Glean

Don’t ask, don’t get?

How to reach the 65% of students with disabilities who need your support, but won’t ask for it.

Your *note-orious* host

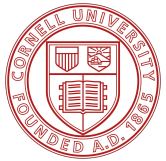
Josh Hartrick

Sharing the latest EdTech trends

Glean

Enabling you to support your students in achieving their goals

Trusted by students at 1,700+ Higher Education institutions

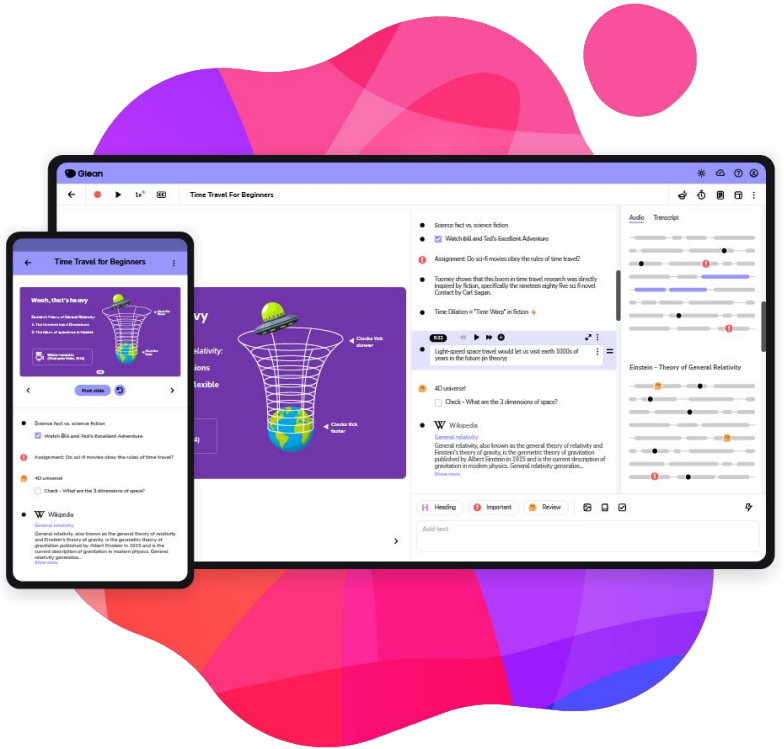


Introducing Glean

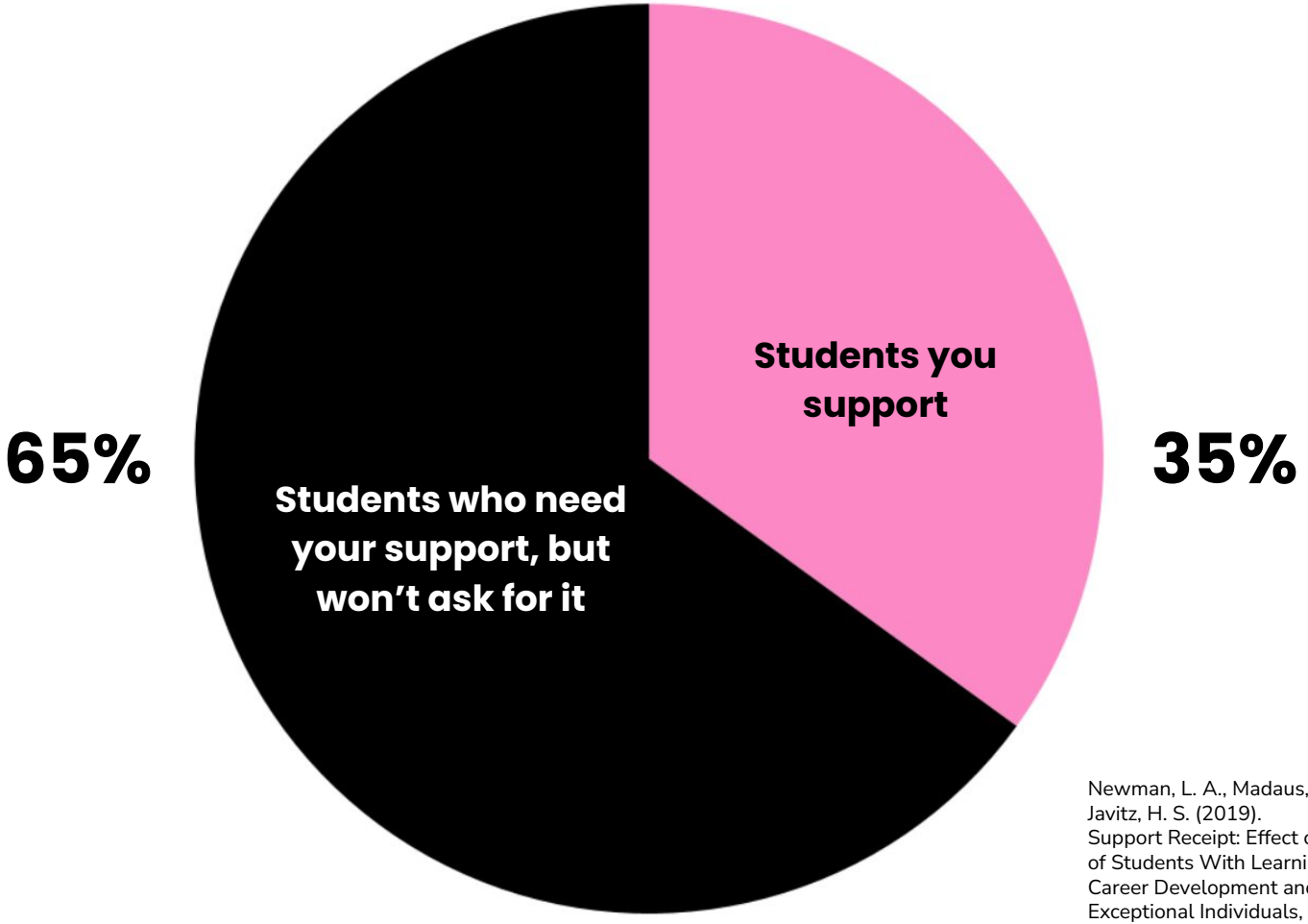
Glean is a web and mobile based class study tool that's designed to develop students' study and note taking skills.

