



# FACULTY SUPPORTS FOR UDL & ACCESSIBILITY IN THE CLASSROOM OCT 21-AUG 22

**PREPARED BY**

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 Office of  
**Teaching & Learning**

# OVERVIEW AND TABLE OF CONTENTS

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This report provides a summary of Office of Teaching and Learning efforts to support faculty in implementation of accommodations in the classroom with an eye toward more systemic changes for more universally designed (UDL) courses.

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# Accessibility Technologist

**ELLEN HOGAN**



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**OTL ONE-YEAR POSITION,  
ACCESSIBILITY  
TECHNOLOGIST FOR  
TEACHING AND LEARNING**

## **RATIONALE**

Despite the return to in-person learning in fall 2021, the university learning environment will continue to rely on technologies adopted during the pandemic. DU experienced increased adoption of Canvas, from 44% in Spring 2019 to 100% in Spring 2020.

From March 2020 to summer 2021, the number of monthly zoom meetings increased 250%. In 2020-2021, Kaltura (i.e. recording video lectures) increased 46%, and “views” (i.e. students’ consumption of posted videos) increased 478%. With the increased need for virtual supports to learning including Canvas, Zoom, remote and blended modalities, we must ensure these modalities are accessible to our students with accommodations.

In response to this need, and with the support of the Provost, DU created a position focused on technical aspects of supporting accessibility that acts as a liaison between the OTL and DSP. This role is responsible for training faculty in designing and creating Universally Designed and accessible courses and course materials, with a focus on providing course-level support.

## **DUTIES**

- Support, training, and creation of educational resources for faculty on accessibility in all courses regardless of modality,
- Provide professional development workshops regarding course design, technology, and instructional delivery to advance accessibility compliance.
- Serve as a referral source and liaison between faculty and DSP,
- Support faculty in understanding the basis of accommodations, how to access and how to implement accommodations in their specific course.
- Provide individualized consultation to faculty and/or departments to enhance knowledge around UDL, accessibility, educational and assistive technology.
- Support faculty and provide training on textbook accessibility and course reading support.

# SERVICES

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## **FACULTY DEVELOPMENT WORKSHOPS (INTERNAL AND DEPARTMENTAL)**

Both technical and pedagogical in nature, workshops about digital accessibility, student accommodations, and the Universal Design for Learning (UDL).

## **ACCESSIBILITY COURSE REVIEWS**

Accessibility Course Reviews are specialized Canvas course reviews in which the Accessibility Technologist for Learning and Instruction reviews the accessibility of the course, including the syllabus, course materials, and canvas shell. The purpose of the Accessibility Course Review is to proactively support faculty members in learning about the Universal Design for Learning Frameworks.

## **RESOURCE DEVELOPMENT**

As a proactive component, the Accessibility Technologist has partnered with the OTL/IT's Academic Technology Specialist to create Educational Technology Knowledge Base Articles that are housed on the OTL Knowledge base.

## **DOCUMENT AND VIDEO REMEDIATION SUPPORT**

In partnership with IT, the Accessibility Technologist oversees the OTL Accessibility Request, a ticketing system created to allow faculty to submit timely requests for remediation support.

# PARTNERSHIPS

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The accessibility technologist has cultivated relationships with, spoken at meetings, and/or meets regularly with the following campus groups and organizations.

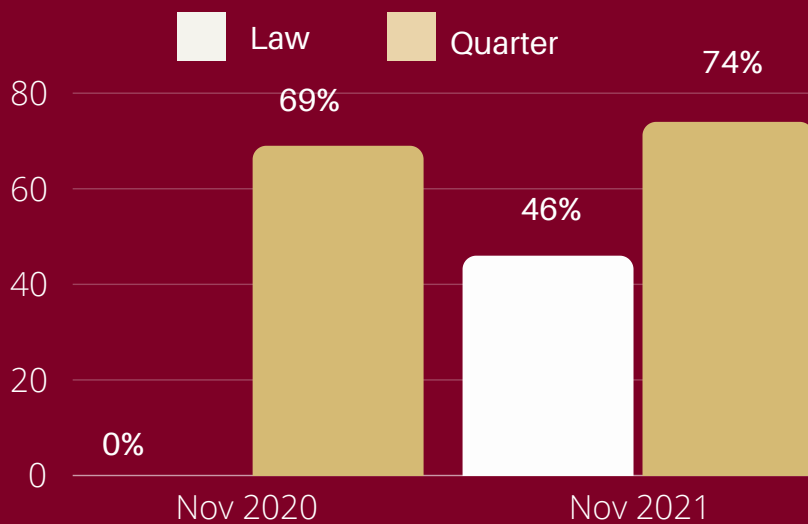
DSP  
4D Learning Community  
Office of VPFA  
SAIE  
IT  
Library  
LEP  
Bookstore  
Faculty Senate  
Instructional Designers across  
campus

