

# **Student Accountability in the Accommodation Process**

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# **Introduction to Shared Responsibility and Accountability**

- Why are we here?
- Culture of Accountability
- The Roles we Play
- Expectations and Impact
- Sustainability for the Office

# Culture of Accountability

- Accountability Influences
  - DRO Philosophy on Access
  - Legal Counsel
  - Office of Civil Rights
  - Type of Accommodation
  - Student Retention
  - Campus Culture
- Additional Influences?

# **The Roles We Play, DRO Staff**

- Is the office on the same page?
- Consistency in Process
- Education of Campus Partners
- Clear Communication
- Intentional Collaboration with other departments

# The Roles We Play, Campus Partners

- Understand and implement University policies
  - Refer students to DRO when necessary
  - Be an active participant when engaged by DRO
  - Determine the essential components of your course/program
  - Support the process but don't create your own accommodations without consulting with DRO

# The Roles We Play, Campus Partners (cont)

- Access is a Shared Responsibility
  - Universal Design
  - Normalize talking about disability
  - Evaluate Own Spaces
  - Are disabled students considered in new policy statements?

# **The Roles We Play, Parents/Families**

- Encourage safe independence and development
- Support Smooth Transition
- Listen to Understand
- Role may be different
- Parent can care, but not more than the student

**\*Parents are not the enemy\***

# The Role We Play, Student Expectations

- Self Advocacy
  - Ownership of Accommodation Requests and Needs
  - Communicate challenges and barriers
- Fully engaged with DRO processes
  - Timelines, forms, deadlines, locations
  - Documentation requirements
- Know the Lay of the Land
  - Learning the Language
  - Understand Our Institutional Culture

# Impacts to Expectations

- Brand new college students (for some)
- Ownership of Process for the first time
- Disability Impact
- Stigma/Campus Climate
- Developing Identity around Disability

# Impact from Background and Experiences

- Different Backgrounds
- Varying Levels of Understanding and Experience with Disability
- Extensive versus limited support previously
- Navigating Process for first time
- Understanding rights and protections
- **Examples:**
  - **First-Generation Students:**
    - Low SES and Underrepresented Students
    - Cultural and Educational Differences
    - Others?

# Implications for Accountability

- Individual Accountability Considerations
- Where do we/can we offer grace?
- Structure and Guidance
- Miscommunication
- Negotiation versus Accountability
- Comfort Level with Campus Partner Conversations
  - Power dynamics

# **Clear Expectations to Students**

- Communication is Key
- Timelines and Procedures
- Self-Advocacy Skills
- Potential Consequences
- General Expectations of All Students on Campus

# Benefits of Accountability: Students

- Clearer Understanding of their Role
- Learning to be Self Advocates
- Access to Full Opportunity to be Successful
- Support Others/Reduce Stigma and misunderstandings
- More developed faculty engagement
- Better prepared for life after college
- Less disruption in education progress

# Benefits of Accountability: Campus Partners

- Clearer Understanding of their Role
- Less frustration and 'burden'
- Fostering Shared Responsibility
- Better partnerships with DROs
- Value Students with Disabilities
- Education of SWDs and their experiences

# Benefits of Accountability: DROs

- Viewed as campus facilitator and collaborator, not provider
- More sustainable
- No longer the gatekeeper
- Reduces Risk and Legal Challenges
- Trust and Buy-In from Leadership
- Complex Accommodation become less daunting
- Proactive versus Reactive
- Focus on the Essentials

# Contact Information and Questions?

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