


# Leading with **Universal Design for Learning (UDL)**

NC LIVE Workshop, April 29th at 12:30pm EST



[https://go.uncg.edu](https://go.uncg.edu/ncliveudlleader)  
[u/ncliveudlleader](https://go.uncg.edu/ncliveudlleader)



# Land Acknowledgment

We acknowledge that the land on which we live and work has long served as the site of meeting and exchange amongst a number of Indigenous peoples, including members of the Keyauwee, Catawba, Eno, Sappony, Shakori, and Saura Nations. We also acknowledge the long history and lasting legacies of slavery on these lands.

# Who We Are



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# Universal Design for Learning (**UDL**)

Introduction, definitions, and  
resources



**01**



“Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.”



[–CAST.org, What is Universal Design for Learning?](#)

# UDL Means Multiple Forms of:

01

## Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

02

## Representation

For resourceful, knowledgeable learners, present information and content in different ways.

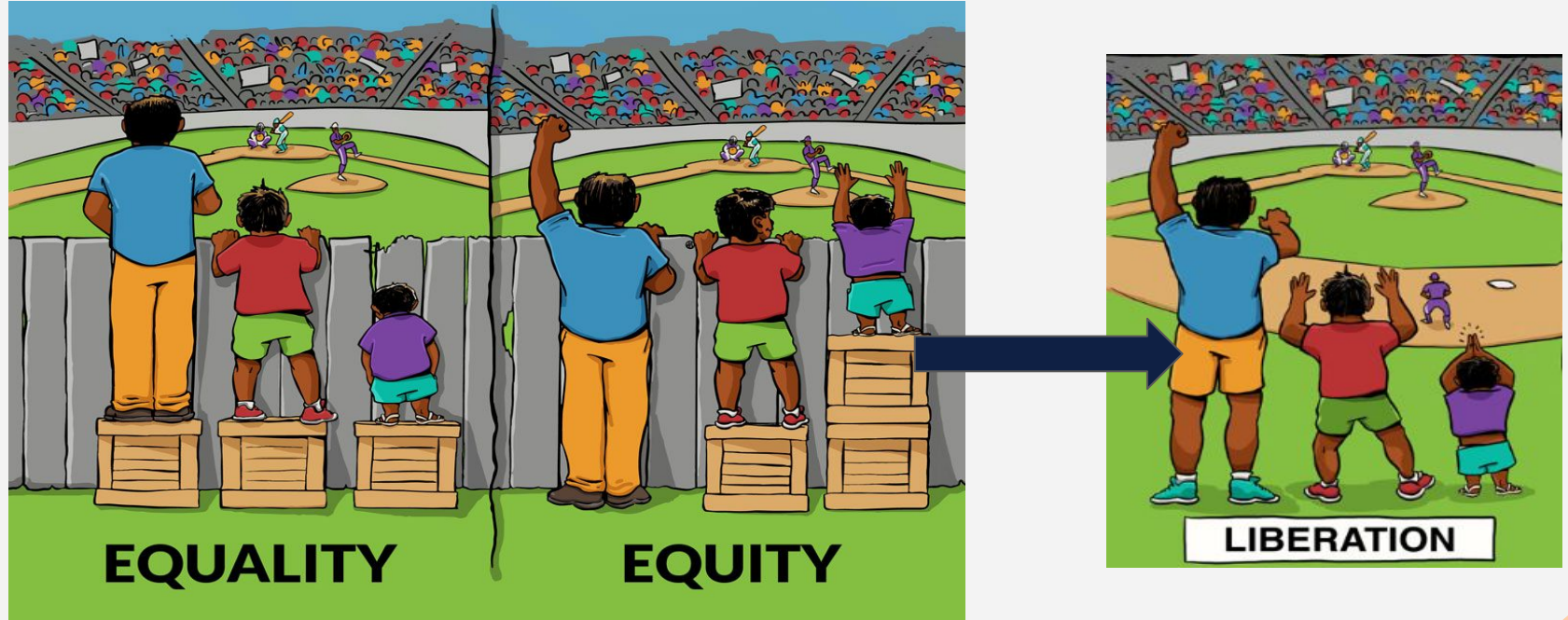
03

## Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.



# UDL, Barriers, and Equity



# UDL and Accessibility



## Design

UDL is usually discussed along with accessibility and online course design.



## Population and Advocacy

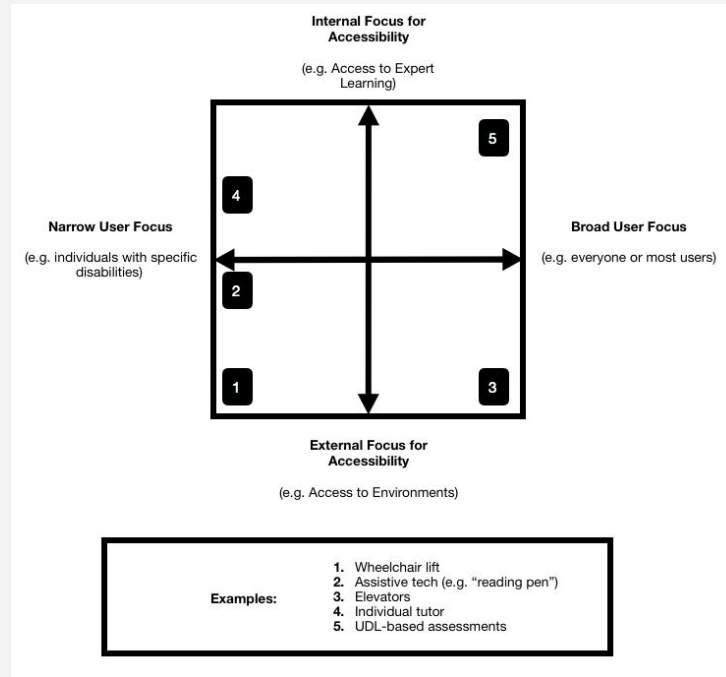
Accessibility is usually framed about differently abled, or disabled patrons and students, but affects many populations, including neurodivergent patrons.



