

PRACTICE BRIEF

Applying Universal Design to Disability Service Provision: Outcome Analysis of a Universal Design (UD) Audit

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Abstract

This article presents out an outcome analysis of a Universal Design (UD) audit to the various professional facets of a disability service (DS) provider's office on a large North American campus. The context of the audit is a broad campus-wide drive to implement Universal Design for Learning (UDL) in teaching practices. In an effort for consistency and transparency, the DS staff decided to apply the principles of UDL that were being promoted to the very core of the user interface. The authors' hypothesis is that DS providers themselves create environmental and procedural barriers and that, as promoters of barrier free access, they must carefully examine their professional framework. The data analyzed in the audit was qualitative and has been collected from unit staff and service users over a one year period.

Keywords: Universal design, UD audit, reflective practice, disability service provider

The opportunity for this practice brief arose following a disability service (DS) unit's decision to impose the universal design lens on its own service provision in the form of a UD audit. Universal Design (UD) is a set of principles for designing products and creating environments that are equally accessible to a diverse user base (Ofiesh & McAfee, 2006; Ofiesh, Rojas, & Ward, 2006). Much of the literature surrounding the implementation of UD in higher education focuses on the obstacles and barriers course instructors encounter when designing or delivering their course (Izzo, Murray, & Novak, 2008; LaRocco & Wilken, 2013). To date, very little attention has been paid to the implications that UD implementation have for service providers. This article presents an outcome analysis of a twelve month effort to place DS provision in line with the wider principles of universal design. We carried out this analysis through a multifaceted observation

of all aspects of DS provision. Whenever possible, the analysis attempts to move beyond the anecdotal observations to question the applicability of these results to other campuses and the DS field as a whole.

Context

The campus in question is a large North American campus of over 37,000 students. The DS provider's office has a long history on this campus and has been in existence for over twenty years, with a substantial track record when it comes to meeting the needs of students with traditional disabilities. The unit has struggled to adapt its proactive efforts to address the needs of students with non-visible disabilities. While UD had been explicitly embraced for several years on the unit's website and promotional materials, it must be accepted that it has had little success with regards

to hands-on UD implementation. Strategic management decisions were taken in summer 2011 to intensify efforts to implement UD in campus practices and, as a result, a lobbying plan was devised. The goals and tools selected were successful and the outcome became immediately tangible when UD implementation was discussed in great detail at a meeting of the university's executive bodies in Fall 2012.

Through this process, the DS providers became increasingly concerned with a disparity between their external campus message of promoting UD and their internal practices. While the office endorsed and encouraged the use of online tools that created more universal access (e.g., synchronous and asynchronous chat, online discussion forums, and virtual document depository), the unit relied heavily on paper-based procedures and offered no alternative to in-person appointments. It became increasingly apparent that these service processes, per se, created barriers for students. In order to receive accommodations for final exams, students were required to complete and submit an exam registration form. This creates barriers on multiple levels: print based material is one of the biggest barriers for students with various impairments. Additionally, students had to visit the office in person to submit the required forms. This could create unnecessary barriers for students with physical impairments or students with social phobias or anxiety disorders. Additionally, students affected by a wide spectrum of attentional impairments often forgot the process entirely and, thus, lost access to their accommodations.

A year into this campus-wide UD implementation effort, the unit decided to assess the implementation of its own access guidelines on its internal procedures in the form of a UD audit. The audit was planned as a progressive, ongoing professional development exercise. It was decided that as much data as possible should be collected through this process in order to allow for an outcome analysis. The motivational factors that led to this decision were the following: (a) a desire for increased consistency between external messaging and internal procedures; (b) transparency with students and concern vis-à-vis users that procedures were having a contradictory effect; (c) a social justice preoccupation that procedures were not only restricting access, but allowing power and privilege dynamics to be deployed within the service provision framework.

The various dimensions of the audit process will not be described in detail, as they were not designed in

detail before the audit begun. The aim was not to create a checklist and later assess the outcome of its application. On the contrary, the goal was to empower each participant-researcher to apply the essential principles of UD – the removal of barriers – wherever they could be identified. The central premise of UD is the identification and removal of barriers to access and the creation of inclusive environments. Consequently the first part of the audit consisted of creating a barrier analysis. The office then tried to erode these barriers using the three central principles of UDL: multiple means of representation, multiple means of expression, and multiple means of engagement (Rose & Gravel, 2010).

