

**Expanding Cultural Awareness of
Exceptional Learners (ExCEL) In Postsecondary
Environments**

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Purpose of Project ExCEL

- ❖ To promote campus-wide culture change by facilitating disability awareness and encouraging the use of universally-designed instruction that is accessible to a wide range of learners.
- ❖ We believe this culture change will positively affect all students, particularly students with disabilities
- ❖ Budget approximately \$1 million over three years from the Office of Postsecondary Education.

University Context

- ❖ Characteristics
 - ❖ Large, Public Research University in Pacific Northwest
- ❖ Approximately 20,500 students
 - ❖ 17,000 Undergraduate
 - ❖ 3,500 Graduate
 - ❖ 4% students with disabilities (63% with LD or ADHD diagnoses)
- ❖ Over 2,500 full and part-time faculty

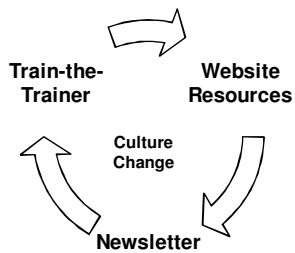
Challenge

- ❖ Engage a large number of faculty and provide information and resources related to understanding and effectively educating students with disabilities.
- ❖ Raise awareness of Universal Design (UD) and assess interest in this area.

Outline

- ❖ Overview of approach to culture change
 - ❖ Train-the-trainer model
 - ❖ Website
 - ❖ E-Newsletter
- ❖ Show preliminary data regarding project effects
- ❖ Discussion/Sharing of Resources

Model of Culture Change



Focus Across Components

- ❖ **Awareness:** Student Characteristics
- ❖ **History & Laws:** Section 504 & ADA
- ❖ **Strategies:** Procedures, Responsibilities, and Inclusive Instruction Based on UD Principles
 - ❖ Planning for Instruction
 - ❖ Delivering Instruction
 - ❖ Evaluating Instruction

Component I: Train-the-Trainers

Increase the number of people within the culture who have experienced disability-focused training

- ❖ Recruit faculty (40 per year – 120 over three years)
- ❖ Recruit from all departments throughout the university (proportionally represented)
- ❖ 4 full-day summer training sessions
- ❖ Compensated \$1500 for Summer Institute and follow up activities

Overview of Summer Institute

Day	Theme
1	Awareness: Defining and Understanding Disability
2	History, Laws, Accommodations, University Supports, Technology
3	Universal Design - Planning, Delivering, and Evaluating Instruction
4	Developing Goals and Spreading Information

Component II: Website

- ❖ Faculty Resources
- ❖ Procedures/Best Practices
 - ❖ Specific to institution and Disability Services Office
- ❖ Resources
 - ❖ Streaming video and suggested reading
- ❖ Universal Design Principles
 - ❖ Planning for Instruction
 - ❖ Delivering Instruction
 - ❖ Evaluating Students

Component III: e-Newsletter

Topics in Past Issues:

- ❖ Disability Services Office: Procedures and Resources
- ❖ Overview of Universal Design
- ❖ Planning for Instruction
- ❖ Delivery of Instruction

- ❖ Distribution - Email

Sample Newsletter



UNIVERSITY OF OREGON



Disability Services News
Promoting Accessible Education

Winter 2010

Volume 2, Issue 1

Universal Design and Higher Education

Delivery Methods: Use multiple instructional methods that are accessible to all learners. Present information in ways that are perceptible to all students.

Example:

- Provide verbal descriptions of visual material
- Face the class when speaking
- Provide crisp, high contrast printed handouts (also make available electronically)
- Repeat student comments/questions
- Allow enough viewing time for students to review slides or overheads.

Illustration: In her large lecture class, Jennifer presents audio versions of speeches, as well as visual representations of concepts, to supplement her traditional lecture presentation format. She also has found it effective to post copies of both auditory and visual materials on Blackboard for students to review at their own pace.

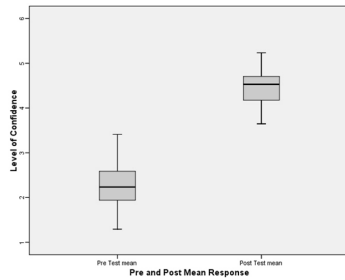
Project Evaluation

- ❖ Pre/Post Test for Summer Institute Participants
- ❖ Faculty Goal Sheets
- ❖ University-wide Survey for Faculty
- ❖ University-wide Survey for Students

Pre/Post Data From Workshop

N=38
 Pre test mean = 2.3
 Post test mean = 4.5

Scale was level of confidence where:
 1= No confidence at all
 2= Little confidence
 3= Some confidence
 4= Much confidence
 5= Complete confidence



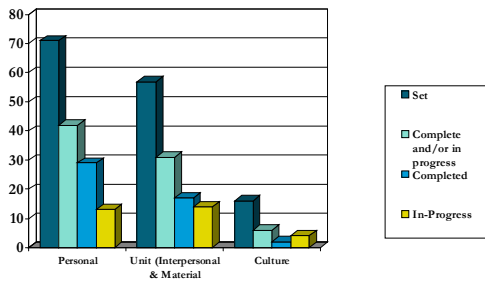
Goal Sheets - Sample

GOALS	TARGET DATE	ATTAINMENT	IMPACT
To make a presentation to colleagues in my dept. Obj: Planned presentations - Packet - Medical and Social Models of disability - Article on Social Effects - Sample syllabus statements - List of resources Will offer updated presentation next year	Fall 09	Presentation to colleagues Resulted in spirited discussion Faculty members have approached me about their students	More than 100 faculty members heard my presentation. Many have included information about Disability Services in their syllabi. There has been an increased awareness of and sensitivity to students with disabilities.