Glean helps learners:

- Improve grades
- Boost confidence
- Reduce stress
- Reduce drop-outs



You’re doing great work 👏



Newman, L. A., Madaus, J. W., Lalor, A. R., & Javitz, H. S. (2019).
Support Receipt: Effect on Postsecondary Success of Students With Learning Disabilities.
Career Development and Transition for Exceptional Individuals, 42(1), 6-16.
https://doi.org/10.1177/2165143418811288

65% of students with disabilities will not register with your office

Newman, L. A., Madaus, J. W., Lalor, A. R., & Javitz, H. S. (2019).
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IMPORTANT CLARIFICATION

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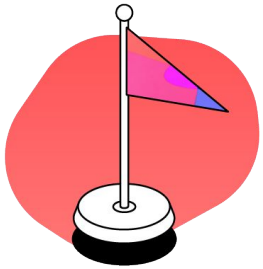
A list of things we're NOT saying

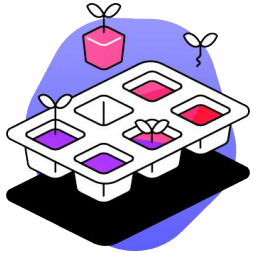
- "You're not doing a good job"
- "You're not busy enough"
- "It's the students' fault - they should come to you"
- "You should send more emails"
- "Someone is to blame - and that person is..."

Why are students not accessing support?

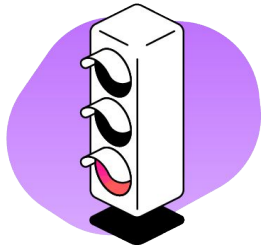
Do not self-advocate



Fear of disclosure and being stigmatized



Don’t know support is available



Face fluctuating challenges

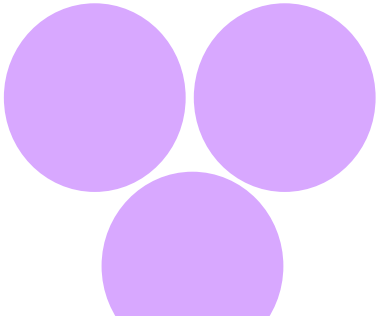
Römhild, Antje & Hollederer, Alfons. (2023).
Effects of disability-related services, accommodations, and integration on academic success of students with disabilities in higher education. A scoping review.
European Journal of Special Needs Education. 39. 1-24. 10.1080/08856257.2023.2195074.

So, what does this look like for a *real* institution?

