This session will be moderated by members of an MU task force looking into the possibility of a Universal Design for Diversity leadership role for MU, and seeking your suggestions. Some history:

“Universal Design” (UD) was copyrighted by North Carolina State University around 1980. It is “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.” UD is based on seven principles:

1. **Equitable Use**
   The design is useful and marketable to people with diverse abilities.

2. **Flexibility in Use**
   The design accommodates a wide range of individual preferences and abilities.

3. **Simple and Intuitive Use**
   Use of the design is easy to understand, regardless of the user’s experience, knowledge, language skills, or current concentration level.

4. **Perceptible Information**
   The design communicates necessary information effectively to the user, regardless of ambient conditions or the user’s sensory abilities.

5. **Tolerance for Error**
   The design minimizes hazards and the adverse consequences of accidental or unintended actions.

6. **Low Physical Effort**
   The design can be used efficiently and comfortably and with a minimum of fatigue.

7. **Size and Space for Approach and Use**
   Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user’s body size, posture, or mobility.

“Universal Design for Learning” (UDL) was copyrighted through a Harvard University spin-off called CAST a few years later. It applies UD principles to teaching and learning:

- **Recognition Networks** - The "what" of learning
  How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.
  - Teaching approach: Present information and content in different ways

- **Strategic Networks** - The "how" of learning
Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

- Teaching approach: Differentiate the ways that students can express what they know

**Affective Networks - The "why" of learning**

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

- Teaching approach: Stimulate interest and motivation for learning

**The University of Washington's DO-IT program** has identified ways in which UD can be used in other contexts at a university:

- Universal Design in Education
- Universal Design of Instruction
- Universal Design of Physical Spaces and the Technological Environment
- Universal Design of Distance Learning
- Universal Design as a Topic of Instruction
- Universal Design of Libraries
- Universal Design of Student Services
- Universal Design of Projects, Conference Exhibits, and Presentations
- Universal Design Checklists from Other Organizations

**“Universal Design for Diversity” (UDD)** could be designed at MU. A task force is being formed for this purpose. Some options:

- Adapting UD and UDL to diversity characteristics such as gender, age, ethnicity and race, native language, and culture.
- Assessing UDD characteristics in Mizzou programs, activities, and services, and how UDD might expand audiences and markets.
- Encourage feedback during this process.
- Encouraging modification of practices for UDD to expand MU’s markets.
- Providing on-going briefings on diversity for organizational leaders and online training for others in the organization.

**Contact:**

*Lee Henson, director of Accessibility and ADA Education*

Chancellor’s Diversity Initiative, University of Missouri.

HensonL@missouri.edu or 573-884-7278