

**IO1/A2. Inclusion readiness assessment and reflection tool for Higher Education**

# Description

This inclusion readiness assessment and reflection tool is built with the purpose to be used as a checklist for institutions in higher education. The aim is to encourage higher education institutions reflection on their policies and practices regarding diversity and inclusion and support them in fostering inclusion. The checklist is divided into three core dimensions of the Inclusive Higher Education framework: policies, practices, and accessibility. By “Policies” we consider a course or principle of action adopted or proposed by higher institutions. Each dimension consists of areas and standards which guide discussions and analysis of the inclusive profile of a higher education institution:

A. Policies: National level, Regional level, University level

B. Practices: Administration, Curriculum, Teaching and Learning

C. Accessibility: Physical, Digital, Social, Attitudinal

You can go through the whole checklist or focus on each dimension and area separately. The checklist requires the participation of staff members from different departments and services for example, one person from the university leadership, two administrative staff and two teachers. It takes approximately an hour to answer it.

# Instructions

By ticking the box , you are indicating that this practice and/or policy exists in your institution, and it is applied to the fullest. If the practices and/or policies at your university are not well-applied, consider not ticking the box as there is still room for improvement.

**Checklist evaluation**

After you have gone through the checklist you can count how many boxes you have noted and write the number of ticks in the sections you are focusing on. If your percentage is between 0-50% then these areas are in high need to be improved and developed. If your percentage is between 50%-80% you have already established policies and practices but there is still a need for further development. If you have more than 80% you are doing a great job in the field of inclusion, but it is not perfect. Please go to Canvas, follow the instructions, share ideas for further development and establishment of practices and policies, and work on improving those areas.

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| **Policies** | |
| University level **(\_\_\_/35)** | |
| The following policies are found in my institution: | |
| We have periodic policy reviews |  |
| We have audits and use checklists to evaluate university facilities |  |
| We monitor organizational and structural accessibility |  |
| We have compulsory training for administrative and teaching staff on inclusive practices |  |
| We implement diversity and sensitivity training including self-reflection on behaviours and differences, recognition and demystification of stereotypes |  |
| We have training sessions to find new methods of effectively ensuring equal access to information |  |
| We have training workshops on the legal and technical requirements of accessibility |  |
| We have external and in-house sessions that address digital content policies and procedures to raise awareness among librarians and develop a culture of accessibility |  |
| We have professional development events about accessibility that provide practical information |  |
| We exempt paying tuition fees for minority students |  |
| **Inclusive environment and collaboration** | |
| We provide workshops to inspire an exchange of ideas that highlight positive collaborations and practices of assisting people with disabilities |  |
| We have rigorous monitoring of the systems used to serve disabled students |  |
| We have widening information channels of university application accessible to minority parents and students |  |
| We have flexible language admission requirements for foreign students |  |
| We encourage collaboration, administrative support, and participation throughout campus departments |  |
| We establish collaborations between library staff, people with disabilities and the office of student disability services |  |
| We offer information on services, policies, and procedures for individuals with disabilities |  |
| We promote customizable library services during orientation workshop for new and returning students |  |
| We provide students with different types of support desks |  |
| We provide earlier accessible assessment for dyslexia |  |
| We support research and evidence to support the development of campus-based programs |  |
| We apply for additional funding resources for note takers and other services |  |
| We ensure the creation of networks between accessibility coordinators/officers between faculties and institutions |  |
| We are committed to collaborating with schools, families and civil society agencies on how to support students on campus |  |
| **Technology for inclusion** | |
| We provide assistive technology training |  |
| We invest in website development for providing training, guidance, and community engagement |  |
| We carry out an ongoing campaign to remove/fix inaccessible PDFs and videos without closed captions for every website associated with the university |  |
| We allow students to use computers and record lectures |  |
| **Liaison office(r)** | |
| We have a Liaison office(r)that keep the staff well-informed on how to comply with accessibility standards through regular communication, resources, and support services |  |
| We have a disability officer |  |
| We have a dyslexia coordinator |  |
| We have regular institutional meetings and professional development sessions to keep the Librarian Liaison (main point of contact with the Library) well informed on daily activities, important events and/or curricular changes in disability services |  |
| We have student support services to transmit information across academic departments and promote dyslexia friendly approaches |  |
| We create individual course guides for students, faculty, staff, and other affiliates of university’s academic departments, programs, and researchers to use as a point of reference |  |
| We publish information regarding the university’s role in inclusive higher education |  |

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| **Policies** | |
| Regional level **(\_\_\_/2)** | |
| The following practices are found in my institution: | |
| We team up with community organizations in the neighbourhood serving minority students to develop events and programming |  |
| We promote community, organization networks and enforce inclusive guidelines |  |

