



HANKEN

HANKEN DIVERSITY, EQUITY, AND INCLUSION PLAN

2025–2027

TABLE OF CONTENTS

Introduction: Objectives & Framework	3
Process	4
Limitations	5
Themes	6
Hanken strategy	7
The Plan Structure	8
The Hanken DEI Plan 2025–2027	9
1. Competencies for operating in a diverse environment.....	9
2. Tapping into existing DEI expertise at Hanken	16
3. Addressing Harassment and Discrimination.....	19

INTRODUCTION: OBJECTIVES & FRAMEWORK

This is Hanken's first Diversity, Equity, and Inclusion Plan ("DEI Plan"). The Non-Discrimination Act (1325/2014) and the Equality Act (Act on Equality between Women and Men, 609/1986) mandate the existence of this plan. Previously, the legal mandate for an Equality Plan has been filled by Hanken's "Gender Equality Plan". The DEI plan identifies language issues as an important identity factor, and thereby also identifies Hanken's special statutory duty to promote the right to one's own language and culture (§ 17 of the Constitution; § 11, § 35, § 46 of the University Act). Increased institutional awareness about the impact of personal characteristics such as race, ethnicity, and disability means that it is no longer possible to focus on only one dimension of diversity. In addition to this, Hanken's strategy states that it strives to be a "Diversity, Equity and Inclusion role model among Nordic business schools." This means that Hanken's DEI plan must go above and beyond minimum legal requirements. This is why, in addition to addressing discrimination, Hanken also applies anti-racist frameworks and methods to DEI planning.

Reduction of discrimination ("Non-discrimination") based on any of the personal characteristics listed above is one objective of this DEI plan. Another goal is to identify and address ways of thinking and doing things that systematically disadvantage groups of people ("anti-racism") at Hanken. A key difference between general non-discrimination and anti-racism is that the former seeks to mitigate the effects of discrimination within existing structures, while the latter, in addition, tries to dismantle the systems and structures that uphold both discrimination and harassment. Thus, this DEI plan contains two kinds of actions: those that make small adjustments to existing structures, and those that challenge them.

The framework for the formulation process of this plan drew from anti-racist theory and restorative justice methodologies. This means that various community building and dialogical processes were utilized to ensure comprehensive community input - through interviews, several discussion forums, and a survey. Summaries of the interviews and survey results can be found here: [DEI results & Equity Plan 2025](#).

PROCESS

Interviews

Members of the Hanken community who expressed interest in DEI were interviewed to gain an understanding of Hanken's current DEI actions and attitudes towards these, the organization's readiness to accommodate diversity, and the elements perceived to hinder equitable treatment of all employees, faculty, and students.

Dialogue

Through a series of workshops in which dialogical methods were applied, members of the Hanken community were invited to identify issues that should be further explored in a DEI survey. Community members were also invited to comment on the first draft of the Hanken DEI plan in the context of a facilitated workshop.

These workshops were facilitated using dialogical methods such as The Circle Way and World Café. These are methods used frequently in community building in settler colonial contexts. They are non-extractive means of community engagement that encourage accountability and action by inviting participants to examine structures that uphold inequities at Hanken and their own role in maintaining those structures.

DEI committee consultation

Hanken's DEI committee consists of faculty and staff interested in DEI and members appointed as a function of their role at Hanken. Appointed members include the Associate Dean of Sustainability, the DEI coordinator, DEI ombuds, The Occupational Health and Safety Representative, and the Director of HR. The first draft of the DEI survey was taken to the Hanken DEI committee for consideration and comments. The final version of the survey was approved by the DEI committee before being translated into Swedish.

Surveys

The staff survey included 32 questions, addressing the link between processes of minoritization, navigation of norms & expectations, and perceptions of leadership & support. The survey was conducted and analyzed by an external partner to ensure trust in the process. The response rate for the survey was over 70%, though for doctoral researchers this rate was only about 7%.