Literature Review

It seems important to begin by briefly refer to the existing literature on UD. The literature on UD in higher education is abundant and far ranging (Gradel & Edson, 2010; Rose, Harbour, Johnston, Daley, & Abarbanell, 2006). The aim of the audit was not to address each detailed item of the UD framework but, rather, to develop a global understanding of the key elements of UD and then apply them to DS service provision. This literature can be divided between literature on UDL (Rose & Gravel, 2010) and Universal Design for Instruction (UDI) (Embry, Parker, McGuire, & Scott, 2005). The unit staff did not adopt a rigid definition of the theoretical model; the intention was not to adhere to each technical recommendation enumerated in UD literature but to identify the spirit of the proposed framework and examine its applicability to DS service provision. In this sense, the participant-researchers did not narrow their use of literature to either UDL or UDI specifically. The three principles of UDL (Rose & Gravel, 2010) are more prominent in the unit's analysis of potential barriers and solutions.

A key notion to retain seemed to be the idea that environments and practices can equally enable or disable individuals. In this sense, it takes the focus away from individual user characteristics to highlight instead the environment's ability to widen or restrict access. In this sense, the researchers see UD as the procedural translation and application of the social model of disability (Swain, French, Barnes, & Thomas, 2004) and not as a stand-alone technique of access. The other critical dimension in the definition of UD we emphasized is the fact that it is seen as a sustainable, environment-focused framework to manage dis-

abilities issues. The links between sustainability and UD are rarely explicitly described (Colorado State University, 2013) but it often implicitly weaves the discourse on UD (Staeger-Wilson & Sampson, 2012). It seemed important to stress this facet as part of the unit's endeavours: change is always difficult in terms of resource management, whether human or material. If a proposed change puts in place practices that are more sustainable, the management of change takes on a dimension that is much more palatable to the actors (Spaargaren, 2011). The interest for sustainable pedagogical practices in higher education is certainly triggering increasing interest (Ritchie, 2013). Links to UD are not always explicit, but the authors explored this angle systematically in its messaging to staff members.

It is important to remember that UD in essence requires the service provider, course instructor, or product creator to return to the conception phase of his or her practices. It is essential to remember this as, too often, discussions about UD implementation are narrowed down to redundant debates that attempt to remediate problematic end products rather than addressing initial conceptions. UD's origins as an architectural concept are important in this reflection, as it is much easier to create a universally accessible built space from conception than it is to retrofit the building after the public begins to use it. The authors therefore repeatedly acknowledged that implementing UD would mean revisiting processes and practices from the start, rather than trying to fix the unfixable later (McGuire, Scott & Shaw, 2004). UD asks the practitioner to devise access at the creative stage; it is therefore quite distinct from a retrofitting exercise. Awareness had to be developed in the DS unit about the burden this would create for the team.

The final dimension of UD that the authors highlighted throughout this project is the fact that UD implementation is a progressive exploration and transformation. There is no such thing as a fully UD service delivery model. Service delivery or user interface can be more or less UD on a wide spectrum of accessibility (Rose, Meyer, & Hitchcock, 2005). It is important to realize how wide the UD goals are and that full attainment of the criteria is wishful thinking. It was very important to infuse this awareness into the team's working definition so as not to demoralize staff or create overly ambitious objectives. Participants were encouraged to empower themselves through the

notion that a number of barriers in their every day practices could be eliminated through a common sense analysis. The goal was to focus on realistic solutions that were immediately achievable, rather than outside the individual's reach.

Much of the literature on UD in higher education focuses on its implementation within the pedagogical context (i.e., the classroom) by highlighting the hurdles encountered by course instructors (Harrison, 2006). There is, to date, little literature on the impact of UD implementation for service users, though barriers encountered by DS providers in technology-based strategy instruction have begun to be scrutinized (Parker, White, Collins, Banerjee, & McGuire, 2009). This is the gap that this practice brief seeks to explore.

Methodology

The working hypothesis of this audit was that, by applying principles of UD to DS provision, tangible results showing a positive evolution would be observed. We anticipated finding evidence of a positive evolution in both user satisfaction and unit staff perceptions, indicating an erosion of existing barriers. While carrying out the audit, we collected qualitative data from students and unit staff. The data collected from students emerged from the regular quality assessment exercises that are scheduled throughout the year. We also collected student data through existing consultations between the unit and the student advisory committee, key liaison individuals, and numerous student interns who collaborate on projects with the unit. Data collected from staff was accumulated through scheduled staff meetings, HR reviews, and key strategic get-together sessions (e.g., annual retreat, professional development debriefing exercises, and brainstorming of quality assurance).

