SAINT LOUIS UNIVERSITY

CENTER FOR ACCESSIBILITY AND DISABILITY RESOURCES

Alt Text: The Center for Accessibility and Disability Resources' office logo, which is the Saint Louis University fleur de lis in the SLU blue color with white outlines. Beneath the fleur de lis is Saint Louis University in SLU blue, followed underneath by a divider line in SLU blue, followed underneath by Center for Accessibility and Disability Resources in SLU blue.

# Faculty Feedback Survey Report

2022-2023

Purpose

The purpose of this survey was to obtain faculty experiences and perspectives of the 2022-2023 academic year. The Center for Accessibility and Disability Resources' goal is to collect data and feedback from faculty to make continuous improvements to the services and resources provided. This survey is being made public for transparency and to show areas of growth and needs.*

The mission of the Center for Accessibility and Disability Resources is to foster equitable experiences for students with disabilities at Saint Louis University.

* Some information collected during the survey is not being made public to honor anonymity.

Q1. In general, how would you rate your interactions with the staff members of CADR?
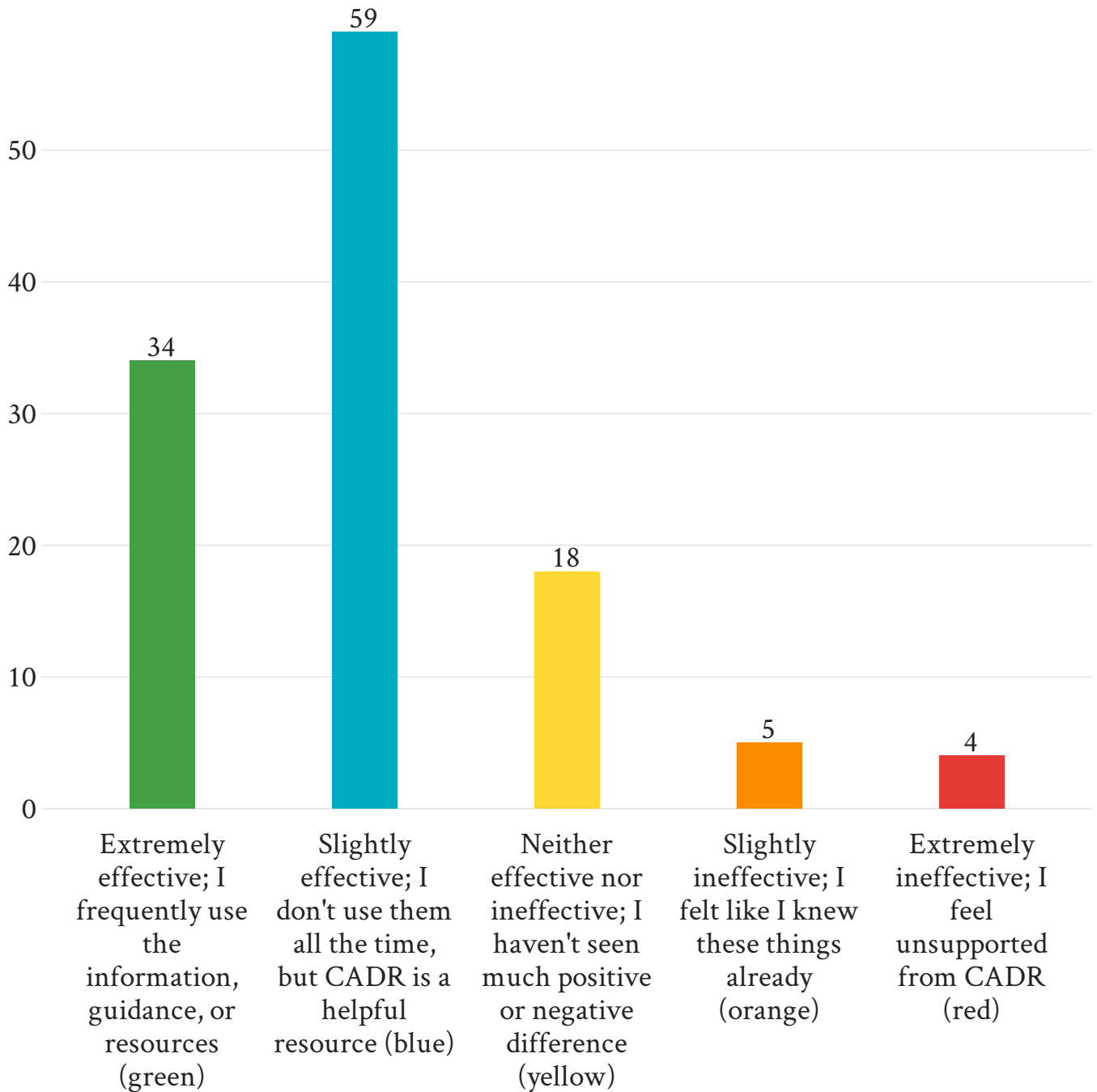
Alt Text: a bar graph with three bars from left to right: red, yellow, green.
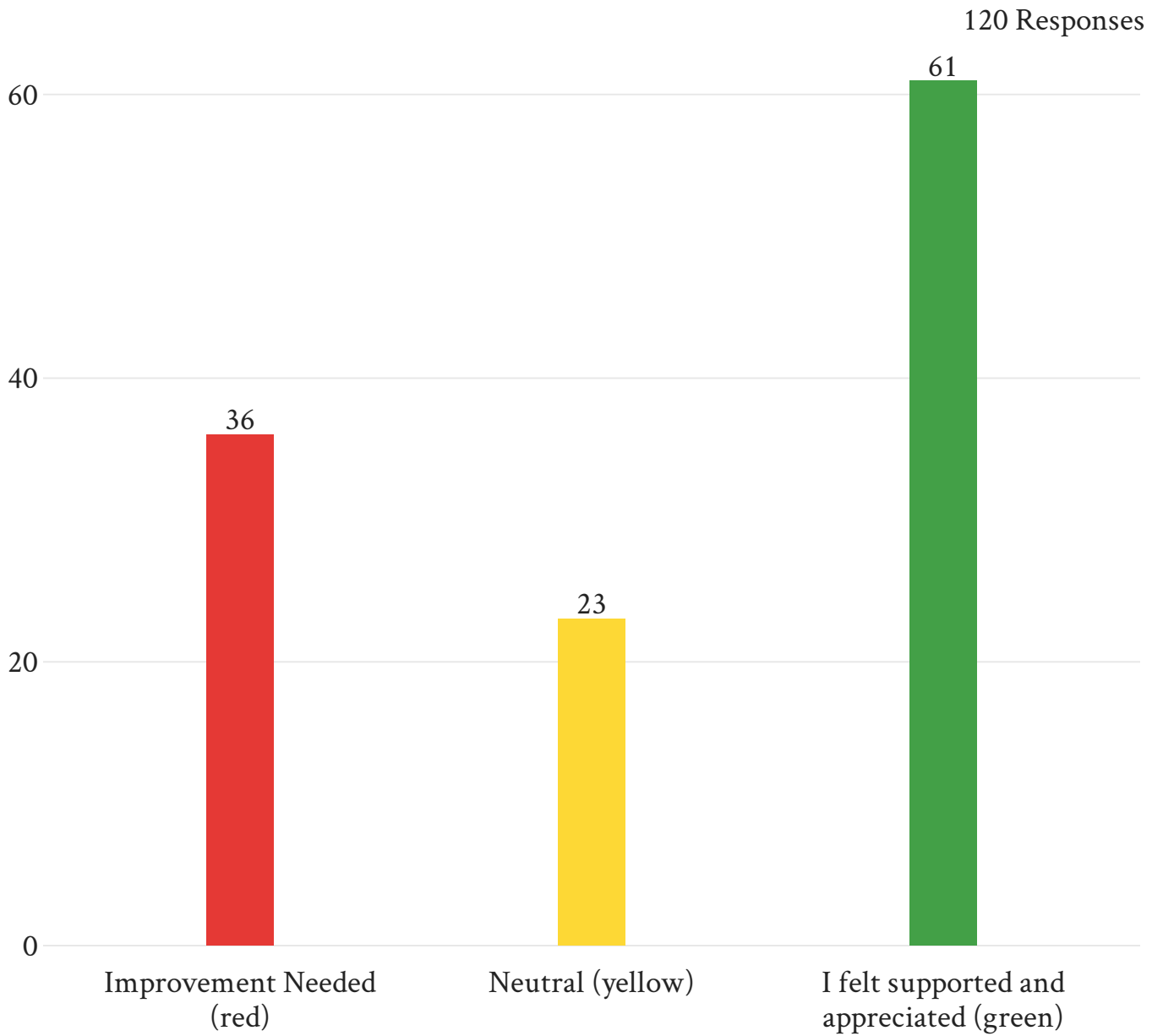
120 Responses

