Programme Leaders' Attitudes and Approaches towards Inclusion and Diversity Management

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Needs Assessment as a starting point

- Survey gauging PLs' needs, attitudes and approaches carried out in 2018 at four HEI in UK, FIN, GER, AT.
- 90 PLs (out of around 270) completed the survey: response-rate: 1/3.
- Respondents Characteristics:
  - Gender:

	FHOOE	BCU	Laurea	THK	ALL
Female	10,0%	57,6%	80,0%	17,6%	42,4%

  - Discipline – Top 2 **disciplines** for each institution:
    - FHOOE: Interdisciplinary programme (25%); Computer sciences (20%);
    - BCU: Medicine, health (57%); Teacher training and education (12%)
    - Laurea: Business and administration, economics (46%); Medicine, health (33%)
    - THK: Engineering (23%), Media and Communication (17%)

Attitudes towards IDM (1) – Familiarity with concepts

Audience Question 1 – What's your opinion?

"I clearly understand what Diversity Management is."

Vote: **A** – Agree   **B** – Not sure/Neutral   **C** – Disagree

Survey Results: Please indicate your level of agreement or disagreement with each of the following statements: Scale of 1 (Strongly Agree) to 5 (Strongly Disagree): percentage of agreement (1 and 2)

	AGREE ALL	FHO Agree	BCU Agree	Laurea Agree	THK Agree	Female Agree	Male Agree
I clearly understand what Diversity Management is.	71,7%	80%	79%	53%	71%	69%	78%
I have a clear understanding of what inclusive practice actually refers to/means.	64,8%	61%	78%	27%	82%	66%	66%

	AGREE ALL	FHO Agree	BCU Agree	Laurea Agree	THK Agree	Female Agree	Male Agree
I know how to apply IDM-measures on the programme level.	36,0%	15%	44%	43%	35%	38%	30%
I find it hard to make adjustments for individual students with special needs.	31,0%	53%	16%	21%	38%	14%	46%

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Attitudes towards IDM (2) – Values

Audience Question 2: *"Inclusive practice benefits all students."*

Vote: **A** – Agree   **B** – Not sure/Neutral   **C** – Disagree

Survey Results: Please indicate your level of agreement or disagreement with each of the following statements: Scale of 1 (Strongly Agree) to 5 (Strongly Disagree): percentage of agreement shown (i.e. 1 and 2)

	AGREE ALL	FHO Agree	BCU Agree	Laurea Agree	THK Agree	Female Agree	Male Agree
Inclusive practice benefits all students.	66,3%	37%	85%	80%	56%	91%	44%
I clearly see the added value of implementing IDM-related measures for my study programme.	65,5%	37%	84%	64%	63%	85%	42%

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Attitudes towards IDM (3) – Quality/Excellence

Audience Question 3 – What's your opinion?

"I am worried that academic standards drop by catering to learners' different backgrounds and abilities."

Vote: **A** – Agree   **B** – Not sure/Neutral   **C** – Disagree

Survey Results: Please indicate your level of agreement or disagreement with each of the following statements: Scale of 1 (Strongly Agree) to 5 (Strongly Disagree): percentage of agreement shown (i.e. 1 and 2)

	AGREE ALL	FHO Agree	BCU Agree	Laurea Agree	THK Agree	Female Agree	Male Agree
I am worried that academic standards drop by catering to learners' different backgrounds and abilities.	26,4%	45%	21%	0%	35%	11%	40%

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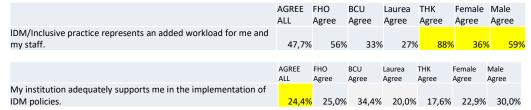
Attitudes towards IDM (4) – Workload and Institutional Support

Audience Question 4 – What's your opinion?

"IDM/Inclusive practice represents an added workload for me and my staff."

Vote: **A** – Agree   **B** – Not sure/Neutral   **C** – Disagree

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	FHO Agree	BCU Agree	Laurea Agree	THK Agree	Female Agree	Male Agree
IDM/Inclusive practice represents an added workload for me and my staff.	47,7%	56%	33%	27%	88%	36%	59%

	AGREE ALL	FHO Agree	BCU Agree	Laurea Agree	THK Agree	Female Agree	Male Agree
My institution adequately supports me in the implementation of IDM policies.	24,4%	25,0%	34,4%	20,0%	17,6%	22,9%	30,0%

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Approach to diversity-related matters (1): teaching, selected items

- Please indicate to what extent the following statements apply to your work as a programme leader (PL): Scale of 5 (Not at all) to 1 (To a very great extent): Agreement: <3 (i.e. "Agree" and "Strongly Agree")

	Agree ALL	Agree FHO	Agree BCU	Agree Laurea	Agree THK	Agree Female	Agree Male	v_86<3
I actively take into account my students' different backgrounds in developing and implementing my study programme	66,3%	50,0%	78,8%	73,3%	52,9%	75%	55%	65%
In developing teaching materials, I try to avoid discriminatory content (images, text, etc.)	92,9%	94,7%	97,0%	80,0%	94,1%	94%	92%	94%
In developing teaching materials, I try to ensure diversity in content (images, examples etc.).	74,4%	57,9%	90,3%	80,0%	58,8%	83%	63%	73%
In preparing teaching materials, I try to learn about student characteristics in order to improve class instruction.	72,6%	63,2%	81,8%	93,3%	47,1%	83%	69%	75%
I explore my own cultural and intellectual norms and bias as part of class preparation.	72,0%	55,6%	78,8%	71,4%	76,5%	74%	67%	68%
I adjust aspects of the course (e.g. pace, content or assignments) based on student learning needs.	69,5%	78,9%	77,4%	53,3%	58,8%	76%	67%	58%
I evaluate student learning using multiple assessment techniques.	54,8%	26,3%	72,7%	73,3%	35,3%	69%	38%	63%
I adapt assessment methods to my students' needs/offer flexible assessment methods.	48,2%	26,3%	56,3%	73,3%	35,3%	57%	38%	45%
I have experienced intercultural misunderstandings in my classroom.	45,8%	42,1%	43,8%	53,3%	47,1%	50%	47%	47%

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