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ENHANCE | IDM!


Programme leaders' attitudes towards inclusion and diversity management

First Results of an International Survey

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Technology
Arts Sciences
TH Köln

Erasmus+ project „EnhanceIDM“

- 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.

Respondents' Background

- **Discipline:** 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%)

- **Gender:**

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

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

- **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%

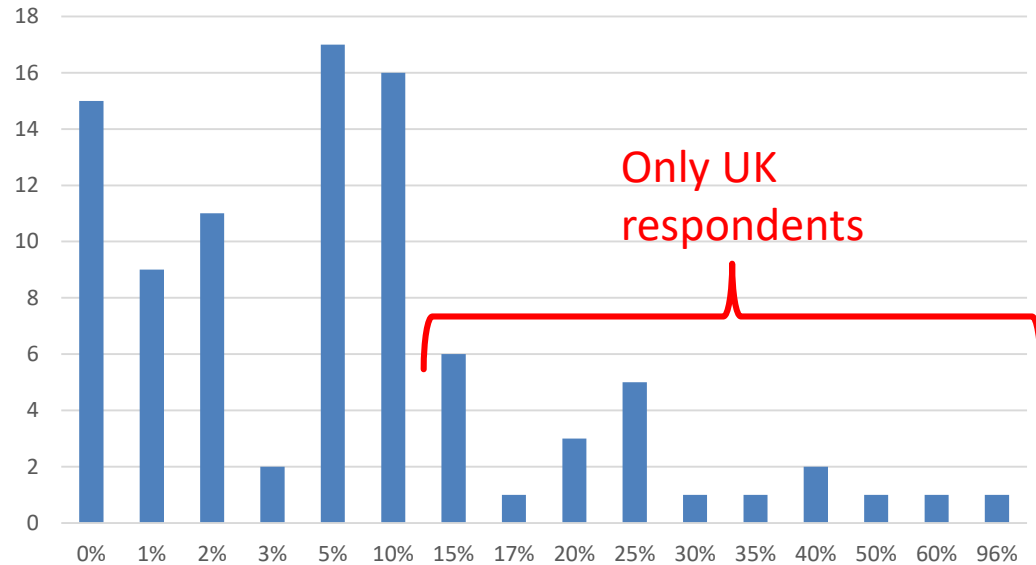
Students' Demographic Diversity

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% ¹⁶

Perceived Presence of Students with Disabilities in Study Programme

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



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

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%

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%)

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

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%

Determinants of attitudes twds. IDM

- Degree of **institutional support**
- PL's personal **background**
- PL's own **exposure** to diverse student groups
- Legal/National framework?
- Maturity of discourse on IDM?

Determinants (1): Institutional Support

- Comparatively **strong influence** on attitudes
- Especially regarding methods and knowledge on practical implementation (statistically significant correlations) Also: the more supported and informed a PL feels, the less IDM is perceived as a workload
- General trend: **the higher the perceived degree of institutional support, the more „positive“ the attitudes on IDM: only three out of 15 value items show reverse trend.**