# ACCESSIBILITY TECHNOLOGIST FOR TEACHING AND LEARNING

BY THE NUMBERS  
OCT '21-AUG'22

## Systemic change: Book adoptions

The on-time submission of book adoptions to the book store by faculty is crucial for timely accessible course materials. In collaboration with the bookstore and thanks to a thoughtful educational campaign, book adoptions increased in both the quarter and semester system over last year.



Winter/Spring Book adoptions submitted as of November for 2020 and 2021

# 86%

of book adoptions for spring '22  
submitted as of February.  
This is a new record.

# 490

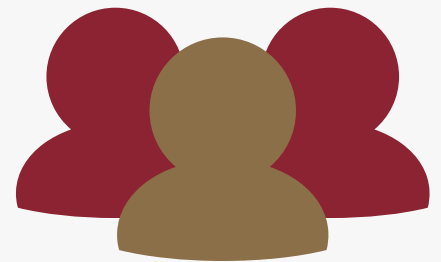
## Consultations

# 225



students impacted by  
direct support to DSP  
with final and midterm  
exams.

## 105 FACULTY ATTENDED 12 WORKSHOP OPPORTUNITIES



# 382

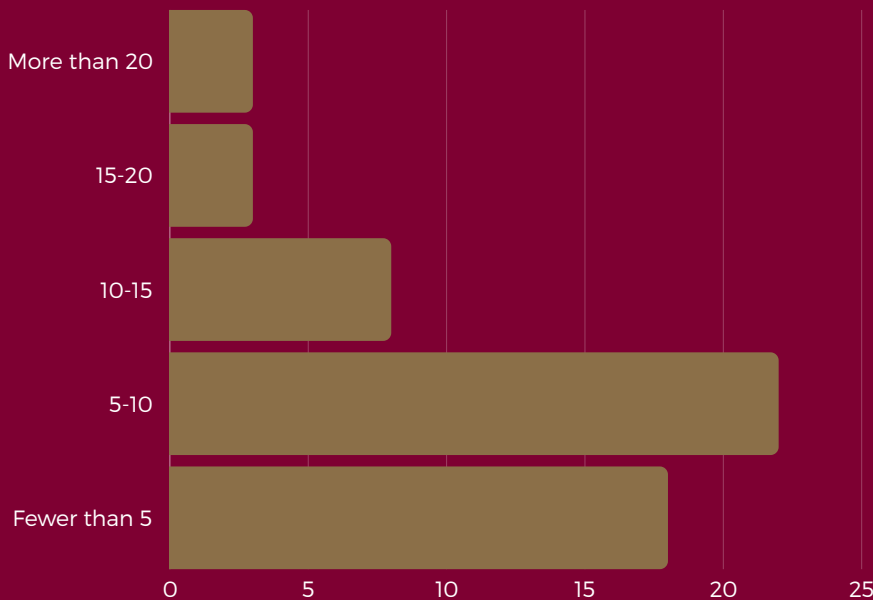
## Course documents remediated

# Faculty Needs Assessment

Following the hire of the Accessibility Technologist a needs assessment survey was launched in winter 2022.



55 Respondents



Number of students that notify faculty of accommodations each term.

**2**  
Hours

Average time spent weekly implementing student accommodations.

**12**  
Hours

Maximum reported hours weekly implementing student accommodations.



Satisfaction of faculty support in:

