnic backgrounds" include the significance of policy documents of the higher education institution, the necessity of an international campus and awareness raising and networking events, the theme "expectations to increase satisfaction about academic processes" includes the sub-themes of academic material support, learn by doing (allocation of more time for internship), more interaction with the academic staff, qualifications of the academic staff and sensitivity to individual learner types and learner backgrounds, the theme "expectations to create an international campus with a successful diversity management among students" includes attracting more students from different regions of the world, communication frameworks among students and graduates, high frequency of extra-curricular activities.

Keywords: Diversity Management, Academic Satisfaction Experience, Cultural Diversity, Internationalization

1. Introduction

The concept of diversity management (DM) developed in the USA in the 1980s and has revolutionized the understanding of diversity in organizations, which are described as a strategic management entity that can provide competitive advantage if well managed. Diversity management is therefore characterized by a "natural focus on the value proposition within differences". In practice, the concept of diversity as a scientific construct is underdeveloped and comprehensive definitions of what is included in diversity management differ, managing diversity has become a rational response to changing demographic factors and the rational goal of profit orientation (Oertel, S. 2018:108). Organizations that manage diversity effectively, on the other hand, are more competitive, more easily attract skilled workers in diverse labor markets, better understand their diverse customer base, and therefore are perceived as more successful, more creative, and more innovative in the market (Zanoni et al. 2010; Nkomo and Hoobler. 2014; Oertel, P. 2018).

According to Cox and Beale, (1997) in the literature; If managers want to be successful in today's multicultural organizations, they must understand, embrace and capitalize on any differences among their employees. Thus, diversity management competence can become a necessity and become widespread. With the onset of globalization, the need for intercultural awareness and understanding has increased and considering the increasing importance of the new public administration in higher education, higher education institutions have adopted diversity management by following all these developments. Although the logic of inclusion and equality has a deep-rooted history in higher education, although diversity management is a concept that connects inclusion to competitive advantages and benefits, it is important not only for moral or legal reasons, but also for contributing to corporate success and managing differences to serve a profit-oriented management approach. It is known as a concept (Oertel, S. 2018:108).

The main aim of the DM is to establish a comprehensive process to manage differences and create ideal environment for all stakeholders and the concept was so inclusive that it has referred to all differences beyond gender and race. DM, in its essence, has various interpretations and acknowledgements. According to Deshwal & Choudhary (2012), DM is a process or a strategy which fosters perception and implementation of diversity together with acknowledgement of it within institutions and organizations. Bernardi & DeToni (2009) define DM as a strategic approach of management that is assisted by programs, activities and tools to maintain integration mature inclusivity. According to Barabino et al (2001), DM is a mechanism to create full participation of everyone in organizational activities and designed to utilise unique characteristics of each member as a strategic lever. Although, the definition of diversity management differ in different contexts and when there are different aims, goals and objectives, the overarching aim behind the concept is to include all stakeholders in all operations, activities, projects of an organization or an institution regardless of their diverse quality.

In this regard, diversity and inclusion have become institutional concerns of higher education institutions which adopt internationalization as a policy. Flourishing learning experiences of students, giving the prospective leaders of the world the possibility of getting into higher education, providing career opportunities are the positive results of diversity and inclusion on the campus (Kirwan, 2016). In order to do this, upper management of higher education institutions and faculty members are supposed to be aware of the factors that define the academic success rates of international students and their satisfaction levels in their experiences. The most efficient and effective way to have a full understanding of the prospective students coming from different countries is to talk to them and understand their expectations, backgrounds and contexts.

According to a comprehensive study (Gonzalez et al., 2018) on how to integrate cultural diversity in higher education, the importance of developing a policy on diversity management has been highlighted. After 3 transnational events including 7 different European Union countries, 2 consultation activities and final dissemination symposium, one of the most significant outputs was the institution's commitment to inclusion and diversity. Higher education institutions are recommended to define their specific strategy to manage inclusion and diversity solid outcomes in their strategic planning, which means adopt a policy and make it concrete. In addition to this, another important recommendation to manage diversity is the sustainability of the actions and policies planned and developed at all levels including the institution level. Therefore, it has become inevitable to manage diversity and in order to implement diversity management at all levels, strategic planning and more importantly policies are required to be developed and sustained.

In the study, five focus group interviews, one of the qualitative research methods, were conducted with international and ethnically diverse students at the university, and it was tried to compile the opinions of these students on their perceptions of diversity management, their satisfaction with the administrative and academic processes in the organizational climate, and their improvement.

2. Significance and purpose of the study

As the world is approaching the end of the COVID-19 pandemic, mobility of people will start to increase so as the mobility of international students and academics. Therefore, the views and experiences of international students will shed light on the visions, missions and curriculum of higher education institutions and make them reconsider their regular working framework.

This study shows the diversity management satisfaction of a Turkish foundation university by reflecting the views of international students and students from different ethnic backgrounds by focusing on their educational experiences and expectations in terms of interaction with academics, assessment tools, extra-curricular activities, course content, course materials, all of which will enable to think universities out of the box. In this study, international students are the ones who are not Turkish nationals and ethnically diverse students are Turkish nationals who are from different ethnic backgrounds.