200
students

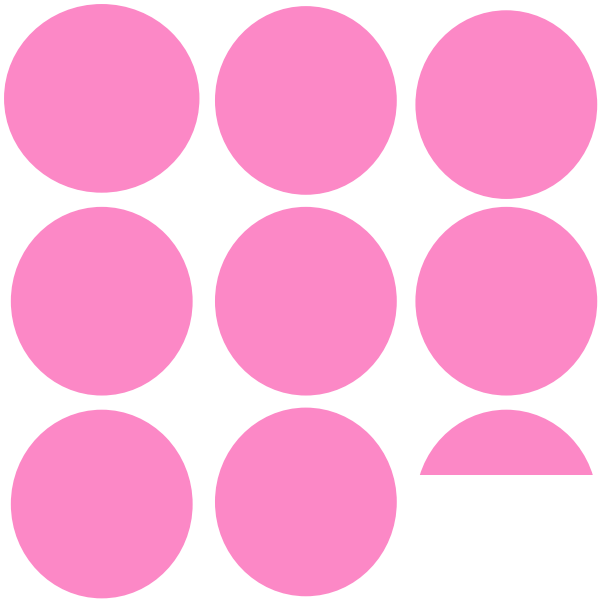
The 1999 HEFCE guidance on base-level provision for disabled students in HE institutions recommended that one disability adviser should support up to 200 disabled students.

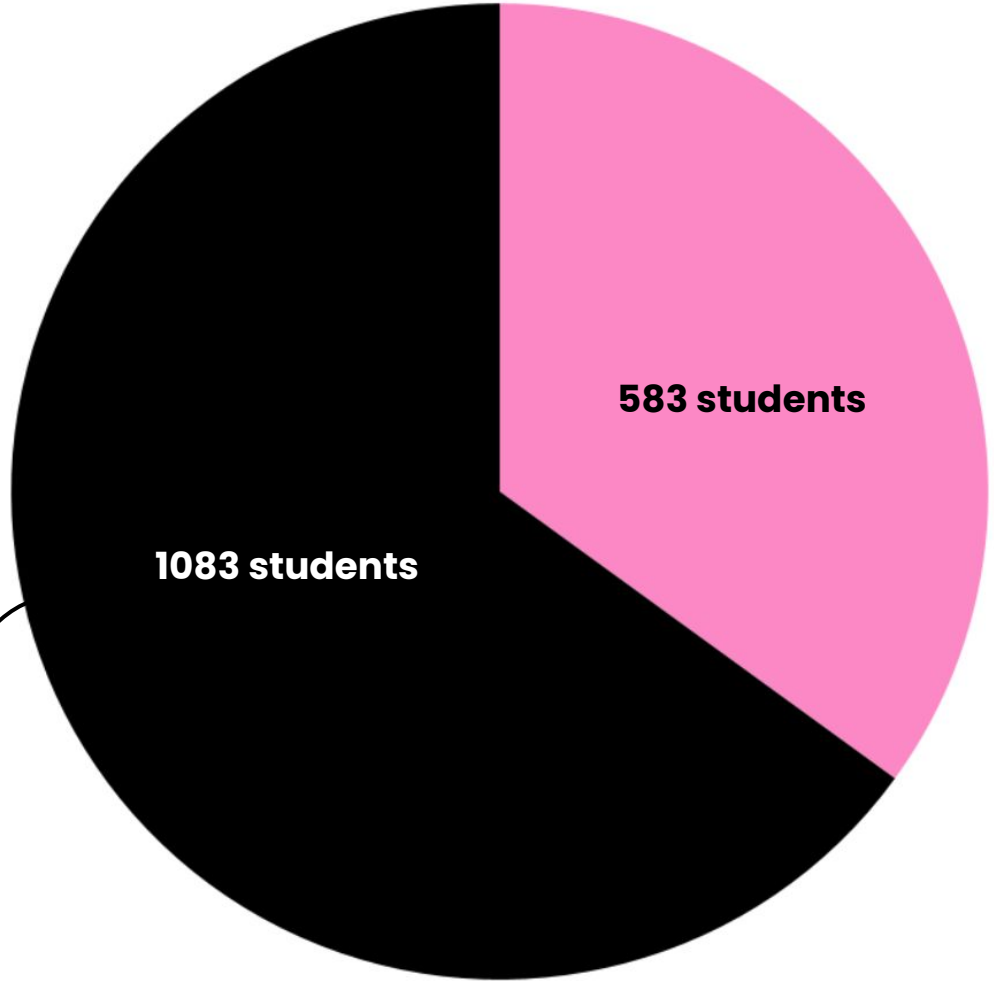
583
students



According to NADP research, one disability adviser is now supporting on average up to 583 students.

