Is That My Job? Academic Advisors' Commitment to Accessibility and Success

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Outline

• What is advising?
• Student identities
• Advising Relationship
• Differences between high school and college
• Barriers to success
• Advisor considerations
What is Advising

Purposeful interactions with a student to help guide, support and mentor them through their academic, career and life goals.
Intersecting Identities

- First Generation
- First Year
- Non-traditional/Adult
- Veterans
- Students with disabilities
- Undeclared
- International
- Probationary
- Distance

(Kelly, n.d.)
Relationship is Key

Advisors:

• Build relationship

• Encourage holistic development

(Kelly, n.d.)
Relationship is Key

Advisors are:
• Guides
• Mentors
• Facilitators
• Teachers

(Kelly, n.d.)
# High School versus College

<table>
<thead>
<tr>
<th>K-12</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student may receive accommodation(s) covered under Individuals with Disabilities Education Act (IDEA)</td>
<td>• Student may receive accommodation(s) but is not covered under Individuals with Disabilities Education Act (IDEA)</td>
</tr>
<tr>
<td>• Accommodation(s) based on success</td>
<td>• Accommodation(s) based on access</td>
</tr>
<tr>
<td>• Student might utilize more personnel</td>
<td>• Student might utilize adaptive technology</td>
</tr>
<tr>
<td>• Student’s team sets up accommodations (Teachers, Counselors, Guardian(s), etc.)</td>
<td>• Once approved by DAC, student sets up accommodation(s) with instructor</td>
</tr>
<tr>
<td>• Student may arrange evaluation/testing with school</td>
<td>• Student must get evaluation/testing on own accord</td>
</tr>
<tr>
<td>• Therapy such as Speech, Medical, etc. may be provided</td>
<td>• Personal therapy such as speech is not provided</td>
</tr>
</tbody>
</table>

https://www.mtsu.edu/dac/k12-college.php
Barriers

- Dehumanizing
- Generalizing
- Disempowering
- Using Oppressive Language
- Segregating
- Overprotecting
- Excluding

(Sutton)
Barriers

- Classroom Environment
- Topography
- Buildings
- Students
- Staff /Faculty
- Belonging
- Financial

(Hong, 2015)
Barriers

- Faculty Perceptions
- Lower expectations
- Past experiences
- Fit of Advisors
- Lack of knowledge
- Unresponsive

(Hong, 2015)
Reasons for Not Using Disability Services

• Lack of knowledge

• Shame

• Believe should be able to navigate without services

• Unfamiliar with steps to receive services—not the same as in high school

(Breslow, 2015)
University Considerations

• Make it easier for those with a disability to become students or staff

• Include information regarding the rights of the disabled in trainings

• Conduct research on disability

(World Report on Disability)
Advisor Considerations

• Being familiar with disability policy/laws

• Awareness of your own biases toward this group

• Accessibility of your office

• Consider accessibility of program information
Advisor Considerations

- Ability to refer students to appropriate support services
- Discuss student’s issues in private
- Use student accommodations to assist with course scheduling
We, the ones who are challenged, need to be heard. To be seen not as a disability, but as a person who has, and will continue to bloom. To be seen not only as a handicap, but as a well-intact human being.

—Robert M. Hensel
References