Since the subject of diversity management has not been examined especially in terms of universities in Turkey, academic studies in this field are also limited. However, in one of the studies (Yeşil, 2009), cultural intelligence has been explored in the management of cultural diversity with a view that one of the most important challenges that organizations that have global financial operations face is the cultural differences. Another study (Memduhoğlu, 2011) focused on the individual attitudes, organizational norms and values together with the policies and practices of administration in terms of diversity of employees from the perspective of high school administrators and teachers. Similarly, the perceptions of teachers and administrators regarding diversity management have been investigated in elementary schools showing that effective diversity management is beneficial for all stakeholders in an educational context. Studies that focuses on the conceptual aspect of diversity management (Demirel, Y., & Özbezek, B. D., 2016) show that diversity is considered as the source of wealth for organizations within the framework of management of human resources. It is thought that the study will make an important contribution to the literature and raise awareness for academics who want to work in this field, as it is one of the rare studies in the field of diversity management focusing on satisfaction, which includes both internationalization and students from different ethnic origins, using the qualitative research method.

3. Method – Research design

In this part of the research, the study group, data collection, data collection process, data analysis, validity-reliability are included. In the study, phenomenology (phenomenology) design, which is one of the qualitative research designs, was used. Phenomenology focuses on a phenomena that we are aware of, but do not have an in-depth and detailed view (Tekindal, M., & Şerife, 2020). In the data collection part of the research, focus group work was adopted. The focus group interview is using the effect of group dynamics to obtain in-depth information and to generate ideas in an unstructured interview between a small group and researcher/s.

4. Participants

The universe of the study consists of international and different ethnic students studying at a foundation university in Istanbul. Criterion sampling technique, one of the purposive sampling methods, was used in the formation of the groups.

In the study, 5 focus group interviews were conducted with a total of 25 international and ethnically diverse 11 male and 14 female students (10 with different ethnic origins). Since the concepts of ethnicity and internationality are different, focus group interviews were conducted with ethnic and international students in separate groups in order to understand the diversity management perceptions of the students correctly.

Table 1. Demographic Variables of Participants

Focus Group	Participants	Gender	Year	Faculty
Focus Group 1	5 ethnically diverse students	1 female, 4 male	3 sophomore students, 2 junior students	Engineering (2) Economics and Administrative Sciences (2) Architecture (1)
Focus Group 2	5 international students	2 female, 3 male	5 sophomore students	Economics and Administrative Sciences (5)
Focus Group 3	5 international students	3 female, 2 male	2 freshmen students, 2 sophomore students, 1 junior student	Vocational School (2) Architecture (2) Law (1)
Focus Group 4	5 ethnically diverse students	4 female, 1 male	2 freshmen students, 2 sophomore students, 1 Prep Class student	Economics and Administrative Sciences (2) Education (2) Art and Design (2)

Focus Group 5	5 international students	4 female, 1 male	2 freshmen, 2 senior students, 1 junior student	Economics and Administrative Sciences (3) Vocational School (2)

5. Data collection Tool, Procedures and Data Analysis

Focus group interview method was used as data collection method in the research. Focus group interviews can be expressed as a qualitative data collection technique that is carried out within the framework of pre-determined instructions, in accordance with the logic of this method, prioritizing the subjectivity of the interviewees, and attention should be paid to the discourse of the participants and the social context of this discourse (Cokluk, Ö., Yılmaz, K. ., & Oğuz, E. 2011:96). In the literature, the number of participants for focus group interviews is 8-12 people according to Byers and Wilcox (1988), 6-10 people according to MacIntosh (1981), 4-9 people according to Kitzinger (1995), Goss and Leinbach (1996) 15 people, according to Morgan (1997) and Gibbs (1997) 6-12 people, according to Edmunds (2000) 8-10 people. Although there is no generally accepted view in the literature regarding the number of participants, the ideal number usually varies between 4 and 10 people (Tozkoparan, G., & Vatansever, Ç. 2011:98). Based on this view, we can say that the ideal number of groups for the study has been reached.

The study is a focus group study aiming to collect qualitative data by including the perceptions of diversity management of international and ethnically diverse students in a 'focused' informal group discussion. In the literature, the main advantage of focus group interviews is expressed as the purposeful use of interaction to generate data (Merton et al. 1990). Another reason for choosing this method in the research is to look directly at the issue of diversity management, which has not yet been clearly defined in universities in Turkey, from the perspective of students. A focus group interview program was developed to provide a general direction for the study. The program was created as a warm-up and main questions, following an unstructured open-ended format to enable participants to set their own agendas (Wilkinson, 2008).

The main questions of the focus group interview consist of 6 open-ended questions such as the students' views on their expectations in choosing a university, how the role of the academic staff is effective in their academic development, their views on the role of educational materials in academic development, and how the education process leads to a change in their academic perspectives. A total of 5 focus group interviews were held and 25 students were interviewed. The duration of each focus group session was not longer than 45 minutes, the purpose of the study was explained, and it started with warm-up questions so that everyone could freely express themselves. The focus group interview questions were created by asking two academics who were experts on the subject for their opinions, and making necessary corrections.

