Before we start...

Write one word to describe your own experiences engaging faculty
What works with faculty?

Results from a yearlong faculty accessible instructional materials workshop

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Topics for Today

• Accessibility overview
• Workshop design
• Faculty feedback/insights
• Policy recommendations
• Sneak peak: On-demand faculty resource
What is Accessible?

• Definition of Accessible
  1. Easy to approach, reach, enter, speak with, or use.
  2. That can be used, entered, reached, etc.
  3. Obtainable; attainable.
Accessible?
Accessible?
Accessible?
Accessible?
Accessible?
Accessible?
Who?

n=32 faculty; at least one from each college/school

12: Education
7: Letters, Arts, Sciences
6: Nursing/Health
3: Public Affairs
2: Business
2: Engineering
When?

• One academic year (and it’s still going strong)
  – Fall
  – Spring
  – Summer…No Way...
What?

- Focused on what we put into the “container”
  - Textbooks
  - Course readers
  - Powerpoints
  - Videos
  - Exams/assignments
  - Handouts
  - Group work
  - Classroom layout
Pre-Workshop Efforts

• Considered the larger context
  – Partial reinvention of the wheel…We started by benchmarking and connecting the knowledge centers together for what’s relevant for us.
    • Campus resources, size, policies, etc.
  – Explored the social and historical perspectives of accessibility.
Pre-Workshop Efforts

• Developed shared values and vision
  – Collegial culture in which faculty talked about practice, shared their knowledge, and observed and rooted for the success of each other.
  – Without such support, not many faculty can afford to take the risks related to being an “accessibility renegade” and go it alone.
  – Two-way street…vision establishes direction and direction establishes vision.
Pre-Workshop Efforts

• Established learning communities as social networks for influencing change
  – Where individual faculty are organized into an accessibility group, we are empowered by our administration to see ourselves as both capable and responsible.
  – Led by faculty who model best practices.
Pre-Workshop Efforts

• Integrated the work of other campus offices
  – Sustainability
  – Shared expertise and resources
  – Cooperative planning and implementation
  – Analysis of organizational structure
Workshop In Action
Faculty Feedback/Insights

• Anchored within faculty review processes
Faculty Feedback/Insights

• Anchored within faculty review processes
  – Dossier/review
  • Teaching (40%)
    – Make the connection clear
    – FCQ question
    – Student feedback
Faculty Feedback/Insights

• Anchored within faculty review processes
  – Dossier/review
  • Research (40%)
    – Make the connection clear
    – Publications
    – Presentations
    – Grants
Faculty Feedback/Insights

• Anchored within faculty review processes
  – Dossier/review
• Service (20%)
  – Make the connection clear
  – Committees
  – Leadership
Faculty Feedback/Insights

• Structured time for collaboration
  • Faculty schedules most often do not allow common planning time for faculty who do not happen to share course or office hours.
  • Alignment with department meetings was key, small group interactions
Faculty Feedback/Insights

• Explored various faculty peer coaching models
  – Expert peer coaching
  – Team coaching
  – Reciprocal coaching (co-teaching, train-the-trainer)
  – Still unsure…
Faculty Feedback/Insights

• Focus on addressing explicit accessibility needs
  – YouTube video search with captions filter
  – PDF text check - Command (Ctrl on PC) + A, C, V onto Word Doc
  – Add “Bookshare” availability to your textbook adoption decision
  – Avoid text boxes
  – Create audio files
  – Powerpoint outline view
  – Etc.
Faculty Feedback/Insights

• Momentum (how to keep it going...)
  – Successive reflection-action cycles
  – What are my intrinsic motivations and levels of self-efficacy in this?
  – How do I deal with constraints of time?
  – In the face of the continuous distractions of daily professional life...
Faculty Feedback/Insights

• Evaluating impact on student access
  – Faculty and student self-report
  – Observation
  – External evaluators
Policy Recommendations

• Sustainability predictors
  – Results will add capacity (or value) to the campus community.
  – Adopters easily understand the goals and procedures of the workgroup.
  – A process in place to form a vibrant community of support that is also available to other faculty.
Policy Recommendations

• Sustainability predictors, cont.
  – A process in place to ensure faculty have the ability to choose to continue involvement in a variety of capacities, including leadership.
  – A long-term plan that will ensure leaders will be assigned to the workgroup for at least 3 to 5 years.
On-Demand Faculty Resource
Discussion – Let’s hear from you!

Keep in touch:
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