

Silos Are for Farms, Not Campuses

Building-Cross Functional
Partnerships for Inclusive Education

Everway

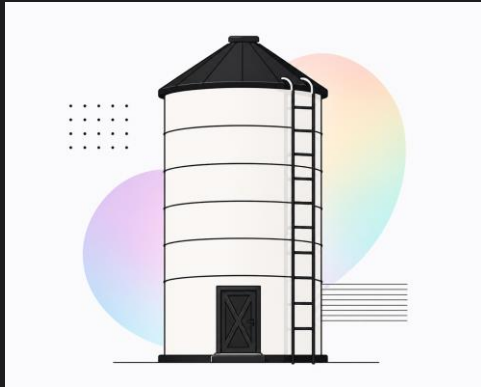


The question isn't whether your campus
has silos. They all do.

The question is whether you're
intentionally building bridges.



Let's Talk Silos!



Where are silos most visible on your campus?

What barriers: structural, cultural or technological limit cooperation?

Which campus partnership has had the greatest positive impact on your work and why?

If you could strengthen one campus relationship tomorrow, which office would you choose and why?

Why silos exist

Limited time and capacity

Daily priorities leave little time to build relationships beyond our own office.

Lack of intentional relationships

We naturally collaborate with people we know, trust, and interact with regularly.

Competing priorities and organizational structure

Departments are organized around different goals, metrics, and reporting lines.

Communication gaps

Valuable information, initiatives, and expertise often remain within individual offices.

The Front Porch Theory



Relationships begin with conversations, not collaborations. Small, informal interactions often lead to meaningful collaboration.

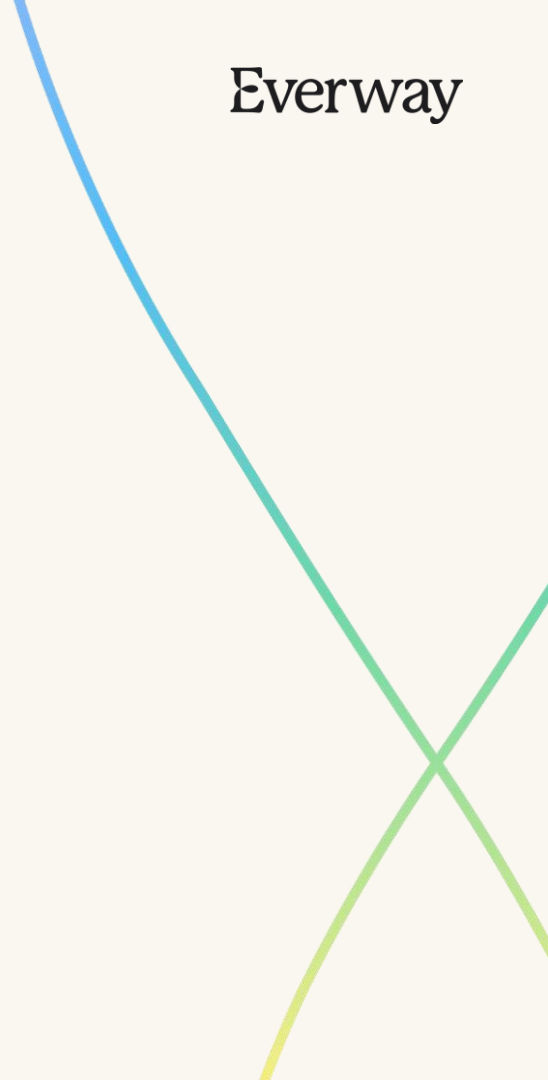
Invite colleagues onto your “front porch”.

Build trust through curiosity, listening and shared understanding.

Strong partnerships are built one conversation at a time.

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Collaboration in Action



Instructional Design/IT



Instructional design collaboration

Partner on accessible course design, faculty consultations, and campus-wide initiatives that embed accessibility from the start.

Universal design and course accessibility

Collaborate to expand UDL practices, improve digital accessibility, and create learning environments that benefit all students, not just those registered with DS.

Faculty partnerships

Leverage trusted relationships with faculty to help open doors, champion accessibility and reinforce inclusive teaching practices.

Educational & assistive technology

Collaborate on the evaluation, procurement, implementation, training and scaling of technologies that improve access and support student success campuswide.

Instructional Design/IT

*Breaking down
the silos by...*

Design Together

Accessible course design & UDL

Influence Together

Faculty partnership & professional development

Implement Together

Educational & assistive technology adoption

Scale Together

Campus-wide accessibility initiatives

Instructional Design/IT Key Takeaway



Your strongest and most underutilized ally



Instructional Designers are often one of Disability Resource's strongest allies on campus.



They work at the intersection of accessibility, pedagogy, faculty development and technology.



Ideal partners for creating and sustaining institution-wide change.

