From Theory to Practice:  
Faculty Implementation of Universal Design

AHEAD Conference  
Charlotte, NC  
July 18, 2007

Panelists & Moderator
- Cathy Schelly  
- Martin Patwell  
- Emiliano Ayala  
- Christopher Lanterman  
- Marla Roll  
- Craig Spooner  
- Julia Kothe

Moderator
- Cathy Schelly
  - Director, Center for Community Partnerships  
  - Faculty, Dept. of Occupational Therapy  
  - PI, The ACCESS Project  
  - Colorado State University

Panelist
- Martin Patwell
  - Director, Disability Services  
  - West Chester University of Pennsylvania

Panelist
- Emiliano Ayala
  - Associate Professor School of Education  
  - EnACT Project Director  
  - Sonoma State University

Panelist
- Christopher Lanterman
  - Faculty, Special Education  
  - Northern Arizona University
Panelists

- Marla Roll
  - Director, Assistive Technology Resource Center
  - Colorado State University

- Craig Spooner
  - Professional Development Coordinator
  - ACCESS Project
  - Colorado State University

Facilitator

- Julia Kothe
  - Assistant Director, Center for Community Partnerships
  - Self-Advocacy Coordinator, ACCESS Project
  - Colorado State University

Agenda

- Meet the Panelists
- Video introduction to UDL/UDI/UID
- Questions to Panelists & Group Discussion
- Role-Playing Activities

Video

- “Best Practices through Universal Design for Learning” from Colorado State University
- 13 minutes

Video

- Video available on DVD and on the web at http://accessproject.colostate.edu/video/

Q & A Format

- Moderator presents question
- Panel responds
- Audience offers comments/questions
- Panelists offer final comments

UDL Stakeholders

- Faculty
- Students
- Disability Service Providers
- Teaching and Learning Centers
- Student Affairs
- Technology Staff
- Tutoring, Supplemental Instruction and Peer Mentoring Providers
UDL Stakeholders

- Faculty
  - Diverse content areas (e.g., hard sciences, art, exercise and sports science, English, music, business)
  - Modes of delivery (e.g., on-line courses, large lecture hall, small graduate seminar courses, etc.)
  - Faculty for whom English is not their first language

UDL Stakeholders

- Students
  - Students with a self-identified disability
  - Students with learning challenges who have not self-identified
  - Student without a disability
  - Students for whom English is not their first language

UDL Stakeholders

- Disability Service Providers

UDL Stakeholders

- Teaching and Learning Centers
  - Pedagogy
  - Faculty development
  - Best practices for higher education instruction

UDL Stakeholders

- Student Affairs
  - Housing (including RAs)
  - Enrollment Management/Services
  - Retention and Recruitment
  - Student Activities
  - Intercollegiate Athletics
  - Advocacy Offices

UDL Stakeholders

- Technology Staff
  - Assistive Technology (AT)
  - Library
  - Central & College Computing Services

UDL Stakeholders

- Tutoring, Supplemental Instruction,
Peer Mentoring, and Other Academic Supports

Key Questions
- What aspects of UDL most appeal to faculty?
- What are the pitfalls of UDL implementation in higher education?
- How do we know that UDL implementation is having a beneficial effect, and for whom?
- What is the impact of UDL on student achievement?
- What are the most effective techniques for disseminating UDL concepts/practices?

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UD Appeal (West Chester Univ.)
- increased motivation to learn
- improves classroom environment
- opens discussion into curriculum design
- Provides help with variety of students (adult learners, int’l, developmental, swd)

Appealing aspects of UD (Sonoma State Univ.)
- 98% of faculty felt it was important or very important to teaching/learning
- Offers practical framework on how to enhance the teaching and learning process
- Can apply to multiple disciplines
- Can benefit all students
- Technology appealing to most faculty

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UD Pitfalls (West Chester Univ.)
- “Messy learning” (variety = inconsistency)
- Assessment concerns

Pitfalls of UD (Sonoma State Univ.)
- Takes time to make course changes
- Not a panacea for all pedagogical issues
- Large classes are most challenging for UDL implementation
• Technology not always available

< Break >

A Problem...

• Sarah is Coordinator for Faculty Development and works closely with Charles who is Coordinator of Student Services. At a recent conference, Sarah heard about the concept of UD and would like to discuss collaborating with Charles on a series of UD workshops on their campus.

Question...

• With UD being a relatively new concept on campus, where would you want to start to gain faculty buy-in?

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Is UDL Beneficial? (Sonoma State Univ.)

• 92% of faculty report they are better prepared for teaching
• 72% report that they would have not made changes to their courses
• 95% reported more confident in grading
• 90% reported UD helped them better clarify course goals, assignments, etc.

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Student Interviews (West Chester Univ.)

• N=172,
• 4 classes,
• size 15-79,
• intro to 300
• Music, Spanish, Comm., Soc work

Student Surveys II (West Chester Univ.)

• enjoyed class 88%
• recommend to others 86%
• challenging (16-87%)
• engagement was (35-54%) –related to difficulty level and major
• capitalize on learning strengths (20-51%)–related to major
• structured (90-100%)
• choices not confusing (86-100%)

Students Surveys III (West Chester Univ.)
• Capable of recognizing and commenting on principles
• Appealing, flexible and successful in conveying info
• Assessments offered choice (68%),
  • enhanced learning (70%),
  • good match to content,
  • easy to understand,
  • relied on students skills.

UD impact on student achievement (Sonoma State Univ.)
• Increased course completion rate for SWD
• Increased GPA rates for SWD
• Greater satisfaction with the learning process

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Effective dissemination (West Chester Univ.)
• Emphasize broad pedagogical benefit
• Vary presentation design
• Highlight discussion with colleagues
• Offer specific strategies
• Technology/web design
• Resources list
• Perspective shift

Dissemination (Sonoma State Univ.)
• UDL Workshops (face to face)
• Supplementary UDL training (computer-based)
• Faculty Learning Community
• Summer Accessibility Institute

Questions for Stakeholder Groups
• Who is, or should be, driving the dissemination and implementation efforts at your campus?
Where are the bottlenecks and roadblocks to implementation?
How can UDL implementation benefit disability services?

**Online Resources for UD/UDL**

- Best Practices through Universal Design for Learning
  - Authors/Agency: The ACCESS Project at Colorado State University
  - URL: [http://accessproject.colostate.edu/](http://accessproject.colostate.edu/)
- An Introduction to Universal Design for Learning
  - Authors/Agency: EnACT at Sonoma State University
  - URL: [http://drav.csumb.edu/udl1/](http://drav.csumb.edu/udl1/)

**Online Resources for UD/UDL**

- Equal Access: Universal Design of Instruction
  - Authors/Agency: DO-IT Project at University of Washington
  - URL: [http://www.washington.edu/doit/Video/ea_udi.html](http://www.washington.edu/doit/Video/ea_udi.html)
- Universal Design for Learning
  - Authors/Agency: FAME at Ohio State University

Thank you