

Welcome Back!

**Summit on Accessible and Equitable Learning in
a Quasi-Post-Pandemic World 2022**



Thank You to Our Supporters and Contributors

- Each and every one of our presenters and panelists
- Our keynote speaker - Sheryl Burgstahler (University of Washington)
- The Co-PI's, sponsors, and program team who brought the conference to life:
 - Microsoft - Danie Remmick, Elizabeth Bruce, and team + all Microsoft University Partners
 - C21U - Steve Harmon, Nicole Moore, Claire Kinane, Chris Yang, Brittany Aiello
 - OIT - Warren Goetzel (Co-PI), Simeon Payne, James Logan, Robin Dedecker
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 - AI-ALOE - Chaohua Ou (Co-PI)
 - Duke University - Yakut Gazi (Co-PI)
 - Thrive Scholars - Matt Lisle (Co-PI)
 - LATN Language Solutions
 - Office of Corporate Engagement - Caroline Wood

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Panel Discussion

Technology's Role in Creating Equitable Environments in the Future

- Moderator: **Yakut Gazi (Co-PI)** - Vice Provost for Learning Innovation and Digital Education, Duke University
- **Bryan Blakeley** - Assistant Vice Provost for Digital Learning Innovation, University of Washington
- **Dawn Hunziker** - Associate Director for Digital and Physical Access, Disability Resource Center, University of Arizona
- **Steven Barnes** - Associate Professor of Teaching and Director, Undergraduate Program in Neuroscience, University of British Columbia

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Discussion Prompts

Technology's Role in Creating Equitable Environments in the Future

- What are some of the initiatives or technologies you introduced or expanded during the pandemic to help your institution respond to access needs for your students?
- What kind of additional support have your students with disabilities needed during the pandemic? How have you addressed these needs?
- Many new ideas and practices formed during the pandemic worked great, while some were not so beneficial. What are some things that your organization implemented during the pandemic that will “stick around” to create more equitable environments?

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Microsoft University Partners' Presentations

- **Catherine Lewis** – Director of the Disability Services Office / Student Affairs, Rochester Institute of Technology
- **Sara Gardner** – Director of Neurodiversity Navigators, Bellevue College
- **Birney Robert** – Curator and Event Coordinator, Georgia Tech

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RIT Disability Leadership Scholars

A cohort-based approach to recruiting and retaining disabled student leaders

Dr. Catherine Lewis (she/her)

Director, Disability Services

Rochester Institute of Technology

cbldso@rit.edu

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What's the issue?

- Graduation rates among disabled college students
 - 15.2% of disabled 21-64 year olds have at least a Bachelor's degree
 - 34.98% of adults 25+ have at least a Bachelor's
- Admissions recruitment strategies tend to **omit disability**
 - Disability is diversity!
- Barriers to access/participation in college ([2019 NCCSD Study](#))
 - Process knowledge (high school vs. college)
 - Accessibility of campus resources (physical and programmatic barriers)
 - Campus climate (stigma and ableism, impact on sense of belonging)

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What's our solution?

- Direct, intentional recruitment of disabled students
 - Avoiding admissions disclosure concerns
 - Application by self-nomination
 - Disability justice/advocacy focus, not medical/diagnostic questions
 - Distinction between RIT admission and program acceptance
- Cohort-based model
 - Emphasis on community and ongoing collaboration
 - Dedicated 1:1 faculty/staff mentors for each student
 - Pre-orientation sessions led by current disabled students (undergrad and grad)
- Education opportunities
 - Robust, 3-day pre-orientation
 - Opportunities to network with disabled leaders (e.g., Haben Girma, Emily Ladau)

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Pre-Orientation Program Highlights

- Accessibility-focused campus tour
- Welcome dinner with key campus partners
- “Let’s Talk About Disability Justice”
- Strategies for Navigating College
- Mental Health 101
- Accommodation Use and Self-Advocacy
- Peer-led sessions
 - Exploring DeafBlind and Deaf+ identity
 - What I wish I knew as a first year student
 - Disability identity development and neurodiversity
 - Accessibility strategies (e.g., presenting, digital accessibility)
- Orientation keynote speaker (open to campus community)

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What's Next?

- Recurring group meetings
- Ongoing 1:1 mentorship
- Funding for DLS-led programming
 - International Day of Persons with Disabilities
 - Share Your Story event
 - Collaboration with Student Government
- Establishment of DLS-led peer mentor program for 2022-2023

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Thank you!

