FACULTY TRAINING PROGRAM OF THE MANAGING DIVERSITY UNIT

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At the end of the 20th century, the paradigm shift towards educational inclusion began.

Specific legislation concerning the university in Spain recognizes the right of all students to “equal opportunities and non-discrimination on the grounds of personal or social circumstances, including disability” and to counseling and assistance from the professors.

Higher education institutions should have a structure to guarantee student inclusion.

To train professors so that they can design their courses while also keeping the heterogeneity of the students in mind.

New advances in neuroeducation refers to:
- The plasticity supports the view that students can improve and that their pathologies might not be static.
- Contemplate the learning styles that each individual uses to learn.
- The important of emotions in the cognitive process.
• The role of the faculty member becomes crucial in transforming classrooms, institutions, and the educational system as a whole, for a more inclusive education (Herrera-Seda, 2018)

• On an institutional level, the Universidad Europea de Madrid boasts a faculty development plan to support staff members in the development and continuous improvement of the skills necessary to carry out their main functions (Ruiz Rosillo et al., 2019)

The MDU designed a specific groundbreaking educational program that aims to train university professors on including students with specific educational support needs in higher education.
• Its design was determined by demand from the faculty for training that fulfills their individual needs in a useful, attractive way.

• It’s a sequential program that is structured into three levels, where each professor can follow a learning itinerary based on their individual level of knowledge about inclusive education: beginner level, explorer level, and expert level.
DESIGN OF THE TRAINING PROGRAM

BEGINNER LEVEL
The one for faculty members that have little knowledge on the subject.

EXPLORER LEVEL
This is the level for those professors who already have a knowledge base upon which to build.

EXPERT LEVEL
This is the level for those professors who have the knowledge and abilities necessary to tackle situations that require managing diversity (some coming from their knowledge area). It will help them delve deeper into specific topics and aspects of educational inclusion and diversity.
### COURSES DESIGNED FOR EACH LEVEL

<table>
<thead>
<tr>
<th>BEGINNER LEVEL</th>
<th>EXPLORER LEVEL</th>
<th>EXPERT LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive Mentorship I</td>
<td>Inclusive Mentorship II</td>
<td>Inclusive Mentorship III</td>
</tr>
<tr>
<td>Accessibility in Online Learning</td>
<td>Inclusive Methodologies and Inclusive Resources</td>
<td>Diversified Classroom: Hearing Impairment</td>
</tr>
<tr>
<td>Inclusive Education</td>
<td>Diversified Classroom: Asperger’s Syndrome</td>
<td>Diversified Classroom: Asperger’s Syndrome</td>
</tr>
<tr>
<td></td>
<td>Diversified Classroom: Hearing Impairment</td>
<td>Diversified Classroom: Dyslexia</td>
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<td></td>
<td>Diversified Classroom: Dyslexia</td>
<td>Diversified Classroom: ADHD</td>
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<td>Diversified Classroom: ADHD</td>
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</tbody>
</table>
NUMBER OF FACULTY MEMBERS TRAINED

<table>
<thead>
<tr>
<th>Levels</th>
<th>No. of faculty members trained 2018/19</th>
<th>No. of faculty members trained 2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>0</td>
<td>411</td>
</tr>
<tr>
<td>Explorer</td>
<td>32</td>
<td>52</td>
</tr>
<tr>
<td>Expert</td>
<td>5</td>
<td>29</td>
</tr>
</tbody>
</table>

The difference in participation in the training initiatives is significantly higher in comparison with the previous academic year. This difference, which is especially noticeable in the beginner level courses, can be explained by the introduction of an online version of the Inclusive Education course.
### SATISFACTION WITH THE TRAINING PLAN

<table>
<thead>
<tr>
<th>Items</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017/2018</td>
</tr>
<tr>
<td>We train professors on the inclusion of students with specific</td>
<td>73.8% agree or strongly agree with this statement.</td>
</tr>
<tr>
<td>educational support needs at the university.</td>
<td>90.9% agree or strongly agree with this statement.</td>
</tr>
<tr>
<td></td>
<td>2018/2019</td>
</tr>
<tr>
<td>Satisfaction with the training received.</td>
<td>100% are satisfied or very satisfied with the training received.</td>
</tr>
<tr>
<td></td>
<td>79.3% are satisfied or very satisfied with the training received.</td>
</tr>
</tbody>
</table>

In general, the professors demonstrate a very high level of satisfaction with the training received. Even as the level of participation recorded during the 2018/19 academic year increases, the percentage of those satisfied with the training received remains high.
CONCLUSIONS

- A correct approach to diversity starts with personalized education. MDU consider this approach key to endow the academic programs with a universal, inclusive design that keeps the heterogeneity of the classroom in mind.

- Diversity education is based on adopting a curricular model that facilitates learning for all students (Bayot, 2007), and the professor need the relevant tools and skills to carry this out.

- MDU support teacher to fulfill the role as inclusive faculty member with a training program that is custom-designed to provide them the teaching, methodological, and pedagogical knowledge about inclusive education.

- Institutional responsibility onto shift towards education implies to provide teacher training, incorporate innovations in inclusive education, and employ educational modalities that facilitate faculty participation.


THANK YOU!