During the data collection process, the students were informed about the interview process, the interview was not recorded in order to enable the students to respond more easily, and notes were taken by one of the researchers. Interviews with students were held online via the Zoom platform, taking into account the pandemic conditions. During the interview process, the researchers avoided asking leading questions and asked the interview questions to all focus groups in the same order. Each focus group discussion was organized to not exceed 45 minutes. While forming the groups, it was checked that the interviewees had certain common characteristics, since the group should be in a homogeneous structure (Morgan, 1997: 5). Interviews were held in different focus groups with international and ethnically diverse students.

In the data analysis part, the data obtained from the focus group interviews were deciphered and documented. The resulting data set was analysed with the content analysis technique, one of the qualitative research method data analysis. According to Kerlinger (1986), content analysis is defined as a method of examining and analysing communication in a systematic, objective and quantitative way in order to measure variables. Content analysis was carried out at four levels: theme, sub-theme, concept and sub-concept. While the themes were determined in line with the research problems, the sub-themes, concepts and sub-concepts were determined based on the questions used in the interview and the data obtained from the interview. For this reason, the codes at the sub-theme, concept and sub-concept levels were started with a pre-prepared code list and the codes not included in the list were included in the code list as a result of the analysis of the interview data. Then, the relationship status of the codes in the prepared code list with each other was examined and classification was made at the sub-theme, concept and sub-concept levels in this way.

6. Validity and Reliability

Some measures were developed to ensure validity and reliability. In addition, a depth-focused interview was conducted and it was served to ensure internal validity (credibility) by informing the interviewers about the data sets formed at the end of the study. It was aimed to choose the purposeful sampling method in the determination of the interviewers, and to ensure external validity (transferability) by using detailed descriptions and quotations in the research process and obtaining the findings. In addition, in order to ensure the internal (consistency) and external reliability (confirmability) of the study, it was paid attention to perform a data collection and analysis process consistent with the purpose of each existing step study in the research process. The data sets obtained in the study were initially analysed separately by the researchers, then the themes and categories were mutually controlled and explained, and the data analysis took its final form.

7. Ethical Process

Both authors work in the same university and ethical permission form number 2022/122 was signed on July 28, 2022 by the ethics committee of the university.

8. Findings and Discussion

The findings of the research and regarding discussions have been presented under the headings according to the analysis of the data obtained from the interviewees.

8.1. The presence to provide an inclusive educational atmosphere in the availability of students from different countries and ethnic backgrounds

According to the students, the University's strongest aspect in terms of diversity management is the policy document which welcomes diversity and includes the vision, mission, values and qualities that a student in this particular university must have. They believe the policy document which is called a "constitution" outlines all the necessary aspects of the enlightened people in the 21st century. The prominent ones are being versatile, productive, innovative, visionary, student-centered, participatory, respectful to nature, process-oriented, result-oriented and most importantly respectful all thoughts and beliefs. Students from different ethnic backgrounds consider this policy document as a practical tool which makes their campus life, everyday interactions and communication comforting.

"In the context of academic expectations, curiosity is very important, and in the context of ethnicity, curiosity is very important and valuable. Being asked questions about my ethnic origin and being curious about me makes me happy, I like it. My expectations were met, there

is no discrimination in the university, there is no racism, especially the policy document is very important, there is a lot of diversity, this is also very valuable." (Student 5)

The interviews have revealed that the academic visibility is of utmost importance for international student and they expect to get education from academicians who do research, give seminars, lectures, speak in international academic gatherings and write articles in the international context.

No	Table 2. The Articles of the Policy Document of the University and Students' Perceptions	
No	**Articles**	**Students' Perceptions**
5	The University aims for its students to speak languages other than their native language, to know the improving and changing technologies and use them, to have universal values, and to communicate with the rest of the world. Our students are curious about different cultures, thoughts and approaches. They follow and pay attention to them, approach them with understanding and benefit from them.	Students expect to have a multilingual learning environment that will enable them to have intercultural and supra cultural awareness. The University commits to maintain such as learning atmosphere, which affects students' views.
6	The student is a value entrusted to the University for education relying on the guidance of its academic members. Keeping students at the center in all the activities, accepting them as unique and special "individuals" with their own rights and obligations, acting with the principle of ''catering to student's needs'' at any given time, and showing unconditional love and unprejudiced acceptance to them are the main principles of education.	By stating 'showing unconditional love' and 'unprejudiced acceptance', the University makes students expect a free learning environment without any references to identity and ethnic backgrounds.
7	The University believes that education should be carried out as a versatile and flexible process, according to the intelligence and learning abilities of students, as well as their personal and social needs. It is open to different views, opinions and evaluations on any matter. It possesses the understanding to listen to opposing views and criticize them in a democratic manner.	In the interviews, the participants repeatedly mentioned that they have studied different curriculums, contents and taken assessment tools, so the University's commitment to create a learning atmosphere, which takes students who come from different educational backgrounds is of utmost importance. In addition to this, the University commits to be respectful to different views, opinions and evaluations to any theme or topic.
11	The University adopts the principles of ''learning to learn'' and ''lifelong learning'' with the desire and awareness to "learn" in its educational activities. In this sense, instructors never forget that they are ''learners,'' as well. The University's goal is to make sure that learning and teaching activities are carried out enthusiastically as a natural part of life, not with imposition, threat or by force.	Participants have stated that the University's will to create a learning environment which includes all stakeholders regardless of their identities and ethnic backgrounds is a unique opportunity for them since they feel that they are valued as they are.
16	The University respects every thought and belief. It allows different ideas to be expressed, and it considers this an incontestable right. The limit to freedom of thought and belief is the rights and freedom of other people, universal human rights, our national entity and integrity, the framework drawn by reason and science, and Atatürk's reforms and principles.	According to the participants, the University's expressing the dedication to create a democratic atmosphere is a invaluable asset.
19	Starting in the classroom, the University participates in all activities and tasks related to education and administration in every unit of the school and every task to be done. It supports participation by accomplishing the idea of achieving together and sharing the achievement, and being a model and leader in this respect.	Students have stated that they have worked in groups from different nationals in harmony and not felt any discrimination. On the contrary, ethnically diverse students have mentioned the fact that Turkish students were curious about their cultural and religious rituals.
20	The University knows that the students' native language, the language of mathematics and foreign language are the three key languages in learning and development. It especially regards a high level of knowledge, consciousness and competence in the native language as a prerequisite for a contemporary, healthy, productive and effective education. It acts in line with the understanding that these three languages play a key role on the path to knowledge, science and life, and it strives for high academic achievement.	Most of the participants have stated that the University's commitment to create a multilingual learning environment is an opportunity for every partner.
27	The University believes in the principle of making peace an integral part of the nation and the world, beginning with itself, its own institution and surroundings. It seeks to solve problems in a peaceful manner. It emphasizes listening, making sense and developing an understanding in relationships and	According to the students, the fact that the University is highlighting the significance of peace and acting in a peaceful manner in all sorts of conflict or in the case of a problem is