1,666
students



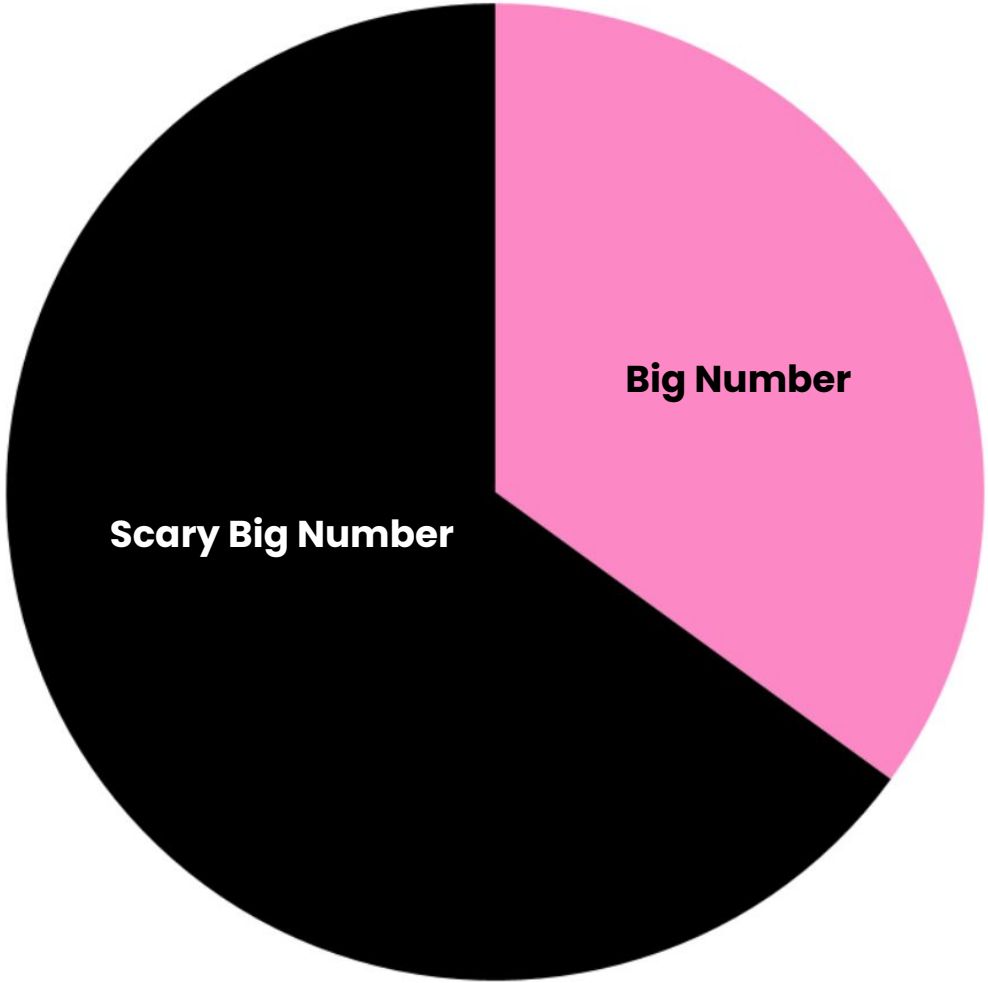


65%

35%

Almost
3x the impact

65%



35%

Disability Services offices do an incredible job

- You help students get equitable access to learning
- You empower students to learn independently
- You enable students to vastly improve their education experience
- (and so much more...)

All while being:

- Underfunded
- Understaffed
- Having unmanageable caseloads
- (and so much more...)

…which is a problem, right?

1 - What can we do?
2 - How can we do this?

Part One

What can we do?

Build accessibility and inclusivity into campus so students don’t need to self-advocate

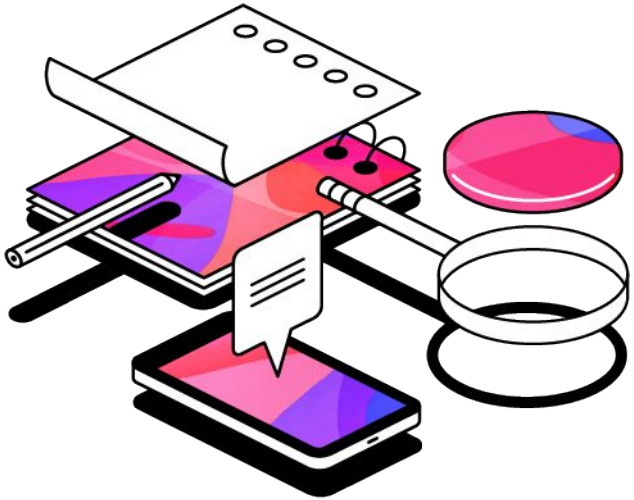
Offer universal support site wide

Universal Design For Learning

“Universal Design for Learning (UDL) is an educational framework that **minimizes barriers and maximizes learning for all students**.

