

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

Scott Kupferman, Ph.D.

Assistant Professor, College of Education



University of Colorado
Colorado Springs



University of Colorado
Boulder | Colorado Springs | Denver | Anschutz Medical Campus

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



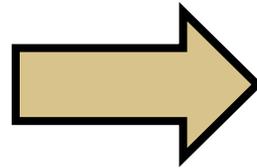
When?

- 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



Blackboard

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

 **Digital**Measures

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

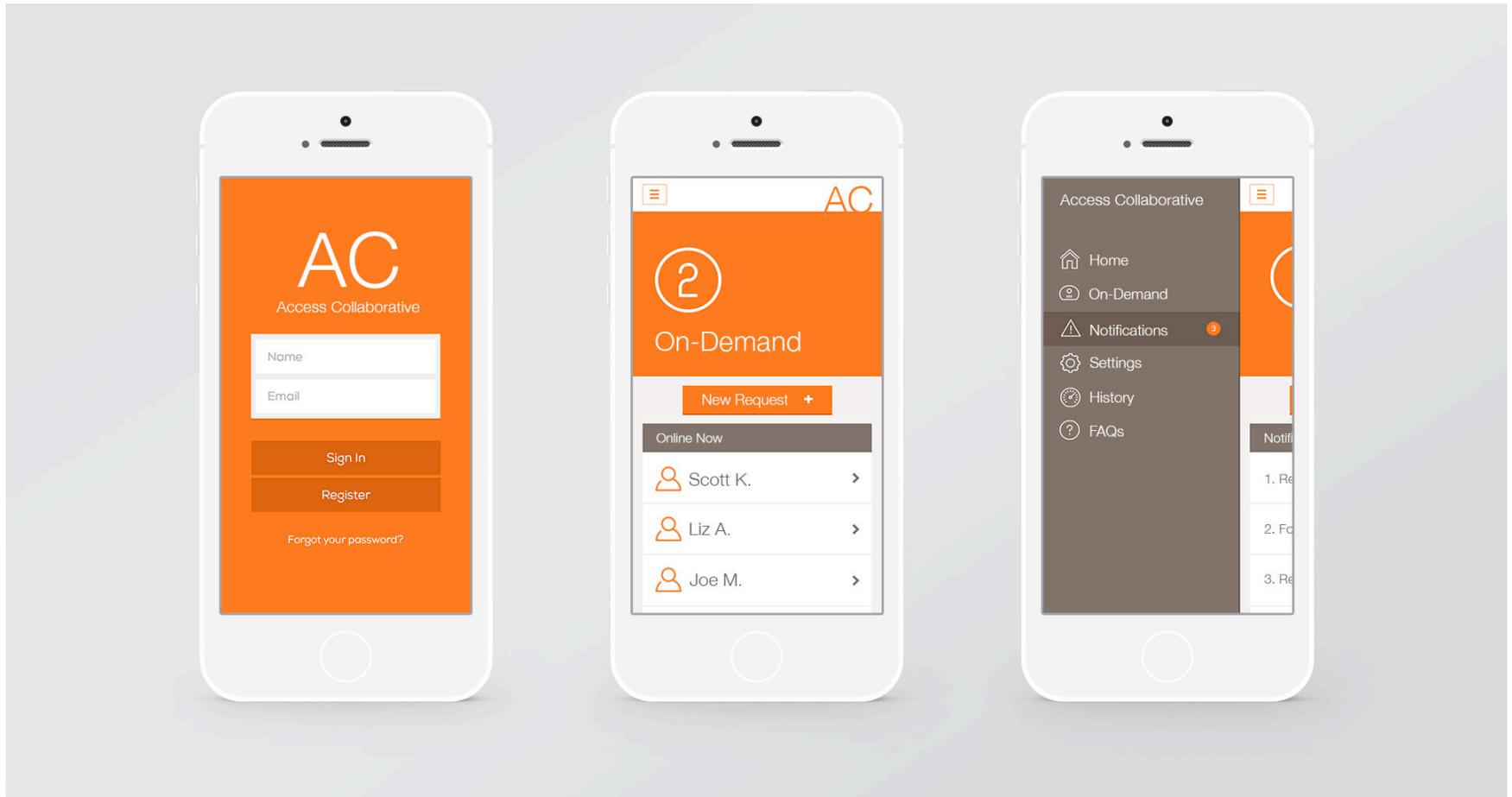
Policy Recommendations

- 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:
Scott - skupferm@uccs.edu*