



Co-funded by the
Erasmus+ Programme
of the European Union

ENHANCE IDM!


Attitudes towards IDM at the programme leader level

First Results of an International Survey

Elke Welp-Park

University of Applied Sciences Upper Austria



Technology
Arts Sciences
TH Köln

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.

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%)

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%

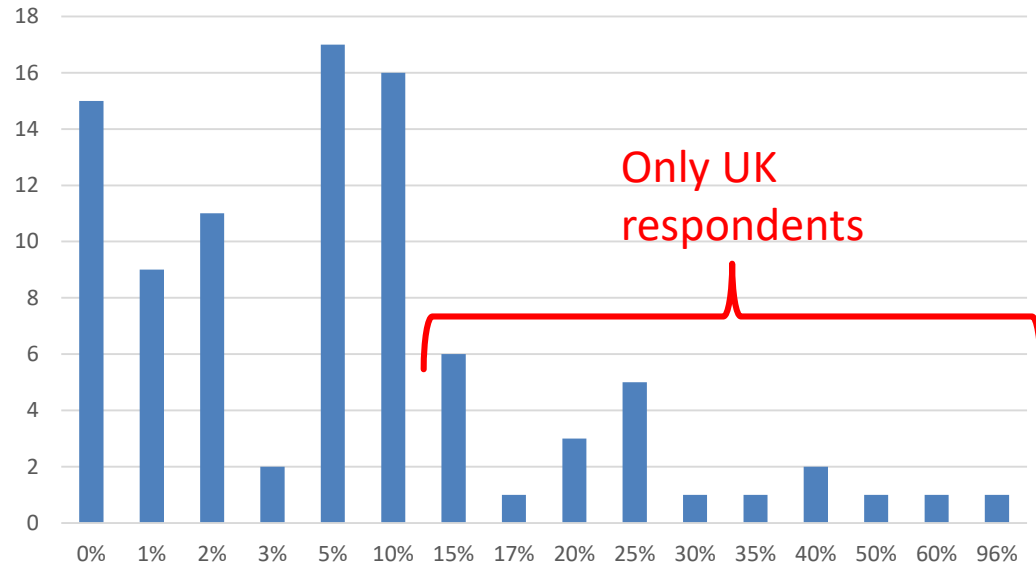
Students' Demographic Diversity

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%
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%

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 disagree) to 5 (strongly agree) [Results shown: 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)
- 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 think implementing inclusive teaching and learning practices is difficult.	39%	42%	42%	29%	29%	29%	46%
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 disagree) to 5 (strongly agree): [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%
IDM is a waste of time and resources.	9%	11%	6%	0%	12%	3%	11%

- 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.**
- Hypothesis testing: *PLs with higher rates of disabled students in their programmes more interested in diverse range of students?*
- **YES**

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: PLs who claimed accessibility was a relevant issue in their study programme (Question 3: Dimensions) feel least supported by institution regarding problems that might arise from student diversity!

Teaching Approach, 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)

	ALL	AT	UK	FIN	GER	Female	Male
I actively take into account my students' different backgrounds in developing and implementing my study programme	66%	50%	79%	73%	53%	75%	55%
In developing teaching materials, I try to avoid discriminatory content (images, text, etc.)	93%	95%	97%	80%	94%	94%	92%
In developing teaching materials, I try to ensure diversity in content (images, examples etc.).	74%	58%	90%	80%	59%	83%	63%
I evaluate student learning using multiple assessment techniques.	55%	26%	73%	73%	35%	69%	38%
I adapt assessment methods to my students' needs/offer flexible assessment methods.	48%	26%	56%	73%	35%	57%	38%

Known IDM-activities and initiatives at institution

- LGBT (initiatives, campaign, events): mentioned 5 times
- Inclusive Assessment: mentioned 4 times
- **Diversity Day: mentioned 3 times**
- Athena Swan programme: 3x
- Information leaflets, info on websites: 3x
- None (I cannot think of any, keine): 2x
- Student support statements: 2x
- **Diversity Yearbook: 2x**
- BAME; Beauftragte für Studierende mit besonderen Anforderungen; Befragungen; Beratungsangebote; Black studies programme offering workshops and events for all.; Cultural awareness days; Disability awareness training for staff; Div.-Ausschuss; Einzelne Interessierte; mutta heidän tarpeita opintojen etenemisen edistämiseksi ei mitenkään huomioida. Jos voi ajatella, että eri kulttuurista tuleva opiskelija on pyöreä pallo , niin tämä; Ethik-LVA; **F(H)rauentag**; Förderunterricht; Initiatives to ensure BME students achieve the same rates of progress as other students; International Office und deren Aktivitäten; International student orientation week...; Kaikkia kohdellaan tasapuolisesti; Konferenzen; **GDM-Konferenz**; **Leitfaden für Gendergerechtes Formulieren**; Meillä oli joskus ryhmä jossa mukana psykologi, terveydenhoitaja, opettajia, heille sai viedä ongelmatapauksia ja sai tukea; mental health day ; pitää tunnistaa erilaiset oppijat ja hyväksyä erilaisuus; Programme Leaders Forum event on Equality Disability Support Statements; Specific associate professor to assist students to identify specific needs in relation to practice learning; Student Union; **Tag der Lehre**; technische Unterstützung; Weiterbildung im Rahmen der PE; Workshops und Arbeitsgruppen zum Thema IDM ; Administration and management systems are ten years our of date

Contact

- elke.welp-park@fh-ooe.at

- The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.