The student DEI survey had a much lower response rate but nonetheless yielded similar results to the staff survey. It was conducted internally by the DEI coordinator, and included additional questions taken from a survey conducted by The National Union of University Students in Finland (SYL) aimed specifically at international students.

LIMITATIONS

Antiracism

Though the methods used to design and implement the survey were grounded in antiracist dialogical practice, survey respondents did not directly name race as a barrier in any open responses. However, international participants' responses did indicate that practices at Hanken are deeply grounded in Western academic and Finnish cultural norms, which, in turn, is addressed in the DEI plan.

Respondents

Though the response rate was high, notably absent from the responses were the doctoral researchers and students. Doctoral researchers are perceived to be a racially diverse group, but given that so few answered the survey, and none of those who did self-identified as racially minoritized people, more work must be done in the future to reach out to doctoral researchers.

THEMES

The needs arising from the survey data and community consultation could be divided into the following themes:

1. Building structures and competencies for operating in a diverse working environment.

- Structures that enable responding to individual needs
 - » Processes that mitigate or minimize bias
 - » Routines that enable team-level dialogue
 - » Meeting structures that enable multiple forms of participation and communication
 - » Onboarding routines that allow for flexible tailoring of content and encounters between members of the Hanken community
 - » Spaces that accommodate diverse needs
- Competencies to
 - » Recognize different forms of diversity and move away from normative thinking
 - » Mitigate unconscious bias, especially in administrative and support staff
 - » Teach inclusively
 - » Lead inclusively, using dialogical methods to identify and accommodate diversity
 - » Communicate inclusively, and with linguistic and cultural awareness

2. Tapping into existing DEI expertise within Hanken

- Through dialogical events (community contribution and ownership over DEI)
- By encouraging and showcasing research done at Hanken that lift critical viewpoints in diversity, equity, & inclusion.
- Through outreach to civil society and NGOs

This increases understanding of and buy-in to the DEI plan, and to other documents with a DEI component, e.g., the language policy, supervision guidelines, etc. It also enhances Hanken's reputation as a role model in DEI.

3. Addressing harassment and discrimination

Understanding harassment, setting firm boundaries, and making sure those who are most vulnerable to harassment feel safe reporting it when it does occur.

- Establishing clear anti-harassment measures such as clear reporting channels, expectations, and mediation practices
- Creating a training package for DEI ombuds to avoid confusion around the parameters of the role, and to ensure that necessary skills are developed to create and maintain a safer space, mediate conflicts, and to communicate about harassment.

HANKEN STRATEGY

Measures to address challenges arising from DEI survey data were further adjusted to align with Hanken's strategy. Thus, the following questions guide the first years of implementation:
Strategic areas:

A) Internationalization

How do these measures support the integration of foreign students?

B) Linguistic inclusion

How do we ensure that Hanken community members – especially those who are not native speakers of Swedish or English – feel included, while simultaneously balancing this with Hanken's role as a Swedish-language institute of education?

C) Role model in DEI

How do we ensure the sustainability and continuity of DEI work at Hanken?

For ease of browsing, these strategic areas appear in the footnote of each page of the DEI plan.

THE PLAN STRUCTURE

The plan has three sections, divided according to the themes described on page 5 of this document. Each theme contains several actions, each of which have their own page in this plan. Each action contains the following details:

Higher-level actions

Higher-level actions are intended to remain unchanging throughout the implementation period. They describe a goal which can be achieved in several ways. Under the high-level action, you will also find who is responsible for it, the key metric, and the timeframe.

Strategic areas

Each action contains a description of which strategic area (described on page 7 of this document) it addresses, and how it addresses that area. This directly answers the questions posed under 'Hanken Strategy.'

Suggested modes of operationalization

Suggested modes of operationalization reflect suggestions from the Hanken community and research in DEI. These can be changed and adapted to ensure higher-level actions are completed. Key measurements and suggested operational metrics are also found here.