Q2. How effective is the information, guidance, or resources provided by CADR?

Alt Text: a bar graph with five bars from left to right: green, blue, yellow, orange, red.
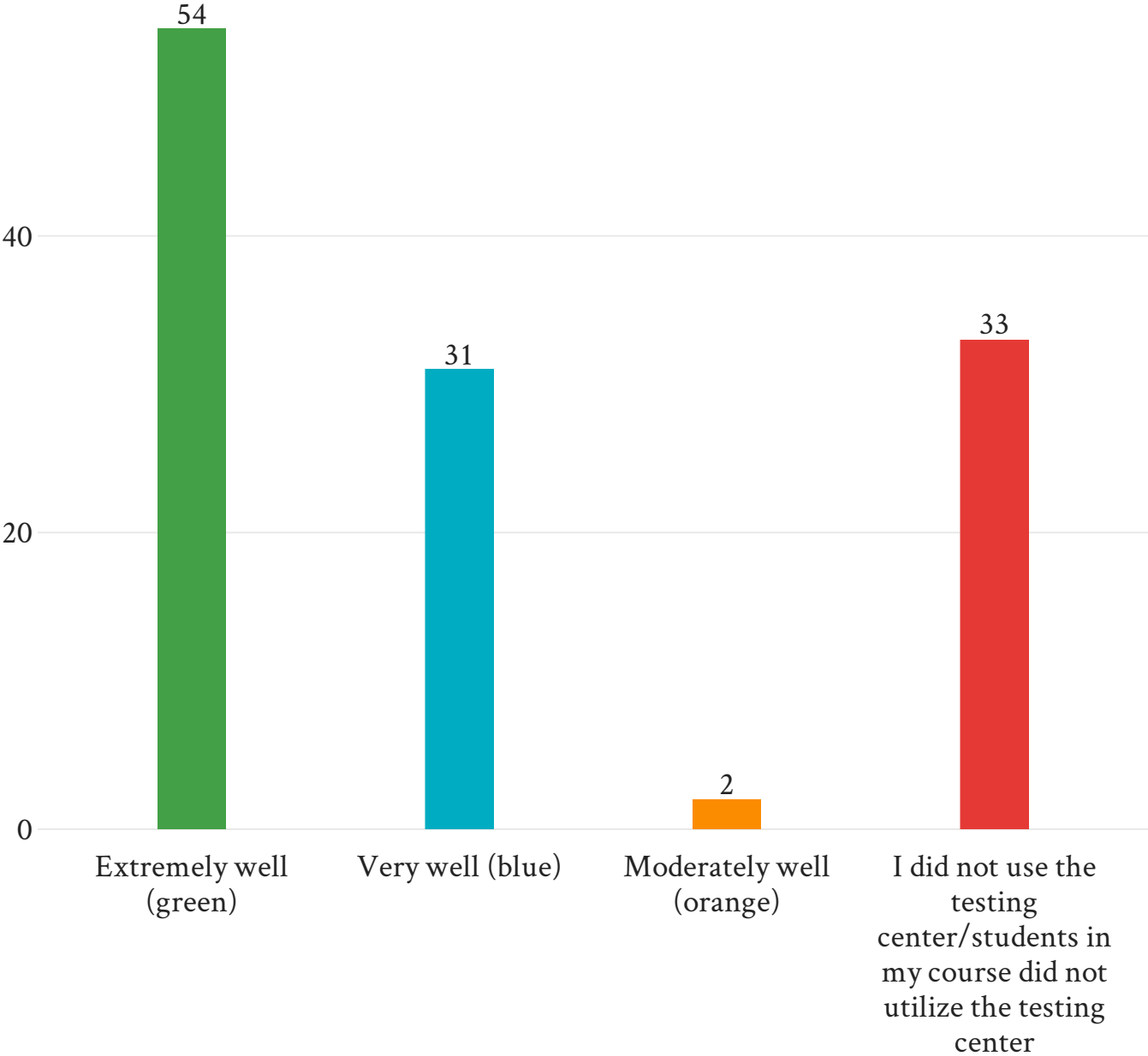
120 Responses