Significant efforts were made to address researcher-participant power dynamics and to limit situations where the participants would have felt pressured to answer in a certain fashion. Perfect collaborative research – just like UD – remains a working ideal rather than a fully achievable goal. Ethical steps were taken to ensure that participants could contribute freely to discussions on outcome and impact on services without feeling that dynamics of power or authority came in the way. The student feedback was given anonymously by means of large scale surveying, for example, and members of the student advisory committee are, as a

matter of policy, invited to participate and comment in a variety of ways that bear no relation to their own service provision. In the case of staff members, the audit was carried out with each individual in one-on-one brainstorming sessions led by a peer in a process explicitly dissociated from reviews and job appraisals. The research collaboration included student advocates, liaison individuals from other campus units, and unit staff members.

The data analysis described in this practice brief constitutes a comparative barriers analysis (Barnes, Oliver, & Barton, 2002) for each dimension of the unit's activities, assessing differences recorded between processes in place before the audit and after twelve months of reflective transformation. We collected data about these aspects of the DS providers' work: (a) barrier-free user interface; (b) initial meeting and approach to documentation; (c) outreach towards a new, fluid, and emerging user base; (d) the development of faculty resources; and (e) management of change. We did not choose to examine the effect of the UD audit on specific job descriptions. Indeed, selecting study dimensions such as "exams" or "adviser relations" would have severely narrowed down the exercise and limited it to a classic HR review. The aim of the audit and this practice brief was to take as a starting point dimensions in DS provision that were likely to create barriers for users and to then tackle these various facets of our professional activity.

The global context of the project is action research in the sense that the researchers were also professionals of the unit who collaboratively committed to the research, underwent the audit, and collected the resulting data (Reason, 2003). The staff members were also engaged participants who experienced several benefits. More than mere actors, they had an interest in examining the transactional results of the exercise in order to improve their practice and user satisfaction. The exploratory dimension of the project fit in the wider mandate of the office and in its commitment to quality assurance. Participants were also empowered on a daily basis to modify their professional practices in order to achieve more equitable outcomes. The DS office was identified, consequently, as a professional environment particularly suited to action research (Wright & Marquez, 2006).

Findings

Barrier-free interface

The first element of focus for the UD audit was the interface with users. Of particular concern was the fact that the bulk of communications with students still required either paper, visits to the office, or appointments. This was true of most exam registration procedures but also of advising. The authors decided to become entirely "paper free" from September 2012. This process involved eliminating the use of all forms, letters, and printed material in interactions and exchanges with service users. An example of this was the elimination of paper-based exam registration forms that were required to be completed by students to register for exams, a change warmly welcomed by students (see Appendix A). The perception from users and staff members alike was that this in itself went a long way to removing barriers for the students. "Changing to online forms for exams was a huge improvement for me. I did not appreciate previously having to run around after my professors begging them to fill out exam forms. Thank you for changing the system," reports a student in a survey carried out in 2013 (see Appendix A). This statement was characteristic of the feedback recorded through this process. Staff members in fact fed their own perceptions of the outcomes they had experienced into several academic and professional presentations (Mole & Bennett, 2013).

This change in practice went further than simply transferring existing forms to a web forum. Team members were encouraged to re-examine requests made on users and to eliminate all unnecessary demands. Occasions when users are asked to interact with the office staff in person were therefore reduced significantly. It became apparent that the unit, like many administrative organizations, had over time allowed procedures to develop their own *raison d'être* without necessarily adding to the smooth running of services. In many cases, it became apparent that these procedures were as burdensome for staff as for students, since the data produced by form-filling in turn required data entry and filing by staff. A UDL approach was encouraged asking staff members to reflect on UDL's three principles and to explore how the integration of UDL into the DS unit's daily practices could widen access for students. Even when procedures could not be entirely eliminated, the staff participants were encouraged to carry out the barriers analysis on a narrower scale and to determine

- (a) whether the procedure included several steps, and
- (b) if some of these steps could be eliminated.

