



## **SUMMARY OF THE CAMP+U FACULTY FINDINGS: Summer 2024–Spring 2025**

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### **CAMP+U Program Objectives**

The overarching goal of the CAMP+U project is to support students with learning differences (i.e. students with specific learning disabilities and other related neurological processing challenges that can impact learning such as attention deficits, sensory processing disorders and executive function challenges), and students with learning differences who are from indigenous backgrounds to succeed in higher education. The goals of the course include: (1) To improve faculty and administrators' attitudes and awareness of students with learning differences, including those who are Indigenous; (2) To increase their knowledge of legal mandates and policies; and (3) To provide them with skills and strategies to engage and reach all students regardless of preferred learning styles or cultural backgrounds.

The course consists of **five modules** covering topics such as disability awareness, UDL, educational technology to support learner agency, strategies for fostering classroom belonging, and sensory integration. Each module starts with an overview, learner objectives, and guiding questions. Participants engage with readings, videos showcasing faculty strategies, and assignments to apply concepts learned. The PD takes about 10 hours to complete, with an option for three live, facilitated PLC sessions.

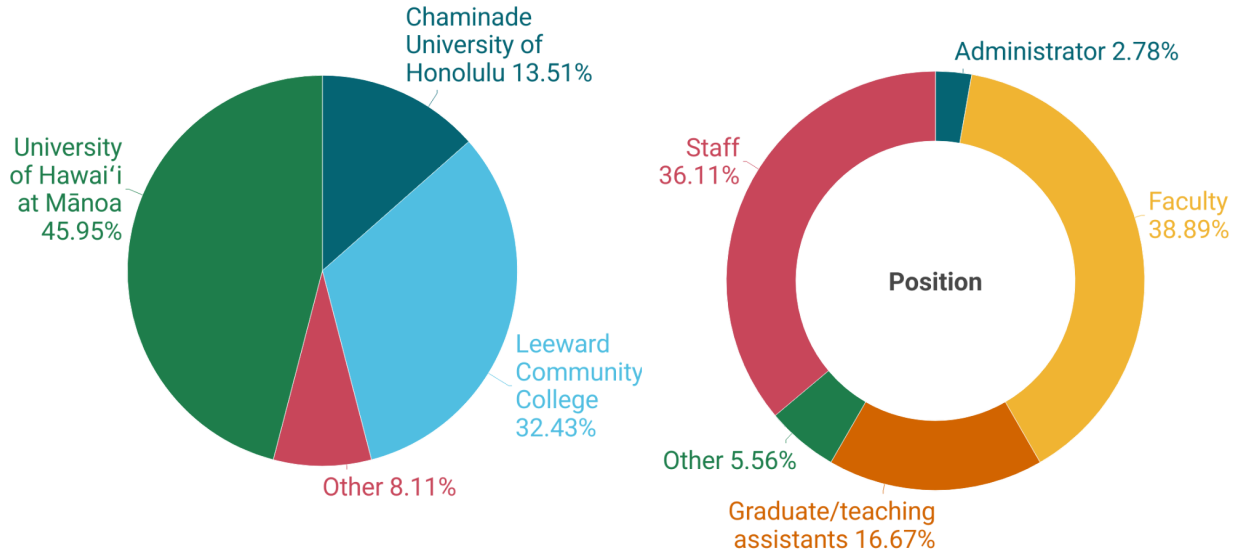
### **CAMP+U Participants**

A total of 108 participants registered for the CAMP+U course (20 in Summer 2024; 60 in Fall 2024; and 27 in Spring 2025), of which 9 (45%) completed the course in the Summer cohort, 13 (22%) in the Fall cohort and 14 (52%) in the Spring cohort.