Table structure:

Higher-level action		
Responsible Team or person responsible	Key metric Description of key metric	Timeframe Period during which action will be implemented
Strategic areas Description of which strategic areas this action addresses		
Suggested operationalization Description of suggested modes of operationalization	Key measurement Key tool for measuring success of suggested operationalization Suggested operational metrics Suggested operational metrics for suggested operationalization	

THE HANKEN DEI PLAN 2025–2027

1. Competencies for operating in a diverse environment

Action 1.1: Inclusive leadership training for managers and leadership		
Responsible Associate Dean of Sustainability, HR	Key metric Feelings of being supported increase	Timeframe 2025–2027, launch in Spring 2026
<p>Strategic areas: B & C</p> <p>B: Training on language awareness focuses on addressing gap between experiences of inclusion between Swedish/English vs Finnish Hanken staff and faculty.</p> <p>C: Managers and leaders are enabled to build cultures of inclusion with sustained coaching and support.</p>		
<p>Suggested operationalization</p> <ul style="list-style-type: none"> • DEI training for leaders as part of leadership training days and onboarding • DEI-module organized flexibly as an e-Learning module (e.g. in Moodle) + follow-up clinic / coaching 	<p>Key measurement DEI Survey</p> <p>Suggested operational metrics</p> <ul style="list-style-type: none"> • Attendance in training part of onboarding for managers and leaders • Feedback forms from training • Feedback from follow-up clinic / coaching 	

Strategic areas:

A) Internationalization: How do these measures support the integration of foreign students?

B) Linguistic inclusion: How do we ensure that Hanken community members – especially those who are not native speakers of Swedish or English – feel included, while simultaneously balancing this with Hanken’s role as a Swedish-language institute of education?

C) Role model in DEI: How do we ensure the sustainability and continuity of DEI work at Hanken?

Action 1.2 Inclusive teaching practices training, including intercultural and antiracist competencies, inclusive language & language awareness, bias mitigation, accessibility, and disability inclusion.

Responsible

Associate Dean of Sustainability,
Dean of Education, Study Affairs
Coordinator, Teaching Lab

Key metric

Improved experiences
of inclusion

Timeframe

2025–2027,
once per semester,
kick-off in Spring 2026

Strategic areas: A, B, & C

A & B: Training focuses on building classroom cultures that enable intercultural encounters, and on designing teaching materials and lesson plans with linguistic awareness and cultural sensitivity.

C: Teachers are enabled to continuously build inclusive classroom environments with sustained coaching and support.

Suggested operationalization

- Inclusive pedagogy workshop on yearly teaching day with potential to add as ECTS credit to employee record
- Inclusive teaching practices included as part of existing yearly accessibility and special arrangement.
- Follow-up clinic / coaching once per year

Key measurement

DEI Survey

Suggested operational metrics

- Organized once per year
- Attendance in training marked down in employee records
- Feedback forms from training
- Credits on employment records.

Strategic areas:

A) Internationalization: How do these measures support the integration of foreign students?

B) Linguistic inclusion: How do we ensure that Hanken community members – especially those who are not native speakers of Swedish or English – feel included, while simultaneously balancing this with Hanken’s role as a Swedish-language institute of education?

C) Role model in DEI: How do we ensure the sustainability and continuity of DEI work at Hanken?