Response	Count
Extremely effective; I frequently use the information, guidance, or resources (green)	34
Slightly effective; I don't use them all the time, but CADR is a helpful resource (blue)	59
Neither effective nor ineffective; I haven't seen much positive or negative difference (yellow)	18
Slightly ineffective; I felt like I knew these things already (orange)	5
Extremely ineffective; I feel unsupported from CADR (red)	4

Q3. How effective are the testing centers working to serve your needs as a faculty member?

Alt Text: a bar graph with four bars from left to right: green, blue, orange, red.

120 Responses

Category	Responses
Extremely well (green)	54
Very well (blue)	31
Moderately well (orange)	2
I did not use the testing center/students in my course did not utilize the testing center (red)	33

Q4. How would you rate how student accommodations are implemented or discussed?

Alt Text: A pie chart with three portions starting from the top moving clockwise: green, yellow, red.

121 Responses
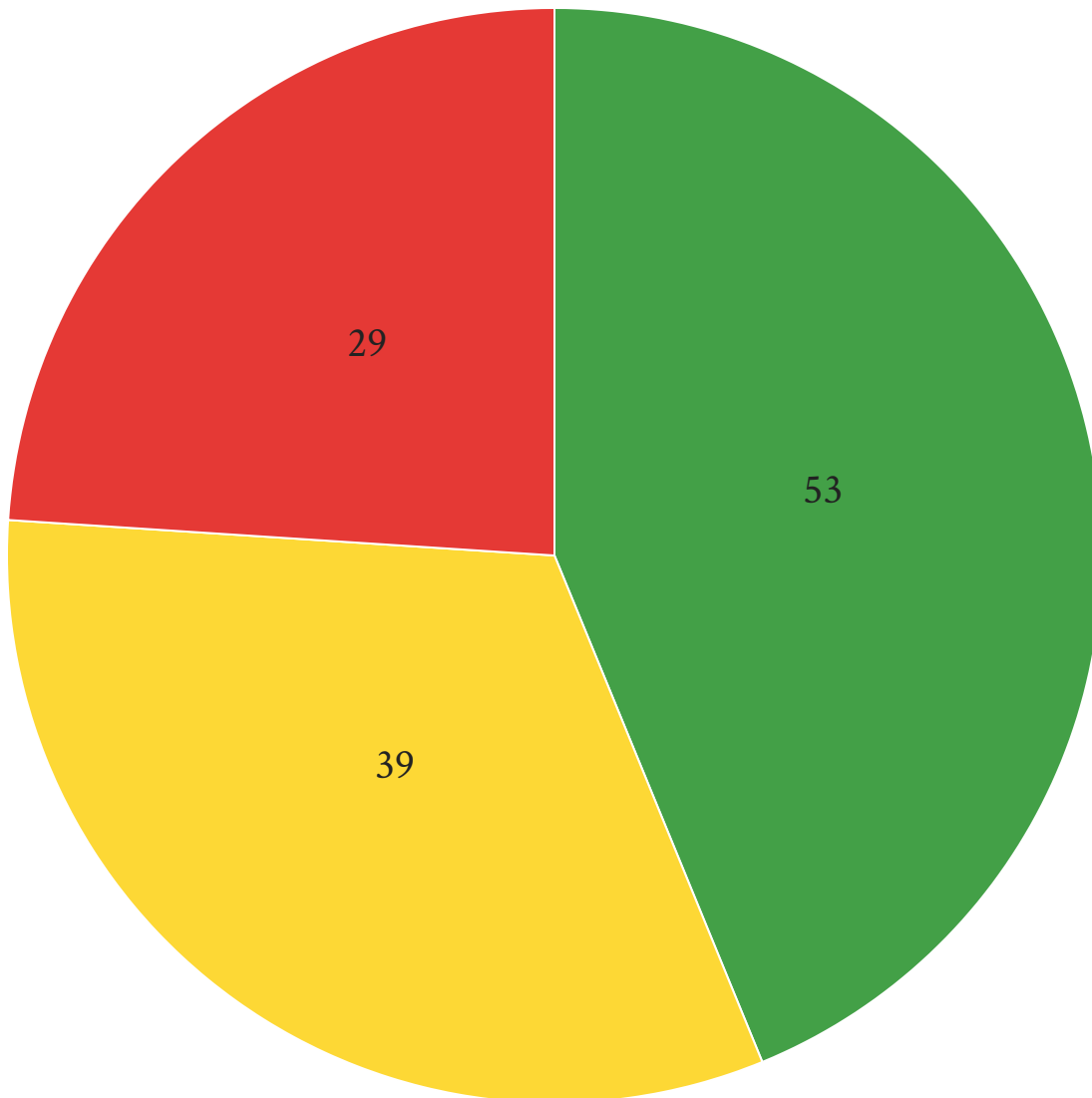
- I know how to implement accommodations in my course (green)
- I have some challenges but can, at times, figure it out (yellow)
- I feel lost when it comes to accommodations (red)

