

Fragebogen

1 Sprachauswahl

In which language would you prefer to take the survey?

In welcher Sprache möchten Sie die Umfrage beantworten?

Valitse vastaustieli.

- English
 - Deutsch
 - Suomi
-

2 Willkommen und Studiengang

Thank you for agreeing to take part in this survey on inclusion and diversity management (IDM).

Your Study Programme

Please indicate which degree programme you are currently responsible for. If you are responsible for more than one degree programme, please choose one as the basis for filling out this survey.

- Bachelor Programme
- Master Programme
- Bachelor-tutkinto
- Master-tutkinto
- Other:

Please identify the discipline/disciplinary affiliation of your study programme.

- Business and administration, economics
- Law
- Life sciences
- Physical sciences, mathematics
- Computer sciences
- Construction, architecture
- Engineering
- Agriculture
- Medicine, health
- Social services
- Media, communication
- Humanities, languages
- Arts
- Social and behavioural sciences
- Teacher training and education
- Interdisciplinary programme
- Other:
- No answer / not applicable

As an entry point into the topic, please take a moment to reflect on the composition of the current student population in your programme.

3 Student Diversity

Question 1: Demographic Diversity of Student Population

If possible and applicable, please give a rough estimate of the proportion of students in your study programme fulfilling the following criteria (in percent).

No exact numbers needed, we would just be interested in your general impression. Leave blank if you are not aware.

Above the age of 25 / mature students %

Female %

English as a second or other language %

- Identify themselves as black or minority ethnic %
- Migration background %
- International students (degree-seeking, not on exchange programmes) %
- Students with disabilities (physical, mental) %
- Part-time students (i.e. work as primary occupation) %
- First in the family to attend university %
- Alternative entry routes into higher education (vocational/professional qualification; "Second Chance Education") %
- Care responsibilities / obligations %
- Care leaver students %
- Commuter %

Comment (optional):

4 Important Dimensions

Question 2: Dimensions of Diversity

Which of the following issues are currently particularly relevant or pertinent to your work as a programme leader?

Tick all that apply. Upon pressing "continue" you will be asked to briefly elaborate why you selected the various issues (optional).

- Students' time constraints due to work obligations, commuting
- Students' time constraints due to care responsibilities
- Accessibility issues/providing accessible learning environments
- (lack of) fluency or proficiency in English
- (lack of) academic literacy / difficulties with academic language
- Different modes and speeds of learning due to students' different disciplinary backgrounds
- Different modes and speeds of learning due to different educational and professional biographies (i.e. age, professional experience, access paths higher education)
- Students' different (cultural, religious) value structures
- Different levels of participation in classroom activities
- Students' lack of aspiration
- Other:

Comment (optional):

5.1 Important Zeit Beruf

You have indicated that your students' time constraints due to work obligations are currently a particularly relevant issue in your programme. Would you care to briefly elaborate why?

If you do not wish to fill out the form, please press continue.

6.1 Zeit Pflege as Important

You have indicated that your students' time constraints due to care responsibilities are currently a particularly relevant issue in your programme. Would you care to briefly elaborate why?

If you do not wish to fill out the form, please press continue.

7.1 Accessibility as Important

You have indicated that accessibility is currently a particularly relevant issue in your programme. Would you care to briefly elaborate why?

If you do not wish to fill out the form, please press continue.

8.1 Fluency as Important

You have indicated that your students' different levels of language proficiency are currently a particularly relevant issue in your programme. Would you care to briefly elaborate why?

If you do not wish to fill out the form, please press continue.

9.1 Academic Literacy as important

You have indicated that your students' difficulties with academic language are currently a particularly relevant issue in your programme. Would you care to briefly elaborate why?

If you do not wish to fill out the form, please press continue.

10.1 Disciplines as Important

You have indicated that your students' different disciplinary backgrounds are currently a particularly relevant issue in your programme. Would you care to briefly elaborate why?

If you do not wish to fill out the form, please press continue.

11.1 Educational Biography as important

You have indicated that your students' different educational and professional biographies are currently a particularly relevant issue in your programme. Would you care to briefly elaborate why?

If you do not wish to fill out the form, please press continue.

12.1 Culture as important

You have indicated that your students' different (cultural, religious) value systems are currently a particularly relevant issue in your programme. Would you care to briefly elaborate why?

If you do not wish to fill out the form, please press continue.

13.1 Participation as important

You have indicated that your students' different levels of participation in classroom activities are currently a particularly relevant issue in your programme. Would you care to briefly elaborate why?

If you do not wish to fill out the form, please press continue.

I am keen on making things as inclusive as possible for all students.

I feel that I am not allowed to say what I think regarding IDM-measures/inclusive practice.

Strongly Disagree

Strongly Agree

I know how to apply IDM-measures on the programme level.

I think implementing inclusive teaching and learning practices is difficult.

I find it hard to make adjustments for individual students with special needs.

I clearly see the added value of implementing IDM-related measures for my study programme.

My institution requires the implementation of certain IDM-measures but, personally, I am not convinced of their effectivity/usefulness.

Strongly Disagree

Strongly Agree

I feel adequately informed about the legal framework and legal requirements regarding IDM at my institution.

My institution adequately supports me in the implementation of IDM policies.

I feel adequately supported by my institution to deal with problems that might arise from student diversity.

I would like to receive more detailed data on my students' backgrounds.

I want to learn more about IDM.

Strongly Disagree

Strongly Agree

I am open to new (teaching) methods and to improving my skills and competencies regarding IDM.