Goal Classifications

- ❑ **Personal:** Defined as changes to own course including adding syllabus statement, making a statement to class, modifying syllabus, modifying delivery of instruction, etc.
- ❑ **Unit Interpersonal/Material:** Defined as providing information to other faculty in mini-training, changing unit materials, changing unit website, etc.
- ❑ **Culture Change:** Defined as making broader institutional efforts such as recruiting faculty with disabilities to open positions, identifying campus barriers and advocating for changes, instituting new training at "new" faculty orientation, etc.

Goals Set, Completed, and In-Progress (N=38)



Faculty Survey

- ❖ Responses from 289 faculty (27% response rate)
- ❖ Instrument captured 8 constructs pertaining to willingness to accommodate and adopt UD principles
- ❖ Group differences (more likely to have positive attitudes)
 - Prior disability-focused training
 - Female
 - Non-tenured
 - College of Education

Student Survey

- ❖ Demographic Information
- ❖ Campus Climate
 - ❖ Disability Services
 - ❖ Faculty
 - ❖ Peers
 - ❖ Family
- ❖ Academic Self-efficacy
- ❖ Social Support
- ❖ Financial Burdens

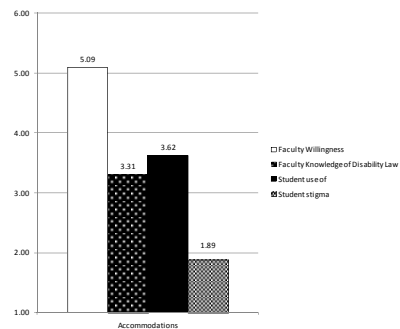
Relevant subscales:

Accommodations

Faculty:
 1. Willingness to provide and perceived fairness of accommodations
 2. Knowledge of Disability Law

Student:
 1. Student reported use of accommodations
 2. Student feelings of stigmatization around requesting and use of accommodations from faculty

Scale:
 Ranges from
 1 = Strongly disagree
 to
 6 = Strongly agree



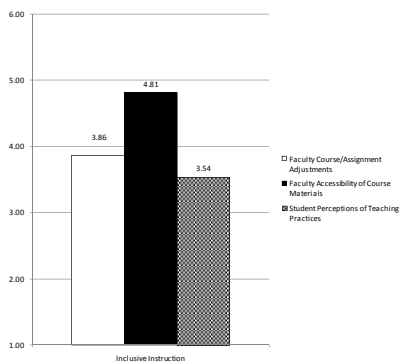
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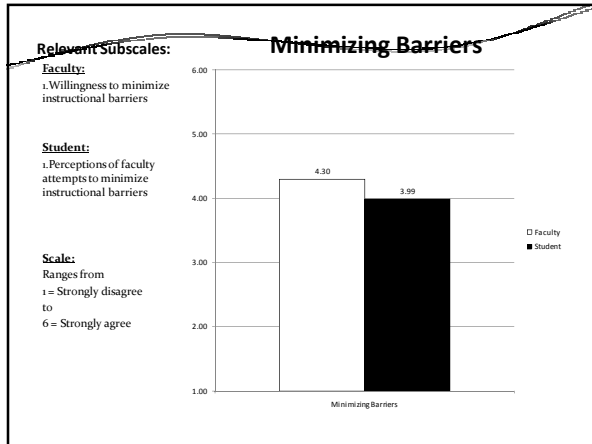
Inclusive Instruction

Faculty:
 1. Willingness to make adjustments to course assignments and requirements
 2. Perceived accessibility of course materials

Student:
 1. Perception of faculty teaching practices

Scale:
 Ranges from
 1 = Strongly disagree
 to
 6 = Strongly agree





Conclusions

- ❖ The training is effective particularly for those who participate. There is greater awareness within the institution following these trainings.
- ❖ Faculty Goals indicate that a majority of goals are personal and unit interpersonal/material rather than cultural.
 - ❖ More than half of the goals have been completed and/or are in progress
- ❖ Some evidence to suggest that trainers are exposing other faculty, but difficult to capture qualitative nature of those contacts.

Suggestions for Implementation

- Campus Outreach
 - Deans and Directors Meetings
 - New Faculty Orientation
 - Faculty Department Meetings
 - Recruit one or two faculty per department to act as liaison or model
 - Provide Newsletters, Fact Sheets (Quick Tips), web resources
 - Collaborate with Teaching Effectiveness Program on campus

Important Web Pages

Our training materials and newsletters are available at:
http://ds.uoregon.edu/DS_Pages/DS_FacultySummerInstitute.html

The faculty and student surveys are available at:
<http://www.uoregon.edu/~allisonl/ProjectExCEL.html>

For additional information, questions, or materials contact:

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