**Toward an Institution-Wide Approach for Embedding UDL in Tertiary Education Settings**

**Erin Leif (Monash University;** [erin.leif@monash.edu](mailto:erin.leif@monash.edu)**)**  
**Amanda Gigliotti (University of Wollongong;** [agigliot@uow.edu.au](mailto:agigliot@uow.edu.au)**)**

**Workshop Overview**

**Purpose:**

* Explore institutional strategies for embedding Universal Design for Learning (UDL) using principles of interdependence and collective learning.
* Identify enablers and barriers to UDL adoption.
* Collaborate on strategies for systemic implementation.
* Reflect on your institutional context.

**Before We Begin**

* Use this link to access the PPT and handouts for this session. Please take a moment to download:
  + PPT Slides
  + Word Document
  + Example UDL Goals
  + Strategy Mapping Template
  + Strategy Mapping Worked Example 1
  + Strategy Mapping Worked Example 2

<https://drive.google.com/drive/folders/1pXu5uUUUMi8qcxY1p3deMH2BgAVk6P54?usp=share_link>

**What Actually is UDL?**

Universal Design for Learning (UDL) is:

* A **proactive planning framework**
* Focused on **removing barriers** to participation and learning
* Anchored in **flexibility, accessibility, and inclusivity**

**Why An Institutional Approach?**

UDL in higher education goes beyond individual practice. Whole-of-institution implementation ensures:

* Consistent student experience
* Sustainability and scalability
* Shared responsibility and leadership

**Principles for Systems Level Change**

* **Interdependence:**  
  Mutual reliance across educators, leaders, support staff, and students.
* **Collective Learning:**  
  Cross-functional collaboration and reflective practice.  
  Building institutional knowledge and capacity.

**UDL Consideration 8.3: Foster Collaboration, Interdependence, and Collective Learning**

* Collectively generating knowledge and learning from one another’s diversity of ideas, perspectives, and lived experiences is central to the learning process.
* Creating communities, teams, and partnerships that can push and extend each other’s thinking and practice, care for one another, is a powerful way to sustain effort and persistence, and to support learners to thrive more broadly.
* Connected to collaboration and collective learning is **interdependence** — a reminder that we are all interconnected, our decisions and actions impact others, and learners can support one another.

**Key Enabler Areas (Part 1)**

**Leadership and Strategy**

* Institutional policies, plans, and leadership priorities that support UDL adoption
* Visible commitment from senior leaders and alignment with broader equity goals

**Professional Learning**

* Opportunities for staff to build UDL knowledge and skills
* Access to training, mentoring, and inclusive teaching communities

**Curriculum and Pedagogy**

* Designing units and assessments with UDL principles in mind
* Planning for multiple means of engagement, representation, and expression

**Key Enabler Areas (Part 2)**

**Student Voice**

* Involving students in course design
* Using student feedback to improve inclusive practices

**Culture and Collaboration**

* Building shared language, recognition, and interdepartmental partnerships
* Encouraging collaboration across teaching, support, and leadership roles

**Monitoring Progress**

* Tracking, reviewing, and improving UDL practices and policies over time
* Identifying barriers and using feedback loops for continuous improvement

**Interdependence Across Enablers**

Enablers are **not isolated**, but **interconnected**. For example:

* Leadership strategies that incentivize collaboration.
* Monitoring that informs targeted professional learning.
* Student feedback that drives curriculum redesign.

These enablers work in synergy - progress in one area can strengthen efforts across others.

**Activity #1: Goal Setting**

* First, spend a few minutes reviewing some sample goals aligned to each enabler area on the Example Goals for Embedding UDL document
* Next, spend a few minutes developing your own goal. What is one small thing you can do to start to embed UDL more systemically in your institution?

**Share Your Goal**

<https://padlet.com/erinleif/share-your-goal-g11ypah5ugpxsmmq>

**Activity #2: Strategy Mapping**

* Let’s look at a worked example together:  
  <https://docs.google.com/document/d/1j2LX4jkDO3knBLfD4xTSuwgdLC7wNwvB/edit>

**Institutional Enablers and Strategy Mapping Activity**

**Step 1:** Identify one goal area to adopt or scale UDL in your institution.

**Step 2:** Map enablers across the system by:

* Reviewing each enabler area (Leadership, Learning, Curriculum, etc.)
* Noting example enablers and adding your own actions or ideas

**Step 3:** Develop strategies by outlining:

* Short-term actions (next 6 months)
* Long-term plans (1–2 years)
* Needed resources or partnerships

**Step 4:** Reflect on:

* What interdependence means in your context and how to build it
* How to foster collective learning to support UDL adoption

**Discussion**

* Share 1–2 key reflections from your institutional enablers and strategy mapping activity.
* What support or collaboration would help this succeed?
* What’s next?