Q5. How would you rate the ability to obtain the resources that you need for teaching students with disabilities in your course?

Alt Text: a line chart starting at the left, moving to the right. A blue line shows the difference of each rating scale designation between zero (difficult) to ten (easy).

● Number of Respondents' Choice
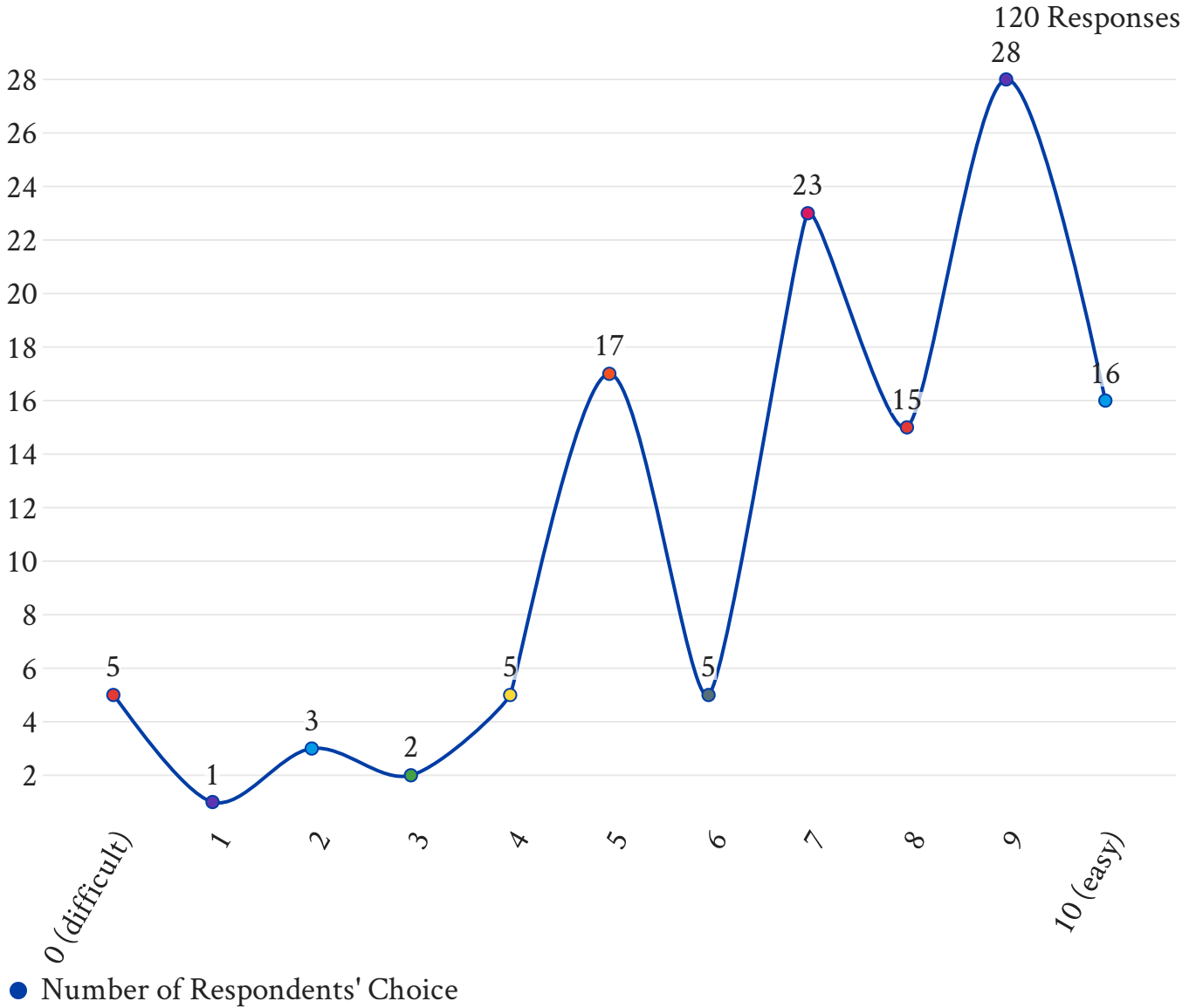
Q6. What types of educational or development opportunities would you like CADR to provide about students with disabilities in the college setting for faculty to engage in? Some examples could be: universal design, implementing academic accommodations into a course, specific simulations/workshops/speakers about disabilities/diagnoses, etc.