- Questions and Dialogue

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Improving Outcomes
for Disabled Students
in STEM:
Culture and Retention



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**Neurodiversity
Navigators**

Three Initiatives



Culturally Responsive Instruction

Interns for In-Class Support

Cohorts

- Disabled Students Navigating STEM
- Neurodiversity Navigators



Culturally Responsive Instruction: Working Together

Faculty Commons:

Core Accessibility & High Impact Practices

Office of Diversity, Equity, and Inclusion:

Equity Education Advisory Committee

RISE Learning Institute:

Accessible High Impact Practices

Human Resources:

Equitable Hiring and Onboarding

A center like this provides visibility and normalcy for autism, neurodiversity, and disability in general. The way this program has approached its work is multifold, so students, teachers, and staff all get the support and opportunity to unlearn and relearn about neurodiversity and disability justice together. It's a long vision to transform biased and harmful institutional structures, and without a program like Neurodiversity Navigators, that transformation would simply not be possible.

TONYA ESTES, FACULTY COMMONS CHAIR



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Interns for In-Class Support

- Course Navigators
- Accessibility Interns

Cohort Models

- Disabled Students Navigating STEM
- Neurodiversity Navigators
- STEM to Stern



Disabled Students Navigating STEM



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Current Student:

It's a very comfortable class to be in, where I can lay on the floor and turn on my camera and feel totally okay. And you'll see yourself reflected in the speakers they bring in that are actually working in STEM. That's been really important to me to see myself in a successful career field and have a TON of support going through school.

What would you tell a student considering joining DSNS?



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Disabled Students Navigating STEM





Disability Pride Club

Accessible Exhibits at the Intersection of Art, Science, and Technology

PI and Curator Birney Robert
Georgia Tech College of Computing

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Accessibility



Dr. Ashutosh Dhekne



Haige Chen



Zixin Yin



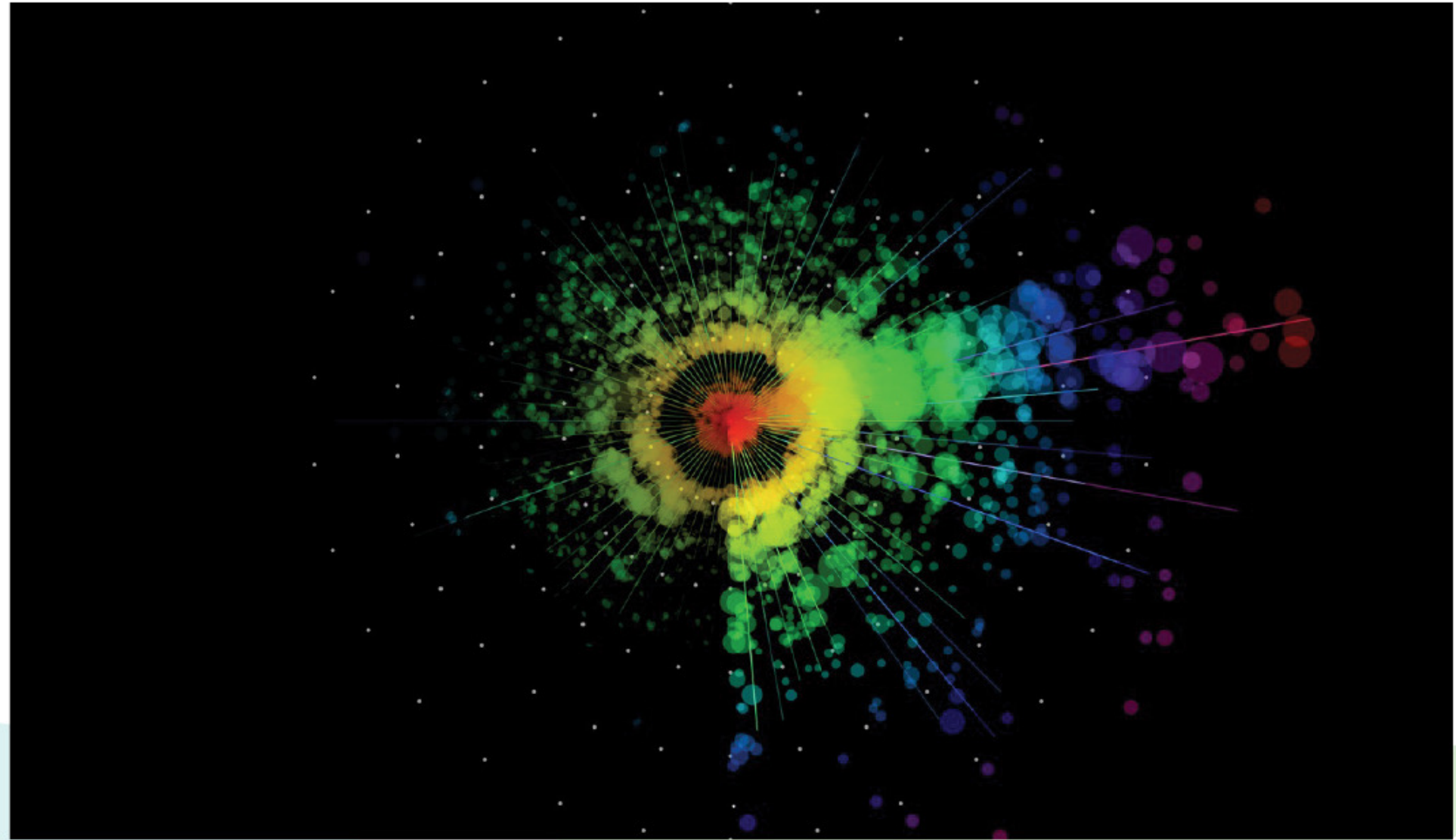
First Exhibit:

Extension of Self: what it means to be human in a digital world

- Georgia Tech's Price Gilbert Library Gallery, 704 Cherry Street NW, Atlanta GA
- 1st Exhibit Dates: August 15 – October 14, 2022
- Artist talk: September 15, 2022, 4 – 8 p.m. – Special Guest
- Dance Film: October 11 and 15 closed performance
- Various Class Visits & Private Tours

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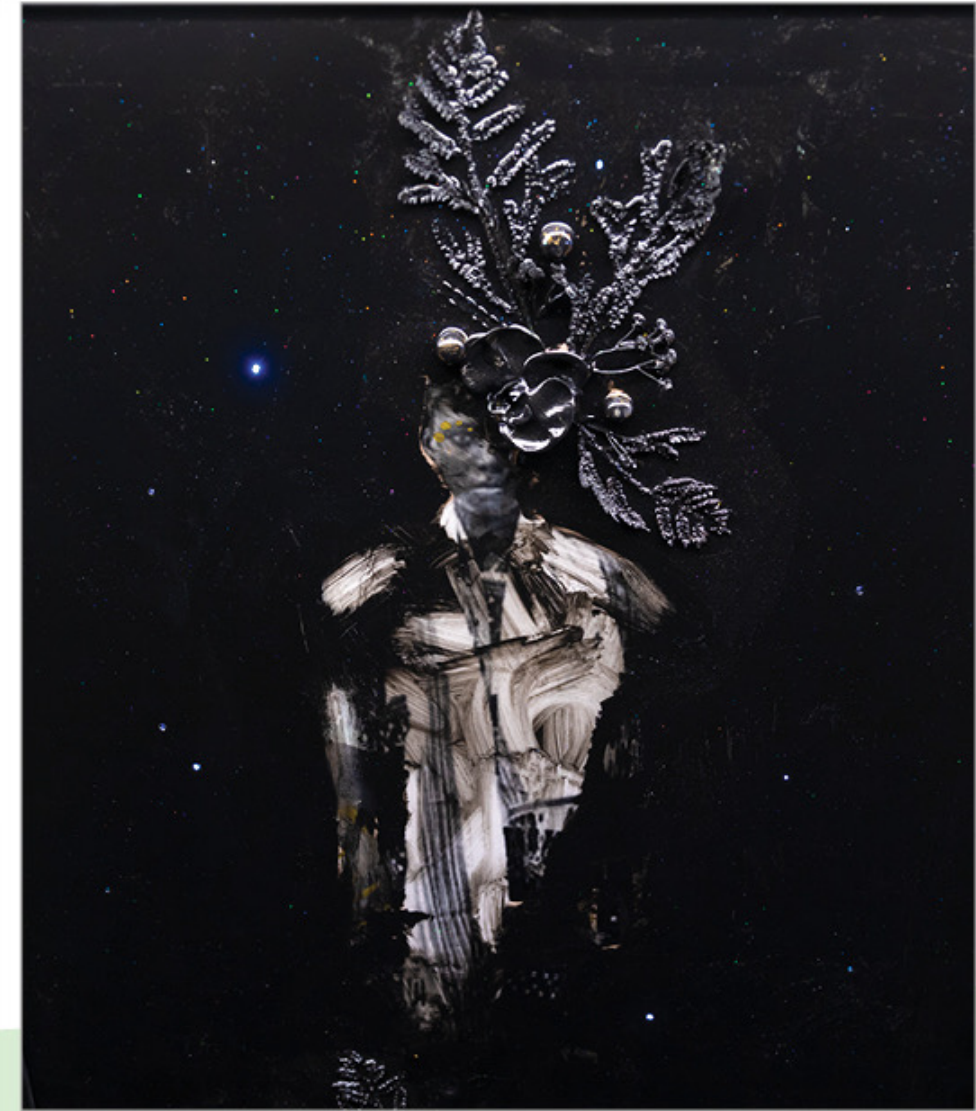




