

## SELF ASSESSMENT for STUDY PROGRAMME LEADERS on IDM in HIGHER EDUCATION

### 1 Inclusivity

**How would you rate your overall knowledge and understanding regarding inclusion and diversity management in higher education?**

- Very low
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- 
- 
- Very high

**How would you rate your ability to implement inclusive practice in your programme?**

Very low



Very high

**Overall, how inclusive do you think your programme is at this point?**

Not inclusive at all



Very inclusive

## 2 Attitudes on IDM

**Attitudes: How strongly do you agree or disagree with the following statements?**

	Do not agree at all				Strongly agree
Inclusive Practice benefits all students	<input type="radio"/>				
I am worried that academic standards drop by catering to individual students' needs	<input type="radio"/>				
I am interested in having a more diverse range of students on my programme	<input type="radio"/>				
I know how to apply IDM-measures on the programme level.	<input type="radio"/>				
I find it hard to make adjustments for individual students with special needs.	<input type="radio"/>				
I clearly see the added value of implementing IDM-related measures for my study programme.	<input type="radio"/>				
IDM/Inclusive practice represents an added workload for me and my staff.	<input type="radio"/>				
I am aware of the legal requirements and policy framework regarding inclusion and diversity management	<input type="radio"/>				
My institution adequately supports me in the implementation of IDM policies.	<input type="radio"/>				

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



### 3 Awareness

**Awareness: Please indicate your extent of agreement to the following statements.**

	<b>Do not agree at all</b>				<b>Strongly Agree</b>
I think my beliefs and attitudes are influenced by my culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I hold certain assumptions about people of cultures different from my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of my stereotypes as they arise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of my stereotypes as they arise and have developed personal strategies for reducing the harm they cause/their effects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My cultural perspective influences my judgement about what are 'appropriate', 'normal', or 'superior' behaviours, values, and communication styles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally a tolerant person, but I think it is equally important to stand up for your own values and what you believe in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to treat everybody the same.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't tolerate intolerance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the end, every student needs to arrive at the same standards/learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is unfair if certain students receive more attention than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often witness acts of discrimination in my environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





## 5 Methods applied in study programme

Please let us know if you currently use, or intend to use, the following methods or approaches in your study programme:

	regularly	sometimes	have not done yet but intend to do	do not intend to do	don't know
I familiarise myself with my students' backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In preparing my teaching materials (examples, pictures) I actively include diverse imagery etc./counter stereotypes	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Reasonable adjustments (i.e. flexible and/or multiple assessment methods)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	regularly	sometimes	have not done yet but intend to do	do not intend to do	don't know
I try to avoid discriminatory content in preparing my teaching materials	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
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 checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

	<b>regularly</b>	<b>sometimes</b>	<b>have not done yet but intend to do</b>	<b>do not intend to do</b>	<b>don't know</b>
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"/>
I try to encourage a sense of empowerment and to raise my students' aspirations.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
	<b>regularly</b>	<b>sometimes</b>	<b>have not done yet but intend to do</b>	<b>do not intend to do</b>	<b>don't know</b>
I encourage my colleagues to develop diversity-sensitive teaching materials.	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>regularly</b>	<b>sometimes</b>	<b>have not done yet but intend to do</b>	<b>do not intend to do</b>	<b>don't know</b>
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"/>