Last but not least, the team decided that the barriers analysis should be extended to the advising relationship itself. It was apparent that requiring students to come to the DS office in person when they might not be available or able to make their way to our office also created barriers. It was therefore decided to offer virtual registration and advising (see Appendix B). Ethical aspects were examined at length but the team failed to see any arguments sufficiently powerful to prohibit this exploration. The confidentiality of the discussions was not compromised, the use of synchronous virtual platform was perceived to maintain the solemnity of formal face-to-face meetings, and the ability to observe non-verbal communication reassured the advisers that all aspects of effective communication remained in place. The results were immediately tangible. Results of a satisfaction survey carried out amongst service users showed that only a few months after its introduction, Skype was already being used by 15% of students seeking access advice (see Appendix A). The survey was orchestrated electronically by student services at the campus in question, thus explicitly creating ethical distance between the organizers and the unit in question. It was sent out via email to the entire user base of the office and a participation rate of 25% was recorded. This was the first survey of this kind attempted by the unit and it is now hoped that the evaluation can be renewed each spring in order to monitor the impact of further UD improvements on the service user experience.

Initial Meeting and Approach to Documentation

Face-to-face interaction with users was scrutinized as well. Even when students successfully made their way to the office, it was felt that barriers still remained and that these shaped and narrowed the relationship between students and access advisers. The barriers identified were globally attributed to the imprint of the medical model of disability theory on the content and format of access appointments. The barriers, often loaded with symbolic meaning, are both verbal and non-verbal. The team examined the typical routine of the access appointment and identified key elements that amounted to barriers and flavoured the interaction. Examples included the request for documentation in advance of an appointment, waiting area protocol and office terminology (“intake appointment”), the physi-

cal placing of documentation on a desk between the adviser and the service user, and the weight of the diagnostic perspective in determining students’ eligibility for accommodations.

At worst this might well deter students unwilling to submit to such procedures from accessing the DS office. Literature on postsecondary transition for students with disabilities has amply evidenced their reticence to continue accessing services in the format prescribed (National Longitudinal Transition Study-2 [NLTS-2], 2005; Marshak, Van Wieren, Raeke Ferrell, Swiss & Dugan, 2010). At best it communicates a clinical view of a person and implies that his/her disability is the problem, not the environment on campus. The terminology has been revised and the unit’s website reworded to better reflect a user’s perspective. To this end, documentation is not required in what is now framed simply as a “first appointment.” Opening words are strategically utilized now by DS staff: “What brings you here today?” equalizing power dynamics and giving the student’s story legitimacy. The Association on Higher Education and Disability documentation guidelines ([AHEAD], 2012) were seen to fit comfortably with this reflective exercise and have been proactively integrated into the office’s ethos. The conversation centers on barriers experienced by students in their current environment.

Reaching a New, Fluid And Emerging User Base

Barriers are also created through public relations, branding, and outreach work. Our implementation of a social model of disability raises interesting questions concerning the clear delineation of a “user population” for a DS provider. If the environment creates barriers and disables students, then there can really be no such thing as a tangible, clearly identifiable body of students associated with such an office. The user population must inherently be seen as fluid and free flowing. A student might be in a disabling situation one semester or within one specific class where pedagogical delivery and evaluation methods do not fit his or her learning profile, but not in another semester or class. Defining one’s role with too much rigidity or assuming that students can be categorised and labelled as users or non-users of a service, therefore, creates attitudinal barriers. The team’s solution has been to involve students in redefining the unit’s outreach message. The DS office in collaboration with its student advisory body has devised advertising material that targets students

by identifying possible campus barriers. One example is a series of posters that are displayed in residence in the first weeks of a new term – in “neutral” places such as the back of bathroom stalls – where they can be considered at will and without fear of stigma. The ultimate outcome of this reflective work has been a student-led project focusing on a name change for the office, which was completed in late 2013 (See Appendix C).

The Development of Faculty Resources

A keystone repercussion of implementing the social model of disability in postsecondary education is the realization that interventions cannot continue to be directed at students if it is the teaching environment that creates barriers. The natural conclusion is that a large proportion of the resources and efforts of a unit must therefore be redirected towards the environment itself. This redirection began early on in the UD implementation effort. Staff members’ job descriptions are progressively being redefined. In an initial transition effort, 50% of advisor hours are being freed for the promotion of UD on campus. This has led to the creation of hands-on implementation tools for course instructors, which include tailor-made workshops, a bank of 2 minute videos, and tips on sustainable classroom practices focusing on eroding barriers. The last outcome of this strategic rethinking has been the development of a consultancy service for faculties or course instructors wishing to receive support when re-designing course content or evaluation methods.