	communication, and it encourages people to become closer and share. It acknowledges that pacifism is the starting point of the attitudes and approaches that are the source for a free, happy and strong life, and it strives to spread this consciousness and attitude.	totally positive and the neutral attitude and unbiased approach gives the feeling of safety.
28	The University embraces the belief that every human being is a unique and special individual with their own rights. While ensuring this, it does not confuse being an individual with being "selfish." It is sensitive towards society; it never forgets that social consciousness and societal benefit should be pursued in every situation and action; it does not hesitate to fulfil its responsibilities. As a dynamic part of the society, it strives to sustain and improve the societal culture and values.	The University not only has a dedication to maintain a democratic atmosphere for all the stakeholders but also expects all partners to be democratic, socially-conscious and aware of their responsibilities.

8.2. Expectations to increase satisfaction about academic processes

The expectations of the students from their higher education institution to increase their satisfaction level about their academic processes are summoned in the efficacy of the academic staff, materials used in different courses and the need to learn by doing in addition to the theoretical input they get from the courses.

The students' statements indicate that the competence of the academic staff has great significance for the theoretical input and the quality of the academic advice. The students expect to develop themselves both academically and professionally in their undergraduate years and have the awareness that the academic staff is the primary counselling source for both purposes. Students consider the importance of the instructors' building up rapport with them. They have frequently indicated that most of their academic advisors, instructors and research assistants who are responsible for their development have intensively dealt with their problem, which was both a relief and a motivation factor.

"Especially, during the pandemic and in face-to-face sessions, it was a great relief for me to ask questions regarding the ways I can prepare myself for the job market. Our professors want us to listen to the finance news and analyse the financial facts with current conditions, actually, they expect us to do so, but, although I didn't feel that I was competent enough with this, but with model analysis of professors, I could bridge the gap between theory and practice. The most important thing for me is welcoming approach of my professors." (Student 9)

Another expectation of the students was about the course materials used both in and out of the classroom. The common expectation regarding the course material was its being up-to-date, to the point and elaborated with examples. The interviews revealed that especially during the pandemic students have become aware of the fact that they lack the benefits of actively participating in the lessons and the applications of the theoretical aspects of the courses have insufficient. Students have the understanding that the historical background of all fields are of great importance. However, in the context of ever-changing world and the fast pace of access to knowledge and information, they believe current issues and relevant discussion matter more.

Finding a suitable place to do their compulsory internship processes is a big concern for especially the international students since they do not have the necessary presence, communication to find appropriate places for the process. What they expect from the institution about the internship is to build up a more effective and efficient framework that functions online and enables international students to find businesses or organizations to complete their internship.

"One of the research assistants in my department has the same ethnic background with me. I thought to myself, I won't have any problems with internship transactions with his help. I was so relieved. He was really helpful, then I recognized that he was giving additional help to

everyone, Turkish students and international students. I was happy to see that too, but the University still needs to better the internship process." (Student 8)

It is an undeniable fact that it is not easy for both international and native students to adopt online education. Regardless of pandemic, both international students and students from different academic backgrounds have stated that they not only attend face-to-face sessions but also actively participate in them. It was commonly agreed that online sessions do not urge students to be actively involved in the lessons.

Assessment tools which require individual performance or teamwork such as group discussions, presentations, pair work, group work, debates are challenging for students. Therefore, all student who have stage fright or are not eager to communicate with their peers find it more difficult to blend in when such tasks are put forward in their course outlines. Students in all interviews have explained that they could overcome the difficulties they have come across during these tasks with the support they had received from their instructors or academic advisors and their expectations were highly met in this sense.