0

100%

58.7

Implementing DSP accommodations

60.2

Early identification of students in my classes

61.8

Assistance administering exams with accommodations

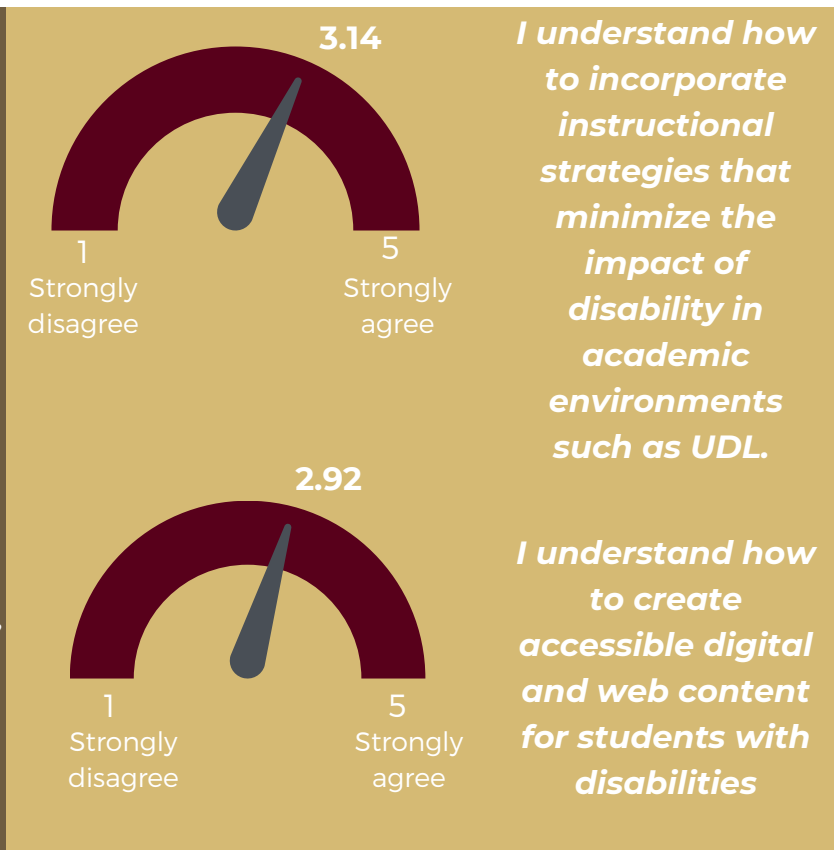
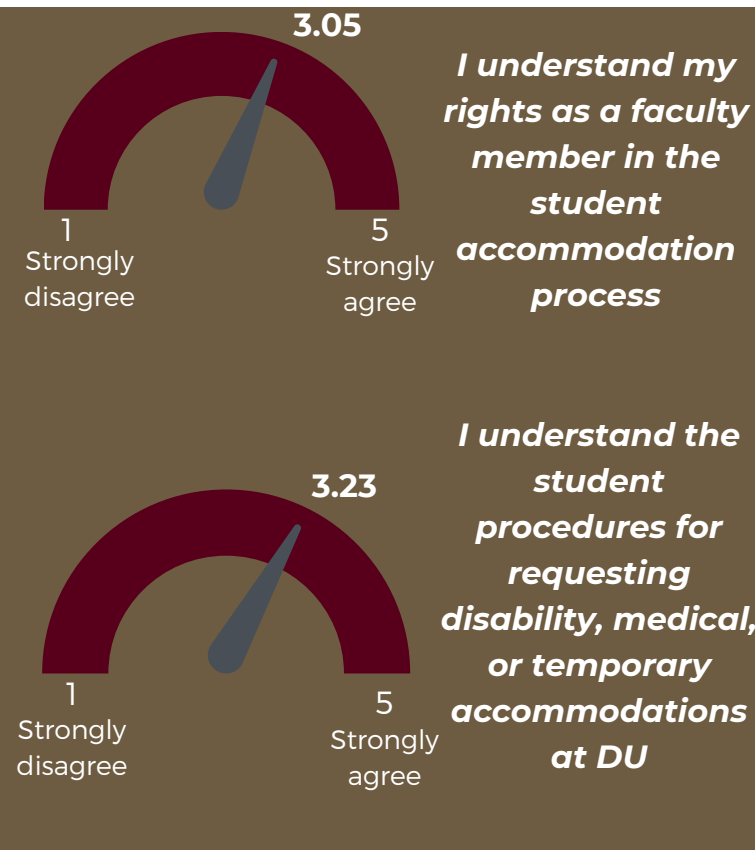
45.5

Support for proactively planning for student accommodations based on course content