Management of Change

Removing barriers within a DS unit goes hand in hand with managing change effectively. It quickly becomes apparent that many of these procedural barriers have simply developed over time. Intention or planning has rarely had anything to do with their creation and staff members develop habits that are difficult to break without triggering fear and a feeling of inadequacy. No one likes the “new” even if the “old” does not necessarily make sense or bring professional satisfaction.

An added facet of the challenge of change is the “centrism” that professionals naturally develop in positions of power and authority (Wilson, 2000). Through complex mechanisms of “counter-transference” one rapidly convinces oneself that what we are doing as professionals is what students are requesting (Hinshelwood, 2009). Sound ethnographic exploration of user expectations must therefore occur in parallel with the

management of change. Change is not being triggered simply for its own sake but because user expectations and behaviours are indicating that change is needed.

An anecdotal illustration of this complex leadership exercise would be the work the team carried out with regards to registration for final exams. In preceding semesters, students were required to register for finals; there were early deadlines and forms and visits to the office were required. This begged the question, Might it be possible to turn the existing procedure on its head so that any student known to the office might automatically – and without any procedural requirement - have a place reserved to sit final exams just as is the case for these students’ peers in the mainstream setting? Student feedback and the record of complaints indicated this as a high priority for action. Staff fears and apprehensions ran high, but were heard and addressed through the logic of the UD audit.

The new process was instituted in the Fall 2012 semester. The volume of final exams sat jumped during one semester from 1096 to 1632. The level of “no shows” remained almost identical. A large volume of students were in all evidence previously not submitting to the procedures in place and therefore did not have access to accommodations available to them. In the end staff devised an alternative, more global technological method to obtain directly from the university the student data they required. The ethnographic concern led to creative problem solving. Staff members report that their administrative burden has been significantly reduced as a result and that they are feeling empowered by the process.

Scope of Findings

There are some limitations in the data collection. The fact that the audit relied primarily on qualitative data and involved merely one DS provider limits the transferability of outcomes. While the framework of the analysis remains action research, its scientific relevance remains of narrow scope. It was, however, an important first exploration in a fast moving environment which, unfortunately, attracts little independent scientific research. One way this shortcoming might be addressed in the future is the fact that this DS unit carries out annual quantitative surveying of its users. It is hoped that such surveying will be able to identify objective and quantifiable transformation in user perspectives and, thus, more robust evidence of positive outcomes.

Implications

As stated in the introduction, the intention of the researchers was explicitly to move away from anecdotal observations and to focus from the start on wider implications of the recorded observations. The unit is conscious of its unique position as one of the few DS providers having undertaken such an exercise on a global documented scale, and as one of the first to publish findings. While the relevance of this work in progress's results to the field is still limited, there are nonetheless certain key elements of the emerging findings that could be of use to other professionals. Many of the outcomes highlighted below are not unique and draw some validity from the fact that they also appear in the literature on program evaluation, including the small body of literature on program evaluations (Dukes, 2011; Parker, Shaw & McGuire, 2003).

The first important realization is that a UD audit is a complex and multi-faceted process that few units attempt successfully as a team. Our tasks within DS units are varied to the point of having little in common when it comes to specific tasks and routines. In this sense our personal responses to UD implementation may vary greatly depending on our level of comfort or the increased burdens this may place upon us. The notion of a UD audit may be readily appealing to management and access advisers. Conversely, the danger might be that such a process may alienate some professionals within our teams because motivation towards the changes envisioned has not been nurtured or because new challenges are created by this reframing of daily tasks. It has proved extremely important - and even key to the success recorded - to implement this process as a team and to adopt a global, systemic approach to the management of change. The repercussions of decisions made by some on the work of others in DS units are numerous. Seeing the UD audit as a top-down process would be condemning its success or at the very least severely restricting its width. The UD audit is therefore a process that must be planned by all, must take into account the various specific professional facets of each individual unit, and must be embraced by all (Goodin, Parker, Shaw, & McGuire, 2004).