Student Success/ Support



Earlier identification

Recognize students who may be experiencing academic, executive functioning or transition challenges before reaching a point of crisis.

Coordinate student support

Connect services, reduce duplication of efforts, and create a seamless experience for students navigating multiple campus resources.

Holistic student support

Address academic, personal and accessibility needs through shared planning and communication.

Shared technology & resources

Leverage educational technologies, early alerts systems, coaching platforms and assistive technology to support students more proactively.

Student Success/ Support

*Breaking down
the silos by...*

Identify Together

Recognizing students before barriers become crises.

Support Together

Coordinate services that promote student success

Empower Together

Build confidence, independence, and self-advocacy

Success Together

Shared outcomes through collaboration and continued support

Student Success/ Support

Student Success isn't another office; it's your partner in creating a coordinated student experience.

Key Takeaway

The best student support happens when students experience, one campus, not a collection of offices.

Advancement/ Development



Storytelling & student impact

Sharing meaningful student success stories (appropriately and ethically) that demonstrates the value of access & inclusion.

Donor-funded initiatives

Identify funding opportunities for accessibility projects, technology, scholarships, office initiatives or innovation.

Campus champions & alumni engagement

Connect with alumni, advisory boards, and donors who have a passion for disability inclusion or educational equity.

Strategic partnership

Position Disability Resources as a contributor to institutional priorities, helping elevate accessibility as part of the university's mission rather than a compliance function.

Advancement/ Development

*Breaking down
the silos by...*

Connect Together

Strategic relationships and shared understanding

Advocate Together

Accessibility as a shared institutional priority.

Invest Together

Funding opportunities for innovation and inclusion.

Sustain Together

Long-term partnerships built on measurable impact.

Advancement/ Development

Advancement isn't just about asking for money.

Key Takeaway

It's about building relationships that advance the mission of your college or university.

What other campus partners are
beneficial to the work that Disability
Resources does on campus?



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Technology as a Connector

Technology assets

Text-to-speech/literacy support

- Accommodations
- UDL for campuswide access
- Underprepared/struggling learners
- Normalization of use for all

Note-taking or study tools

Who else benefits from knowing about these tools?

- Academic Coaching/Tutoring
- TRiO
- Veterans Services
- First-Year Experience
- Advising

AI tools

- Who is evaluating AI accessibility?
- Who is writing AI guidance on your campus?
- Who is responsible for training on AI?
- Cross-functional collaboration

Technology as a campus asset

Technology shouldn't live in one office. It should live in a campus ecosystem.

Disability Resources has expertise.

Instructional Design/IT has faculty relationships and infrastructure.

Student Success/Support has student engagement.

Advancement has the resources and relationships.

Together, technology becomes an institutional asset instead of an accommodation.

Assistive technology is no longer just an accommodation. It's an educational strategy.

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Bridge Building

Activity: My Next Campus Partner

We've spent our sessions talking about collaboration. But collaboration doesn't happen because we attended a conference. It happens because we send someone an email, walk across campus, or invite someone to coffee.

Let's identify one bridge you're going to build back on campus.

The Coffee Challenge



One conversation can build one bridge.

When you meet with your campus partner, ask:

1. What are your biggest priorities this year?
2. What challenges are you seeing with students?
3. How can Disability Services support your work?
4. How can we work together to better support students?

Focus on their work. Have them tell you about their world.

Your first meeting is about curiosity – not collaboration.

One Bridge at a Time



You don't have to transform your campus tomorrow.

- ✓ Meet one new partner.
- ✓ Start one new conversation.
- ✓ Build one new relationship.
- ✓ Help one more student.

Reflection, Synthesis, Discussion & Questions

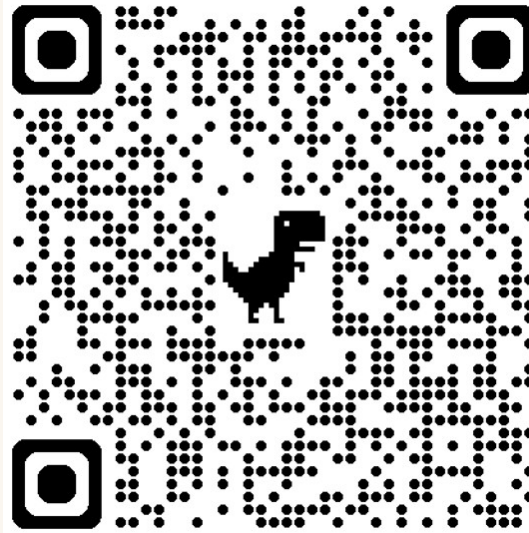


Fill Out the Session Evaluation

Individual Session Evaluations

Please complete once for each session you attend.

tiny.cc/8zu1101



Let's Connect!

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