36 participants took part in the CAMP+U evaluation and research, of which 17 were affiliated with University of Hawaii at Manoa, 11 with Leeward Community College, 5 with Chaminade University, and the remaining 3 with non-academic organizations. The largest proportion of participants were faculty members (14), followed by staff (13) which includes positions such as researcher, counselor and educational specialist. Graduate teaching assistants (6) and an administrator (1) also took part in the course. Overall, the wide range of participants across postsecondary roles who enrolled in the course highlights the need of implementing PD training on inclusive practices.



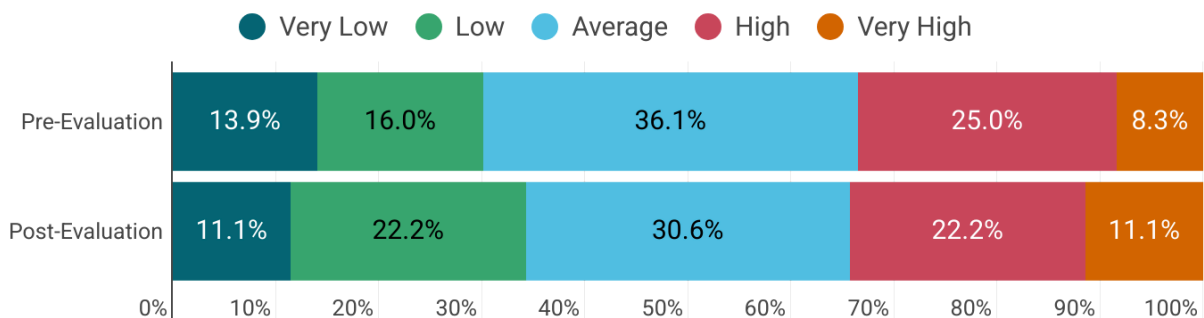
## Participant distribution according to university/organization and affiliation



## Level of exposure to students with diverse learning needs

Before the PD, most respondents (36.1%) reported average exposure to students with diverse learning needs, followed by high (25.0%) and low (16.0%). Notably, 13.9% reported having very low confidence and only 8.3% indicated very high confidence.

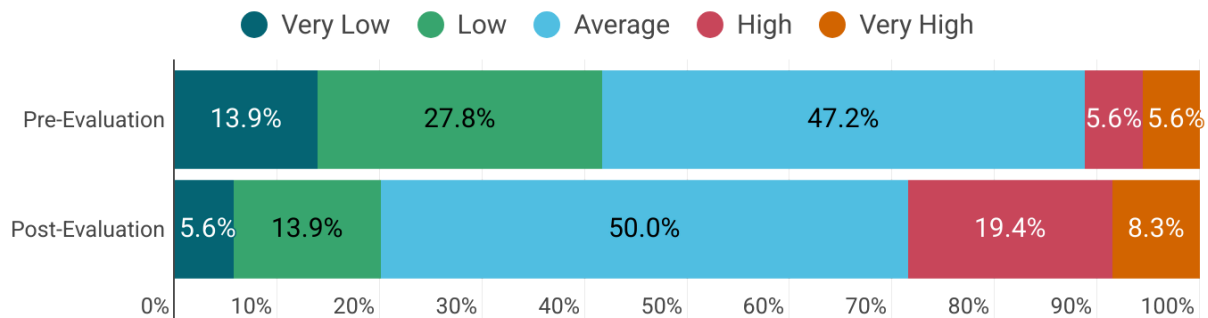
**After the course, the percentage of faculty indicating very high exposure rose to 11.1%.** Moreover, while an increase in the proportion of participants indicating very low increased to 22.2%, **those who indicated very low declined to 11.1%.**