The interviews have revealed that international students come from various academic settings with numerous philosophies, aims, objectives, curricula, assessment tools and have been taught by teachers with different skills and focus hence they need immense orientation sessions which include clear explanation of the aforementioned points.

"It is very important and valuable that there are lecturers from different ethnic backgrounds, especially in our university. Other students are respectful and positive towards us from different ethnic backgrounds, I have never felt marginalized. I am very happy about this." (Student 10)

"I expected a warm environment. The teachers were very sincere, it was very important to feel comfortable. ul. When choosing a student/student from a different ethnic origin, I think the language issue is important. It makes me feel comfortable if your friends are also moderate." (Student 12)

8.3. Expectations to create an international campus with a successful diversity management among students

It was frequently stated by the students that networking is an indispensable part of their academic life. They have a strong tendency to come together with other students from different countries and discuss current issues, learn from each other, raise awareness about their cultures, ethnic backgrounds, lifestyles. It can be concluded from the interviews that as Generation Z students, one of their main aims in life is to become familiar with the new aspects. In this sense, what they need is an appropriate setting where they can socialize and interact with various cultures.

"Our lecturers try to help us a lot. In my choice of university, it determined my decision to have 1 Lecturer, especially from the same ethnic background, in the staff. The same lecturer did not refuse any of my requests, he tried to help. This gives me a sense of confidence, especially in academic staff diversity increases my confidence. In addition, I think it is very important for the university to have lecturers from different countries and ethnicities in terms of awareness and visibility." (Student 15)

Students have declared that the Constitution of the University which is the main policy document with regard to the diversity management approach is an invaluable asset. The amendments which specify the scope and implementation of the diversity management process are given in the table.

"The professors in my department give examples from the articles and sources. This is also very nice for me. It is very good for me to work with professors who are sensitive to different learning

types. Education in which individual differences are considered is very valuable, I think. Someone wants in a discussion environment, someone wants to learn just by reading. It is very valuable to be given the opportunity for such different learning styles." (Student 17)

9. Discussion

Langholz (2014) states that legislation bodies do not determine how to implement diversity management at any level, however, equal treatment is an issue for all levels. Especially, in the European Union, equal treatment is under protection with directives such as Council Directive 2000/78/EC of 27 November 2000 establishing a general framework for equal treatment in employment and occupation. This directive legislates the business environment, and as mentioned previously diversity management has originated from the business settings. The fact that diversity management is not a priority for legislators at various levels shows that the policy document is significant with the equality climate it aims to establish within the institution. As the participants of the study mentioned once any type of legislation is available, it is gives relevant persons a feeling of safety.

Hurtado et al. (2008) discusses a framework of initiatives regarding campus facilitated diversity with major categories and subcategories with their goals. One of the major categories is the institutional strategic initiatives, the subcategory of which includes policy initiatives. The goal of this category is to upgrade the experiences of students by way of full inclusion of precious viewpoints of all stakeholders. The policy document which is the subject of this study does not alienate any stakeholders on campus, on the contrary, targets full inclusion with the framework it constitutes.

According to Hurtado et al. (2008), institutional strategic initiatives are products of top-levels of governance within the institution. Since the policy document gives significant amount of responsibility on the presidency and board of trustees in addition to their management roles, in practice it inevitably brings autonomy to all academic and administrative units in view of the fact that the whole text is considered to be a wide commitment which, without governance, cannot be realised.

According to Langholz (2014) a move of viewpoint from a deficit approach to an approach that views the diversity of their students and staff as an asset (potential approach) is obligatory. The policy document seems to possess a strong awareness regarding the dynamic structure of a higher education population with the inclusion of all stakeholders, which gives the institution an opportunity to internalize the fact that a higher education institution is not solid and static entity, on the contrary, it comprises of different powers possibly in competition among themselves, and have interest that are conflicting. Yet the policy document demonstrating such awareness paves a way to bringing out potentials of every type of person involved.

Gaisch et al. (2020) claims that adopting situational lens supplies the organization with actions for the sustainability of diversity management on different levels. The policy document has been designed to achieve sustainability of the organization both academically and administratively by being flexible in wording and inclusive in all manners. Needs are given priority in the text itself since all the students and instructors on the campus have their unique and specific social, academic, motivational, artistic needs.

Kosi et al. (2012) specify the advantages that come with diversity and the effective management of it such as a comfortable working environment, improvement in relationships among different groups of employees and students, and an increase in employee productivity and in students' academic achievement. Once the content of the policy document is examined, it is clearly understandable that improvement in the effectiveness of the campus life, the working

environment, is the main goal of the text by creating the atmosphere both from academic and managerial perspectives.

Once other research regarding diversity management is considered, it can be understood that diversity management especially at tertiary level is still a critically important issue to be discussed and legislated by including all the stakeholders of it since it has the potential to make life practically easier or more difficult for the ones who are subject to it.

