Diversitätsmanagement und Inklusion im Studienprogramm – Lästige Aufgabe oder sinnvolle Praxis?

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Target group: Academic middle management

- Shift from collegial to entrepreneurial/ managerial governance approaches

- Impact on decision-making processes

- Central role of academic middle management operating in the space between academic and manager profiles

- **"[T]here is no way in which the university's expectations will be realised if HODs [head of departments] as 'middle managers' are unable or unwilling to put them into action"** (Jones, 2011: 281)

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Lower middle management's challenging role

Programme leaders, course directors, development managers

- Frequently not clearly specified

- Not always well rewarded/ well resourced (Vilkinas & Cartan 2015)

- Ambiguous role profile, little comparability between their roles (Murphy & Curtis 2013)

- PLs role still remains largely in the shadows (Murphy & Curtis 2013, Floyd 2016)

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# Programme leaders' role: a multitude of tasks

- Usually academic staff
- Dispose of formal and/or informal authority
- Responsibility for the (high-quality) delivery of teaching programmes
  - Access/ Admission
  - Teaching
  - Curriculum Design
  - Staff Management
  - Marketing and liaising with key stakeholders
- Have a substantial effect on students, academic and administrative staff and can encourage genuine across-the-curriculum implementation of IDM measures.

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About the project …

- **Survey** measuring programme leaders' (PLs) attitudes and approaches towards inclusion and diversity management (IDM), needs assessment guiding the development of outputs.
- **Multi-media resources** and video material on IDM scenarios in HE (e.g. violence on campus, fair admission interviews, dyslexia)
- **Blended-learning training-programme:** awareness raising, deepening competences
- **IDM toolbox** providing further practical methods and tools
- Online **Self assessment** for measuring one's own awareness, attitudes and competences in dealing with student diversity

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Selling IDM?!

- **Widening access**: necessity to attract non-traditional-student groups to fill programmes
- **Retention**, reducing drop-out: financial issues
- **USP**: inclusive learning experience
- Legal/ moral/ political **obligation**: closing attainment gap

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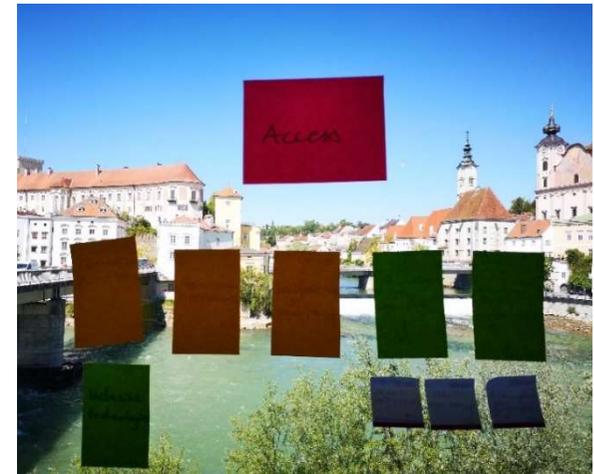
PLs' attitudes towards IDM

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
I clearly see the added value of implementing IDM-related measures for my study programme.	66%	37%	84%	64%	63%	85%	42%
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%

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PLs' ability to implement IDM

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 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%
IDM represents an added workload for me and my staff.	48%	56%	33%	27%	88%	36%	59%
My institution adequately supports me in the implementation of IDM policies.	24%	25%	34%	20%	18%	23%	30%

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Training programme

- **Aim**: to become better equipped at handling challenges and realising opportunities presented by increasingly diverse student cohorts and to improve student attainment for all
- **By** applying a combination of theoretical input, general discussion, reflective practice (Thorpe & Garside 2017) guided by participants' own challenges and experiences
- **Output**: individualised blended-learning-training-programme tailored to fit the individual challenges; focus on awareness raising, deepening competences and development of concrete measures

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Training programme

Pilot run (May 2019): 18 participants (UK, AUT, FIN, GER)

"I really liked the interactive sessions and mixing up of groups, looking at some frameworks that I can take back to my team"
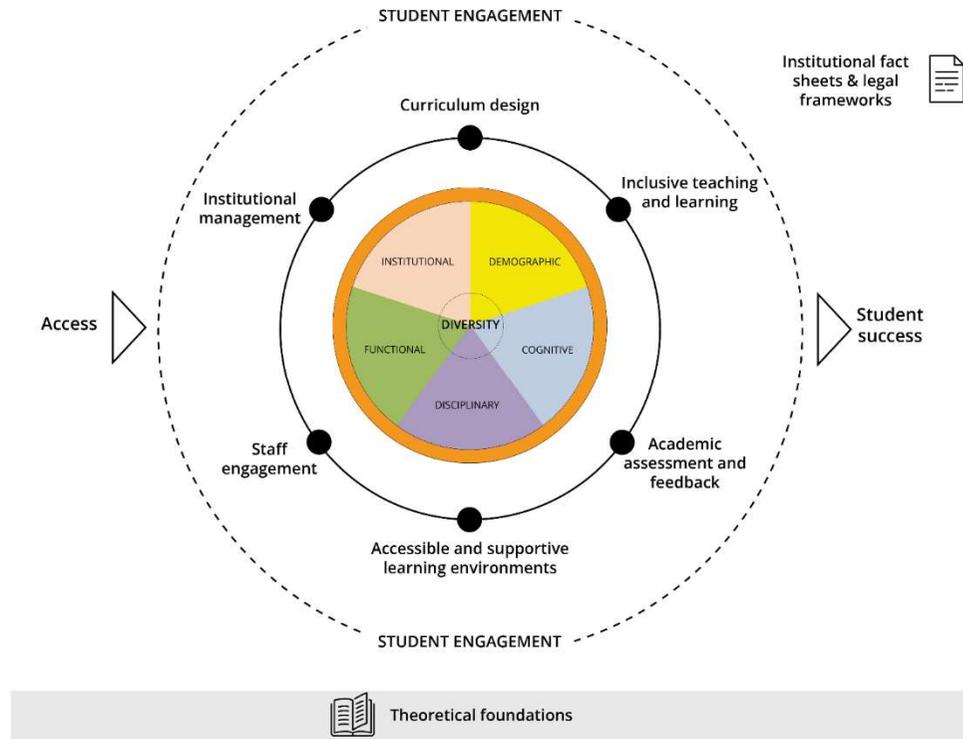
"Having the opportunity to hear about practise at other universities and similarities and differences in what we all do."

"Very interesting to see where different countries are in how they respond to these issues"

"Drawing in current research, literature and international expertise more heavily to support development of practice"

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E-LEARNING

Conclusion

- International exchange between colleagues as important selling point and benefit

- Homogeneous or heterogeneous disciplinary mix amongst participants?

- Still, groupings in which PLs from one institution got together to discuss their most relevant issues proved highly successful.

- Design of concrete action plans by each PL on the most pressing issues, focus on topics that PLs bring to the table

- Clear and unambiguous answers are hard to come by. Instead of pre-fixed solutions, encourage a process of reflection.

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Questions?

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