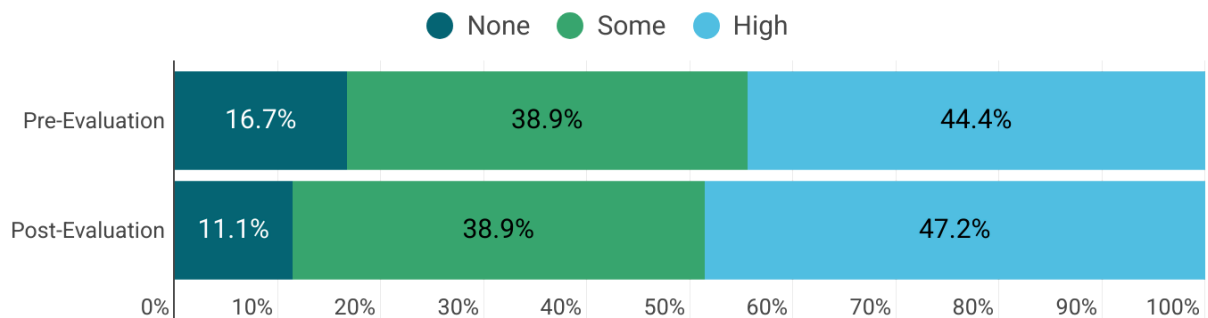
### Level of confidence in working with students with diverse learning needs

Prior to the course, almost half of participants (47.2%) indicated an average level of confidence in teaching/working with students with diverse learning needs. Also, 41.7% collectively fell under the categories of very low to low. **After CAMP+U, 19.4% indicated high while 8.3% had very high confidence levels**, totaling to a cumulative of **27.7% of participants being highly confident**. Declines were observed in the categories of low and very low.



### Level of experience working with students with diverse learning needs

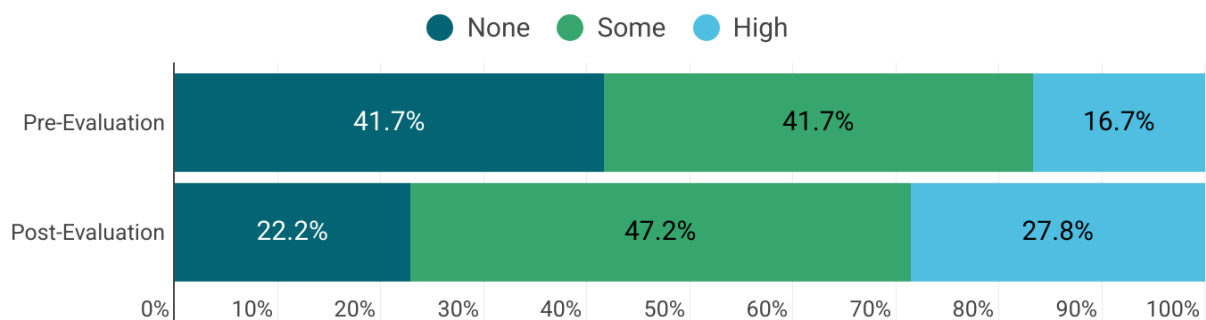
As for the level of experience teaching/working with students with diverse learning needs, more than 40% of respondents indicated “high” both before and after the course. An increase of 2.8% was observed from pre- to post-evaluation. Those who indicated “none” decreased from 16.7% to 11.1%. **This suggests that after the training, participants may have become more aware of the diverse needs of their students.**





### Level of training received on working with students with diverse learning needs

While the faculty participants reported substantial exposure to and experience with students with diverse learning needs, 41.7% indicated that they had not received any prior training. 41.7% reported having “some” level of training, while 16.7% reported a “high” level of training. **Following CAMP+U, the number of faculty indicating “none” decreased to 22.2%, whereas those reporting “some” and “high” increased to 47.2% and 27.8%, respectively.** The majority of faculty perceived their participation as a form of formal training necessary in supporting students with diverse needs.