Korrelationen		IMPLEMEN PROBLEM:	
		Mj institutic	I feel adequa
I clearly understand what Diversity Management is.	Korrelation	0,2	0,13
	Signifikanz (	0,055	0,068
	N	93	94
I have a clear understanding of what inclusive practice ac	Korrelation	0,155	0,13
	Signifikanz (	0,144	0,221
	N	90	91
IDM (Inclusion and Diversity Management) is a waste of	Korrelation	0,08	0,065
	Signifikanz (	0,453	0,541
	N	91	91
IDM is a bureaucratic hassle f chore.	Korrelation	-0,031	-0,153
	Signifikanz (	0,775	0,133
	N	90	91
IDM/inclusiv practice represents an added workload for	Korrelation	-0,038	-0,13
	Signifikanz (	0,361	0,225
	N	89	89
Inclusive practice benefits all students.	Korrelation	0,065	0,008
	Signifikanz (	0,544	0,941
	N	91	91
I am worried that academic standards drop by catering to	Korrelation	-0,019	0,041
	Signifikanz (	0,857	0,633
	N	93	94
I am interested in having a more diverse range of student	Korrelation	-0,104	-0,019
	Signifikanz (	0,32	0,898
	N	93	94
I am keen on making things as inclusive as possible for z	Korrelation	0,17	0,115
	Signifikanz (	0,105	0,274
	N	92	92
I feel that I am not allowed to say what I think regarding ID	Korrelation	-0,142	-0,076
	Signifikanz (	0,177	0,463
	N	92	93
I know how to apply IDM-measures on the programme le	Korrelation	,318**	0,168
	Signifikanz (	0,002	0,111
	N	92	92
I think implementing inclusive teaching and learning pract	Korrelation	-0,112	-0,195
	Signifikanz (	0,291	0,064
	N	90	91
I find it hard to make adjustments for individual students	Korrelation	-,223*	-,358**
	Signifikanz (	0,031	0,001
	N	89	89
I clearly see the added value of implementing IDM-relate	Korrelation	0,012	0,136
	Signifikanz (	0,909	0,205
	N	89	89
My institution requires the implementation of certain IDM	Korrelation	-0,07	-0,098
	Signifikanz (	0,523	0,377
	N	85	86
I want to learn more about IDM.	Korrelation	-0,04	-0,014
	Signifikanz (	0,711	0,897
	N	87	87
I am open to new (teaching) methods and to improving m	Korrelation	,223*	0,115
	Signifikanz (	0,036	0,282
	N	89	89

** Die Korrelation ist auf dem Niveau von 0,01 (2-seitig) signifikant.
* Die Korrelation ist auf dem Niveau von 0,05 (2-seitig) signifikant.

Determinants(2): Personal Background

- **GENDER: YES strong influence on attitudes:** female PLs score higher in all of the 15 value items than male counterparts, in 7 cases statistically significant!
- **MIGRATION BACKGROUND:** inconclusive
- **AGE:** also inconclusive
- **DISCIPLINE:** YES to a degree; on some items clear split between technical disciplines (computer sciences, engineering, construction) and more socially oriented disciplines (teacher training, social services, medicine/health): „academic standards drop“, „clearly see the added value“, „keen on making inclusive“

Determinants(3): Exposure to diversity

- Not surprisingly: exposure to diverse (or: non-traditional) student populations influences understanding of concepts positively

Hypothesis: The more exposure to student diversity, the more positive PLs' attitudes towards IDM