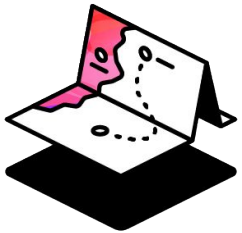
UDL guides the design of instructional goals, materials, methods, and assessments, as well as the policies surrounding these curricular elements with the diversity of learners in mind.**”**

CAST, creators of UDL

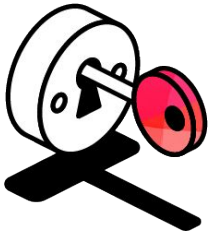


Examples of UDL

Captions



Sidewalk ramp



Automatic doors

The benefits of site wide support

Students with disabilities are

2x

more likely to access universal support

When they do, they are

+70%

more likely to graduate

The graduation rate is

<50%

so that's a big deal

Newman, L. A., Madaus, J. W., Lalor, A. R., & Javitz, H. S. (2019). Support Receipt: Effect on Postsecondary Success of Students With Learning Disabilities. Career Development and Transition for Exceptional Individuals, 42(1), 6-16. https://doi.org/10.1177/2165143418811288

Glean helped students improve their confidence

85%

of students say that, in using Glean, they are confident that they can study effectively from class.

83%

of first-time Glean users say that using the platform has helped them to become more confident in their studies.

69%

of ‘at risk’ students increased or maintained their GPA.

“Students with LD receiving only universally available supports were more likely to be successful in their 2-year or 4-year college programs than other students”

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The big question - whose responsibility is it?

- “Well they’re students with disabilities, so.... us?”
- “First Year Experience/Orientation need to better signpost support”
- “It’s up to the student to find us”
- “Academic Success should be spotting struggling students”
- “Faculty ought to design inclusive courses anyway”
- “Center for Teaching & Learning own UDL initiatives”

The ideal answer?

Yes to all of the above...

In reality?

Disability Services have a key role.

What can we do?

Offer support universally site wide

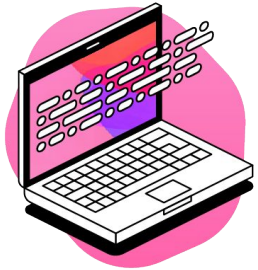
Part Two

How can we do this?

A roadmap for championing UDL

Find your
UDL partners

Advocate for UDL
on campus



Provide AT to all
students

Find your UDL partners

Is this a priority for Higher Education?

“Access isn’t just a department. It should be embedded into practices across Higher Education.”

Laura Pasquini

Keynote Panel Speaker

Educause Learning Initiative: Teaching & Learning Conference 2021

Jim Stachowiak

Accessible Technology Strategy and Operations Lead

Northwestern University

Creating one voice for UDL with **“The Practicum”**:

- **Teaching and Learning Technologies** - run their Learning Management System
- **Center for Teaching** - Outreach to instructors
- **Distance Learning** - To impact more students
- **Librarians** - An understanding of learning formats
- **Library Systems** - Shared documents with instructors to put on their courses

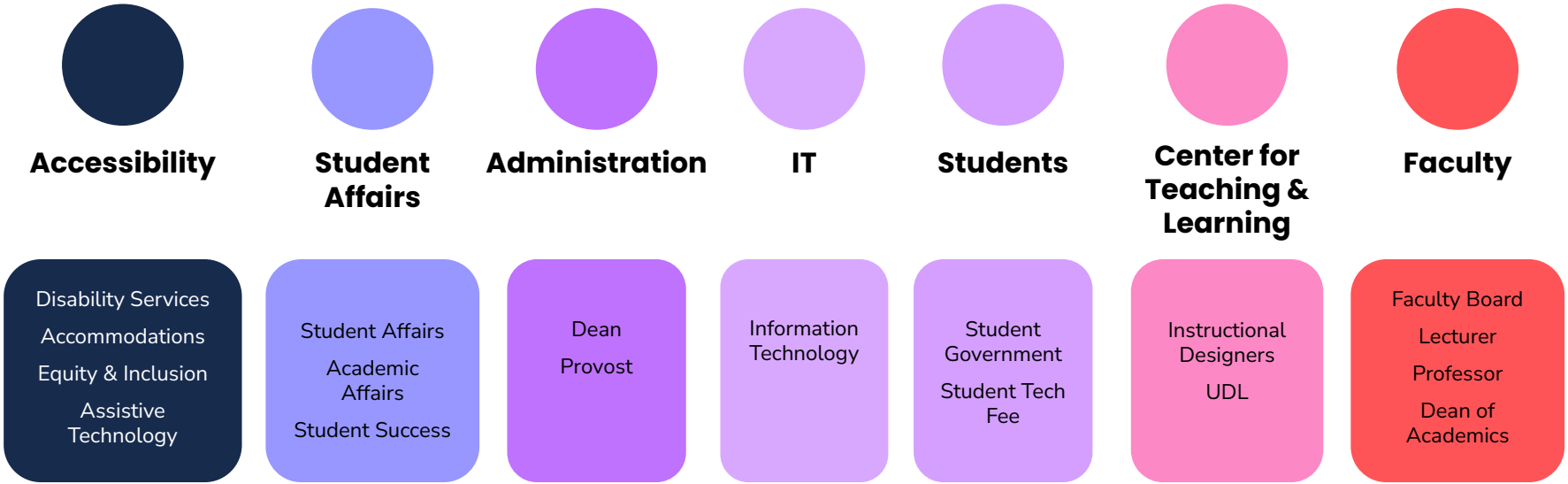
Partner across campus to ensure tech is accessible

