Attitudes towards IDM
at the programme leader level
First Results of an International Survey

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Erasmus+ project „Enhance_IDM"

- Survey carried out in the framework of EU-project aimed at improving programme leaders' diversity competences

- Four participating higher education institutions in four European countries: Austria, Germany, UK, Finland

- Goal: developing tools and trainings on IDM for study programme leaders

- Online-Survey (also) served as preliminary needs assessment for that group; carried out in March 2018.

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Respondents' Institutional Background

- **Response-rate**: around 1/3
- **Study Programmes**: around two thirds of PLs responsible for BA programmes

	ALL	AT	UK	FIN	GER
BA	64%	50%	67%	80%	59%
MA	29%	44%	18%	20%	41%
Other	7%	6%	15%	0%	0%

- Top 2 **disciplines** for each institution:
  - AT: Interdisciplinary programme (25%); Computer sciences (20%);
  - UK: Medicine, health (57%); Teacher training and education (12%)
  - FIN: Business and administration, economics (46%); Medicine, health (33%)
  - GER: Engineering (23%), Media and Communication (17%)

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Respondents' Personal Background

- **Gender**:

	ALL	AT	UK	FIN	GER
Female	42,4%	10,0%	57,6%	80,0%	17,6%

- **Nationality/Origin:** UK by far most diverse

(20% different nationality than UK; other partners almost entirely homogenous regarding nationality;); 34% of UK respondents claim to have a migration background (17,6% GER, 5,6% AT, 0% FIN)

- **Age**:

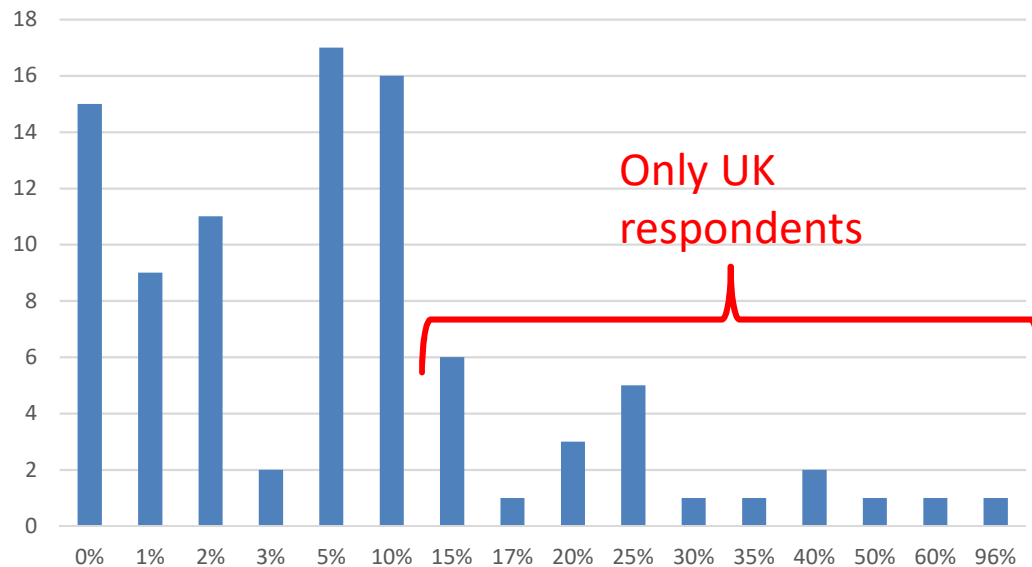|	ALL	AT	UK	FIN	GER
30-39	15,3%	5,0%	24,2%	13,3%	11,8%
40-49	21,2%	40,0%	18,2%	6,7%	17,6%
50-59	51,8%	40,0%	51,5%	66,7%	52,9%
60-69	5,9%	5,0%	6,1%	6,7%	5,9%
n.a.	5,9%	10,0%	0,0%	6,7%	11,8%

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Students' Demographic Diversity

Question 2: *"If possible and applicable, please give a rough estimate of the proportion of students in your study programme fulfilling the following criteria (in percent)."* [Results shown: Arithmetic Mean]

	ALL
Female	60%
First in the family to attend university	43%
Commuter (only UK, FIN)	42%
Above the age of 25 / mature students	36%
Part-time students (i.e. work as primary occupation)	34%
Identify themselves as BME (only UK, FIN)	33%
Care responsibilities / obligations	29%
English as a second or other language	23%
Alternative entry routes into higher education	23%
Migration background (only AT, DE, FIN)	14%
Students with disabilities (physical, mental)	10%
International students (degree-seeking)	9%
Care leaver students (only UK)	7%

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Perceived Presence of Students with Disabilities in Study Programme

