From awareness to action

A campus field guide for administrators and system designers

Professional development alone does not create an accessible campus. Look for the friction in ordinary college processes and assign someone the authority to remove it.

10 PRACTICAL MOVES

1 Walk a student journey

Follow application, enrollment, advising, disability intake, financial aid, classes, and appeals. Where do deadlines and instructions disappear?

2 Expose hidden procedures

Write down expectations about office hours, add codes, registration, group work, contacting faculty, and asking for help.

3 Audit the digital defaults

Check forms, PDFs, websites, captions, course shells, mobile navigation, and unclear error messages with real users.

4 Make UDL operational

Support transparent assignments, predictable course organization, access to materials, and flexible routes to demonstrate learning where appropriate.

5 Co-design instead of guessing

Involve neurodivergent students in specifying the problem, trying solutions, and judging success. Support meaningful participation and compensation.

6 Map existing services

Identify who owns transitions between disability services, teaching, advising, counseling, and career support. Fix referral dead ends.

7 Distinguish training from outcomes

Attendance at an awareness workshop measures attendance. Measure reduced friction, response time, usable materials, and student experience.

8 Assign owners and deadlines

A recommendation without an owner, budget decision, date, and follow-up process is not yet an improvement plan.

9 Review policies for unintended barriers

Examine documentation burdens, attendance and participation expectations, informal professional norms, and inconsistent implementation.

10 Publish a revision cycle

Report what changed, what remains unresolved, what data were used, and when the next review will happen.

Read the full guide: ttwnest.org/for/administrators/

Questions, suggestions, or corrections? info@ttwnest.org

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PUT IT INTO WORDS

When training attendance becomes the success metric

LESS HELPFUL

“Ninety percent of faculty attended a neurodiversity workshop. Inclusion achieved.”

TRY THIS INSTEAD

“Training reached 90%. Next we will audit course instructions, ask students which barriers remain, and track changes in clarity and access over two terms.”

This measures actual institutional conditions instead of confusing awareness with implementation.

FIVE-MINUTE ACTION CHECKLIST

- [ ] Test one real student pathway from beginning to end.
- [ ] Identify two hidden rules that can be made explicit.
- [ ] Recruit paid or otherwise meaningfully supported student co-designers.
- [ ] Choose observable outcome measures and baseline data.
- [ ] Name accountable owners and a public review date.

WHAT THE EVIDENCE SAYS

The 2026 Ross systematic review found a heterogeneous higher-education intervention literature and limited student co-design. CAST 3.0 offers design principles; the Synapse study illustrates co-design methods. These are promising directions, not evidence that any institution-wide program is already proven to work.

BOUNDARIES AND CAVEATS

An inclusion audit is not a substitute for disability-law compliance, individualized adjustments, or consultation with affected students and specialists.

SOURCE STARTERS: Ross (2026) · CAST (2024) · Coyle (2025)

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