Action 1.3 Addressing inequities in the recruitment process		
<p>Responsible Associate Dean of Sustainability, HR</p>	<p>Key metric Perceptions of fairness and transparency in recruitment and administrative functions improved.</p>	<p>Timeframe 2026</p>
<p>Strategic areas: A, B, & C A: Anonymous recruitment leads to more diverse teams, finding the right team members, increased problem-solving capabilities, and increased capacity to support a diverse working and student community. B: Training includes strategies to mitigate bias related to linguistic assumptions. Anonymous recruitment encourages qualified candidates from more diverse ethnic and linguistic backgrounds to apply. C: Checklists help ensure that lessons learned during training are frequently recalled and actively implemented. Anonymous recruitment is a widely accepted tool to increase diversity in organizations and improves an organization’s image as equitable and inclusive. It is also a concrete way to demonstrate non-discriminatory recruitment processes, as legally required.</p>		
<p>Suggested operationalization</p> <ul style="list-style-type: none"> • Unconscious bias training as part of onboarding and a brief refresher organized at the beginning of each semester for those in a position to hire • Unconscious bias checklist developed and reviewed yearly & incorporated into existing guidelines for recruitment of staff & faculty. • A pilot of anonymous recruitment for new staff during a fixed period. • HR maps out and optimizes recruitment procedures to promote equity. 	<p>Key measurement DEI Survey</p> <p>Suggested operational metrics</p> <ul style="list-style-type: none"> • Attendance in training part of onboarding for managers and leaders • Feedback forms from training • Feedback from follow-up clinic / coaching 	

Strategic areas:

A) Internationalization: How do these measures support the integration of foreign students?

B) Linguistic inclusion: How do we ensure that Hanken community members – especially those who are not native speakers of Swedish or English – feel included, while simultaneously balancing this with Hanken’s role as a Swedish-language institute of education?

C) Role model in DEI: How do we ensure the sustainability and continuity of DEI work at Hanken?

Action 1.4 Increasing feelings of inclusion within the Hanken community through awareness and skills in dialogue & inclusion.

<p>Responsible Associate Dean of Sustainability, Language Centre, HR, Dean of Education</p>	<p>Key metric Minoritized people feel more included and authentic.</p>	<p>Timeframe 2025–2027</p>
<p>Strategic areas: A, B, & C A & B: Training focuses on 1) cultural norms, 2) language and identity, 3) dialogical methods, 4) inclusive communication A & C: Training focuses on defining harassment and clarifies the reporting process to all new community members systematically. C: Training includes practical tools to ensure norm-critical (e.g., LGBTQIA+ and disability inclusive) language use to build a culture of inclusivity at Hanken.</p>		
<p>Suggested operationalization</p> <ul style="list-style-type: none"> • Training organized once a year, timed to be included as part of the onboarding package • Includes self-assessment quiz measuring understanding of DEI, harassment, discrimination, and how to report harassment and discrimination • Organize training on concrete tools that promote inclusive communication, e.g. plain language or applied dialogue. • Training open to all faculty, staff, and students • Training run as a course for students, credits offered 	<p>Key measurement DEI Survey</p> <p>Suggested operational metrics</p> <ul style="list-style-type: none"> • Trainings organized, attendance 50+ • Results from self-assessment quiz show improvement over time • Feedback forms from training 	

Strategic areas:

A) Internationalization: How do these measures support the integration of foreign students?

B) Linguistic inclusion: How do we ensure that Hanken community members – especially those who are not native speakers of Swedish or English – feel included, while simultaneously balancing this with Hanken’s role as a Swedish-language institute of education?

C) Role model in DEI: How do we ensure the sustainability and continuity of DEI work at Hanken?

Action 1.5 Building a culture of open dialogue to improve inclusion and understanding

<p>Responsible Team/unit/department leader, HR</p>	<p>Key metrics</p> <ul style="list-style-type: none"> • Smaller gap in linguistic inclusion between language groups • More staff report feeling that their special needs are accommodated. 	<p>Timeframe 2026</p>
<p>Strategic areas: B & C</p> <p>B: Dialogue allows for voicing of linguistic, psychosocial and other needs to the whole team, building and reinforcing a culture of collective acknowledgment and accommodation of individual needs.</p> <p>C: Skilled dialogue facilitation ensures that all perspectives are voiced, including that of the team leader.</p>		
<p>Suggested operationalization Guide for dialogue for teams/unit/departments to understand members'</p> <ul style="list-style-type: none"> • Linguistic needs • Psychosocial needs • Special needs & life situations • How to best accommodate and work with these realities at a team-level 	<p>Key measurement DEI Survey</p> <p>Suggested operational metrics</p> <ul style="list-style-type: none"> • Dialogue performed when new team members join, and otherwise at least once per year • Team-level action plans to address issues that emerged & follow-up 	

Strategic areas:

A) Internationalization: How do these measures support the integration of foreign students?

