

Scaling Up Success: Infusing Disability into Higher Education at Temple University

Panel Presentation at AUCD
November 1, 2010

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Diane Nelson Bryen, PI, Disability Studies Instructor
Institute on Disabilities
Temple University



Institute on Disabilities

TEMPLE UNIVERSITY®

College of Education

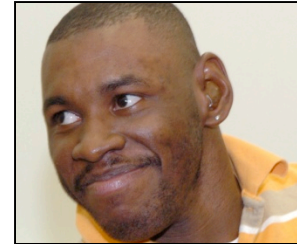
Pennsylvania's University Center for Excellence
in Developmental Disabilities
Education, Research and Service

VISION

A society where all people are valued and respected, and where all people have the knowledge, opportunity and power to improve their lives and the lives of others.

MISSION

The Institute on Disabilities leads by example, creating connections and promoting networks within and among communities so that people with disabilities are recognized as integral to the fabric of community life.



Ensuring Higher Education Opportunity for All

- **Purpose:**
 - Improve retention of college students with disabilities
 - 3-year Demonstration Project
- **Funded by:**
 - US Department of Education, Office of Post-secondary Education

Three Areas of Transformation

- Human Resources:
 - New Hire Orientation (mandatory)
 - Diversity Goes to the Movies (voluntary)
- Mosaic: The Humanities Seminars
 - Two semester, general education humanities sequence using thematic approach & classic texts
- Universal Design for Learning

Human Resources

- Increased accessibility of all New Hire Orientation materials while placing new emphasis on disability as a valued category of diversity
- Designed new workshop for the series “Diversity Goes to the Movies,” featuring clips from the hit television series *Glee*

Temple Today

Temple University is the **27th** largest university in the United States

Temple is a Comprehensive Research University, which has approximately **35,000** students, approximately **3,839** full time employees and **1,651** full time faculty.

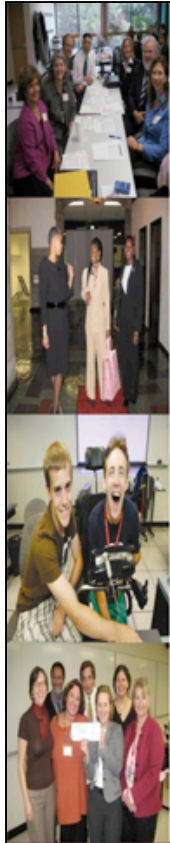
Temple is the **6th** largest provider of professional education (law, dentistry, medicine, pharmacy, and podiatric medicine) in the country and the largest provider of professional education in PA.

Dark background with BLUE type

No mention of people with disabilities

No images of people with disabilities

Temple University New Hire Orientation AFTER



Temple University Today

- **28th** largest university in the United States
- Comprehensive Research University, with more than **36,000** students, approximately
- **3,935** full time employees and **1,750** full time faculty
- Recognized for its diversity, including more than **1,400** self-identified students with disabilities
- **5th** largest provider of professional education in country
 - law - pharmacy - medicine - dentistry - podiatric
- Largest provider of professional education in PA