Secondly, it is quickly apparent that professional perspectives are often contradictory through this process. It would be naive to assume that the process of a UD audit can be completed without tension and transitional friction. As stated, the decisions of some

professionals in this transformation have impact on others. The process of change itself can bring to the surface power dynamics. Furthermore, UD – as any sustainable change – can increase an individual's workload while the review is carried out and before the sustainable change leads to the desired impact. Resource issues are bound to arise, as they did here. The lesson to remember is that such a change process must be planned, proactively monitored, strategically followed and managed with agility. Resistance factors are inherently abundant (Smollan, 2011) and require a degree of forward planning.

Similarly, the audit can be a very threatening process for some the participants, as it requires all professionals in the team to critically re-assess their roles. The implementation of the social model of disability is likely, through the next decade, to radically change our job descriptions. The UD audit is perhaps the first glimpse DS professionals have of the changing face of the millennium campus. As such the audit process can be daunting. An inclusive campus is one that requires fewer and fewer retrofitting resources. Implementing UD is effectively working ourselves out of a job or at least the ones we now have. This can be extremely unsettling for some colleagues, even if the desired outcome still is some way off. Clearly DS professionals will be called upon in the future to take on roles that are only partially imagined at this stage and might include faculty support, campus-wide UD promotion and global consultancy on inclusion. In the early stages of change, fear is tangible – as was the case here – and requires sensitivity and the creation of a “safe” environment in which participants can voice their concerns.

The implications for student stakeholders are multiple. Extensive qualitative feedback was collected through the study: the impact of the changes was registered through large scale surveying of the unit's user base carried out in March 2013. We received completed surveys from 300 students, a response rate of 25%. More than 80% of the survey respondents were satisfied or very satisfied with the impact that the implementation of UDL principles was having on their user experience (see Appendix A). The surveying also allowed space for semi-directive comments. These data show an understanding and appreciation of the solutions crafted during this reflective exercise by the DS team. Further in-depth qualitative data was collected through four meetings within the span of one year with the unit's Student Advisory Board, which

played an active part in examining and supporting the changes proposed. Students have appreciated the multiple ways that they can contact an adviser, the greater independence that they have from our office because they can manage their affairs on line, and the removal of deadlines that previously caused grave difficulties for those who failed to meet them. The outreach campaign has had a noticeable impact on the numbers of students contacting the office to explore access to learning. A two-fold increase from 657 to 1311 has occurred in the volume of service users over the duration of the UDL implementation work (Appendix D). The audit has constituted an important and symbolic step towards increased awareness of user expectations and a more systematic ethnographic exploration of the student perspective.

A growing number of postsecondary DS providers are likely to encounter the need to conduct a UD audit of their own procedures as the social model becomes a more pervasive paradigm in DS practices. The exercise has an ecological relevance that is immediately transferable, as it highlights a critical tension in units' expressed mission statements and how student users experience the implementation of that mission. Though internal in nature and designed specifically for the context of this unit, the audit therefore can offer external relevance as a process. This outcome analysis has value for the unit undergoing the transformation but also for the field of DS provision. Beyond this it is likely to have a transformational impact on campuses as a whole, as has been the case here, by making them more aware of the need for inclusion and student-centered quality assessment.

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Appendix A

The OSD user satisfaction survey was conducted in March 2013.

Which of the following OSD services have you used? (Check all that apply)

Count	Respondent %	Response %	
142	51.08%	23.91%	Access advisor
79	28.42%	13.30%	Learning resource advisor
84	30.22%	14.14%	Testing coordinator
21	7.55%	3.54%	Adaptive technology specialist
18	6.47%	3.03%	Digitalized text specialist
192	69.06%	32.32%	Exam coordinator
11	3.96%	1.85%	OSD visibility or advocacy event
47	16.91%	7.91%	Workshops
278 Respondents			
594 Responses			

How satisfied are you with each of the following? - Overall service provided by the OSD

Count	Percent	
5	1.70%	Very dissatisfied
4	1.36%	Dissatisfied
35	11.90%	Neutral
124	42.18%	Satisfied
126	42.86%	Very satisfied
294 Respondents		

Please indicate your level of agreement with the following statements:

The Office for Students with Disabilities' . . . - Personnel make it easy for me to arrange for access/accommodations

Count	Percent	
13	4.06%	Strongly disagree
14	4.37%	Disagree
28	8.75%	Neither agree nor disagree
136	42.50%	Agree
129	40.31%	Strongly agree
320 Respondents		