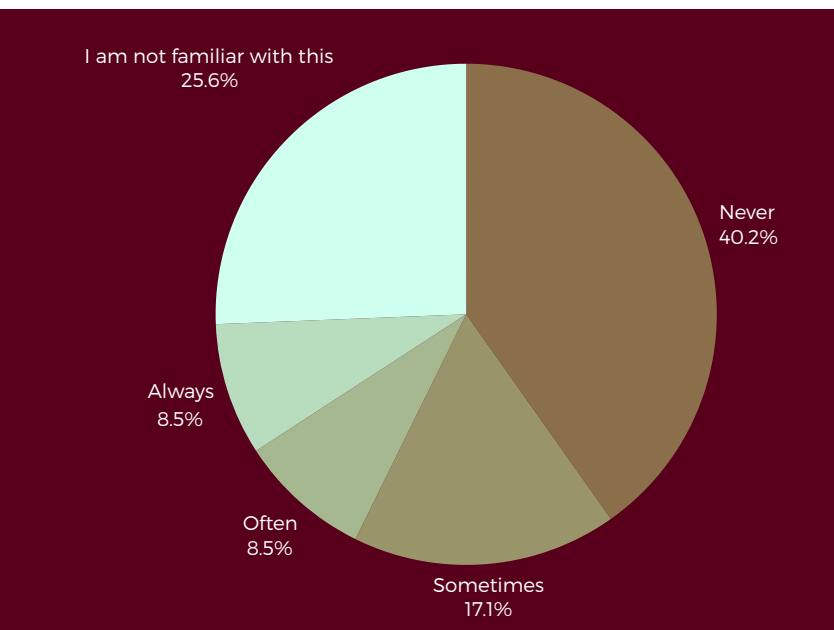
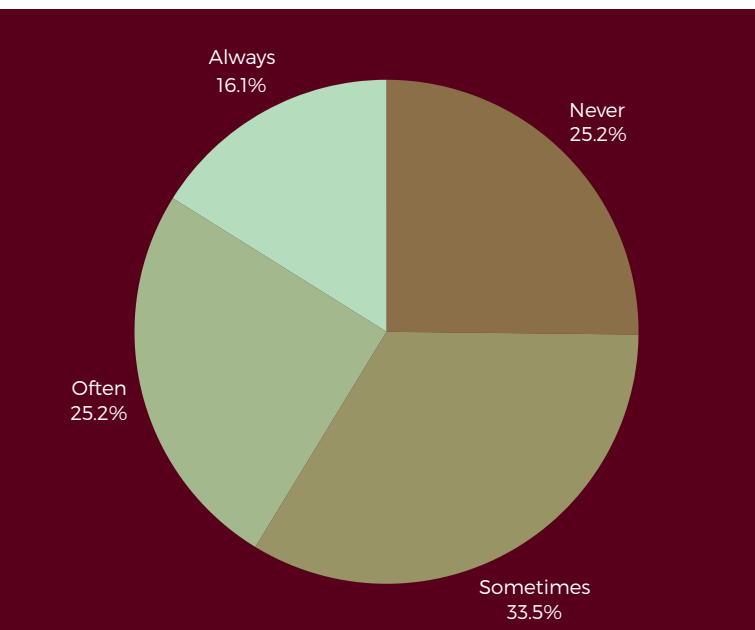
Most faculty report <5 to 10 students with accommodations in their classes per term and spend around 2 hours per week implementing accommodations. There was moderate perceived support for doing this work.

# Faculty Needs Assessment

Respondents tended to self report high levels of understanding when it came to issues related to accessibility and Universal Design for Learning (UDL)



Yet, when asked about the use of tools that promote accessibility and are consistent with UDL in the classroom, self-reported use of these tools is low. This suggests a knowledge gap that can be addressed with faculty development programming.