	WORKLOAD	ATTITUDES	IMPLEMENTATION	OPENNESS										
	IDM is a bureaucratic hassle / chore	IDM is a waste of time and resources for students	Inclusive practice benefits all students	worried that standard more inclusive what I see the value of	I know how to apply inclusive practices	I find it hard to make adjustments	I want to learn more about IDM	I want to open to new methods and to improve						
Pearson, weighted data														
Above the age of 25 / mature	Korrelatie: -0.017	-0.027	-0.161	-0.014	-0.136	0.004	-0.036	0.200corr: -0.028	-0.243corr: -0.048	0.108	0.351corr: 0.466	0.7	0.334	0.001
N	86	86	86	86	86	86	86	86	86	86	86	86	86	86
Female %	Korrelatie: 0.065	0.133	0.257corr: 0.370corr: 0.230corr: 0.2	-0.114	-0.070corr: 0.069	-0.341corr: 0.059	-0.051	-0.218corr: 0.009	0.141	-0.061	-0.061	-0.061	-0.061	-0.3
N	79	79	81	78	80	80	80	77	74	76	78	78	75	76
BME	Korrelatie: -0.038	-0.205	-0.037	-0.176	-0.137	-0.283	-0.265	0.115	-0.332corr: -0.033	0.042	-0.285	-0.225	-0.025	-0.109
N	80	80	81	80	80	80	80	77	74	76	78	78	75	76
Migration background %	Korrelatie: 0.183	0.138	0.225	-0.146	0.115	-0.320corr: -0.326corr: 0.065	-0.283corr: 0.065	-0.283corr: -0.045	0.117	0.134	0.026	-0.147	-0.40	-0.42
N	159	129	107	107	107	101	101	101	101	101	101	101	101	101
International students (deg)	Korrelatie: 0.038	0.073	0.104	-0.176	0.013	-0.395corr: -0.09	0.049	-0.085	0.155	0.244corr: 0.149	-0.167	-0.233corr: -0.047	0.047	0.061
N	77	77	79	78	79	79	78	74	72	77	76	76	73	76
Students with disabilities	Korrelatie: 0.026	-0.071	0.081	-0.222	-0.024	-0.192	-0.280corr: -0.111	-0.321corr: 0.111	-0.179	-0.036	0.061	0.069	-0.077	-0.077
N	61	61	62	62	62	62	60	61	58	58	58	57	58	57
Part-time students (i.e. work)	Korrelatie: 0.132	0.109	0.041	-0.129	-0.033	0.111	-0.036	-0.107	0.143	0.128	-0.153	0.003	-0.037	0.047
N	162	162	162	162	162	162	162	162	162	162	162	162	162	162
First in the family to attend	Korrelatie: 0.033corr: 0.033	-0.012	-0.038	-0.035	-0.069	-0.051	0.071	0.51	0.44	0.988	0.438	0.248	0.033	0.092
N	43	41	43	43	43	43	43	43	43	43	43	43	43	43
Alternative entry routes into	Korrelatie: -0.069	0.139	0.075	0.234	-0.019	-0.207	-0.008	-0.233corr: 0.161	0.048	-0.086	0.048	0.192	0.326corr: 0.138	-0.08
N	58	58	58	58	58	58	58	58	58	58	58	58	58	58
Care responsibilities / obligations	Korrelatie: 0.083	0.233	0.283corr: 0.277corr: 0.001	-0.255	-0.287corr: -0.196	-0.105	-0.158	-0.084	0.24	0.005	-0.018	0.084	0.584	0.584
N	55	51	53	53	53	53	53	49	47	51	49	49	51	51

Correlations between (perceived) amount of non-traditional students in programme and values/attitudes on IDM: Pearson Correlation Coefficient