Where does Disability Services need a voice at your institution to ensure tech is accessible?

- Collaboration with specific departments
  - IT
  - Center for Teaching and Learning
- Making sure you sit on the right committees / councils
- Creating a program to teach the importance of campus accessibility

Identify your key stakeholders

The exact stakeholders are unique to each institution.



Advocate for UDL on campus

Timothy S. McHenry

Associate Director, Access Technology Center

Missouri State University

How to advocate for UDL :

- Persistence is key
- Educate Faculty by addressing specific concerns
- Tailor your approach and speak their language
- Highlight the positive outcomes for the student
- Give practical examples
- Share success stories

“In my previous role at Trinity University, we undertook a project of creating one process to request captioning assistance for videos and events. Even though multiple offices handle those requests, there's one place for Faculty to request captions.

When it comes to advocating for UDL you want to make it easy for people. You really want one place that Faculty can go to for all this information.”

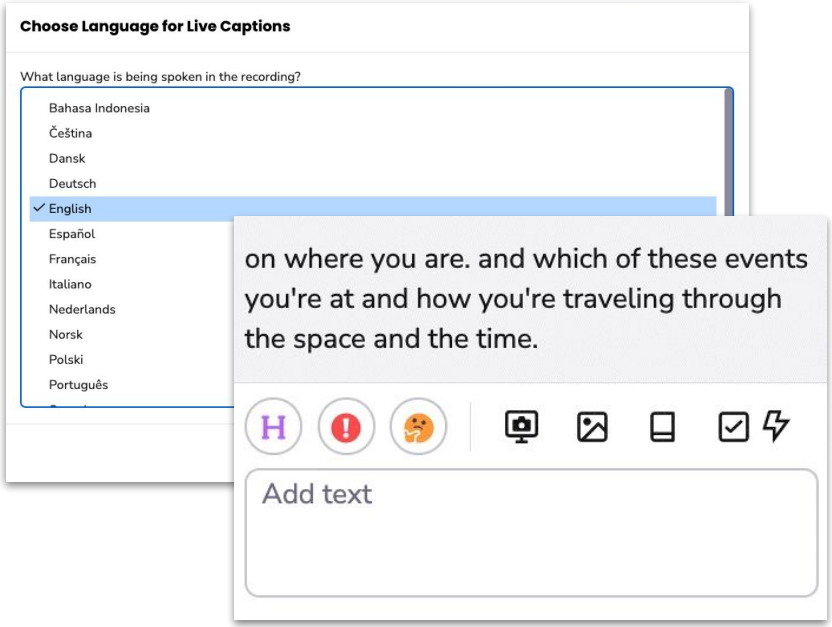
Spencer Scruggs

Director of the Center for Accessible Education

University of California, Los Angeles

Live Captions - Multiple Languages

Live captions can recognize 32 languages, including **Spanish**, **French** and **Dutch**.



Users with Live Captions can choose the language their lecturer is speaking in to **improve the accuracy of the transcript.**

''The live captioning helped so much, I started using it immediately''

Ella, Ohio University

Make it easy for Faculty

How can you work with Instructional Designers to remove barriers for Faculty and make implementing UDL principles as simple as possible?

