### AHEAD 2020: Discussion 3.3 Creative Problem-solving with Faculty

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### A Framework for Reflective Practice *(attitude - behavior)*

1 - We are doing the best we can. *(gratitude - acknowledge)*

2 - We are always becoming. *(presence - listen)*

3 - Discomfort often signals new potential. *(curiosity - ask)*

4 - Self-care is the foundation of this work. *(awareness - reflection)*

5 - The chance to work together is a gift. We may not solve everything today, and that’s ok. *(acceptance - breathe)*

### Participant approaches

* Start where you are: develop practices that cultivate self-awareness and curiosity: *I do not know what I do not know. I do not know what others do not know.*
* The interactive process is just as important with faculty as it is with students.
* Ask yourself: How can I speak from my humanity? How can I reach the faculty member’s humanity? How can we grow in mutual understanding?
* Whenever you can, meet with faculty in person (or via Zoom) to humanize.
* Center student learning and success, and cheerfully encourage the faculty member to do the same.
* Gratitude is a great strategy for reminding faculty that they enjoy making a difference: thank faculty for all they do to support students’ learning and success, then offer your support.
* Take an open, team approach to problem-solving, rather than a prescriptive or compliance-centered approach.
* Commiserate and offer compassion. Faculty may well be overwhelmed and under- supported. We have to work with what we’ve got.
* Have discussions with faculty-facing resources in hand.
* Help faculty understand the difference between what is essential and what is a pedagogical preference: the skill may be essential, but are the methods & activities being used to teach that skill “essential”?
* Remind faculty that they are experts in their field, as are we. We’re here to manage the responsibility of determining what’s appropriate in terms of accommodation.
* Faculty don’t need to worry about what students will face in the working world. Title III of the ADA will take care of that.
* A challenge can always signal an opportunity for doing things more effectively, efficiently

### Examples

* Create opportunities to introduce ***Universal Design for Learning***: create workshops or use the flip-side of your accommodations letter template to your advantage. Here are some common UDL solutions that can resolve the need for individual accommodation:
	+ assign a student-generated class notes archive (pair students who are responsible for producing two sets on the same material/class period)
	+ make assignments due anytime in a given week, rather than on an exact date
	+ offer multiple means of engagement to log participation in class: speaking, reflective writing prompts, video reflection

### Explaining a need for accommodations

* EXTRA TIME ON EXAMS: When you give an exam, how many of your students finish early? Typically the answer is the vast majority. Thus on an exam, time is not the limiting factor for most students, knowledge is. However for a student with a disability, time can be a limiting factor. The purpose of the exam and the accommodation is to allow students to demonstrate what they know.
* NOTE-TAKING: Students frequently get together and share their notes; there’s no prohibition on note-sharing among students, even when a student has been absent. A note-taking accommodation is a formalized way to ensure that students can study and learn the material.
* FLEXIBLE ATTENDANCE: when you have to resort to asserting a legal obligation to provide accommodation, remind faculty there are many ways to achieve the accommodation. They may love the creative challenge.
* LIMITED SCREEN TIME: Can it be a more asynchronous model so students can do things in small chunks, rather than sitting in front of the screen, in class, for hours? Could this student be paired with a buddy who would benefit from the same, so as not to work through class material on their own?
* TESTING CENTER CAPACITY: After a 900% increase in testing demand, a participant had to develop an alternative to our small testing center. They worked with our Registrar to identify available classrooms. Faculty identify a proctor, a GA or TA. The participant gave them a proctoring guide. The Test Center was reserved for students who had scheduling conflicts or needed assistive technology. This is now standard protocol for managing accommodations in very large classes at their university.
* ENCOURAGING A VARIETY OF METHODOLOGIES: Sometimes faculty have not had training in methods in their disciplines. Offer alternatives to methods that can pose barriers (like pop quizzes), encourage mentoring pods within academic disciplines, or create a brown bag series to bring colleagues together in order to share strategies.

**4 Good Reads**

* *DisCrit: Disability Studies and Critical Race Theory in Education* (2016).
* *Creating the Path to Success in the Classroom: Teaching to Close the Graduation Gap for Minority, First-Generation, and Academically Unprepared Students* (2018).
* *An Inclusive Academy* (2018). Especially Part 1.
* *Radical Hope: A Teaching Manifesto* (2020).

### Facilitators

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