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| **Policies** | |
| National level **(\_\_\_/10)** | |
| The following practices are found at the national level: | |
| We have a strategy to increase inclusive higher education in the state |  |
| We create model inclusive programmes |  |
| We provide the possibility to change the gender and name on administrative paperwork |  |
| We have a written policy on dyslexia for each institution |  |
| We provide funding for available equipment, non-medical allowance, and for covering study support and a general allowance to students with special needs |  |
| Increased collaboration is promoted between state agencies |  |
| Access to information (both face-to-face and electronic) about inclusive higher education is provided |  |
| There is a state-specific website where students, family members, and professionals can locate contact information and short descriptions of universities offering options for students with intellectual disabilities |  |
| We disseminate information (both face-to-face and electronic) from model inclusive programs and national inclusive higher education models |  |
| There is a state-wide list where stakeholders can publish upcoming events and information about |  |

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| **Practices** | |
| Administration **(\_\_\_/16)** | |
| The following practices are found in my institution: | |
| We have gender inclusive forms |  |
| We provide one-to-one support to minority students for checking entry requirements |  |
| Recommendation of pathways to refugee and asylum seeker students to meet the university requirements |  |
| We arrange one to one support with a technician to prepare the student's equipment before the degree starts |  |
| We have compulsory training for administration staff to support students with impairments |  |
| We participate in campus-wide efforts/events sponsored for or by the Office of Student Disability Services. |  |
| We proactively advocate for the freedom to equally access resources, technology, and services to support individuals with disabilities |  |
| We use social media as an instructional tool to promote services the college community may not be aware of i.e., assistive technology apps |  |
| We collect feedback from key stakeholders and administrators through surveys, focus groups, and incentivized input to monitor programming and services i.e., workplace discussion groups exploring diversity and inclusion |  |
| We drive a programme of awareness-raising among staff and students by using research data and other material |  |
| We have issued a study skills booklet |  |
| A disability office staffed with professionals with special knowledge is established in every university |  |
| There is a national support centre and disability coordinator responsible for managing all issues regarding students with disabilities |  |
| Assessment is provided within the universities for students who are suspected to be dyslexic but have not been identified before |  |
| There are awareness-raising programs of dyslexia among administrative and academic staff |  |
| Students with dyslexia are informed about their rights and responsibilities |  |

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| **Practices** | |
| Curriculum **(\_\_\_/5)** | |
| The following practices are found in my institution: | |
| We follow a learner-centred approach with a focus on the student and learning instead of teaching |  |
| We have group activities during courses |  |
| We have flexible ways of assessment |  |
| We create individual course guides for students, faculty, staff, and other affiliates of university’s academic departments, programs, and researchers to use as a point of reference |  |
| We provide extra time for students during examinations and practicum |  |

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| **Practices** | |
| Teaching and learning **(\_\_\_/32)** | |
| The following practices are found in my institution: | |
| **Inclusive relationships and atmosphere** | |
| We build an atmosphere where students feel comfortable to express their needs |  |
| We use small seminar groups and small number of students |  |
| We allow students to record and use their handheld devices during the lecture |  |
| We provide seat to students with minimum noises and in a U-shape sitting arrangement which is considered effective to reach all the students |  |
| We apply flexible grouping strategies to expose the students to various learning experiences with various characteristics of peers |  |
| We support collaboration between students |  |
| We are flexible with students’ absences |  |
| **Various/accessible teaching materials** | |
| We provide screen readers such as JAWS or NVD |  |
| We add Alt text or alternative text attached to the picture so the student can have a clear description on the picture |  |
| We provide Slate, Stylus, Picture Descriptor Software such as cloud vision |  |
| We provide note-taking software such as Evernote, write pad |  |
| We provide recorders and laptops to our students |  |
| We provide Braille Translation software, and Braille printer |  |
| We provide reader that assist the students to do the exam. Reader will help the students by reading the question and writing the answer on the answer sheet |  |
| We design examinations that are accessible for students such as providing the examination in form of audio, braille, or word file Assistive technology |  |
| **Various/accessible teaching content** | |
| We use online platforms to upload course material and provide lecturer’s notes |  |
| Lecture materials and notes are posted on digital platforms i.e., Minerva to allow choice of font and colour, coloured paper, recording of lectures |  |
| We support teachers about the students with specific impairment and their abilities before the course starts |  |
| We provide the reading materials in an accessible format such as word, pdf or ePub |  |
| We provide the materials before the class so students can have enough time to learn it |  |
| We provide lecture hand-outs and Power Point presentation |  |
| We have availability of content and learning resources in alternative formats |  |
| **Extra tutorials (one-to-one)** | |
| We provide both set times for tutorials and office hours, where the students can see their teachers and tutors whenever problems arise |  |
| We provide extra tutorials (one-to-one sessions) for students with disabilities were provided by postgraduate students |  |
| We provide mentoring support |  |
| We offer access to trained dyslexia specialists, to assistive technology and counselling |  |
| Our students are paired with the Librarian Liaison to identify specific challenges and steps to remedy the obstacles to obtain information |  |