- Communicate clearly and concisely with Faculty
- Create easy-to-navigate teaching materials
- Simplify processes to encourage UDL principles
- Identify policies that may need to be updated to protect both the student and staff

Provide AT to all students

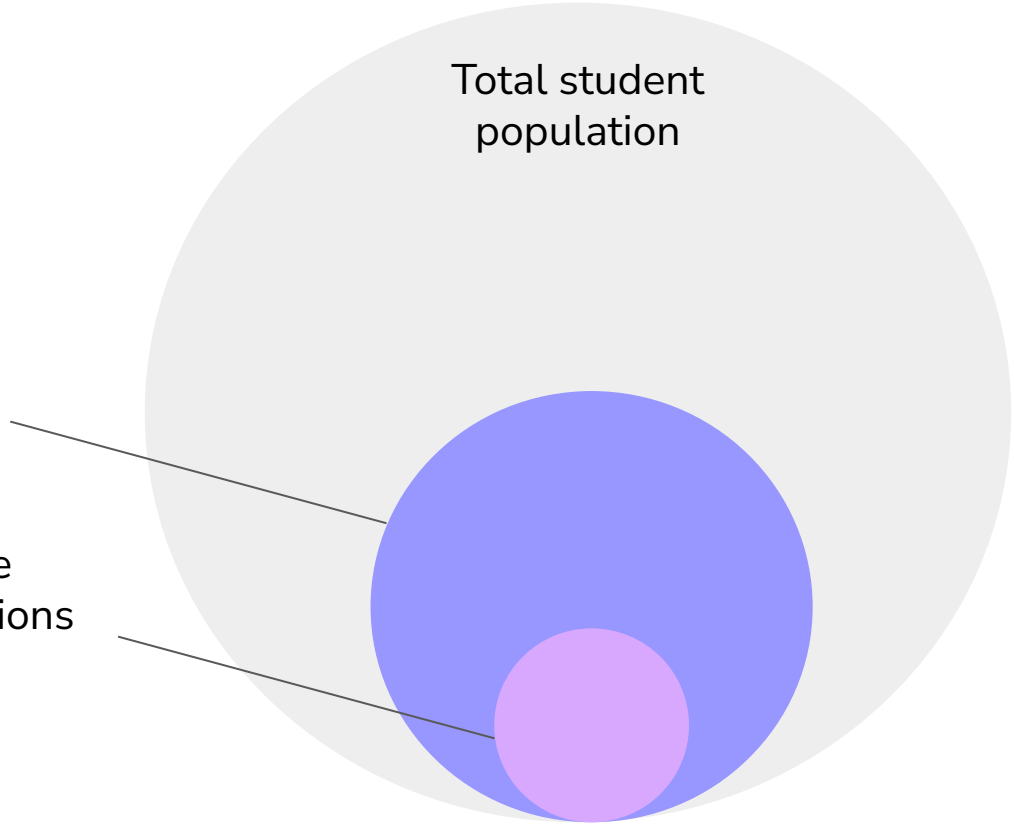
Provide AT to all students

Universities are increasingly providing assistive technology to all students as standard.

What could you look to provide to all students across campus?

Who would you need to work with to make that happen?

How many students could benefit from site wide AT?



You could quadruple your impact

...without increasing your admin

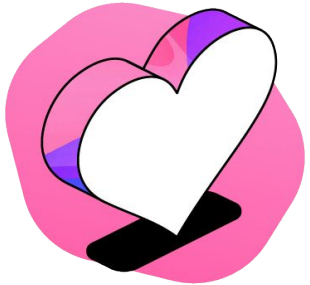
If looking to offer AT site wide, look for providers who allow students to self-serve so you don't have to manage access.

4x the impact, reduce your workload!

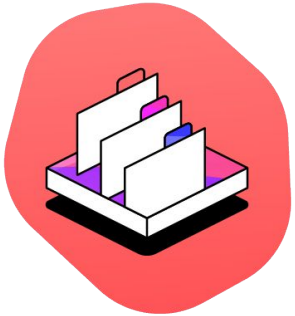
So… what AT could you provide to all students across campus?