### Teacher Efficacy for Inclusive Practices



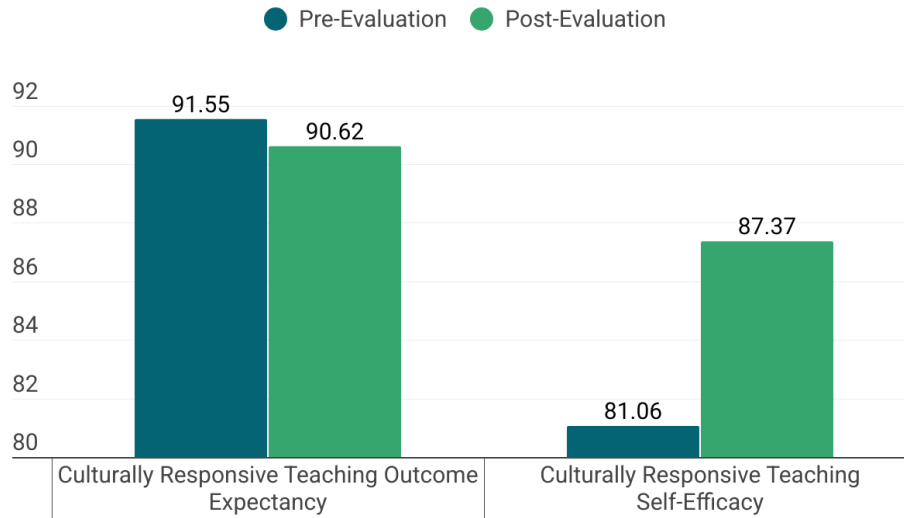
The participants demonstrated an **increased efficacy in implementing inclusive practices** in their teaching. Significant increases were observed in the following areas:

- I am confident in designing learning tasks so that the individual needs of students with learning differences are accommodated.
- I can provide appropriate challenges for very capable students.
- I am confident in informing others who know little about laws and policies relating to the inclusion of students with disabilities.



These findings show that the participants had greater confidence in understanding the diverse needs of students. **The respondents felt more capable of accommodating the unique needs of students with learning differences as well as providing them with learning opportunities that are suited to their needs.**

### Culturally Responsive Teaching



In the pre/post survey across cohorts, there was a **statistically significant change in culturally responsive teaching self-efficacy** ( $p < .01$ ), which captures efficacy to execute specific teaching practices and tasks associated with a culturally responsive pedagogy. A statistically significant increase ( $p < .05$ ) was observed in:

- Identifying ways that the school culture (e.g., values, norms, and practices) is different from students' home culture;
- Implementing strategies to minimize the effects of the mismatch between students' home culture and the school culture;
- Using students' cultural background to help make learning meaningful;
- Obtaining information about students' cultural background;
- Using examples that are familiar to students from diverse cultural backgrounds;
- Using the interests of my students to make learning meaningful for them.