B) Linguistic inclusion: How do we ensure that Hanken community members – especially those who are not native speakers of Swedish or English – feel included, while simultaneously balancing this with Hanken's role as a Swedish-language institute of education?

C) Role model in DEI: How do we ensure the sustainability and continuity of DEI work at Hanken?

Action 1.6 Development of a flexible onboarding process that accommodates different backgrounds and learning styles

<p>Responsible Associate Dean of Sustainability, Team leaders, HR director</p>	<p>Key metric Reduced gap in onboarding experiences of different demographic groups</p>	<p>Timeframe Launched in 2025</p>
<p>Strategic areas: A & B A: Building a culture of accommodating different ways of integrating and learning. B: Not only are different languages accommodated, but different learning styles and different starting points in knowledge.</p>		
<p>Suggested operationalization Development of flexible onboarding checklist that allows self-guided onboarding, directing new staff members to</p> <p>At an organizational level:</p> <ul style="list-style-type: none"> • meet key people in charge of Hanken structures (e.g. HR, IT services, comms) • learn about relevant guidelines and documents in a way that is suitable for them • access relevant information about their employment <p>At the team level:</p> <ul style="list-style-type: none"> • talk to key collaborators in other units • introduce themselves to key stakeholders • learn the job in a supported way <p>Additionally, a buddy system helps with low-threshold access to information</p>	<p>Key measurement DEI Survey</p> <p>Suggested operational metrics</p> <ul style="list-style-type: none"> • Completion followed-up in a discussion with team leader • Checklist reviewed by team leader for all new staff members • Buddies assigned to all new hires 	

Strategic areas:

A) Internationalization: How do these measures support the integration of foreign students?

B) Linguistic inclusion: How do we ensure that Hanken community members – especially those who are not native speakers of Swedish or English – feel included, while simultaneously balancing this with Hanken’s role as a Swedish-language institute of education?

C) Role model in DEI: How do we ensure the sustainability and continuity of DEI work at Hanken?

Action 1.7 Special needs of students considered and accommodations applied systemically

<p>Responsible Dean of Education</p>	<p>Key metrics</p> <ul style="list-style-type: none"> Increase in perceived support and access to information 	<p>Timeframe 2026–2027</p>
<p>Strategic areas: A, B, & C A: Increased capacity to support diverse student body, especially international students. B: Linguistic needs considered in accessibility plan, e.g. plain language. C: Accommodations for various groups of students incorporated into accessibility plan and updated regularly through input from DEI survey.</p>		
<p>Suggested operationalization</p> <ul style="list-style-type: none"> Mapping of needs focusing on different groups, e.g. neurodiverse and disabled students, regardless of formal diagnoses. Exploration of ways to meet needs for accommodation and access to information in various situations and environments, e.g. by exploring universal design solutions. 	<p>Key measurement DEI Survey</p> <p>Suggested operational metrics Accessibility plan created and some elements piloted. Accessibility measures incorporated into next DEI plan.</p>	

Strategic areas:

A) Internationalization: How do these measures support the integration of foreign students?

B) Linguistic inclusion: How do we ensure that Hanken community members – especially those who are not native speakers of Swedish or English – feel included, while simultaneously balancing this with Hanken’s role as a Swedish-language institute of education?

C) Role model in DEI: How do we ensure the sustainability and continuity of DEI work at Hanken?