How we support you with this: Glean Site Wide

Drive accessibility
for all with UDL principles



Support the 65%
of students that aren't requesting help



Simpler admin
for your department and beyond

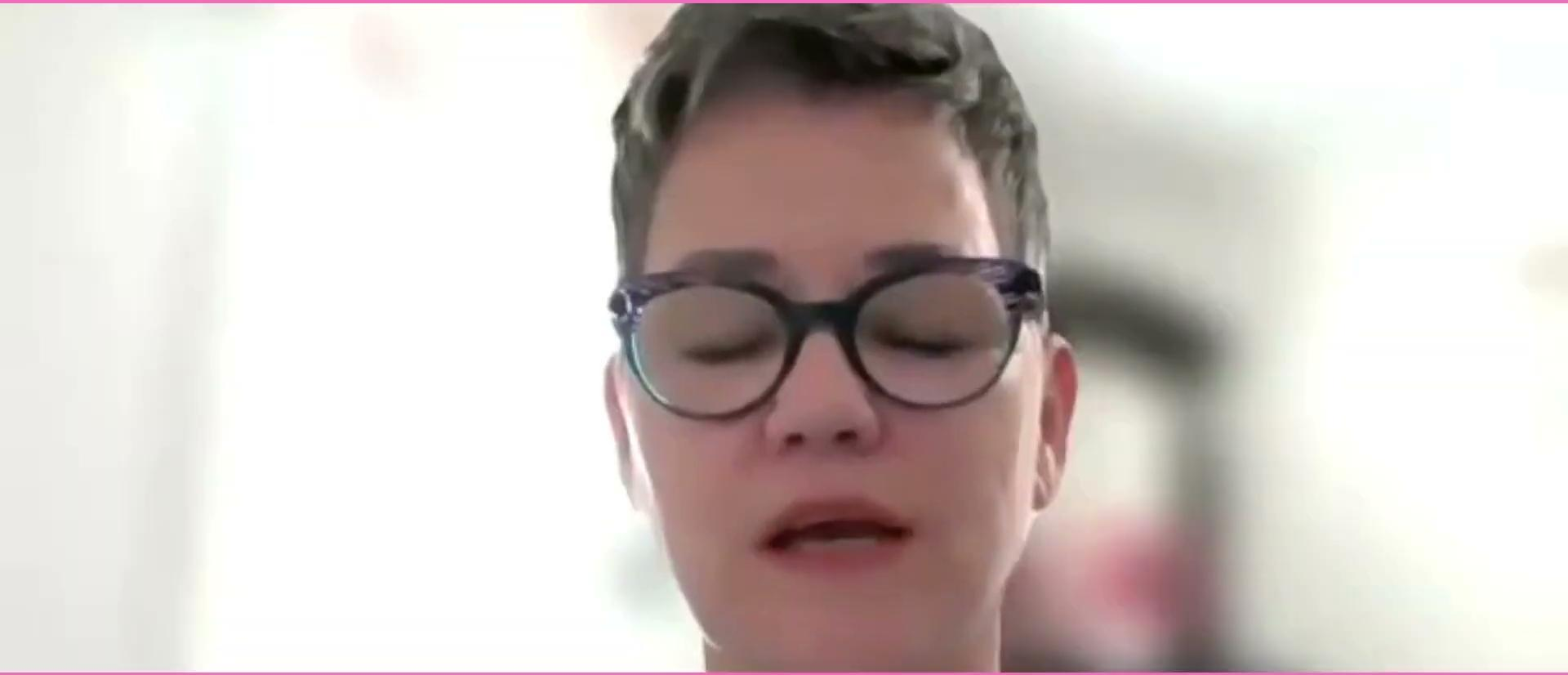
Cost effective
support for those who need it

Remember!

Rather than doing the work for students, Glean is **built with learning science principles** to assist students where needed, **empowering independent learning**.

(That's our secret sauce.)

Berkshire Community College take Glean Site Wide



Reach the missing 65% with **Glean - Site Wide**

Note taking support for **any student** that needs it, **whenever** they need it.

Cool… how can I afford this?

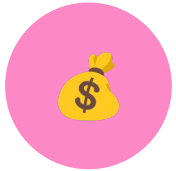
Consider your funding options

Other Departments

Accessibility Services partners up with a different department (e.g., Nursing, Business, Student Success)

Student Tech

The student government / council sometimes has a technology budget to support all students.



Grant Funding

Institutions are able to apply for a series of grants.

There's a list we can share with you!

2 more real life examples

This is how our customers did it

1. The **Berkshire** Method

The **Coordinator of Disability Resource Center** knew that offering Glean to **support all students** (UDL on campus) for a **lower price per student** may be attractive to the institution.

They introduced us to the Assistant **Dean of Student Affairs**, who agreed.

They managed to get a site wide contract signed off, claiming funding support through the **Disability Office.**

2. The **Tacoma CC** Method

The **Disability Services coordinator** saw the value that Glean could offer to their students with accommodations and knew that offering Glean to **all students** may be attractive to the institution. They raised it to the **Director of Disability Services** Department to explore funding opportunities

Raised to the **Student Government** to source additional funding to move site wide.

Had to convince the Student Government & **Student Fee Board** to grant funding using the data and success Glean had already achieved on campus

Tacoma Community College managed to get a site wide contract signed off, claiming funding support through **the Student Tech Fee**

Recap

- You’re amazing.
- 65% of students won’t ask for support
- You can’t handle 3-4x the caseload anyway
- UDL increases student grades and retention rates
- Find and build an alliance with partners across campus
- Assistive Technology is a good place to start
- Secure funding from your new friends
- Increase your impact by 4x with less admin

Your pledge:

What are you going to do now?

Questions?

Reach the missing 65% with **Glean - Site Wide**

Note taking support for **any student** that needs it, **whenever** they need it.