<div align="center">

(**The following are trends from survey responses**)

Implementing academic accommodations into a course

Navigating the challenges with unique accommodations (for example, a flexible attendance accommodation)

Rights and responsibilities as an instructor/faculty member

</div>

Q7. Do you have any suggestions, ideas, or feedback for improvement for CADR and the staff?

(**The following are trends from survey responses**)

Reminders for students about the purpose and expectations of accommodations, especially with a flexible attendance accommodation

Canvas accessibility implementation questions

Additional workshops/trainings for faculty/instructors

Testing Center challenges/issues

*(CADR has adopted these areas of improvement and feedback as **target points**)*

Addressing Target Points

<u>Student reminders for specific accommodation purposes and expectations</u>

Some faculty/instructors shared challenges with certain academic accommodations, especially with the flexible attendance accommodation. This included experiences where students attempted to apply absences retroactively or submitted blank accommodation forms with no context or conversations.

When students meet with a CADR staff member and a flexible attendance accommodation is considered reasonable, the staff member discusses the specifics of using this accommodation in the student's courses. The staff member goes through the process of implementing an attendance accommodation with the following pieces:

1. The student initiates communication with the instructor, requesting to discuss the implementation of an attendance accommodation. A private appointment/meeting is set up.
2. The student and the instructor discuss the attendance accommodation and the possibility of implementation. If the flexible attendance accommodation is a reasonable request for the course, an agreement is made between the student and the instructor on how the flexible attendance accommodation will be implemented.
3. Once an agreement is made, the student and instructor will complete and sign the Flexible Attendance Agreement Form. Once signed by both the instructor and the student, the flexible attendance accommodation can be utilized.

Additionally, the staff member will discuss the expectations and limitations of a flexible attendance accommodation. Specifically, for expectations, it is required that students discuss with each instructor if they intend to use their flexible attendance accommodation. The discussion is vital to the implementation of this accommodation, as a flexible attendance accommodation may look differently/apply differently to various courses. This is required, not optional. Completion of the flexible deadlines agreement form is also required for documentation purposes.

CADR staff also inform students that this accommodation cannot apply retroactively. In order

to utilize a flexible attendance accommodation, a conversation has to be held and an agreement is made before using the accommodation. Additionally, CADR staff acknowledge and recognize that a flexible attendance accommodation may not be appropriate. This is due to various contributing factors, such as accreditation standards for a program/degree, the number of classes in a semester, and the structure of a course/course requirements. Thus, CADR staff communicate this to students, emphasizing the importance of meeting with instructors. If the flexible attendance accommodation is deemed unreasonable, then an alternative option will need to be discussed between the student, instructor, and CADR staff.

Questions about Canvas accessibility and implementation

Some faculty/instructors asked questions or provided comments about Canvas and how to ensure that their course is accessible, while also voicing that it is difficult to navigate Canvas accessibility challenges.