2. Tapping into existing DEI expertise at Hanken

Action 2.1 Biennial staff and student DEI survey designed with input from members of the Hanken community		
Responsible Associate Dean of Sustainability, HR	Key metric Continued high engagement rates with DEI survey	Timeframe 2027
Strategic areas: A, B, & C A: Student DEI survey asks questions specific to integration B: Both surveys ask questions related to linguistic inclusion C: Sustainable and long-term DEI planning is enabled through community involvement and systematic data collection		
Suggested operationalization <ul style="list-style-type: none"> • Interviews and workshops as a part of the design process • DEI committee comments on the questions in the DEI survey • Staff and faculty included in the survey • Hanken students recruited for survey design process 	Key measurement DEI Survey Suggested operational metrics <ul style="list-style-type: none"> • Attendance in training part of onboarding for managers and leaders • Feedback forms from training • Feedback from follow-up clinic / coaching 	

Strategic areas:

A) Internationalization: How do these measures support the integration of foreign students?

B) Linguistic inclusion: How do we ensure that Hanken community members – especially those who are not native speakers of Swedish or English – feel included, while simultaneously balancing this with Hanken’s role as a Swedish-language institute of education?

C) Role model in DEI: How do we ensure the sustainability and continuity of DEI work at Hanken?

Action 2.2 Yearly internal DEI forum		
Responsible Associate Dean of Sustainability	Key metrics Improved perception of inclusion Open responses mention opportunities for being heard.	Timeframe 2025
<p>Strategic areas: A, B, & C</p> <p>A: Forum is open to anyone within the Hanken community, including students</p> <p>B: DEI forum allows for open voicing of perspectives, meaning issues of linguistic inclusion will arise if current</p> <p>C: Sustainable DEI work requires community involvement and ownership of the process</p>		
Suggested operationalization <ul style="list-style-type: none"> Organized as one or several events as part of SDG week 	<p>Key measurement DEI Survey</p> <p>Suggested operational metrics</p> <ul style="list-style-type: none"> 30+ attendance Potential media exposure 	

Strategic areas:

A) Internationalization: How do these measures support the integration of foreign students?

B) Linguistic inclusion: How do we ensure that Hanken community members – especially those who are not native speakers of Swedish or English – feel included, while simultaneously balancing this with Hanken’s role as a Swedish-language institute of education?

C) Role model in DEI: How do we ensure the sustainability and continuity of DEI work at Hanken?

Action 2.3 Contribution to civil society through knowledge & collaboration on DEI-related themes		
Responsible Associate Dean of Sustainability, Associate Dean of Corporate Relations, Head of Comms	Key metric Hanken is recognized as a role model in DEI and for its contribution to society.	Timeframe 2025–2027
Strategic areas: C Hanken presents itself as an expert and as a role model in DEI at events targeted not only to academics; key academics that can represent Hanken externally recognized. Ongoing external collaboration ensures that Hanken’s expertise is communicated outside of Hanken, giving visibility to Hanken’s values and reputation as a role model in DEI.		
Suggested operationalization <ul style="list-style-type: none"> Tracking and communicating about Hanken’s contributions to events or consulting, e.g. Spring Forum for Internationalization of Higher Education; UNIFI; SuomiAreena; EAIE; Europe in Action; Council of Europe SOGIESC) Building DEI-related collaboration between Hanken faculty, staff, & students and external organizations. 	Key measurement Alumni Survey Suggested operational metrics <ul style="list-style-type: none"> Number of times those responsible for DEI are invited to talk about Hanken’s DEI. Communication about DEI tracked. (Emails, news, posters, website, Hanken TV) Number of courses and students involved with external organizations 	

Strategic areas:

A) Internationalization: How do these measures support the integration of foreign students?

B) Linguistic inclusion: How do we ensure that Hanken community members – especially those who are not native speakers of Swedish or English – feel included, while simultaneously balancing this with Hanken’s role as a Swedish-language institute of education?