		WORKLOAD		ATTITUDES						IMPLEMENTATION				OPENNESS		
		IDM is a bureaucratic hassle / chore.	represents an added workload for me	IDM is a waste of time and resources.	Inclusive practice benefits all students.	worried that acad. standards drop	interested in having a more diverse	keen on making things as inclusive as possible	not allowed to say what I think	I clearly see the added value of	ly, not convinced of effectiveness/usefulness	I know how to apply measures	nting inclusive practices is difficult.	I find it hard to make adjustments	I want to learn more about IDM.	open to new methods and to improve
Pearson, weighted data																
Above the age of 25 / mature	Korrelatie	-0,017	-0,027	-0,161	-0,014	-0,196	0,004	-0,036	-0,250corr:	0,06	-0,026	-0,243corr:	-0,08	-0,043	0,108	0,351corr:
	Signifikan	0,876	0,806	0,138	0,897	0,069	0,968	0,745	0,02	0,59	0,819	0,025	0,466	0,7	0,334	0,001
	N	84	85	87	85	87	87	86	86	83	80	85	85	83	82	83
Female %s %	Korrelatie	0,066	0,133	0,257corr2	-0,370corr:	0,230corr2	-0,114	-0,307corr:	0,069	-0,341corr:	-0,057	-0,218corr:	-0,007	0,141	-0,061	-0,1
	Signifikan	0,545	0,222	0,016	0	0,03	0,29	0,004	0,526	0,001	0,613	0,043	0,952	0,202	0,588	0,364
	N	86	86	88	86	89	89	87	87	84	81	86	86	84	82	84
English as a second or other language	Korrelatie	0,237corr2	0,243corr2	0,199	-0,206	0,033	-0,422corr:	-0,320corr:	-0,015	-0,182	0,016	0,101	-0,151	0,008	-0,275corr:	-0,149
	Signifikan	0,035	0,031	0,076	0,071	0,772	0	0,004	0,891	0,113	0,895	0,376	0,183	0,943	0,017	0,2
	N	79	79	81	78	80	80	80	80	77	74	78	79	78	75	76
BME	Korrelatie	-0,039	-0,205	-0,037	-0,176	-0,137	-0,283	-0,265	0,115	-0,332corr:	-0,033	0,042	-0,285	-0,225	-0,025	-0,109
	Signifikan	0,806	0,187	0,812	0,271	0,384	0,069	0,088	0,465	0,036	0,84	0,797	0,071	0,162	0,879	0,492
	N	42	43	44	41	42	42	42	42	40	41	41	41	40	40	42
Migration background %s %	Korrelatie	0,183	0,138	0,225	-0,146	0,115	-0,320corr:	-0,326corr:	0,065	-0,283corr:	-0,045	0,117	0,134	0,026	-0,147	-0,101
	Signifikan	0,159	0,291	0,079	0,259	0,375	0,011	0,011	0,62	0,032	0,744	0,37	0,311	0,848	0,278	0,448
	N	61	61	62	62	62	62	60	61	58	55	60	59	58	57	58
International students (degree)	Korrelatie	0,038	0,073	0,104	-0,176	0,013	-0,395corr:	-0,09	0,049	-0,085	0,155	0,244corr2	-0,149	-0,167	-0,233corr:	-0,216
	Signifikan	0,741	0,527	0,363	0,123	0,909	0	0,434	0,671	0,468	0,192	0,032	0,197	0,154	0,047	0,061
	N	77	77	79	78	79	79	78	78	74	72	77	76	74	73	76
Students with disabilities (%)	Korrelatie	0,026	-0,017	0,081	-0,222	-0,024	-0,192	-0,280corr:	-0,111	-0,321corr:	0,011	-0,179	-0,032	0,201	0,005	-0,077
	Signifikan	0,821	0,884	0,479	0,053	0,838	0,092	0,014	0,333	0,005	0,925	0,122	0,786	0,086	0,967	0,51
	N	77	77	79	76	78	78	76	78	74	72	76	76	74	72	75
Part-time students (i.e. working)	Korrelatie	0,132	0,109	-0,042	-0,129	-0,033	0,111	-0,036	-0,107	0,143	0,128	-0,153	0,003	-0,037	0,047	0,16
	Signifikan	0,262	0,354	0,716	0,274	0,774	0,337	0,758	0,357	0,231	0,294	0,188	0,979	0,758	0,698	0,172
	N	74	74	76	74	77	77	77	76	72	69	75	74	73	72	74
First in the family to attend university	Korrelatie	-0,307corr:	-0,012	-0,039	-0,033	-0,069	-0,052	-0,103	-0,121	0,002	-0,128	-0,183	-0,332corr:	-0,27	0,215	0,057
	Signifikan	0,045	0,941	0,806	0,833	0,661	0,741	0,51	0,44	0,988	0,438	0,248	0,033	0,092	0,184	0,724
	N	43	41	43	43	43	43	43	43	40	39	42	42	40	40	41
Alternative entry routes into higher education	Korrelatie	-0,069	0,139	0,075	0,234	-0,019	-0,207	-0,008	-0,253corr:	0,161	0,048	-0,086	0,048	0,192	0,326corr2	-0,08
	Signifikan	0,59	0,277	0,555	0,064	0,883	0,098	0,947	0,043	0,215	0,719	0,503	0,707	0,138	0,011	0,532
	N	63	63	65	63	65	65	65	65	61	58	63	63	61	60	63
Care responsibilities / obligations	Korrelatie	0,083	0,233	0,283corr2	-0,277corr:	-0,01	-0,255	-0,287corr:	-0,196	-0,105	-0,158	-0,084	-0,24	-0,006	-0,018	0,084
	Signifikan	0,557	0,1	0,041	0,045	0,942	0,066	0,038	0,16	0,471	0,286	0,558	0,09	0,967	0,9	0,556
	N	53	51	53	53	53	53	53	53	49	47	51	51	49	49	51

Further Determinants

- Type of Institution?
- Legal/National framework?
 - Further/other forms of analysis necessary
- Maturity of discourse on IDM?
 - Further/other forms of analysis necessary

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