Perceived Percentage of Students with Disabilities
(physical, mental) in Study Programme (n=92)

Only UK respondents

	Arithm. Mean
TOTAL	10%
AT	3%
UK	17%
FIN	2%
GER	7%

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Dimensions of Diversity

Q3: *Which of the following issues are currently particularly relevant or pertinent to your work as a programme leader?* [relevant=quoted]

	ALL	AT	UK	FIN	GER
Students' time constraints due to work obligations, commuting	75%	79%	76%	87%	59%
Different levels of participation in classroom activities	60%	47%	64%	67%	59%
(lack of) academic literacy / difficulties with academic language	54%	21%	67%	73%	47%
Different educational and professional biographies (i.e. age, professional experience, access paths to higher education)	51%	47%	52%	53%	53%
Students' time constraints due to care responsibilities	41%	16%	61%	40%	29%
(lack of) fluency or proficiency in English/German/Finnish	35%	21%	39%	47%	29%
Different disciplinary backgrounds	33%	32%	39%	13%	41%
Students' different (cultural, religious) value structures	27%	21%	39%	20%	18%
Accessibility issues/providing accessible learning environments	14%	11%	18%	7%	18%

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Attitudes towards IDM (1) - Familiarity with Concepts

Q4: *Please indicate your level of agreement or disagreement with each of the following statements: Scale of 1 (strongly agree) to 5 (strongly disagree): [Agreement: <3, i.e. agree and strongly agree]*

	AGREE ALL	AT Agree	UK Agree	FIN Agree	GER Agree	Female Agree	Male Agree
I clearly understand what Diversity Management is.	72%	80%	79%	53%	71%	69%	78%
I have a clear understanding of what inclusive practice actually means.	65%	61%	78%	27%	82%	66%	66%
IDM represents an added workload for me and my staff.	48%	56%	33%	27%	88%	36%	59%

- Testing Hypothesis: *Younger PLs more familiar with concepts?*
- YES. (92% of age group 30-39 agree, as opposed to only 64% of 50-59 year olds; practice: 85-69-63-60)
- Testing Hypothesis: *PLs with migration background more familiar with concepts?*
- YES (87% - 69%; 93-61%)

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Attitudes towards IDM (2) – Implementing IDM measures

Q4: *Please indicate your level of agreement or disagreement with each of the following statements: Scale of 1 (strongly agree) to 5 (strongly disagree):* [Agreement: <3, i.e. agree and strongly agree]

	ALL	AT	UK	FIN	DE	FEM	MALE
I know how to apply IDM-measures on the programme level.	36%	15%	44%	43%	35%	38%	30%
I find it hard to make adjustments for individual students with special needs.	31%	53%	16%	21%	38%	14%	46%
I clearly see the added value of implementing IDM-related measures for my study programme.	66%	37%	84%	64%	63%	85%	42%

- Testing Hypothesis: *PLs with more exposure to students with special needs find it easier to make adjustments?*
- YES

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Attitudes towards IDM (3) - Values

Q4: Please indicate your level of agreement or disagreement with each of the following statements: Scale of 1 (strongly agree) to 5 (strongly disagree): [Agreement: <3, i.e. agree and strongly agree]

	ALL	AT	UK	FIN	GER	Female	Male
Inclusive practice benefits all students.	66%	37%	85%	80%	56%	91%	44%
I am worried that academic standards drop by catering to learners' different backgrounds and abilities.	26%	45%	21%	0%	35%	11%	40%
I am interested in having a more diverse range of students on my programme.	47%	20%	70%	47%	47%	56%	43%

- Hypothesis testing: *Older PLs are more worried that academic standards drop?*
- NO. PLs over 50 less worried.
- Hypothesis testing: *PLs with migration background more interested in diverse range of students?*
- YES. (44% vs. 66%)
- General Hypothesis „More exposure – less problems":

Attitudes towards IDM (4) – Institutional Support

Q4: *Please indicate your level of agreement or disagreement with each of the following statements: Scale of 1 (strongly agree) to 5 (strongly disagree):* [Agreement: <3, i.e. agree and strongly agree]

	ALL	AT	UK	FIN	DE	FEM	MALE
My institution requires the implementation of certain IDM-measures but, personally, I am not convinced of their effectivity/usefulness.	15%	17%	6%	7%	40%	3%	24%
My institution adequately supports me in the implementation of IDM policies.	24%	25%	34%	20%	18%	23%	30%
I feel adequately supported by my institution to deal with problems that might arise from student diversity.	25%	25%	36%	20%	12%	31%	23%

- Finding: On both institutional support items PLs who claimed accessibility was a relevant issue in their study programme (Question 3: Dimensions) feel best supported by institution; PLs with different disciplinary backgrounds feel least supported.

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