**White
Background
with black
type**

**Statistic
Included
about people
With
disabilities**

**Images of
people with
disabilities
throughout
the
presentation**

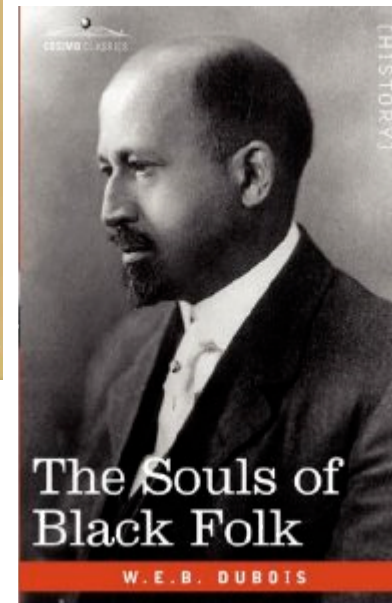
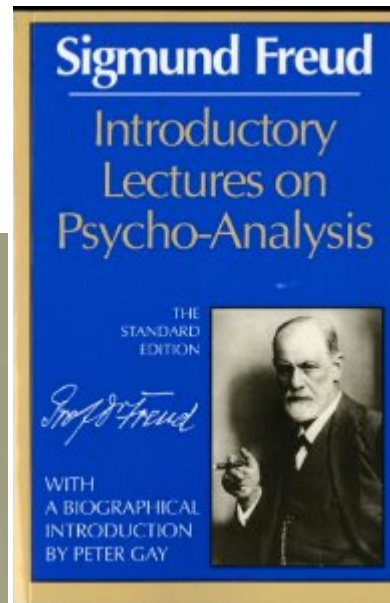
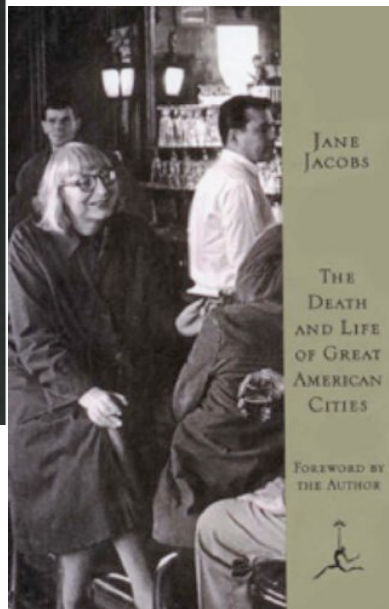
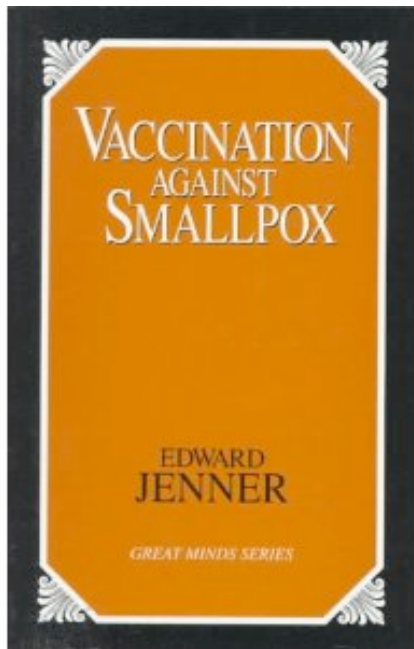
Mosaic: The Humanities Seminars

- 7 Disability Studies faculty delivered lectures on disability history and culture keyed to primary Mosaic texts
- 6 Mosaic faculty members joined our faculty cohort
- Each section of Mosaic receives two lectures
- Lectures designed in close collaboration between Disability Studies and Mosaic faculty

About Mosaic, Mosaic Faculty and Disability Studies Faculty

- **Mosaic:** 2-semester required humanities seminar
 - 200 sections
 - 54 Mosaic faculty
 - 8 self-selected volunteer group
- **Disability Studies:** Most instructors have disabilities
 - Institute on Disabilities
 - English, Education, Religion, Geography

Mosaic Texts & Lecture Topics



Video of Mosaic

“Beyond Inclusion”

Ensuring Higher Education Opportunity
For ALL

Universal Design for Learning (UDL)

- UDL -- innovative philosophy of instruction which aims to reach all learners
- Model concepts of UDL in all Mosaic lectures
 - Multi-modal instruction
 - Accessible PowerPoint slides
 - Captioning of video
- Delivered workshops on UDL
 - Temple University
 - Other Universities

Project Challenges and Solutions

- Recruiting Interested Mosaic faculty
- Scheduling Mosaic Lectures
- Faculty Turnover

Project Challenges and Solutions, ctd.