C) Role model in DEI: How do we ensure the sustainability and continuity of DEI work at Hanken?

3. Addressing Harassment and Discrimination

Action 3.1 Anti-harassment measures within Hanken are well-communicated		
Responsible Associate Dean of Sustainability Head of Comms	Key metric Gap in knowledge about reporting harassment between different demographic groups becomes smaller.	Timeframe 2025–2027
Strategic areas: A & C A: International students are made aware of anti-harassment measures; this enables their integration. C: Sustainable DEI work requires building a culture of safety for all Hanken community members.		
Suggested operationalization <ul style="list-style-type: none"> • Website & posters around Hanken up to date. • Contact details of DEI ombuds in staff and student newsletters twice per year • Information posted on info-TV monthly • Safe and anonymous channel to report experiences of discrimination, harassment, and racism • Clear process that ensures that all feedback will be handled confidentially and addressed systematically 	Key measurement DEI Survey Suggested operational metrics <ul style="list-style-type: none"> • Increase in harassment reporting • Number of posters, Info-TV, emails 	

Strategic areas:

A) Internationalization: How do these measures support the integration of foreign students?

B) Linguistic inclusion: How do we ensure that Hanken community members – especially those who are not native speakers of Swedish or English – feel included, while simultaneously balancing this with Hanken’s role as a Swedish-language institute of education?

C) Role model in DEI: How do we ensure the sustainability and continuity of DEI work at Hanken?

Action 3.2 Development of recruitment, training, and support package for DEI ombuds

<p>Responsible Associate Dean of Sustainability</p>	<p>Key metric DEI ombuds feel equipped to handle their duties</p>	<p>Timeframe 2026–2027</p>
<p>Strategic areas: A, B, & C A: Student Union DEI ombuds are also offered training for their roles so that they can support international students. B: DEI ombuds recruited also based on spoken languages. C: Sustainable DEI work requires everyone who works with DEI to be equipped to fulfil their duties.</p>		
<p>Suggested operationalization</p> <ul style="list-style-type: none"> • MOOC course and restorative mediation training for DEI ombuds • Focus on developing a “Train the Trainers” type model) 	<p>Key measurement Feedback from ombuds</p>	

Strategic areas:

A) Internationalization: How do these measures support the integration of foreign students?

B) Linguistic inclusion: How do we ensure that Hanken community members – especially those who are not native speakers of Swedish or English – feel included, while simultaneously balancing this with Hanken’s role as a Swedish-language institute of education?

C) Role model in DEI: How do we ensure the sustainability and continuity of DEI work at Hanken?

Action 3.3 Safer space principles developed and disseminated broadly		
Responsible Associate Dean of Sustainability, HR, Events	Key metrics Increased feelings of psychological safety	Timeframe 2025
<p>Strategic areas: A, B, & C</p> <p>A: All members of Hanken’s community are aware of Safer space principles, including international students.</p> <p>B: Safer space principles include elements that are related to linguistic inclusion and safety.</p> <p>C: Builds a culture of safety at Hanken.</p>		
Suggested operationalization <ul style="list-style-type: none"> • Posters on notice boards • Posters in each room • Event organizers commit to the principles • Encourage discussions on the principles 	<p>Key measurement DEI Survey</p> <p>Suggested operational metrics</p> <ul style="list-style-type: none"> • Number of events that use safer space principles 	

Strategic areas:

A) Internationalization: How do these measures support the integration of foreign students?

B) Linguistic inclusion: How do we ensure that Hanken community members – especially those who are not native speakers of Swedish or English – feel included, while simultaneously balancing this with Hanken’s role as a Swedish-language institute of education?

C) Role model in DEI: How do we ensure the sustainability and continuity of DEI work at Hanken?



HANKEN

HANKEN DIVERSITY, EQUITY, AND INCLUSION PLAN 2025–2027