10. Conclusion

In parallel to its policy document, the university implements programs and activities to manage the diversity in accordance with its policy document. One of them is the mobility programs, regardless of the diversity trait, students and academics have the equal opportunity for academic and internship mobility. Orientation sessions conducted by different departments and units of the university are effective tools that enable all the students to blend in, get information, learn about the rules and regulations, ask questions about the rights and opportunities they have, reflect their traits and get to know each other. The orientation sessions being conducted throughout the academic year is positive in the sense that students do not feel that they will continue their education with question marks in mind. In addition to this, the university has a unique program which involves a partnership with the government of a European country with an aim to provide skilled employees and workers for the labor market of the country and in return give the students a unique opportunity to work and study in a different market which provides a chance for integration to an international and on top of that a multinational context. All the students, in defiance of their diversity have the right to attend the program on condition that they meet the requirements. Maintaining a framework of ongoing orientations, mobility opportunities, occasions for students to be actively participate in workforce in international and multinational contexts and making all stakeholders, students and academics, is consistent with the policy document of the university.

When all the data obtained from this study is considered, it would be advisable for universities to define their diversity policies and strategies. In addition to this, while developing their policies, it would be beneficial for them to show awareness regarding the available diversity among their students and staff and give importance to the views and participation of them and other interested parties in the formulation of the policies and strategies.

Organising diversity training could help students and staff to understand the value of diversity and the benefits it would bring. Diversity training sessions could be offered in all the departments and levels of universities by including all the stakeholders.

Establishing communities of diversity or motivating the stakeholders to establish them would be another way to make groups of diversity such as the international and ethnically diverse students and staff to interact with each other and create a sense of community.

Putting an emphasis on the non-discriminatory and fair recruitment processes of the Human Resources departments of universities would inevitable enable to create a solid and decent context of respect to differences.

It is apparent that as a result of this research, a more detailed needs analysis is required with a bigger number of participants to analyse their needs as international and ethnically diverse students in a higher education context. However, it is an undeniable fact that students feel safer with a policy document stating that diversity is welcome and frameworks for the inclusion of all students are great assets for a university besides the image they give to the outside world. With a further research, all aspects that are significant for international and ethnically diverse students can be explored with all the dimensions of their perceptions and expectations they have in the context of higher education. Especially, as the COVID-19 pandemic is coming to an end

and more and more students are going to back to campuses in their homelands and abroad, an inclusive action plan regarding the diversity management is necessary and the experiences and perceptions of students originating from their experiences have become invaluable in this regard.

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Perceptions and Expectations of International and Ethnically Diverse Students in the Context of Diversity Management Policy Document in a Turkish Foundation University

Bir Türk Vakıf Üniversitesinde Çeşitlilik Yönetimi Politika Belgesi Bağlamında Uluslararası ve Etnik Çeşitliliğe Sahip Öğrencilerin Algı ve Beklentileri

Sinan BATAKLAR	**Meri TAKSİ DEVECİYAN**
Dr., İstanbul Kültür Üniversitesi	Dr,, İstanbul Kültür Üniversitesi
Yabancı Diller Bölümü	Uluslararası Ticaret ve Finansman Bölümü
s.bataklar@iku.edu.tr	m.taksideveciyan@iku.edu.tr
https://orcid.org/0000-0001-9276-9236	https://orcid.org/0000-0001-9206-0315

Genişletilmiş Özet

Farklılık yönetimi kavramı 1980'lerde ABD'de gelişmiş ve iyi yönetilmesi durumunda da, rekabet avantajı sağlayabilecek stratejik bir yönetim varlığı olarak tasvir edilen organizasyonlardaki farklılık anlayışında devrim yaratmıştır. Bu nedenle farklılık yönetimi, "farklılıklar içindeki değer önerisine doğal olarak odaklanma" ile karakterize edilmektedir (Oertel, S. 2018:108). Uygulamada bilimsel bir yapı olarak farklılık kavramı az gelişmiştir ve farklılık yönetimine neyin dahil edildiğine dair kapsamlı tanımlar farklılık göstermekte, farklılığı yönetmek, değişen demografik faktörlere rasyonel bir yanıt ve kâr yönelimi ile ilgili rasyonel hedef haline gelmiştir. Farklılığı etkin bir şekilde yöneten örgütler ise, daha rekabetçi, çeşitli işgücü piyasalarında kalifiye işçileri daha kolay cezbeder, çeşitli müşteri tabanlarını daha iyi anlayan ve bu nedenle piyasada daha başarılı, daha yaratıcı, daha yenilikçi olarak algılanmaktadırlar. Literatürde Cox ve Beale, (1997)'e göre; yöneticiler, günümüzün çok kültürlü örgütlerinde başarılı olmak istiyorlarsa, çalışanları arasındaki her türlü farklılığı anlamalı, benimsemeli ve bunlardan yararlanmalıdır. Böylece farklılık yönetimi yetkinliği bir zorunluluk haline gelebilir ve yaygınlaşabilir. Küreselleşmenin başlaması ile kültürlerarası farkındalık ve anlayışa olan ihtiyaç artmış ve yeni kamu yönetiminin yükseköğretimde artan önemi de göz önüne alındığında, yükseköğretim kurumları tüm bu gelişmeleri takip ederek, farklılık yönetimini benimsemişlerdir. Kapsayıcılık ve eşitlik mantığının yükseköğretimde köklü bir geçmişi olmasına rağmen, farklılık yönetimi, kapsayıcılığı rekabetçi avantajlara ve faydalara bağlayan bir kavram olsa da, sadece ahlaki veya yasal nedenlerle değil, aynı zamanda kurumsal başarıya katkıda bulunmak ve farklılıkları yönetmenin kar odaklı yönetim anlayışına hizmet etmesi noktasında da önemli bir kavram olarak bilinmektedir.