- Accommodating Faculty with Disabilities
 - Team teaching, classroom supports, attitudinal change
- Meeting with Instructor Prior to Presentation
 - E-mail or in-person correspondence and planning
- Preparing Presentation to Suit Needs of Faculty with Disability
 - Dictation, scanning, audio books, screen readers

Evaluation: Outcomes

- Required Measures
 - Retention of students with disabilities
 - Use of UDL by Mosaic faculty

- Other Measures
 - Pre- post survey of knowledge of disabilities
 - Student feedback and written responses

Retention Rates

Semester	Mosaic 851 Standard	Mosaic 851 Transformed	Mosaic 852 Standard	Mosaic 852 Transformed
Spring 2009 (n=131 Students with Disabilities)	81%	100%	88%	90%
Fall 2009 (n=106 Students with Disabilities)	90%	100%	82%	100%
Spring 2010 (n=107 Students with Disabilities)	91%	No students with disabilities	87%	100%

Bolded = Transformed Mosaic Class

851 = Mosaic I

852 = Mosaic II

Mosaic Disability History, Culture, Diversity: Pre-Post Survey for Fall 2009 and Spring 2010

Fall 2009

Question	Pre % (n=359)	Post % (n = 90)	Change %	% Post only (n =90)
Interest in learning more about disability history & culture	50.1	52.2	+ 2.1	
Disability a valued aspect of culture on my campus	83.6	86.7	+ 3.1	
Disability history & culture has been mentioned in courses	32.3	78.9	+ 46.6	
Draw on new knowledge of disability this semester? **				47.8

Student Comments

*Post: In Mosaic courses, lots of places/very often, internship, not much but have family members with disabilities, we connect disability with text we read,

**In Mosaic classes and blogs; connected our knowledge to our texts; in race and disability; in discussions about the bible; in discussion of accessibility and cities

Mosaic Disability History, Culture, Diversity: Pre-Post Survey for Fall 2009 and Spring 2010

Spring 2010

Question	Pre % (n=129)	Post % (n = 96)	Change %	% Post only (n =98)
Interest in learning more about disability history & culture	57.5	63.6	+ 6.1	
Disability a valued aspect of culture on my campus	80.6	86.4	+ 5.8	
Disability history & culture has been mentioned in courses*	48.1	71.9	+ 23.8	
Draw on new knowledge of disability this semester? **				58.3%

Student Comments

*Post: In Mosaic course only: increased general awareness; only in 1 class;

**In relationship to Jenner and Jacob's texts; in Mosaic II while reading Jacobs; in Mosaic classes; in our course blog; in Disability Identity course; had to survey campus for accessibility; daily spoke about disability in adulthood and childhood cases and identify issues; better knowledge about disability

Evaluation:

What students say.....

Disability and Diversity

- “Had no idea that people with disabilities had to go through the same things as other minority groups.”

Lecture on Edward Jenner’s Vaccination Against Smallpox and Vulnerable Populations

- “Like the Tuskegee Syphilis experiment, the moral of the presentation is that ethics in science must walk a very thin line between yielding wonderful results and being exploitative and devastating.”

Impact of learning about the history and culture of disability

- “The presenter [Carol Marfisi] was so interesting that I sought out her Gen Ed course on disability identity.”

Sustainability

To ensure sustainability, we provide the following supports to Mosaic instructors:

- Open-captioned video of each Disability Studies lecture with text transcript
- PowerPoint presentations accompanying lectures
- Bibliography for further research
- Support from DS faculty while Mosaic instructors integrate disability content into their courses

Replication

Seeking 5 colleges or universities across the US to replicate model of curriculum transformation

Potential Applicants:

- College/university should demonstrate a commitment to diversity, including faculty and students with disabilities
- Faculty cohort should include instructors with disabilities

Replication Supports

- \$10,000 for faculty time, books, training, travel or other program-relevant expenses
- All materials developed for sustainability: videos, PowerPoint presentations, guide book
- Customized technical assistance by project staff

Application Process

- Application deadline: December 17, 2010
- Email to Ann Keefer: arkeef@temple.edu
- Online Application Form at www.disabilities.temple.edu/programs/ds/hEd.shtml
 - Short Narrative
 - Budget
 - 2-page CV of all participating faculty/instructors
- Notification by January 14, 2011

Questions



FOR INFORMATION contact:

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