Ashutosh Dhekne



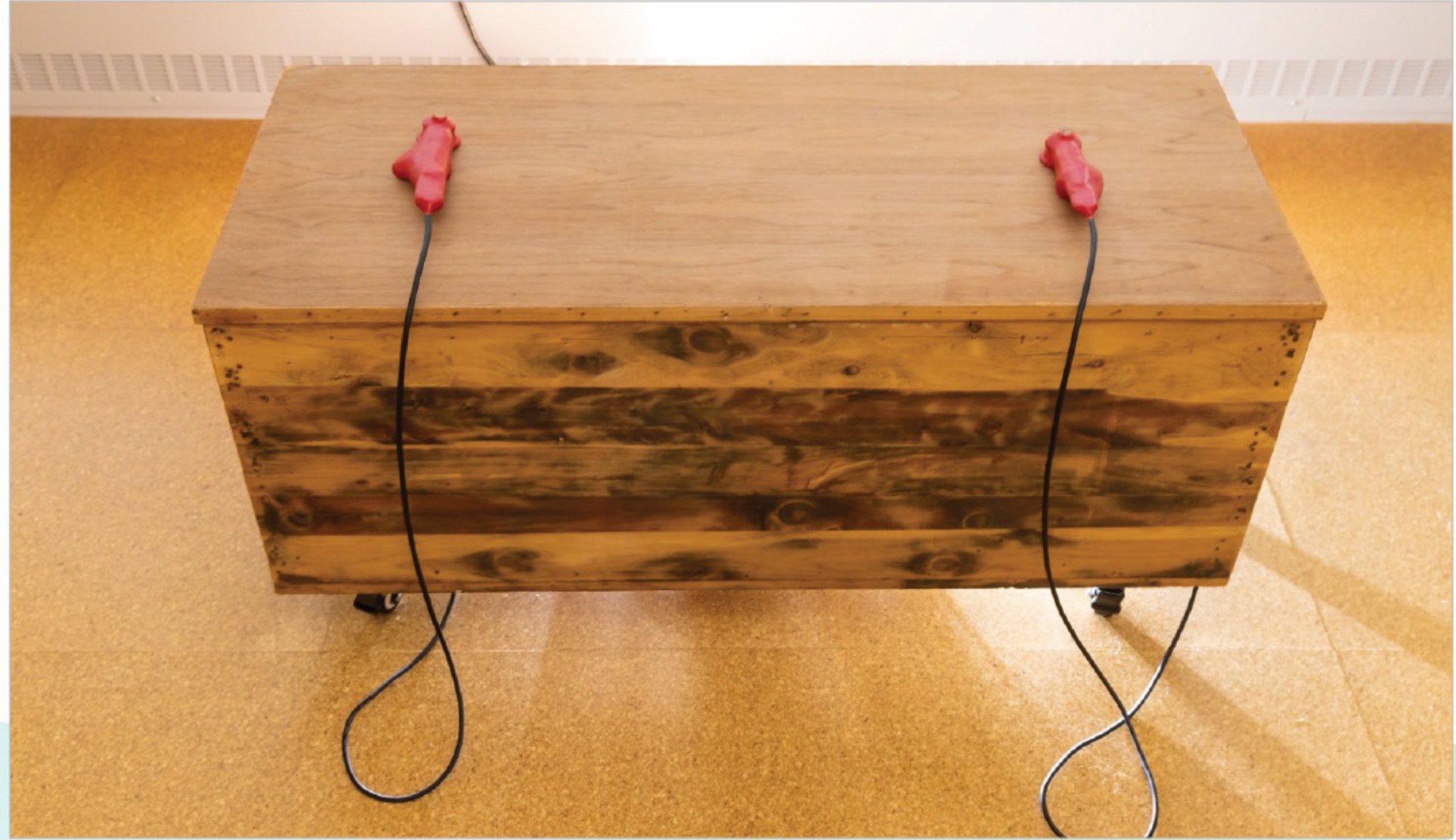
Emma Chammah



Chanell Angeli



Bojana Ginn



Noura Howell



Eve Brown

Findings from First Exhibit:

- Numbers
- Programming
- Involvement and Interest from Students
- Feedback from Exit Survey (Total of 8 Questions)

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Second Exhibit

TBD – Fall 2023 Semester

- Theme: Climate Crisis – title, dates, events TBD

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THANK YOU!

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Lunch Break

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Thematic Groups and Presentations

Issues and Universal Design Remedies for Access and Equity in a Post-Covid World

- Moderator: **Yakut Gazi** (Co-PI)
- **Karen Vignare** - Vice President of Digital Transformation for Student Success and Executive Director of the Personalized Learning Consortium (PLC), Association of Public and Land-grant Universities (APLU)
- **Angela Gunder** - Chief Academic Officer and VP of Learning, Online Learning Consortium (OLC)
- **Kim Scalzo** - Executive Director of Open SUNY, The State University of New York (SUNY)

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ACCESSIBLE COURSE DESIGN AND QUALITY PERSONALIZED LEARNING

Creating Courses that support ALL
Learners and Faculty

Karen Vignare, Vice President Digital Transformation for Student Success

Association of Public and Land Grant Universities

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To Ensure EQUITY need a SCALEable Framework

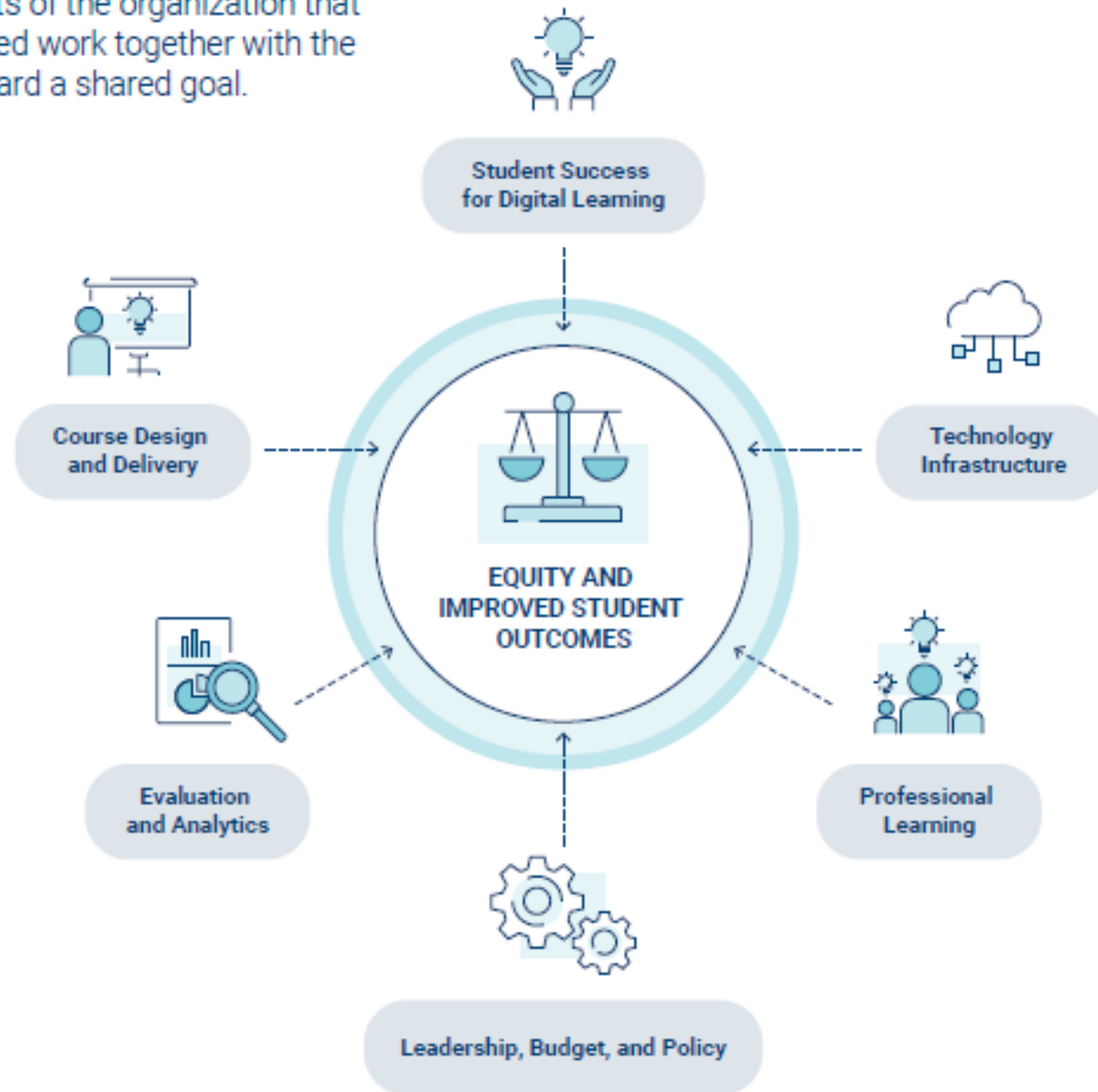
- APLU & Tyton created a framework to implement DL Infrastructure to Support Equitable Outcomes
- We are working with others to expand this into digital transformation focused on teaching and learning
- For digital transformation to succeed not only do we need integrated approaches but we need culture change