Please indicate your level of agreement with the following statements:

The Office for Students with Disabilities' . . . - Access/accommodations processes are easy to follow

Count	Percent	
8	2.48%	Strongly disagree
16	4.97%	Disagree
42	13.04%	Neither agree nor disagree
140	43.48%	Agree
116	36.02%	Strongly agree
322 Respondents		

80%+ students are satisfied with (a) access/accommodations services received from the OSD, (b) responsiveness of OSD staff to needs, (c) Timeliness with which questions were answered, (d) confidentiality, and (e) Overall service provided by the OSD

Appendix B



OSD
Office for Students with Disabilities
Telephone: 514.398.6009
www.mcgill.ca/osd/
McGill OSD on Facebook or
on Twitter at @McGillOSD

OSD services are now Skype accessible.

Poster Design: Su Wei



Appendix C

*The OSD has renamed all
of its services to students....*

my **ACCESS**

*Your access preoccupations,
our mission*



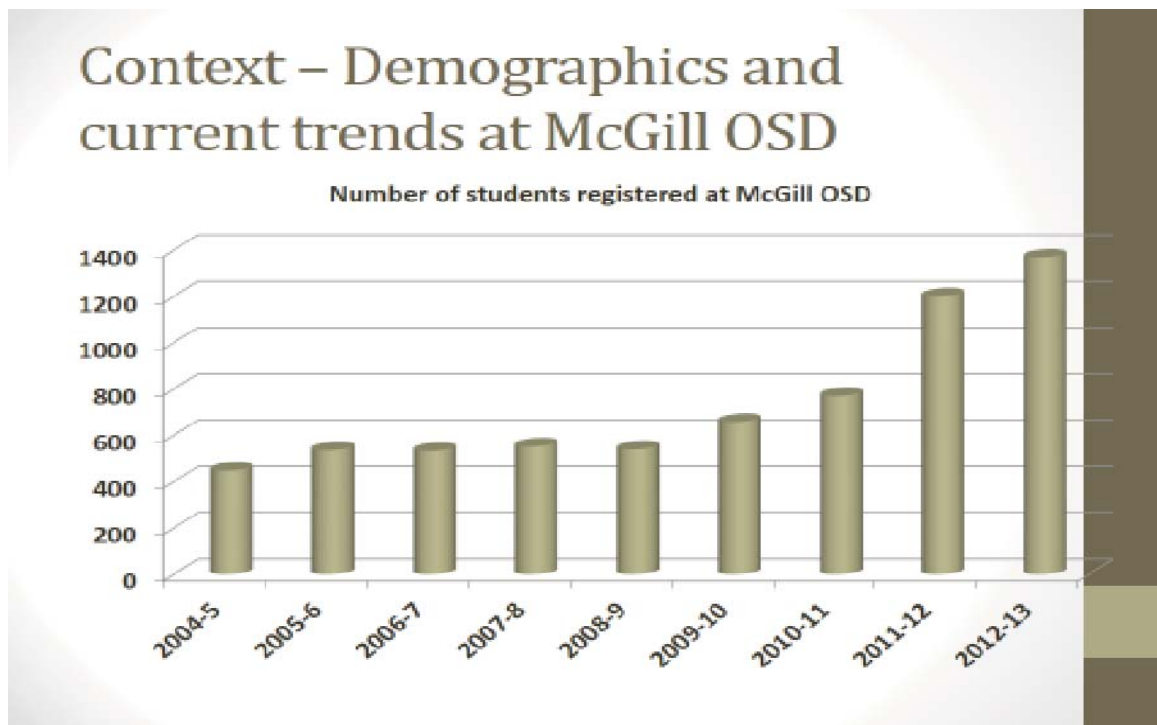
myACCESS

Office for Students with Disabilities
Telephone: 514.398.6009
www.mcgill.ca/osd
McGill OSD on Facebook or
on Twitter at @McGillOSD

Logo Design: Su Wei



Appendix D



Year	Number of Students registered with OSD
2004/2005	492 (+approx. 130)
2005/2006	493 (+approx. 130)
2006/2007	533 (+approx. 130)
2007/2008	552 (+approx. 130)
2008/2009	541 (+approx. 130)
2009/2010	657 (+approx. 130)
2010/2011	770 (+approx. 130)
2011/2012	994
2012/2013	1311