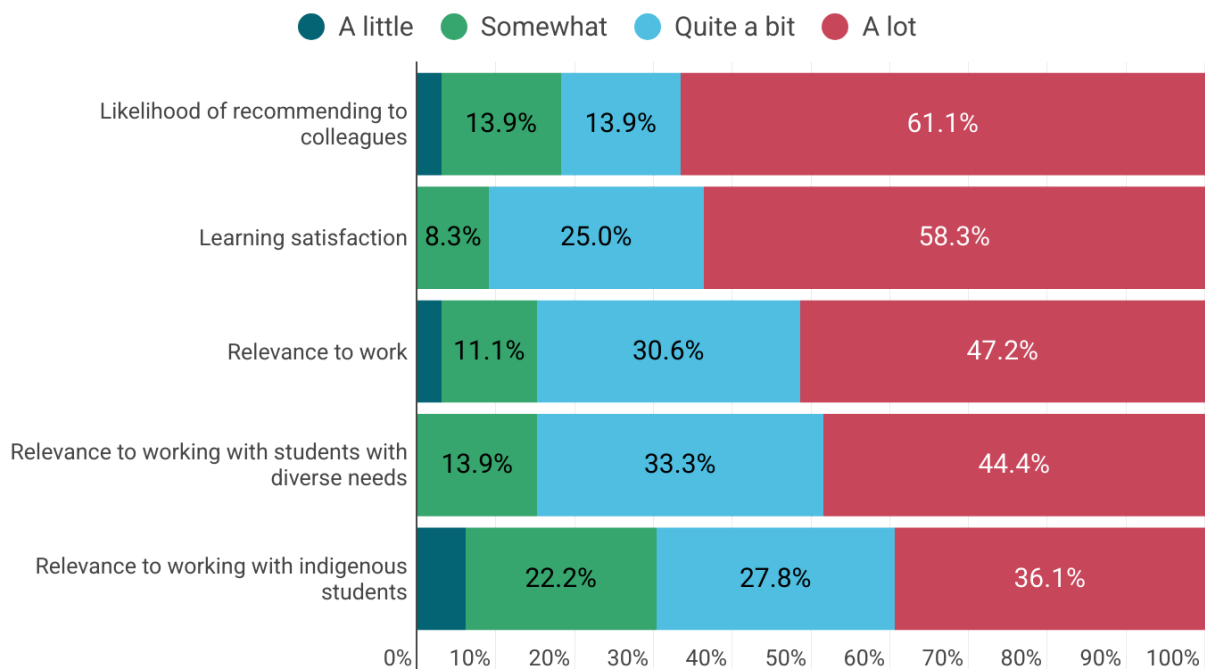
This indicates that the faculty benefit from the training as indicated by a **greater confidence in applying culturally relevant strategies, making learning meaningful to students, and integrating cultural backgrounds into course content.**



## CAMP+U Course Satisfaction and Feedback

Participants were asked to rate their satisfaction with the course. The chart below summarizes the participants' ratings from the course satisfaction survey. 61.1% of the participants indicated that they will recommend the course to their colleagues.

Positive ratings were noted across various aspects of course satisfaction and indicate that **the majority of participants were both satisfied with their learning experience and they see it as relevant to their work with students, including those with diverse needs as well as Indigenous students.**



In the post-evaluation's open-ended responses, participants reflected on finding the CAMP+U course valuable to their professional work. The course materials and resources shared provided guidance for creating more inclusive learning environments. One participant emphasized the lasting impact of the course:

*“The content, materials, resources, and tasks utilized in CAMP+U are extremely informative and will continue to guide me as I create more inclusive and accessible postsecondary courses.”*



Others appreciated the organization and delivery of the content through an asynchronous course model and accompanied by three synchronous PLC sessions that were optional to attend. A participant noted:

*“The course structure is easy to follow, the timing worked perfectly for people who work and study full-time, and the additional material was extremely helpful.”*

Some found the course transformative and timely in their professional journey, as per one faculty:

*“CAMP+U course was quite an eye-opening experience for me! I learned a lot and it'll be useful throughout my life. It was a perfect timing in my career to learn about these materials.”*

Suggestions for improvement included a desire for greater peer interaction, such as reading colleagues' responses for additional perspectives and resources, and more practical examples for higher education administrators and staff.

**Overall, the course was well-received and recognized as a meaningful contribution for postsecondary professional development in inclusive practices.**

### **Focus Group Findings**

Focus groups were conducted at the conclusion of each cohort. A total of 16 individuals took part in these sessions (6 in Summer 2024, 6 in Fall 2024, and 4 in Spring 2025). The focus groups provided insights into participants' experiences, changes in knowledge and attitudes, and perceived student outcomes.