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Key elements of digital learning infrastructure

Success requires that parts of the organization that have been historically siloed work together with the support of leadership toward a shared goal.



Across each element, key attributes must be in place to support implementation of digital learning that is equity-centered



Leadership, Budget, and Policy

- Clearly communicated goals related to equitable student outcomes
- Recognition of digital learning as vital for achieving equity goals
- Collaboration between academic and technology leadership
- Prioritization of faculty and student needs in decision-making
- Dedicated, sufficient, and sustainable resources (staff and funding)
- Budgetary structures that encourage collaboration and quality
- A focus on continuous improvement



Course Design and Delivery

- Course design focused on student needs and equitable outcomes
- Policies to ensure consistent course quality
- Data used to target course redesign
- Faculty support for implementing digital pedagogy and tools
- Faculty-led course improvement activities
- Adaptive courseware for personalized learning



Student Success for Digital Learning

- Access to devices and internet
- Readiness to use digital tools
- Accessible technology
- Affordable materials
- Provision of academic support
- Use of data to support student progress and success



Evaluation and Analytics

- Availability of learning analytics and faculty training on how to use it
- Proactive use of data to inform course-level improvement
- Disaggregated data by student characteristics (race, income, etc.)
- Mechanisms to interpret and act on data incorporate diverse perspectives



Professional Learning

- Targeted and regular professional development on digital learning and equity
- Policies and practices that support continuous learning for all instructors
- Devoted funding and infrastructure for faculty support and development (CTL, instructional design, etc.)
- Faculty-led professional learning prioritization and learning communities



Technology Infrastructure

- Inclusion of faculty and student voices in technology selection and procurement processes
- Policies to encourage the adoption of tools that are interoperable, accessible, equitable, and high-quality
- Support and guidance for procurement of technology and tools
- Equitable access to technology among students, faculty, and staff



Recommended Reading for Academic Leaders

[Digital at the Core: A 2030 strategy framework for university leaders](#)

Section: Leadership, 15-19

Section: Staff, 20-24.

Source: Iosad, A. (2020, October 27). *Digital at the Core: a 2030 strategy framework for university leaders*. Jisc and Emerge Education.

[EDUCAUSE QuickPoll Results: Transforming Teaching and Learning with a Digital Learning Strategy](#)

Thematic Groups

Please select one thematic group for participation.

- 1. Accessible course design and quality personalized learning with *Karen Vignare* - Personalized Learning Consortium (PLC) and Association of Public and Land-grant Universities (APLU)**
- 2. Education, awareness, resources, and support for faculty development with *Angela Gunder* - Online Learning Consortium (OLC)**
- 3. Broadband & digital device access for all with *Kim Scalzo* – Open SUNY**

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Closing Remarks from Dr. Steve Harmon

Interim Executive Director, Center for 21st Century Universities (C21U)

Associate Dean of Research, Georgia Tech Professional Education (GTPE)

Professor, College of Design

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