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| **Accessibility** | |
| Physical **(\_\_\_/16)** | |
| The following practices are found in my institution: | |
| We have indoor and outdoor pathways of each building and libraries with clear, safe, and barrier-free pathways when travelling to and from each facility |  |
| We have elevators, water fountains, and public areas (i.e., circulation desk, reference or information desk, stacks, etc.) accessible to individuals with disabilities |  |
| We have immediate access to the physical space within the library, as well as transporting to and from each facility on campus to visit the library |  |
| The library entrance/exit is clear and wide enough for wheelchair users |  |
| We have signposting and wayfinding to help users navigate through library facilities to efficiently fulfil information needs and minimize confusion at various access points |  |
| We have student halls which are specially adapted for people with disabilities |  |
| We provide a university bus that is accessible for students with mobility disabilities |  |
| We have created a detailed online map that demonstrates accessible areas, including easy access entrances, push-button or keypad automatic doors, and barrier-free routes to different access points of each library facility |  |
| We have space for self-study on campus |  |
| We have a new computer centre with private study areas in the library or individual departments - both quiet work areas and group work areas |  |
| We are restructuring the physical environment and the creation of accessible facilities |  |
| We have gender inclusive bathrooms |  |
| We have facilities fully equipped to accommodate every user |  |
| We have at least one larger wheelchair accessible compartment for easier access in restrooms |  |
| We have stalls with dual grab bars, and accessible fixtures in restrooms |  |
| We have gender inclusive housing opportunities |  |
| We have a workstation with an identifying AA (AccessAbility) sticker, and the following three software programs: JAWS (screen reader), ZoomText (screen reader, enlarges text), and Kurzweil (educational technology designed for learning disabilities) |  |

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| **Accessibility** | |
| Digital **(\_\_\_/15)** | |
| The following practices are found in my institution: |  |
| We provide available screen readers and Dictaphones |  |
| We provide appropriate screen sizes |  |
| We provide appropriate audio-visual support |  |
| We provide assistive technology and supportive software |  |
| We support the use of PowerPoint |  |
| We provide the AccessText Network that helps university students with print disabilities connect the Office of Student Disability with major publishers to obtain textbooks in alternative formats, free of charge |  |
| We provide open-source tools that can be applied to evaluate webpages in conjunction with individual assessment to oversee accuracy. For example: The Web Accessibility Tool http://wave.webaim.org WAVE which is a browser-based tool developed by Web Accessibility in Mind (WebAIM) to ensure website content compliance |  |
| We support the use of Colour Contrast Analyser Tool https:// www.visionaustralia.org provided by Vision Australia, a leading supplier of services for broad range visual impairments, checks foreground and background colour combinations to determine whether it provides sufficient colour visibility |  |
| We use Browse Aloud a support-software, which adds speech, reading, and translation to websites by facilitating access and participation for people with dyslexia, low literacy, English as a second language, and those with mild visual impairments |  |
| We support the use of online resources for course work |  |
| We have access to Bookshare, one of the largest online platforms for individuals with various print disabilities with eBooks |  |
| We have access to Learning Ally, one of the largest resources that produces and maintains educational audiobooks |  |
| Our libraries can provide materials in alternate formats to remediate inaccessible print and electronic/digital materials |  |
| Our content authors or editors have to confirm that screen-readers and other assistive technology software can properly interpret multimedia, HTML, and PDF documents |  |
| We provide to our students one to one support with a technician to prepare their equipment before the degree starts |  |

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| **Accessibility** | |
| Social **(\_\_\_/5)** | |
| The following practices are found in my institution: | |
| We initiate activities to uplift the involvement and engagement of the students |  |
| We provide tutoring support by peer students |  |
| We reduce barriers of communication through access, telephone, in-person interaction, service announcements, and various forms of articulating information to accommodate patrons with disabilities |  |
| We provide group work and activities that promote interaction between students |  |
| We have introductory tours offered by volunteer students |  |

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| **Accessibility** | |
| Attitudinal **(\_\_\_/4)** | |
| The following practices are found in my institution: | |
| We support the increased contact between students with special needs and disabilities and students without special needs and disabilities |  |
| We provide pre-service intervention programme on movement experiences for students to change attitudes towards accessibility and inclusion |  |
| We provide professional development opportunities for teachers to recognise impairment |  |
| We have compulsory training for administration staff to support students with impairments |  |