**The first theme was accommodation and inclusion in higher education,** emphasizing the need to foster belonging and equity through course design, UDL principles, technology, and inclusive language. Participants also reported increased knowledge of legal mandates and accommodation procedures, and many recognized that accommodations go beyond official documentation. As one faculty member noted:

*“I'm not just going to rely on that [accommodation] letter from the University. I am going to ask students, ‘Do you have any color related or learning related needs?’ because we have students from age 22 to age 70.”*

Faculty described becoming more intentional in their curriculum, incorporating accessible fonts, colors, tactile materials, and sensory-friendly environments. UDL principles, such as offering multiple means of engagement, representation, and expression, were particularly impactful, as per one faculty member:

*“Offering different possibilities of material, not just the simple presentation, you*



*can add another summary, you can prepare a short video with your own experience on the topic like three little things, or even the way you assess... Because the process is as rich as the final completion of everything... I am thinking about these three things now all the time when I'm trying to choose resources for students, it's about engagement, action and also representation.”*

The faculty also emphasized the importance of flexibility in teaching and getting to know students' diverse needs, noting that inclusion extends beyond disability to encompass learning differences, cultural identity, intersectionality, and generational diversity, including the kūpuna (elders) in the classroom. As one participant shared:

*“Being more aware of including everyone, and the subtle things that instructors can do... to ensure that you're reaching all of the diverse personas that you have.”*

The faculty broadened their understanding of inclusivity beyond disability to include learning differences, cultural diversity, intersectionality, and generational differences.

**The second theme was openness to diversity**, capturing faculty awareness of Hawai'i's ethnic diversity and the importance of integrating Hawaiian culture, 'Ōlelo Hawai'i, and students' cultural values into teaching, all while recognizing personal and systemic biases in hindering inclusion.

The faculty emphasized the need for integration of Indigenous knowledge, land acknowledgments, and attention to intergenerational trauma. They also highlighted the importance of incorporating diverse perspectives into lesson planning to help students see themselves reflected in the curriculum. As one faculty member shared:

*“The things pertaining to representation and culture and making sure my students see themselves in the things that I'm presenting to them and sharing with them.”*

Participants also emphasized the importance of self-reflection in confronting their own biases, particularly regarding disability. Many acknowledged a shift in their thinking, from viewing disability through a medical lens to a broader understanding that includes invisible and socially constructed disabilities. Some also highlighted the stigma often present in higher education, where students with invisible disabilities are misjudged or choose not to disclose their conditions to avoid negative perceptions, as per one faculty:

*“Especially for students who may have sensory difficulties, giving them a chance to have a break... I think for educators who don't have a lot of experience working with students who are neurodiverse or who have autism, it can be easy*



*to see the way that they behave in class and see it as disruptive, see it as they're not paying attention, they're causing problems.”*

These findings demonstrate a growing recognition among faculty that disability is shaped by cultural assumptions, institutional practices, and social stigma, all of which influence how students are perceived and supported.

**The final theme reflected a shift in how participants understood and applied the theoretical underpinnings of inclusive practices.** Faculty shared specific changes made to their syllabi, such as clearly outlining course goals, grading criteria, and communication channels, to improve accessibility for a diverse student body.

Following CAMP+U, many faculty reported spending more time getting to know their students' learning styles, strengths, and needs. Activities like icebreakers not only foster peer connection but also provide insights into how students learn best. The faculty described using a variety of instructional methods and assessment strategies to support students with learning differences. As one participant explained, this means *“providing different ways of communicating and different ways of assessment.”*

Openness to learning differences involved adapting both curriculum and pedagogy to better serve all learners. Participants emphasized that building rapport early and maintaining open communication encouraged students to express their needs and request accommodations. While many believed they were already inclusive, the CAMP+U experience expanded their perspectives and introduced new, practical strategies they had not previously considered.

## **Conclusion**

The findings highlight a shift in faculty attitudes and practices toward greater inclusion, cultural responsiveness, and support for diverse learners. Through CAMP+U PD, participants deepened their understanding of disability, embraced Universal Design for Learning, and became more intentional in addressing learning differences. Faculty reported making concrete changes to course design, assessment, and classroom practices. These outcomes highlight the importance of ongoing PD that centers inclusive practices in higher education.

For inquires, please contact:

Dr. Holly Manaseri, principal investigator and project director

[hmanaser@hawaii.edu](mailto:hmanaser@hawaii.edu)