Bu çalışmanın amacı, farklılıkların yönetimine ilişkin politika belgelerine sahip olmanın yükseköğretim bağlamında öğrencilerin algıları üzerindeki etkilerini analiz etmektir. Çalışmanın evrenini, Türkiye'de İstanbul ilinde bir vakıf üniversitesinin çeşitli lisans ve ön lisans programlarında öğrenim gören uluslararası ve farklı etnik kökenli öğrenciler oluşturmaktadır. Çalışma grubunun oluşturulmasında amaçlı örneklem yöntemlerinden ölçüt örnekleme tekniği kullanılmıştır. Öğrencilerden çalışma grubuna ölçüt olarak "uluslararası ve etnik kökeni farklı " olanlar gönüllülük esasına göre dahil edilmiştir.

Veriler, açık uçlu sorular ve fenomenoloji yöntemiyle toplanmıştır. Elde edilen veriler, nitel içerik analizi yaklaşımı kullanılarak analiz edilmiştir. Edinilen verilerin analizine dayanarak,

öğrencilerin Üniversitenin çeşitlilik yönetimi politikalarına ilişkin algıları ve kampüs içi ve kampüs dışında geçirdikleri süre boyunca sağlanan öğrenme atmosferinden aldıkları akademik doyuma ilişkin dikkat çekici temalara ulaşılmıştır. Ulaşılan temalar ve alt temaları şu şekildedir: "Üniversitenin farklı ülkelerden ve etnik kökenden gelen öğrencilere kapsayıcı bir eğitim ortamı sağlamak için hazır bulunuşluğa sahip olması" teması, yükseköğretim kurumunun politika belgelerinin önemini, uluslararası bir kampüsün gerekliliği ve bilinçlendirme ve ağ oluşturma etkinliklerini, "akademik süreçlerle ilgili memnuniyeti artırma beklentileri" teması, akademik materyal desteği, yaparak öğrenme (staj için daha fazla zaman ayırma), akademik çevre ile daha fazla etkileşim alt temalarını içermektedir. Buna ek olarak, "öğrenciler arasında başarılı bir çeşitlilik yönetimi ile uluslararası bir kampüs yaratma beklentileri" teması, idari ve akademik personelin nitelikleri ve bireysel öğrenci tiplerine ve öğrenen geçmişlerine duyarlılıkları, dünyanın farklı bölgelerinden daha fazla öğrenci çekmeyi, öğrenciler arasındaki iletişim çerçevelerini ve mezunları, müfredat dışı etkinliklerin yüksek sıklığı alt temalarını içermektedir.

Dünyanın COVID-19 salgınını geride bırakmasıyla birlikte, uluslararası öğrencilerin ve akademisyenlerin hareketliliği kadar insan hareketliliği de artmaya başlayacaktır. Bu nedenle, uluslararası öğrencilerin görüşleri ve deneyimleri, yükseköğretim kurumlarının vizyon, misyon ve müfredatlarına ışık tutacak ve çalışma çerçevelerini yeniden gözden geçirmelerini sağlayacaktır.

Bu çalışma, akademisyenlerle etkileşim, ölçme-değerlendirme araçları, müfredat dışı etkinlikler, ders içeriği açısından eğitim deneyimlerine ve beklentilerine odaklanarak uluslararası öğrencilerin ve farklı etnik kökenden gelen öğrencilerin görüşlerini yansıtarak Türkiye'deki bir vakıf üniversitesinin çeşitlilik yönetimine dair algı ve beklentilerini ortaya koymaktadır. Farklılıkların yönetimi konusu özellikle Türkiye'deki üniversiteler açısından incelenmediği için bu alandaki akademik çalışmalar da sınırlıdır. Çalışmamızın, hem uluslararasılaşmayı hem de uluslararasılaşmayı içinde barındıran, memnuniyet odaklı farklılık yönetimi alanında ender çalışmalardan biri olması nedeniyle literatüre önemli bir katkı sağlayacağı ve bu alanda çalışmak isteyen akademisyenler için farkındalık oluşturacağı düşünülmektedir.

Öğrencilerle yapılan odak grup görüşmelerinin ana soruları, öğrencilerin üniversite tercihindeki beklentilerine ilişkin görüşleri, akademik personelin rolünün akademik gelişimlerinde nasıl etkili olduğu, eğitim-öğretim kurumunun rolüne ilişkin görüşleri gibi 6 açık uçlu sorudan oluşmaktadır. Ders materyalleri ve eğitim sürecinin akademik bakış açılarında nasıl bir değişikliğe yol açtığını irdelemek çalışmanın hedefleri arasındadır. Toplam 5 odak grup görüşmesi gerçekleştirilmiş ve 25 öğrenci ile görüşülmüştür. Her bir odak grup oturumunun süresi 45 dakikayı geçmemiş, çalışmanın amacı anlatılmış ve herkesin kendini özgürce ifade edebilmesi için ısınma soruları ile başlanmıştır. Odak grup görüşme soruları, konunun uzmanı iki akademisyene görüşleri sorularak ve gerekli düzeltmeler yapılarak oluşturulmuştur.