If you think of diversity-related initiatives and/or activities at your institution which activities come to mind first? If possible, please outline the most important ones:

Comment (optional):

17 Approach

Question 4: Approach to diversity related matters

Please indicate to what extent the following statements apply to your work as a programme leader (PL).

Not at all

To a very great extent

I actively take into account my students' different backgrounds in developing and implementing my study programme

PL as Teacher

Not at all

To a very great extent

In developing teaching materials, I try to avoid discriminatory content (images, text, etc.).

In developing teaching materials, I try to ensure diversity in content (images, examples etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In preparing teaching materials, I try to learn about student characteristics in order to improve class instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I explore my own cultural and intellectual norms and bias as part of class preparation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I adjust aspects of the course (e.g. pace, content or assignments) based on student learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all			To a very great extent	
I evaluate student learning using multiple assessment techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I adapt assessment methods to my students' needs/offer flexible assessment methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have experienced intercultural misunderstandings in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel adequately equipped to handle diversity-related conflict in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to encourage a sense of empowerment and to raise my students' aspirations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all			To a very great extent	
I use the diversity of my student cohort to enhance my students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student diversity makes teaching more difficult in many ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PL as Leader	Not at all			To a very great extent	
I encourage my colleagues to familiarise themselves with their students' backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage my colleagues to develop diversity-sensitive teaching materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage my colleagues to develop multiple, flexible and/or diversity-sensitive assessment methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I promote an active exchange or dialogue between myself and my team-members (teachers and administrators) regarding diversity related matters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men and women are equally represented in my team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People from different disciplinary backgrounds are working on my team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My team is comprised of people with various ethnic backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PL as Programme/Curriculum Designer	Not at all			To a very great extent	
In my programme flexible study paths are offered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When designing the curriculum, I/we take into account the different needs and backgrounds of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I/we integrate students' feedback when developing/designing the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment (optional):

Question 5: Further Information and Training Needs

Please indicate for each of the following areas related to diversity how important it would be to you to receive further information and/or instruction?

	Not important			Very important		
Increasing access by attracting more diverse or non-traditional students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum design: developing inclusive, diversity-sensitive curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reducing student dropout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing student success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusive teaching and learning practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other needs for training/development:

Comment (optional):

19.1 Access important

You have indicated that you would welcome further information and/or training on how to enhance access of non-traditional students to your programme. What sub-topics would you be most interested in?

Please tick all that apply.

- Outreach activities
- Preparation and dissemination of information materials
- Improving accessibility of info materials, webpage
- Alternative entry paths
- Recognition/validation of non-formal and informal competencies
- Developing and enhancing support schemes
- Other, please specify:

20.1 Curriculum Design important

You have indicated that you would welcome further information and/or training regarding inclusive and diversity-sensitive curriculum design. What sub-topics would you be most interested in?

Please tick all that apply.

- Flexible learning paths / flexible structure of study programme
- Developing accessible environments
- Developing inclusive environments
- Integrating diversity related competences into the curriculum
- Inclusive assessment / assessment literacy
- Foundation courses
- Building effective relationships between students, teachers and administrative staff
- Enhancing inclusion by and in digital learning environments
- Diversity monitoring
- Other, please specify:

21.1 Retention AND Success important

You have indicated that you would welcome further information and/or training on how to reduce student dropout and on enhancing student success. What sub-topics would you be most interested in?

Please tick all that apply.

- Flexible learning paths
- Developing student support schemes further
- High achievers development
- Raising aspirations
- Other, please specify:

22.1 Success Alone important

You have indicated that you would welcome further information and/or training on how to enhance student success. What sub-topics would you be most interested in?

Please tick all that apply.

- Flexible learning paths
- Developing student support schemes further
- High achievers development
- Raising aspirations
- Other, please specify:

23.1 Retention Alone important

You have indicated that you would welcome further information and/or training on retention and reducing student dropout. What sub-topics would you be most interested in?

Please tick all that apply.

- Flexible learning paths
- Developing student support schemes further
- High achievers development
- Raising aspirations
- Other, please specify:

24.1 InclusivePractice important

You have indicated that you would like to learn more about inclusive practice and intercultural competence. What sub-topics would you be most interested in?

Please tick all that apply.

- Developing diversity-sensitive/inclusive course materials
- Developing inclusive assessment and feedback methods
- Managing a diverse classroom
- Creating accessible learning Environments
- Intercultural communication
- Other, please specify:

25.1 InclusivePractice important

You have indicated that you would like to learn more about inclusive teaching and learning practices. What sub-topics would you be most interested in?

Please tick all that apply.

- Developing diversity-sensitive/inclusive course materials
- Developing inclusive assessment and feedback methods
- Managing a diverse classroom
- Creating accessible learning environments
- Intercultural communication
- Other, please specify:

26 Personal and Professional Background

Question 6: Personal and professional background

Please indicate your age in years

- 20-29
- 30-39
- 40-49
-

- 50-59
- 60-69
- over 70
- No answer / not applicable

Please indicate your gender

- Female
- Male
- Other
- Prefer not to say

Please indicate your nationality:

Please indicate whether you have a migration background (you or one of your parents were not born in the country you are currently working in).

- Yes
- No
- No answer /not applicable

Please indicate your institutional affiliation.

- Fachhochschule Oberösterreich
- Birmingham City University
- Laurea Ammattikorkeakoulu
- TH Köln

Tehtäväsi Laureassa on:

- Tutkintovastaava
- Kehittämispäällikkö
- Opintopäällikkö

Comment (optional):

27 Endkommentare

Do you have any final comments or thoughts that you want to share with us?

Please note: You will not be able to edit your results after pressing the "continue" button.

28 Endseite

Thank you for taking the survey.