## Laws

ADA and Section 504 of the Rehabilitation Act focus on differently abled people, and physical accessibility and content accessibility.


# UDL and Accessibility, Differences



# UDL Guidelines

The UDL Guidelines are a tool used in the implementation of Universal Design for Learning. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

[UDL Guidelines Link](#)



# UDL and **Leadership**

How does leadership and  
UDL connect?



**02**



# Universal design for leading

“...given its focus on inclusivity, UDL can have a far wider reach than the school setting. Applying UDL principles in the workplace, for example, can make it a more accessible, equitable, and engaging environment for employees and clients alike... If employed with careful consideration, UDL concepts can help you better facilitate meetings and projects in ways that consider, respect, and accommodate the individual needs of your team members” (Miller, 2020).

# **We can apply UDL principles...**

- During the hiring process
- In orientation and training materials
- In meetings
- To project management
- By providing appropriate accommodations to our employees
- By exploring flexible work arrangements when possible

**Let's look  
at some  
examples!**



# Engagement: Recruiting Interest

- “Optimize individual choice and autonomy”
  - “Involve [employees], where and whenever possible, in setting their own [work goals].”
  - Determine what types of recognition are meaningful and motivating for your employees.
- “Optimize relevance, value, and authenticity”
  - What experiences are personally meaningful for your team members?
  - Have career conversations (Neal).
- “Minimize threats and distractions”
  - Strive for an “accepting and supportive” workplace environment

# Engagement: Sustaining Effort & Persistence

- “Foster collaboration and community”
  - Explore formal or informal learning communities
  - Participate as a team in professional development, such as...
    - Project READY: Reimagining Equity & Access for Diverse Youth
    - Librarian’s Guide to Homelessness
    - 23 Framework Things
- “Increase mastery-oriented feedback”
  - This “is the type of feedback that guides learners toward mastery rather than a fixed notion of performance or compliance” (CAST).
  - One approach to providing feedback: **HIP** (Humble, Helpful, Immediate, In-person, Private criticism/Public praise, Not about Personality) (Scott, 2022). Another model that can work well is SBI (Situation, Behavior, Impact) (CCL, 2020).

# Engagement: Self-Regulation

- “Promote expectations and beliefs that optimize motivation”
  - Encourage regular reflective practice
    - Consider adding these books to your collection (if relevant)
      - Becoming a Reflective Librarian and Teacher: Strategies for Mindful Academic Practice
      - The 360 Librarian: A Framework for Integrating Mindfulness, Emotional Intelligence, and Critical Reflection in the Workplace
      - Email Jenny for more recommendations!
  - Facilitate mentoring relationships whenever possible

# Representation: Perception

- “Offer ways of customizing the display of information”
  - Provide orientation, training, and meeting materials in digital format whenever possible to allow for more customization options
  - Educate yourself and your employees about accessibility standards like WCAG 2
- “Offer alternatives for auditory information”
  - Create transcripts for videos, descriptions for images
  - Provide live captioning for online meetings and events or ASL interpretation for live, face-to-face events
- “Offer alternatives for visual information”
  - Follow accessibility standards
  - Be prepared to provide accommodations and access to adaptive technology - don't be taken by surprise!

# Representation: Comprehension

- “Activate or supply background knowledge”
  - Look for connections between a team member’s experience and their current role
  - Create robust, customizable onboarding and training materials (example of a customized onboarding plan)
  - Provide shadowing/observation opportunities to teach important skills through demonstration/modeling

# Action & Expression: Physical Action

- “Vary the methods for response and navigation”
  - Explore flexible work arrangements including flexible schedules and teleworking options, if available
  - Provide hybrid options for meetings, trainings, and professional development whenever possible
- “Optimize access to tools and assistive technologies”
  - Be prepared to provide alternative computer hardware, office furniture, and assistive/adaptive software and devices
  - Seek assistance with workplace health and safety, including ergonomics consultations

# Action & Expression: Expression & Communication

- “Use multiple media for communication”
  - Provide any written documentation in digital form ahead of meetings, interviews, etc. This might include agendas and documents for review for meetings, or phone interview questions and search committee member listings for interviews.
  - Provide critical communication about policies, procedures, and other things that everyone needs to know in multiple formats - in email, in any manuals/documentation, on relevant blogs/internal social media accounts, verbally at meetings, etc.

# Action & Expression: Executive Functions

- “Guide appropriate goal-setting”
  - Provide models of goals
  - Check in regularly on longer-term goals
- “Support planning and strategy development”
  - Provide ongoing feedback
  - Help break longer-term goals into more manageable short-term goals



# Remember the Goal of UDL

To develop expert learners (or employees/team members) who are:

- Purposeful & motivated
- Resourceful & knowledgeable
- Strategic & goal-oriented

(CAST, 2018)



# Workshopping UDL and **Leadership**

Let's brainstorm some ideas!



**03**



**[https://go.uncg.edu/  
ncliveudljam](https://go.uncg.edu/ncliveudljam)**

Let's go to a Jamboard to  
workshop these ideas!

Jamboard adapted from LIT 2021 Conference, Less  
Resilience, More Resistance: The Persistence of Ableism at  
Work (Interactive)

# THANKS!

Do you have any questions?

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