Since the onset of the COVID-19 pandemic, our office updated our Faculty, Staff, and TAs resource webpage to include tips on how to make an online course accessible. CADR encourages this as a starting point for instructors when building/adjusting an online course. However, especially with SLU's incorporation of Canvas Ally, an accessibility tool for online content, there might be several instances where the accessibility feature may flag inaccessible content/provide comments for improving the online content. If an instructor is facing challenges to address these accessibility flags, CADR encourages instructors to consult with the Reinert Center for Transformative Teaching and Learning to assist with developing an accessible course.

CADR will consider exploring the option of working with Information Technology Services (ITS) to provide a webinar on online accessibility and the use of Canvas in the future.

Additional workshops/trainings for faculty

Faculty who participated in this survey also raised questions or suggestions about additional workshops and trainings.

This past academic year, CADR and the Reinert Center launched a ADA and Universal Design workshop opportunity through Canvas that was conducted in a hybrid

asynchronous/synchronous format, which included a recorded, live discussion with a representative from the Office of General Counsel. Due to overwhelmingly positive feedback received, CADR and the Reinert Center are planning to offer two opportunities for faculty this upcoming academic year.

At the start of each academic semester, CADR sends communication to departments offering to meet with each department and it's faculty members to present on what CADR does, how CADR can assist faculty, and resources available to students and faculty through CADR. CADR will continue to offer this as an opportunity for departments and faculty to learn more about CADR.

CADR is planning to bring in external organizations to provide additional learning and engagement opportunities for SLU community members, including faculty, such as the popular Dyslexia Simulation Seminar presented by Churchill Center and School. CADR will continue to explore opportunities for faculty engagement when it comes to learning more about accessibility.

Testing Center Challenges

A vast majority of faculty responding to this survey shared concerns and frustrations with our testing center challenges and issues.

Testing Center Operation Issues

During the 2022-2023 academic year, the testing centers experienced more issues, mistakes, and challenges than in previous academic years. The primary reason for these issues is because of staffing. CADR has had to navigate the challenge of filling testing center proctor positions, as we observed a decrease in interested applicants. CADR realized that many of those who apply are unfortunately not qualified for the position. With the budget constraints, CADR can only hire a fixed amount of testing center proctors, which usually consists of two graduate assistants and five student workers, split between two testing centers. CADR plans to address these challenges with the following plan:

- Hiring a third graduate assistant to provide additional coverage, overlap, and direct supervision of testing center operations

- Incorporation of faculty comments from this survey, specifically ones that provide direct experiences from the testing center, into new proctor training
- Shift to online format for OCT and RER Forms (via DocuSign) starting fall 2023
- Keeping an emphasis on delivery timelines for completed exams when training new and returning staff
  - For deliveries to specific offices or mailbox locations, delivering at between 24 to 48 hours after completion*

*Some faculty shared feedback that deliveries should be made on the same day as a completed exam. Due to the volume of exams and staffing availability, this is not a realistic request for our testing center at this time. Thus if a faculty member would like to have an exam returned on the same day that the exam is taken, CADR recommends that the the professor select "scan" under the exam return option on the OCT form.

Requests for modifying RER form deadline requirement

Some faculty requested that CADR change the RER form deadline. RER forms must be submitted at least 72 hours in advance (in business days) for students who do not have exam accommodations to make up a missed exam. While CADR may consider requests with a shorter timeline on a case-by-case basis, the 72-hour requirement will not be adjusted at this time. It is challenging to accommodate RER requests with day-of or day-before requests, especially with higher volumes of exams that have already been scheduled. The current deadline allows the staff to ensure that:

1. There is available space for the request to be accepted
2. That there is staff coverage to proctor the exam

Thank you to those faculty members who participated in our feedback survey.

Please reach out to the Center for Accessibility and Disability Resources (CADR) at accessibility_disability@slu.edu with any questions or inquiries.

Center for Accessibility and Disability Resources at Saint Louis University
20 North Grand Boulevard
Busch Student Center, Suite 331
St. Louis, Missouri 63126

P: 314-977-3484 | F: 314-977-3486 | Instagram: slu_cadr