The Faculty Factor

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AHEAD Association on
Higher Education
And Disability®

Hello Ya'll

- Just kidding, we're from Nebraska!
- Jen Papproth's Austin connection
- Becky Jacobs' Austin connection

The Importance of Faculty

- Faculty are an integral part of the work we do
- If DSS specialists and students are the recipe creators, faculty are the bakers
  - What happens if the recipe isn't clear? Or they can't ask questions and consult with us?
  - We might end up with an episode of Nailed It!

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Real Quotes from Faculty

- "I can tell you that we have had a couple of graduate students that are on the spectrum who were successful in getting their Master's degree."

- "I will remain for 15 minutes max. I have a lot of work to do, and it won't take 30 minutes to discuss the student's issues."

- "This is too much! When is what we are already doing enough?"
- "This course is too hard for a student with accommodations"

We are not here to complain about faculty

- We are here to reflect on what has worked in building relationships with, and learning from, faculty.

- Many of us have been, or are in, a faculty role.

- Audience share-quotes, experiences (3 minutes)

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A quote by Jamie Axelrod, Director, Disability Resources ADA Coordinator/504 Compliance Officer, Northern Arizona University

First a personal reflection. While we all have anecdotes about faculty who can take up a lot of our time and might seem "difficult", my personal experience is that there are very few intentionally "bad apples". There are generally people who have legitimate questions about what we do and how we do it. Those deserve legitimate answers. That said, they sometimes ask those questions in an uninformed way in relation to our role, the institutions obligations etc. You might need to dig a bit to get to the legitimate question or concern. I wish everyone was more informed about this stuff but they are not always. It is definitely part of our work to do this. That said, there are a few truly unpleasant people who do things that they know are discriminatory, but very few.

What characteristics make a University faculty approachable and a partner in access?"

- Audience share

How can DSS providers support faculty?

- Development of Needs Assessment (staffing, proximity of office, ease of finding information, collaborative connections with other campus departments)

- Development of trainings

- Development of departmental processes (OCR)

- The ASC story
  - Then and Now

Strategies for identifying need and implementing action items

- Creating your recipe

- Gaining input from students and faculty (survey)

Let's Evaluate and Create a Plan

- Activity
  - **S** Specific What will be accomplished? What actions will you take?
  - **M** Measurable What data will measure the goal? (How much? How well?
  - **A** Achievable Is the goal doable? Do you have the necessary skills and resources?
  - **R** Relevant How does the goal align with broader goals? Why is the result important?
  - **T** Timetable What is the time frame for accomplishing the goal?

Share

- Share with the group: your goal and plan for implementing

- Questions?

We're a phone call or email away

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Session Evaluation

- Your feedback helps shape future programming.

- Thank you for attending!

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