Veri toplama sürecinde öğrencilere görüşme süreci hakkında bilgi verilmiş, öğrencilerin daha kolay yanıt verebilmeleri için görüşme kayıt altına alınmamış ve araştırmacılardan biri tarafından notlar alınmıştır. Öğrencilerle yapılan görüşmeler, pandemi koşulları dikkate alınarak Zoom platformu üzerinden online olarak gerçekleştirilmiştir. Görüşme sürecinde araştırmacılar yönlendirici sorular sormaktan kaçınmışlar ve görüşme sorularını tüm odak gruplarına aynı sırayla sormuşlardır. Gruplar oluşturulurken, grubun homojen bir yapıda olması gerektiğinden, görüşülen kişilerin bazı ortak özelliklere sahip olup olmadığına bakılmıştır.

Veri analizi bölümünde, odak grup görüşmelerinden elde edilen veriler deşifre edilmiş ve belgelenmiştir. Ortaya çıkan veri seti, nitel araştırma yöntemlerinden veri analizi yöntemlerinden içerik analizi tekniği ile analiz edilmiştir. İçerik analizi, değişkenleri ölçmek

için iletişimi sistematik, nesnel ve nicel bir şekilde inceleme ve analiz etme yöntemi olarak tanımlanmaktadır. İçerik analizi tema, alt tema, kavram ve alt kavram olmak üzere dört düzeyde gerçekleştirilmiştir. Araştırma problemleri doğrultusunda temalar belirlenirken, görüşmede kullanılan sorular ve görüşmeden elde edilen veriler temel alınarak alt temalar, kavramlar ve alt kavramlar belirlenmiştir. Bu nedenle alt tema, kavram ve alt kavram düzeyindeki kodlara önceden hazırlanmış bir kod listesi ile başlanmış ve görüşme analizi sonucunda listede yer almayan kodlar kod listesine dâhil edilmiştir. Daha sonra hazırlanan kod listesindeki kodların birbirleri ile olan ilişki durumları incelenmiş ve bu şekilde alt tema, kavram ve alt kavram düzeylerinde sınıflandırma yapılmıştır.

Araştırma için politika belgesi incelenen vakıf üniversitesi, politika belgesine paralel olarak, politika belgesine uygun biçimde var olan çeşitliliği yönetmek için program ve faaliyetler uygular. Bunlardan biri hareketlilik programları olup, çeşitlilik özelliği ne olursa olsun, öğrenciler ve akademisyenler akademik ve staj hareketliliği için eşit fırsatlara sahiptir. Üniversitenin farklı bölüm ve birimleri tarafından gerçekleştirilen oryantasyon toplantıları, tüm öğrencilerin kaynaşmasını, bilgi almasını, kural ve yönetmelikleri öğrenmesini, sahip olduğu hak ve imkanları sorgulamasını, özelliklerini yansıtmasını ve kendini tanımasını sağlayan etkili araçlardır. Akademik yıl boyunca gerçekleştirilen oryantasyon çalışmaları, öğrencilerin akıllarındaki soru işaretleri ile eğitimlerine devam edeceklerini düşünmemeleri sağlaması açısından olumludur. Tüm öğrenciler, farklılıkları gözetilmeksizin, gereklilikleri yerine getirmeleri koşuluyla staj ve eğitim hareketliliği programlarına katılma hakkına sahiptir. Devam eden oryantasyonlar, hareketlilik fırsatları, öğrencilerin uluslararası ve çok uluslu bağlamlarda işgücüne aktif olarak katılmaları için fırsatlar ve tüm paydaşları, öğrencileri ve akademisyenleri belli bir çerçevede bir arada tutup yönetmek, ilgili üniversitenin politika belgesiyle tutarlıdır.

Bu araştırmanın sonucunda, yükseköğretim bağlamında uluslararası ve etnik açıdan farklı öğrencilerin ihtiyaçlarını analiz etmek için daha fazla sayıda katılımcı ile daha ayrıntılı bir ihtiyaç analizi yapılması gerektiği açıktır. Ancak, çeşitliliğin hoş karşılandığını ve tüm öğrencilerin kapsandığı çerçevelerin oluşturulması ve bir politika belgesi ile öğrencilerin kendilerini daha güvende hissettikleri bir ortam yaratılmasının büyük bir değer olduğu yadsınamaz bir gerçektir. Buna ek olarak, çeşitlilik yönetimine dair bir politika belgesinin varlığı üniversitenin dış dünyada yarattığı algı açısından da önem arz etmektedir. Daha fazla araştırmayla uluslararası ve etnik açıdan farklı öğrenciler için önemli olan tüm yönler, yükseköğretim bağlamında sahip oldukları algı ve beklentilerin tüm boyutları keşfedilebilir. Çeşitlilik yönetimine ilişkin kapsayıcı bir eylem planı tüm eğitim kurumları için gereklidir ve öğrencilerin yaşadıkları deneyimlerden ve algılarından kaynak alarak oluşturulacak belgeler büyük değere sahip olacaktır.