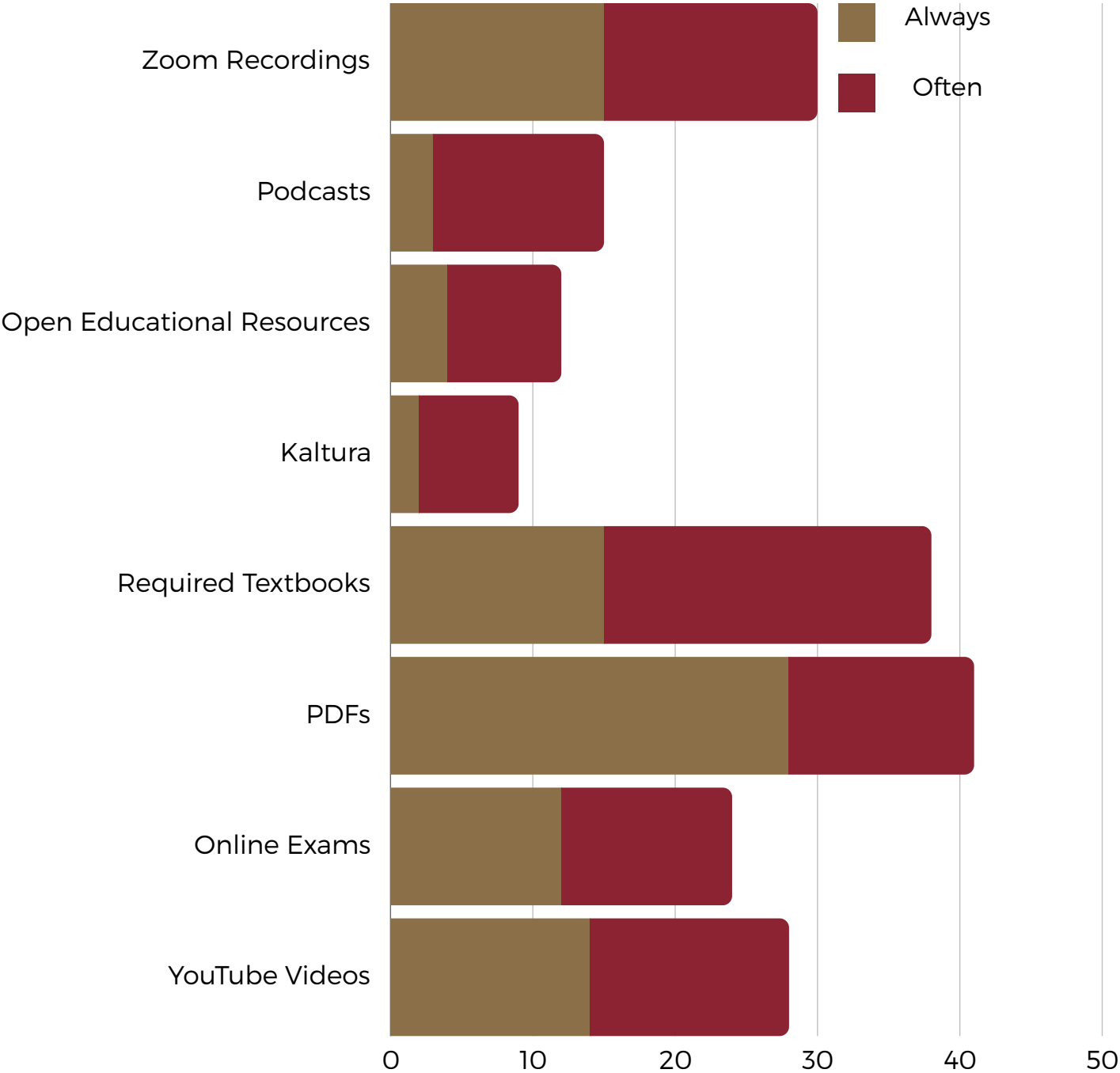


Use of captions

Use of accessibility checkers

# Faculty Needs Assessment

Beyond accessibility checkers and captioning, faculty were asked to rate their frequency of use of a number of other tools. Required textbooks and pdfs were most commonly used. These resources often need remediation in order to be accessible. Open educational resources (OERs) which are digital course materials and tend to be accessible, were infrequently used.



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# GOALS AND RECOMMENDATIONS

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## **OTL FACULTY SUPPORT GOALS:**

1. Address acute compliance needs, particularly with regard to inaccessible course materials and unmet accommodations in the classroom
  - a. Support for remediation
  - b. Liaise with DSP for systemic solutions
2. Move from reactive to proactive faculty development approaches to accessibility support
  - a. Incentivize faculty engagement with AT prior to a need for student accommodations
  - b. Support UDL programming and building skills
  - c. Provide additional workshops that feed badging for UDL in the classroom
  - d. Build asynchronous course in Canvas that can be self-paced
  - e. Partner with First Year Seminar faculty to ensure all FSEM courses follow best practices for universal design
  - f. Promote use of UDOIT (Canvas accessibility checker)

## **RECOMMENDATIONS**

### **OTL Accessibility Technologist be made permanent**

*This is a critical faculty support role and demand for this will likely increase.*

### **Continue to clarify OTL/DSP responsibilities**

*More complex faculty support cases, especially around Alternate Format Text are a pain point.*

### **Broad reform of textbook procurement**

*Need clarified workflow and broad departmental collaboration.*

### **Clarify faculty vs departmental responsibilities for remediation**

*Departments and units do not have articulated workflows or standards for accessibility.*

### **Determine balance between proactive and reactive faculty supports.**

*Many faculty do not have the capacity to develop the necessary technical skills (including content remediation) which should be taken on either centrally or at the department level.*

### **Scope of change may require additional support**

*Institutional change is needed in addition to 1:1 and departmental support.*

### **Consider tiered approach to UDL and accessibility supports**

*UDL should be considered baseline for all courses.*

### **Continued partnerships**

*Particularly among OTL, DSP, IT, Libraries, OEO office, and other stakeholders to articulate a strategic plan for addressing accessibility institution-wide.*