• A survey was designed to better understand faculty's attitudes and actions regarding UDL principles.
  o Specifically:
    ▪ Inclusive classroom environment
    ▪ Inclusive lecture strategies
    ▪ Inclusive assessment

• We were also interested in better understanding how familiar faculty are with UDL, whether they feel confident in identify and addressing the needs of students, and how likely they would be to make changes to lecture or exam that would minimize the need for student accommodations.

• Items were on a 7 point scale of scale of 1(strong disagree) to 7 (strongly agree)

• 114 people surveyed, response rate of ?

Results:
• Individual's that are more likely to have agreeable attitudes concerning inclusivity, are also more likely to engage in inclusive actions.
  o Inclusive classroom environment ($r = .457, p<.001$)
  o Inclusive lecture strategies ($r = .812, p<.001$)
  o Inclusive assessment ($r = .849, p<.001$)
• There were significant differences between people's attitudes and actions for inclusive classroom environment \((t(108)=4.67, p<.001)\) and inclusive assessment \((t(107)=3.07, p=.003)\).

![Inconsistencies between Attitudes and Actions](chart)

• Adjunct faculty \((M=5.24, SD=1.48)\) were significantly more likely to perform inclusive assessment actions compared to full-time faculty \((4.56, SD=1.49), t(104)=-2.36, p=.02\).

![How Likely You Are to Do Inclusive Assessment Actions](bar_chart)

• Most faculty reported not being very familiar with UDL principles \((M=2.55, SD = 1.32)\).
  - Full-time faculty reported being significantly more familiar with UDL principles than adjunct faculty, \(t(109)=2.22, p=.03\).